



Discovery Path Finder: Level Six is an official national publication of Camp Fire that supports programs for youth at the sixth grade level.

The approach to the *Discovery* curriculum is based on ideas and feedback from many councils obtained over a three-year period through the Camp Fire professional conferences, individual conversations and suggestions from educators, youth development specialists, council staff and national staff.

Writers include Michelle Bush, Beci Amy and Kathleen Hermes.

Reviewers include Cheryl Keimig; Yolanda Santos; Camp Fire Lone Star Council, Dallas, Texas; Chandi Wagner; Camp Fire Oklahoma Green Country Council, Tulsa; Robin Hodges and Theresa Hogan.

National staff include: Deanna Armstrong, Chief Program Officer, Andy Millikan, Manager of Teen Programs Melissa Winebrenner, Program Design Manager

The Home Baking Association provided the baking activities. Sharon Davis wrote the meeting plans and arranged for Camp Fire's use of the recipes provided.

Camp Fire is an equal opportunity and affirmative action employer.

© 2003 Camp Fire
All rights reserved.
Revised 2012.

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

Item No. D00003
Published by:
Camp Fire
National Headquarters
1100 Walnut Street, Suite 1900
Kansas City, Missouri 64106
Telephone: 816 285 2010
Fax: 816 284 9444
E-mail: info@campfire.org
www.campfire.org

FORWARD ▶**1****SECTION 1: INTRODUCTION ▶****Introduction to Discovery Pathfinder**

Introduction to <i>Discovery Path Finder</i>	4
<i>Discovery Program Framework</i>	4
Camp Fire Trails & Youth Outcomes	5
Trail Activities	6
Trail Projects	6
Focus Areas	7
Camp Fire Recognition and Awards	8
Building Block Activities	9
Overview of the <i>Discovery Program</i>	10
Program Tools	10

SECTION II: ACTIVITIES AND PROJECTS ▶**Building Block Activities** **11**

• Communication	13
• People, Parents and Peers	22
• Planning, Goal Setting and Decision Making	28
• Problem Solving	37
• Safety	48

Trail to Knowing Me **61**

• It's Just a Feeling	61
• Inside Out	83

Trail to Family and Community **115**

• A Family Connection	115
• Community Past, Present and Future	139

Trail to Creativity **162**

• You Can Sculpt	162
• ARTfully Done	185
• Strike a Chord	215

Trail to the Environment **239**

• WorldWise	239
• Wildlife	259



SECTION III: ADULT FACILITATOR GUIDE ►

Trail to the Future	287
• Science Mysteries	287
• Be a Sport	312
Overview of <i>Discovery</i> Program	331
Recognition	333
Your <i>Discovery</i> Group	333
Youth-Adult Partnership	333
Discovery Planning Method	334
Family Partnerships	343
Tips to Increase Family Support	343
Family Meeting	343
Getting Started	345
Meeting Plan	345
Planning Guide for Group Meetings	349
Your Group Calendar	350
Group Governance	350
Your Group Responsibilities	350
Supplies and Equipment	350
Tips for Success	351
Safety Concerns	353
Parent Permission	353
First Aid	353
Emergency Information	354
Safety Rules	354
Child Abuse	355
Leader Behavior	355

Youth Development	356
Needs of early adolescents	356
Youth in this age group	357
Developmental characteristics	357
Race and culture	358
Inclusiveness	359
Diverse personalities	360
Key points to remember	362
How Is It Going?	361
Look to the Future	362

APPENDIX ▶

<i>Discovery Score Card</i>	365
<i>Discovery Record</i>	367
Activity/Trip Permission Form	368
Incident Report	369
Family Activities	370
Early Bird Activities, Mixers and Ice Breakers	371
Meeting Openings and Closings	373
Handwashing	374
Mix and Measure	375
Additional Baking Resources	376
Camp Fire <i>Discovery Outcomes</i>	378
McRel Education Standards	379
Program Resources	385
National Organizations and Resources	388
Crisis Numbers	390
Glossary of Terms	391



Camp Fire

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 need 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 1900's 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.

OUR PROGRAM PHILOSOPHY

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 coeducation activities for all youth. Youth find a safe and inclusive place to explore the uniqueness of who they are, to master important life skills, to share with peers and adults, and to develop assets that experts assert are essential to the process of building character and maturity. We require no oath or participation in rituals that may create barriers to inclusiveness.

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

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

OUR CORE VALUES ►

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

**WE BUILD DEVELOPMENTAL ASSETS**

Our programs are built around sound youth development principles. In the 1990s the Search Institute conducted research on the factors that all youth need to become healthy, caring, principled and productive adults. Search studied over 500,000 young people, grades six through 12, in more than 600 communities across America. From the research, Search defined 40 developmental assets that create positive building blocks for successful adults.

The work of Search and others has shifted the focus of youth development away from problem solving to asset building. This positive view of children and youth is consistent with Camp Fire's beliefs. The clarity of the research and the philosophical similarity of the Search Institute's work to Camp Fire's values have led us to embrace the work of the Institute in constructing our program evaluation materials. Although our programs build many of the 40 developmental assets established by Search, Camp Fire has identified 14 assets we believe our programs help develop in youth.

Because we strive for continuous improvement, we anticipate that these outcomes may change over time. We have developed an Outcome

Measurement Tool Kit and are evaluating these assets to determine if they are the critical ones we will continue to embrace in our work. The 14 assets from Search's list that Camp Fire has identified as its target assets are:

- Young person has empathy, sensitivity and friendship skills
- Young person has knowledge of, and comfort with, people of different cultural/racial/ethnic backgrounds
- Young person serves in the community one hour or more per week
- Young person receives support from three or more non-parent adults
- Young person spends three or more hours per week in lessons or practice in music, theater or other arts

- Young person spends three or more hours per week in sports, clubs, and organizations at school and/or in the community
- Young person is out with friends with "nothing special to do" two or fewer nights per week
- Young person can resist negative peer pressure and dangerous situations
- Young person seeks to resolve conflict nonviolently
- Young person knows how to plan ahead and make choices
- Young person feels he or she has control over "things that happen to me"
- Young person reports having high self esteem
- Young person reports that "my life has a purpose"
- Young person is optimistic about his or her personal future

INTRODUCTION TO **DISCOVERY: PATH FINDER** LEVEL SIX

"Example is not the main thing in influencing others. It is the only thing."

- Albert Schweitzer

Discovery means exploration and adventure and finding something meaningful in the process. The Camp Fire *Discovery* program is designed for youth in sixth, seventh and eighth grade with this in mind. The program is flexible and adaptable to the ever-changing needs and interests of youth who participate in Camp Fire in after-school programs, small groups, schools and in community sponsored groups. Youth or youth groups may choose to use the whole program or just parts of it.

Discovery: Path Finder: Level Six offers an opportunity for sixth graders to discover new information about themselves and others. One of the key components of the *Discovery* program is the emphasis on youth participation in decision-making and leadership. As youth grow and develop, their role in decision-making and governance increases. The *Discovery* program reflects this.

Within the *Discovery* program, youth decision-making increases with each level. The *Discovery* program offers activities rather than meeting plans. Activities offer youth choices rather than requiring specific activities. Effective youth leadership offers a meaningful leadership development program and not "just make work" activities. Assessment of individual youth skills, interests and needs is part of the program. To be effective future leaders, youth need practical experience in assuming leadership roles. In addition to leadership development, the *Discovery* program provides a structure and process for skill development, creating an increased understanding of self, family, other relationships, community, the environment, creative expression, leisure activities, and the future in a world of technology and business growth.

Role of the Leader

In Camp Fire *Starflight* and *Adventure* curricula levels K through 5, the adult leadership is referred to "the leader." For the *Discovery* program, an activity leader is the person that leads activities. This can be either a youth or adult. An adult facilitator assumes responsibility for a group, but allows youth to lead. The adult facilitator may be a volunteer leader, program director or activity leader in Camp Fire, a school or community organization. The adult facilitator is responsible for providing a safe and positive experience for the youth.

THE DISCOVERY PROGRAM FRAMEWORK ▶

The *Discovery* Desire describes how youth cultivate friendships that come from sharing the same discoveries in Camp Fire. "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..." Because of the paths they find, youth acquire the skills to make the future better for both themselves and others.

Discovery: Path Finder Level Six contains activities and projects on a wide range of topics. They have been developed for sixth grade, but can be used with any grade level, as appropriate to the youth's abilities and interests. *Discovery* activities and projects at each level (sixth, seventh and eighth) can be used interchangeably, especially with youth groups of mixed ages. As the levels increase, the projects become more elaborate and youth are given increased leadership opportunities.

Throughout the *Discovery* program, youth and adults work together in partnerships that encourage youth to play active roles in planning and decision-making. Youth form lasting relationships and gain a sense of belonging as well as a feeling of emotional commitment from adults, both inside and outside the family circle. (See the Adult Facilitator Guide at the end of this book for more information about youth/adult partnerships.)

**EDUCATION STANDARDS AND
CAMP FIRE YOUTH OUTCOMES****Education Standards**

Education standards are the outlined skills that youth achieve at certain levels. While there is no single national standard for these abilities, states and other respected education organizations have developed their own benchmarks and guidelines. Camp Fire has adopted the standards as outlined by Mid-Continent Research for Education and Learning (McRel), a leading non-profit organization whose purpose is to improve education through applied research and development. These benchmarks for youth in grades K-12 outline education milestones that youth ideally meet at different levels.

Some of the Language Arts standards are embedded in all of the activities in the *Discovery* program. What this means is that when youth participate in Camp Fire curriculum activities, they are gaining skills and knowledge that support language arts skills of listening and speaking. Specifically, the following level 3 (grades 6-8) Language Arts standards are addressed in each *Discovery* activity:

- Language Arts Standard 8: Uses listening and speaking strategies for different purposes.
- 8.1 Plays a variety of roles in group discussions.
 - 8.2 Asks questions to seek elaboration and clarification of ideas.
 - 8.4 Listens in order to understand topic, purpose, and perspective in spoken texts.
 - 8.5 Conveys a clear main point when speaking to others and stays on the topic being discussed.

In addition to these embedded standards, additional specific standards are addressed in each activity. See page 377 for a list of McRel Standards that the *Discovery Path Finder* curriculum addresses.

Camp Fire Trails and Youth Outcomes

Camp Fire has identified 15 outcomes it deems appropriate and necessary to develop *Discovery*-age youth. Outcomes are grouped to support the themes of the five Camp Fire trails. Projects and activities in the trail relate to one or more of the outcomes.

Trail to Knowing Me helps youth learn relationship and communication skills and focuses on increasing youth's self-knowledge.

Activities in the Trail to Knowing Me include fitness, emotions, self awareness, getting along with others, respecting differences, communication and conflict resolution.

Outcomes include:

- Youth will have preference for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth express feelings and emotions in a positive, constructive manner.

Trail to Family and Community strengthens each youth's place in the family and community and focuses on leadership skills, service-learning and citizenship.

Activities in the Trail to Family and Community include leadership, family activities, community awareness, stories, service learning, cultures and citizenship.

Outcomes include:

- Youth will be able to resolve conflict in a healthy way.
- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will have an increased sense of having a community support system and respect for authority.
- Youth will have a commitment to helping others and to volunteerism.

Trail to Creativity stimulates youth's creativity and imagination through activities that involve the arts.

Activities in the Trail to Creativity include visual and performing arts.

Outcome:

- Youth will be able to communicate their point of view effectively.

Trail to the Environment helps youth understand and appreciate the natural world.

Activities in the Trail to the Environment include nature, conservation, natural resources, camping, hiking, pets, planting and weather.

Outcome:

- Youth will have an appreciation for the environment and outdoor activities.

Trail to the Future focuses on developing mental and physical skills.

Activities in the Trail to the Future include science, learning new skills, technology and sports.

Outcome:

- Youth will maximize their physical abilities to meet and overcome physical challenges.

All trails contain activities that result in these outcomes:

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.
- Youth are willing to engage in personal growth activities.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

The trails are not mutually exclusive. Many activities fall under more than one trail. The designations are made to help adult facilitators provide a balance of activities in their program. Councils or chapters can

determine the desired level of flexibility in how activities and projects fit into the trails. The most important thing is to have consistent guidelines that everyone follows.

Trail Activities

Any activity in the *Discovery Path Finder* book may be done at any time. In addition to trail activities in each project, there are additional activities at the end of each trail that offer more choice.

Trail Projects

Within each trail, there are projects that contain anywhere from eight to 12 activities. Youth complete a project by completing four activities in the list of project choices. There are 11 trail projects in *Discovery Path Finder*:

Trail To Knowing Me

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

Trail to Family and Community

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

Trail to Creativity

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

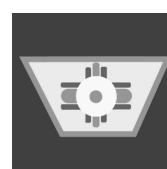
Trail to the Environment

- "WorldWise"
- "Wildlife"

Trail to the Future

- "Science Magic"
- "Be a Sport"

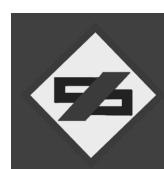
Trail emblems are available to recognize the completion of projects.



Trail to Knowing



Trail to Family and



Trail to Creativity



Trail to the



Trail to the Future



Projects can be completed in any order. A group could complete one project by doing activities in consecutive order, or several projects can be worked on at once. For example, an activity from “ARTfully Done” may be done one week and an activity from “WorldWise” may be done the following week. The group may want to consider the seasons and its own interests in choosing which to do first.

Activities may be done in any order as well. At the end of each trail there are additional activities that can be added to projects or can be done as stand-alone activities.

Focus Areas

Activities within a project are grouped into four areas of focus to adapt to each youth’s interest and ability level.

Knowledge activities provide youth the opportunity to learn or review knowledge in the topic area of the project.

Skill activities allow the youth to practice skills in the topic area of the project.

Leadership activities build leadership skills. Youth will lead an activity for another group, take on a leadership role or lead a planning process.

Take It to the Limit activities are designed for youth who want to increase their knowledge, skill and leadership by going beyond completing a project.

Youth choose the projects they want to work on within a trail. Adult facilitators help youth decide whether they want to focus on knowledge, skill, leadership or “take it to the limit” activities within the projects. This option can help a group emphasize an area they want to develop. For instance, a group that wants to develop leadership skills can choose activities that offer opportunities to lead.

In other setting where youth may come or go more often, knowledge level activities may be more appropriate. Each trail project is introduced using the same basic format:

- **Level** - The recommended grade level for youth participating in the activities.
- **Trail** - The name of the trail that the project falls under.
- **Project** - The name of the project.
- **Purpose** - A general description of what the youth will learn while doing the project.
- **Activity Choices** - Name of the activities and the focus areas addressed.
- **Youth Outcomes** - The Camp Fire outcomes related to the project activities.
- **Education Standards** - Denotes which education standards that each meeting plan will help the youth to develop.
- **Requirements** - Provides information on recognition requirements.
- **Tips for Adult facilitator** - Advice for making the project a success.

Activities

Within each project, there is a choice of activities. Discovery Path Finder activities will most often take between 20 and 40 minutes. Additional meeting time is needed for youth to gather and socialize, do business and conduct ceremonies, if desired. Activity leaders can follow the activities as designed, or substitute activities that would be more suitable to their situation, assuming that the activities relate to the purpose of the project or meeting and support the Camp Fire program philosophy. Each group has unique interests and skills. At this age, it is essential that youth choose activities and projects that interest them.

In many cases, the activities are a springboard for discussion. Youth like working in small groups, socializing and talking about their thoughts and feelings. Often this is the primary benefit of the activity – not the activity itself. Reflection is an important part of all meetings. It is an opportunity for youth to talk about what they have learned and express their thoughts and feelings. Allow plenty of time for discussion.

Format for Activity Plans

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

- **Level** - The recommended grade level for youth participating in the activity.
- **Trail** - The trail that the activity & project are on.
- **Project** -The name of the project that the activity falls under.
- **Activities** - The name of the activity.
- **Focus** - Focus of the activity is knowledge, skill or leadership.
- **Code** - Each activity contains a code that indicates if an activity can be done by an individual (I) or as a group (G), and the number of *Discovery Points* (DP) that may be earned for that activity.
- **Time** - The approximate amount of time required to complete the activity. Groups may take more or less time if they choose. Times may also vary according to the size of the group.
- **Purpose** - Intended expectation of youth accomplishment.
- **Materials** - List of materials required for completing the activity. Some activities require materials or supplies that might be considered costly. These activities are indicated with a \$ sign.
- **Preparation** - Preparation needed prior to conducting the activity.
- **Activity** - Provides background information and instructions for completing the activity.
- **Think about It** - Questions that encourage youth reflection.
- **Tips for Activity Leader** - Insight and session tips for activity leader.
- **Adult Facilitator Notes** - Tips for planning a successful program, especially if the adult facilitator is not serving in the position of activity leader. Notes may also indicate safety concerns or other considerations.
- **Youth Outcomes** - Camp Fire outcomes youth will develop through participation in the activity.

- **Education Standards** - When McRel standards are listed in the activities, they are abbreviated with letters. These letters correspond to the following standards and benchmarks:

Language Arts	LA
Mathematics	M
Science	S
Behavioral Studies	B
Arts: Dance	D
Arts: Music	Mu
Visual Arts	V

Camp Fire Recognition and Awards

Recognition is an important part of Camp Fire and the *Discovery* program. Accomplishing individual and group goals creates a sense of pride. Some recognition is intangible, such as a smile or a compliment. Some is tangible and becomes a visual record to demonstrate achievement of projects and activities. Youth are recognized and rewarded for their accomplishments with beads, emblems, pins and other forms of recognition

Official national recognition items are one of the features that make Camp Fire unique. All are designed to convey special messages through symbolism, color, design and shape. More information about these awards is included in on page 9.

A unique feature of the *Discovery* program is “*Discovery Points*.” All activities have a point value depending on their difficulty or importance. These *Discovery Points* are indicated on each activity page. Most activities are worth one point. Some activities may be worth more than one point depending on the difficulty and length of the activity. For example, some activities that have a focus on leadership may be worth three or more points.

Groups may choose to accumulate *Discovery Points*, or they might prefer to earn emblems or certificates. They can decide to earn *Discovery Points* for some activities and project emblems for completing projects in each trail.



Discovery Points can be used to earn *Discovery* beads. Youth accumulate four points to earn one bead. Youth can keep track of the points they have earned on a scorecard. *Discovery* Points and scorecards are a way for each youth to keep a record of his or her achievements. Youth are challenged and encouraged to achieve their personal best, not to compete with other youth. The scorecards are also a way to reflect on what was learned by participating in a project or activity.

Camp Fire councils decide the options for redeeming *Discovery* Points. Accumulated points might be exchanged for *Discovery* beads, trail certificates, a special event or special privileges.

Building Block Activities

Building block activities are designed to help youth build essential skills that will enable them to successfully complete the transition from childhood to young adulthood. These activities are stand-alone activities, not projects. They are ideal to use with a group that needs extra skill building in an area. Youth may choose one activity or all three activities in each category. Additional activities related to these topics can be found in trail projects.

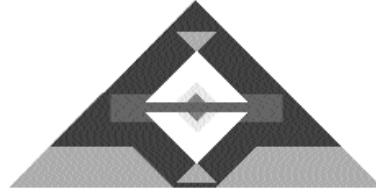
The five building block activities include:

1. Communication
 - Listening
 - Speaking
 - Other forms of communication
2. People, Parents and Peers
 - Relating with other people
 - Relationships with family and friends
 - Resolving conflicts peacefully
3. Planning, Goal-Setting and Decision-Making
 - Planning
 - Steps to goal setting
 - Steps to decision making
4. Problem Solving Skills
 - Steps to problem solving
 - Behaviors and consequences
 - Applying problem solving to life situations
5. Safety
 - Activity safety
 - Internet safety
 - Safety out and about

Path Finder Award

Each level of the *Discovery* program offers an award that can be earned in a year's worth of work. The award can be earned individually or as a group, with these requirements:

- | | |
|--------------|---|
| Trail Stop 1 | Complete at least one activity from each of the five categories of building block activities. |
| Trail Stop 2 | Complete at least one project from each of the five trails. |
| Trail Stop 3 | Help plan and participate in a service project. |
| Trail Stop 4 | Participate in a council's product sale. If there is no council, conduct a fundraising event. |
| Trail Stop 5 | Participate in a camping or outdoor community event. |
| Trail Stop 6 | Serve in a leadership role in Camp Fire or another organization. |
| Trail Stop 7 | Complete one project by "taking it to the limit." |



The Path Finder award is recognized with the emblem (#B00120) or a pin. If a youth chooses not to earn this award, he or she can still do all the activities with the group.

OVERVIEW OF THE DISCOVERY PROGRAM ►

			Level		
			6	7	8
			Path Finder	Trail Blazer	Navigator
Building Block Activities	Youth complete at least one activity in each of five categories. There are three choices in each category.		16 activities	16 activities (some repeat)	20 activities (some repeat)
<hr/>					
Trail Projects	There are two or three projects in each trail. Youth complete at least four activities to “complete” a project. Each project has eight-12 activity choices.	Knowing Me	16 activities	17 activities	19 activities
		Family & Community	19 activities	22 activities	23 activities
		Creativity	19 activities	22 activities	23 activities
		The Environment	18 activities	22 activities	23 activities
		The Future	18 activities	18 activities	17 activities

Other Discovery Options

Some groups will work on projects and building block activities only, while other groups will do projects, building block activities and work toward awards. In addition to the Path Finder award, youth can earn activity beads (see *Activity Bead Book*, Official Camp Fire Merchandise Catalog, item #D00105), and work on a STAR or Torch Bearer project (outlined in *Camp Fire Discovery Record*

Book. Outdoor Skills can be developed using the American Camping Association (ACA) Outdoor Living Skills progression or Camp Fire Progression in Outdoor Action (described in *The Outdoor Book*, Official Camp Fire Merchandise Catalog, item #D07600). Regardless, all activities provide opportunities for growth and enjoyment for individuals and groups.



BUILDING BLOCK ACTIVITIES

In addition to activities centering around the five trails, there are five areas that speak specifically to the needs of early adolescents: communication, peer relationships, planning and goal setting, conflict resolution and safety. These areas are addressed with Building Block activities to help build competencies in youth. These are also critical areas that school administrators and youth development experts stress need to be developed at the early adolescent stage.

ACTIVITY CHOICES ►

Building Block	Activity Name
Communication	Listening Habits
Communication	Lend Me Your Ears
Communication	Can You Build It?
People, Parents and Peers	What Makes a Good Friend?
People, Parents and Peers	Action, Response
People, Parents and Peers	The Other Side
Planning, Goal Setting and Decision Making	Discovery Planning Method
Planning, Goal Setting and Decision Making	Goal Setting
Planning, Goal Setting and Decision Making	Decisions, Decisions
Planning, Goal Setting and Decision Making	Plan Your Day
Planning, Goal Setting and Decision Making	
Problem Solving	Be a Problem Solver
Problem Solving	Face Off
Problem Solving	Problem Practice
Safety	Coin Toss
Safety	The Name of the Game Is Safety
Safety	Don't Get Caught in the Web
Safety	Safety Out and About

YOUTH OUTCOMES ►

Building Block activities cultivate leadership skills by addressing specific Camp Fire outcomes. All of these activities support the following outcomes:

Youth will be able to communicate their point of view effectively.

Youth will be able to evaluate choices, weigh outcomes and make decisions.

Youth will be able to resolve conflict in a healthy way.

Youth will have an opportunity to learn from mentoring relationships with adults.

In addition, some activities support additional outcomes. These are noted within each activity under the Youth Outcomes section.

EDUCATION STANDARDS ►

Building Block	Activity Name	Standards
Communication	Listening Habits	B 3.8, LA 8.12, B 1.5
Communication	Lend Me Your Ears	B 3.8, LA 8.11
Communication	Can You Build It	B 3.8, LA 7.4, M 1.2
People, Parents and Peers	What Makes a Good Friend?	LA 7.4, B 1.5, B 3.8
People, Parents and Peers	Action, Response	LA 7.4, B 1.5, B 2.7
People, Parents and Peers	The Other Side	LA 7.4, B 1.5, B 2.7
Planning, Goal Setting and Decision Making	Discovery Planning Method	LA 7.4, B 1.5, B 2.7
Planning, Goal Setting and Decision Making	Goal Setting	LA 7.4, B 2.7, B 1.5
Planning, Goal Setting and Decision Making	Decisions, Decisions	LA 7.4, B 1.5, B 2.7
Planning, Goal Setting and Decision Making	Plan Your Day	LA 7.4, B 1.5, B 2.7
Problem Solving	Be a Problem Solver	LA 7.4, B 1.5, B 2.7, M1.1
Problem Solving	Face Off	LA 7.4, M1.1
Problem Solving	Problem Practice Coin Toss	LA 7.4, B 1.5, B 2.7, M1.1
Safety	The Name of the Game Is Safety	LA 7.4, B 1.5, B 2.7
Safety	Don't Get Caught in the Web	LA 7.4, B 1.5, B 2.7
Safety	Safety Out and About	LA 7.4, B 1.5, B 2.7

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least one activity from each Building Block category to earn a Building Block emblem. Youth might choose to earn Discovery Points instead. The points are indicated in each activity. Youth accumulate Discovery Points to earn recognition items, including Discovery beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- To earn the Path Finder Award, youth choose at least one activity from each Building Block category. They may do more, if they choose.
- Discussions and other times when sharing takes place allow the youth and adult facilitators a chance to get to know one another. There will be times when the youth are tempted to all speak at once. Remind the youth to use respectful communication.
- Be sure to remind youth about what is appropriate to share and that what others say is confidential and should not be repeated outside the group.
- The youth may share confidential family information with other youth or adults working with the group. As an adult in a leadership position, you are required in most states to report any alarming information concerning a youth's emotional well-being or physical health to the state's child abuse hotline for further investigation by the appropriate authorities.



Camp Fire

ACTIVITY NAME ► LISTENING HABITS**BUILDING BLOCK ► COMMUNICATION****LEVEL ►** Six**CODE ►** G DP1**TIME ►** 30-40 minutes**PURPOSE ►** Find out how well youth listen and learn to improve listening skills.**MATERIALS ►** Pencils for each participant, paper, chart paper, marker, *Listening Habits Survey* (on page 16).**PREPARATION ►** Have a copy of the short story "The Box of Dreams" ready for reading. Make one copy of *Listening Habits Survey* for each participant. Make a list of good listening skills on chart paper (see below).**ACTIVITY ►**

Have the youth go outside (if feasible) and ask them to listen carefully to their surroundings for three minutes. NO TALKING. Have them list what they heard and follow up with a discussion on why each person heard different things. Ask the youth: Do you think you are a good listener? Would your parents say you are a good listener? Would the people at school say you are a good listener?

Have the youth complete the Listening Habits Survey. After they have finished, ask them, "How did you rate?" If they found that their listening habits were average to poor, suggest that they might need to learn or improve their skills in listening. Good listening skills are not difficult to acquire. They do, however, need to be practiced in order to improve. Go through the list of listening skills on the chart paper and discuss each one.

Good Listening Skills

- Stop what you are doing.
- Look at the person who is speaking.
- Concentrate on what is being said. Ignore distractions. Turn off music.
- Think about what you heard.
- Use positive facial expressions and body language to show that you understand.
- If you are asked a question, indicate that you have heard it by answering or nodding your head.
- Ask questions if you do not understand or need additional information.
- Repeat information to be sure you have it correct.

Tell the youth that they will now practice using good listening skills. Read the story below or one that you have selected. Ask the participants to listen, keeping in mind the components of being a good listener.

The Box of Dreams

Long ago, in a city called Carmiel (meaning "vineyard"), the people were very unhappy. Everyone was poor and had nothing they desired, except for one little girl named Evelyn. The ruler of Carmiel saw that his people were unhappy. He did not know what to do. So the ruler thought, "Maybe a good night's rest will help, I will think of something, yes, perhaps in the morning."

He yawned and drifted off to sleep. As the ruler slept, he dreamed. He dreamed of his people happy. They were having parties and dancing again. Yes, they were laughing and smiling. Where did such happiness come from? There was a long line of people waiting. What were they waiting for? They were looking into something ... this thing was making them smile, but what was it?

In the morning, the ruler awakened. He yawned and opened his eyes. Suddenly, he remembered the dream. "My people, happily looking into something now, what was it?" The ruler mumbled to himself as his servant served him breakfast. "Having parties again, smiling, and laughing. I know; it was a box! A beautiful box! It was a polished wood chest with jewels all around it!"

So, as soon as possible, the ruler sent the town carpenter to work. "It must be the most beautiful chest ever, polished, with jewels all around it," he exclaimed to the carpenter. Then the ruler stayed all day at the wood shop, making sure everything was just as he had dreamed.

Meanwhile, Evelyn was helping her mother prepare dinner for the ruler. "Oh, mother, it sounded wonderful, the way he was describing the chest, polished and with jewels, too! But he wouldn't say what he was making it for. I think he's going to put a ton of gold."

"That will be enough Evelyn. You know I tell you too often to keep from eavesdropping like that, especially on our highness. Sometimes I think you have more curiosity than is good for you. Now keep your mouth shut and keep peeling those potatoes."

Evelyn sighed. "Yes, mother." But of course, Evelyn couldn't help thinking about the chest or what treasures it was to hold.

That night in his bedroom, the ruler smiled at the big wooden chest and at all its beauty. "Yes," he thought, "Yes, this is exactly as I had dreamed." And so it was. He could only hope that his dreams he would have that night would fill the chest.

That night, his dream came. He dreamed of wonderful things, big feasts, parties, smiles, laughter, riches and families together. Yes, everyone was smiling. He dreamed beautiful colors and wishes come true. At the very end of the dream, there was the most wonderful thing of all. Carmiel's dead, withered, vines suddenly burst out in the most beautiful green ever, and ripe, sweet, deep purple grapes grew out

of the vines. There were so many grapes that he knew his people would never go hungry again.

When the ruler awakened, he only remembered one thing, something about the old vineyard. He did not remember anything else. He could only hope what he dreamed was good and that all of the good things were in the chest. The ruler announced to his people to come to the vineyard that evening, dressed in their finest clothing for a special celebration. Evelyn and her mother were among the people who heard the news, and Evelyn knew that the ruler was talking about the chest.

That evening, after Evelyn and her mother had prepared the feast for the special banquet, they dressed in their finest clothes. "I wonder what would be so important that the ruler would want a feast?" Evelyn's mother wondered out loud.

"I think I know," said Evelyn, almost to herself. After everything was ready for the feast, Evelyn and her mother set off to the old vineyard.

There was a long line in front of the vineyard gate, and everyone gave each other confused looks. "Why the old vineyard, I wonder?" a lady said. "I heard there is going to be a feast," said the lady's friend. "Silence," said the ruler loudly, but gently. Everyone turned their eyes to the ruler. "Every one of you, I am sure, has at least one hope for your future. Today, I am wishing that you will find that hope, that dream. After I have opened the gate, one by one you will enter. You will open a chest, see what there is to see and walk out of the vineyard."

The chest did make people happy, just as the ruler had dreamed. An unhappy woman saw herself at a party. A hungry man saw himself at a feast. Everyone came out of the vineyard smiling and overjoyed. "A big feast.....with turkey and mashed potatoes!" described the hungry man.

Finally, it was Evelyn's turn. When she opened the chest, she saw ... NOTHING. Evelyn saw only the wood of the bottom of the chest. "Was this some kind of joke?" Evelyn asked herself. Puzzled, she

looked deeper into the box and felt it. "Is there some kind of trick to it?" she mumbled to herself. Disappointed, Evelyn walked out of the vineyard. After the great feast, Evelyn and her mother were washing the towering stacks of dishes. Evelyn was silent. "Why didn't the chest show me anything?" she thought. Her mother handed her the wet wash rags to hang out in the vineyard. "You must be tired, Evelyn. Hurry now so we can go home."

Evelyn walked into the vineyard and hung up the towels to dry. She noticed the chest was still there. "Maybe just one more look," Evelyn thought. She walked over to the chest. She closed her eyes. "Please show me something, chest." She opened it, and brilliant colors spun out so beautiful, so bright. Evelyn let out a scream. She closed her eyes. When she opened her eyes, it was the most beautiful thing ever, grapes, green vines everywhere, enough to keep the people fed forever.

The ruler and Evelyn's mother came running into the vineyard. "Honey, is everything alright?" her mother asked. When they saw the vineyard, the ruler and her mother smiled. "Why did the box show me nothing, but give me something?" Evelyn asked the ruler.

He replied, "Those who desire see what they desire in the chest. Those who are grateful see nothing, but receive for others, for they have all they will ever need. One day, I hope all will see that the box is empty, just like you."

By Jordan, Age 11

Ask for four volunteers. Ask each participant to answer one of the following questions about the story:

- Why were the people unhappy?
- What was the main theme of this story?
- During the ruler's second dream, what happened to the dried withered vines?
- What did the ruler tell Evelyn at the end of the story?

THINK ABOUT IT ►

- Why is it important to have good listening skills? (Better relationships, greater understanding, etc.)
- Who was the story about? What happened? When? Where? Why?

ADDITIONAL ACTIVITY ►

Discuss the mechanics of sound and hearing – vibrations, sound waves, ear structure. Emphasize that listening is much more than just hearing mechanics. Check the Internet or the library for sources of information.

TIPS FOR ACTIVITY LEADER ►

You may choose a short story of your own and make a list of questions about the story to be answered by the youth.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

- B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.
 LA 8.12 Understands the elements of persuasion and appeal in spoken texts.
 B 1.5 Understands that various factors affect decisions that individuals make.

LISTENING HABITS SURVEY

Rate your listening skills on a scale of one to five.

	Not at all true				Very true
	1	2	3	4	5
1. I do not listen at all.					
2. I listen occasionally.					
3. I listen half the time.					
4. I listen most of the time.					
5. I always listen.					

Circle the number that best describes how you listen in each of the situations.

	Very poor			Very good	
	1	2	3	4	5
1. I listen to my parents.					
2. I listen to my friends.					
3. I listen to classmates.					
4. I listen to the radio or music.					
5. I listen to my teachers in class.					
6. I listen to my teachers outside of class.					
7. I listen to the principal.					
8. I listen to other school staff.					
9. I listen to my brother(s)/sister(s).					
10. I listen to my music instructor, coach or other specialty class instructor.					
11. I listen at school assemblies.					
12. I listen to older people.					
13. I listen to younger people.					
14. I listen to advice from others.					
15. I listen to public safety workers.					
16. I listen for the sounds of danger.					
Total number from each column	—	—	—	—	—

16 - 29 Take a look at how you might be a better listener.

30 - 49 Good job with room for improvement.

50 - 59 Great effort.

60 - 80 Keep it up; you're really listening!

**ACTIVITY NAME ► LEND ME YOUR EARS****BUILDING BLOCK ► COMMUNICATION****LEVEL ►** Six**CODE ►** G DP1**TIME ►** 30-45 minutes**PURPOSE ►** Learn and practice the skills of being a good listener.**MATERIALS ►** Copy of *Good Listening Skills* (on page 19) for each person.**PREPARATION ►** Make copies of *Good Listening Skills* handout.**ACTIVITY ►**

Ask the youth how they feel when someone they are talking to continually interrupts them or looks away. In a friendly conversation, it can create hurt feelings. In a situation where the person speaking is trying to communicate something important or solve a problem, it can create more problems. Ask the youth what some of the problems or negative feelings are that could result when people don't listen.

Hand out *Good Listening Skills* and discuss. Tell them they will practice their listening skills by doing the following activity. Form groups of three participants. For each round, participants will take turns performing the following roles. Ask the groups to select roles for the first round. Give instructions for each of the roles.

	Participant 1	Participant 2	Participant 3
Round One	Speaker	Listener	Observer
Round Two	Observer	Speaker	Listener
Round Three	Listener	Observer	Speaker

Speaker's role: Share something positive that happened to you this week at school or home. Include the who, what, when, where and why of the situation.

Listener's role: Genuinely pay attention to what the person is saying. Do not interrupt him or her to share your ideas. At appropriate times, let the person know that you understand what he or she is saying. Paraphrase the content of the message. Let him or her know if you detect a feeling that is coming through in the message.

Observer's role: Provide feedback about what you noticed. Let the listener know what listening skills were observed.

Round Two: This time the speaker shares something that he or she is angry about or something that caused hurt feelings, etc.

Round Three: Ask the speaker to share something funny that happened.

THINK ABOUT IT ►

- Did the speaker tell you about something that caused him or her anger or hurt?
- If so, did the anger or sense of hurt start to decrease when someone genuinely listened?
- Did the speaker become more engaging when telling you something that was funny?
- How do you know when someone is really listening to you?
- What quality do people show to one another when they really listen? (See tips below.)
- Can you think of ways that this activity can be useful for you in real life situations?

TIPS FOR ACTIVITY LEADER ►

When asking the question, "What quality does a person show to another when he or she really listen?" the answer you are looking for is that they are showing respect. People show respect when they listen, and often people who listen well have more respect for themselves.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

LA 8.11 Understands implicit statements of attitude and opinion.



GOOD LISTENING SKILLS

Practice good listening skills by following these tips.

- Stop what you are doing.
- Look at the person who is speaking.
- Concentrate on what is being said. Ignore distractions. Turn off music.
- Think about what you heard.
- Use positive facial expressions and body language to show that you understand.
- If you are asked a question, indicate that you have heard it by answering or nodding your head.
- Ask questions if you do not understand or need additional information.
- Repeat information to be sure you have it correct.

ACTIVITY NAME ► CAN YOU BUILD IT?**BUILDING BLOCK ► COMMUNICATION****LEVEL ► Six****CODE ► G DP1****TIME ► 20-30 minutes****PURPOSE ►** Learn and practice good listening skills.**MATERIALS ►** Twenty-one pieces of paper (8½ inches x 11 inches) for each participant.**PREPARATION ►** Make a poster of good listening skills. (See below.)**ACTIVITY ►**

Ask the youth what the difference is between hearing and listening. Have they ever been sitting with friends and could hear them saying something, but did not listen? Did the friends get upset when they realized the person wasn't listening to them? Let the youth know that listening is one of the most important skills people learn. Listening is necessary to understand the needs and wishes of others. The ability to listen affects relationships with friends, family and future business associates.

With youth, go over the list of good listening skills.

Good Listening Skills

- Stop what you are doing.
- Look at the person who is speaking.
- Concentrate on what is being said. Ignore distractions. Turn off music.
- Think about what you heard.
- Use positive facial expressions and body language to show that you understand.
- If you are asked a question, indicate that you have heard it by answering or nodding your head.
- Ask questions if you do not understand or need additional information.
- Repeat information to be sure you have it correct.

Paper Tower

Tell youth they are going to do an activity to practice listening. While facing the group, slowly read the directions below on how to build a paper tower. Allow a few minutes for questions. Let the youth know that their task is to build the tower. Once the activity has started, the youth build the tower without talking or asking questions of you or others in the group.

Directions

You will have 21 pieces of paper. Take six pieces of paper and lay them in front of you. Fold the six pieces of paper in half lengthwise. Stand each of the six papers on end with the creased edges together to create a circular-shaped column. Fan out the open edges of the paper evenly to stabilize the column. Lay a single sheet of paper on top of the paper column. Repeat the process two more times, stacking the next set of six papers on top of the flat sheet and so on.

Have the youth sit in a circle facing out so that they are not able to easily see the others in the group. Give each participant 21 pieces of paper. Stand in the middle of the circle and read the directions at least one more time. Read all the directions without stopping. Ask the participants to build the tower according to the directions they just heard.

Give youth a few minutes to make their tower and then invite them to observe other people's towers. Are they all the same? Ask youth to share their understanding of the directions.

**THINK ABOUT IT ►**

- What was easy about the activity?
- What would have made it easier?
- Did you learn anything about your listening skills?
- What can you do to improve your listening skills?

TIPS FOR ACTIVITY LEADER ►

- Try the activity the way it is written. If the participants have too much trouble, then try reading the directions one step at a time and allow them to complete each step before giving the next step or encourage them to take notes (especially important for visual learners).
- Let the youth know that it is not a race. It is more important to complete the task correctly according to the directions than to finish first.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

ADDITIONAL ACTIVITY ►**Observer, Builder**

Create an abstract structure of odds and ends, like soda pop cans, cups, pipe cleaners, straws, jellybeans, string, etc. Don't show it to the group but invite one person to see the structure (the observer). Have the observer describe the structure to another youth (the builder) who cannot see it. The builder attempts to replicate the structure after hearing from the observer. After the builder finishes building a structure as described, show the group the original sculpture. Discuss the difference in how the two structures resulted from communication challenges. (DP1)

ACTIVITY NAME ► WHAT MAKES A GOOD FRIEND?**BUILDING BLOCK ► PEOPLE, PARENTS AND PEERS****LEVEL ►** Six**CODE ►** I or G DP1**TIME ►** 20-30 minutes**PURPOSE ►** Understand the skills involved in being a friend.**MATERIALS ►** Paper, pen or pencils for each youth, 14 index cards.**PREPARATION ►** Write each of the following friendship skills on a separate index card.

Acceptance	Sacrifice
Compromise	Sensitivity
Honesty	Sharing
Loyalty	Strength
Non-competitiveness	Thoughtfulness
Patience	Trust
Reliability	Understanding

ACTIVITY ►

Explain to the youth that people become friends not just because they laugh at the same things, have the same interests or even because they think the same way. People often become friends for reasons that are not obvious to an outsider. Most of the time people become friends because they seem to understand and appreciate each other. Friendship is based not only on what we say or do, but also on how we react to each other. Many of us have friends that are in many ways different from us but who still make us feel good when we are together.

Friendships need attention. In order for a friendship to work and grow, there has to be some "give" and "take." If one person is always the "giver" and the other the "taker," the friendship will struggle.

Ask the youth to divide a piece of paper in half. On one side of the page, ask them to list three guidelines for being a good friend. On the other side of the page, ask them to list three guidelines for someone to be a good friend to you. Have the youth compare their lists as a group. Are they the same or are they different?

Place the friendship skills cards face down in front of the group. Have youth, one at a time, pick a card and read the word on the card. Ask the youth to define what the word means and why it is considered a friendship skill. Ask them to offer examples from experiences with friends or what they have heard about other friendships.

Remind the youth that no friendship runs smoothly all the time. Each person is different, and no matter how much people may have in common with each other, they are bound to have some rough times. When the rough times occur, instead of thinking the friendship is in trouble, look at it as being a time to learn more about your friend and yourself. Look at it as an opportunity to be honest, with both parties facing their feelings. We all experience moments of anger, hurt or frustration. Avoid the temptation to give up on the friendship when this happens. There is a good chance the friendship will be strengthened by the experience. The ability to manage through the rough times may result in an even closer friendship.

THINK ABOUT IT ►

- Is it easier to trust some people more than others?
- Why is trust important in a friendship?
- From the discussion, what did you learn about yourself?
- Did you make a decision to change or improve anything about yourself? If yes, what?
- How can what you learned carry over to other life situations?

**TIPS FOR ACTIVITY LEADER ►**

Use the following list to define the friendship skills if needed (add other words to the list, if you choose):

Acceptance

Allow friends to have their own opinions, make their own decisions and disagree with you.

Compromise

Learn to bend. No one should get his or her way all the time in a true friendship.

Honesty

Tell your friend the truth instead of what you think he or she wants to hear. Part of being a true friend is being true to yourself.

Loyalty

Let your friend know he or she is important to you even when you receive attention from other people. Words said by others, either positive or negative, should not be able to break up a friendship. Show that you value your friendship.

Non-competitiveness

Be able to compliment your friend even if you are feeling bad about yourself. Don't let things you admire about a friend turn into something you are jealous of when you are down.

Patience

Allow friends to talk about themselves when they are upset, even if you would rather talk about something else. Try not to interrupt their sharing.

Reliability

Do what you say you will do. Be a friend that can be counted on.

Sacrifice

Do something for your friend without expecting anything in return.

Sensitivity

Try not to hurt your friend. Be gentle when discussing things that are "sore spots" for your friend. Keep your friend's feelings in mind.

Sharing

Invite your friend to enjoy the good things that happen in your life, the small things and the big things.

Strength

Stick by your friend even in the rough times.

Thoughtfulness

Think about your friend even when you are not together.

Trust

Avoid telling things your friend has told you in confidence or saying things behind his or her back.

Understanding

Put aside your own feelings in order to recognize what is going on with your friend.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

B 1.5 Understands that various factors affect decisions that individuals make.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► ACTION, RESPONSE**BUILDING BLOCK ► PEOPLE, PARENTS AND PEERS****LEVEL ►** Six**CODE ►** G DP1**TIME ►** 30-40 minutes**PURPOSE ►** Learn to use appropriate decision-making skills when interacting with others.**MATERIALS ►** Pens or pencils, paper.**PREPARATION ►** Write each of these four situations on a separate piece of paper.

- * A classmate at school takes something you like very much and loses it.
- * You did not do your homework, but your friend did.
- * Your parents won't let you go to a concert.
- * You want to go to the park or the mall but you must baby-sit for a younger sibling.

ACTIVITY ►

Explain the steps to decision making:

- Define the problem and think about the desired end result.
- Think about the alternatives.
- Think about the consequences (advantages/disadvantages) of each choice.
- Choose the best option and do it.

Sometimes thinking of the choice you have can be difficult, especially when you have to make a decision quickly. Decision making is a skill like any other skill. It takes practice.

Divide participants into four groups. Give each group a sheet of paper and have them select one person from the group to be the recorder. Have them draw a line down the middle of the page to form two columns. Instruct them to write

APPROPRIATE at the top of one column and

INAPPROPRIATE at the top of the other. Give each group one of the situations listed on the paper. In their groups have them discuss the situation and list appropriate and inappropriate responses a person could have to the situation given. After all have finished, have each group share with the other groups the actions and then the appropriate and inappropriate responses they came up with. Discuss other ways a person could have responded to the situation.

Divide the group into pairs. Let each pair role play one of the following situations, demonstrating an inappropriate and then an appropriate response.

- Your parents won't let you ride your bicycle/scooter to a friend's house; they prefer that you walk.
- A friend asks you to let him or her see the answers you have on a test.
- Your brother or sister asks to borrow a CD that you have only had for one day.
- Your best friend tells you he or she likes the same girl or boy you like.
- A popular student at school says something unkind or untrue about a casual friend of yours.
- You break a family keepsake while you and two friends are playing ball in the house after school.

Invite youth to discuss the role play situations and responses.

THINK ABOUT IT ►

- Is it easy to do the right thing?
- Are there times when you are not sure what doing the right thing would be?
- Who can help you whenever you need help making decisions that involve others?
- How many different ways were used to communicate messages?
- How did you resolve the conflicts?
- Did you learn anything new about yourself?

**ADDITIONAL ACTIVITY ►**

Have the youth make posters with their ideas about making hard decisions and display them at school or home. (DP1)

TIPS FOR ACTIVITY LEADER ►

It may be helpful to prepare a poster or handout with the steps in decision making. Keep an eye on the lists of “inappropriate” reactions. Youth can sometimes carry this too far.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

U
S
E
R
S
P
O
N
S
E
R
T
I
O
N
A
C
T
I
O
N

ACTIVITY NAME ► THE OTHER SIDE**BUILDING BLOCK ► PEOPLE, PARENTS AND PEERS****LEVEL ► Six****CODE ► I DP1****TIME ► 20-30 Minutes**

PURPOSE ► Understand the advantage of considering another person's perception or point of view in a situation.

MATERIALS ► Markers, pen or pencil, two to four pieces of construction paper, six 3-inch-by-5-inch index cards, copy of the *Point-of-View Situations* (on page 27), scissors, glue stick, masking tape.

PREPARATION ► Make a copy of the *Point-of-View Situations*. Cut them apart and glue each one to a separate index card.

Trace around a pair of feet or a pair of shoes on a piece of construction paper and cut out. Make two sets.

ACTIVITY ►

Ask the youth if they have ever heard the saying about not judging someone until you have walked a mile in their shoes. What does that mean? Explain to the youth that it helps resolve conflicts if a person understand the other person's point of view or "stands" in their footsteps.

Attach the two sets of footprints to the floor with masking tape so that they are facing each other about an arms length apart. Place the *Point-of-View Situations* cards face down between the two sets of footprints.

Ask for a volunteer from the group. Ask the volunteer to stand on one pair of footprints and draw a *Point-of-View Situations* card. He or she reads the card aloud while standing on the first pair of footprints. Then he

or she moves to the other pair of footprints and states the other point of view.

Continue the activity with another volunteer until the situations are finished. Encourage group discussion after each situation is presented.

THINK ABOUT IT ►

- Why did we do this activity? (To help understand another person's perspective.)
- Was it easy or hard to imagine what the other person felt?
- Did you agree with one person more than the other?
- Why would understanding the other point of view help to resolve conflicts?
- Did you learn anything new about yourself?
- How can what you learned carry over to other life situations?

TIPS FOR ACTIVITY LEADER ►

Create more cards with other situations if you have more than six youth. Different youth may have different viewpoints as to how they might handle the same situation. Encourage discussion for each situation.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.



POINT-OF-VIEW SITUATIONS

- Sara sees Jessica's good sweater on the floor and picks it up to return it to her. As Sara carries it, she decides to try it on. Jessica sees her doing this. How might Jessica feel?
- Your father wanted to buy you the new video game system you wanted for your birthday, but the family finances have been tight for several months. He decides to buy you two new games for the game system you have. When you open the gift you express your disappointment. How might your father feel?
- Alice is a new student at your school. She asks your friend Jamal for directions to her next class. You are standing with Jamal while he gives Alice false information, sending her in the opposite direction. You know this will result in Alice being late for class, but you say nothing. How do you think Alice will feel when she discovers she was tricked? How will she feel about Jamal? How will she feel about you?
- Your friend Sonia invites all the members of her class to a party except Julia. Julia is a very pretty girl, and all the girls think the boys like her. Julia is actually very shy and does not know many of the other kids in her class. All week long Julia hears others talking about the big party this weekend, and she realizes she is probably the only one in class who has not been invited. How do you think Julia feels about herself and the other students in her class?

- Roberto is in your math class at school. He has only attended school in your area for about two years. He previously went to school in another state. He was doing well in math before he came to your school, and now he struggles to keep up with the class. Roberto thinks he is the only one who does not understand the math problems the teacher has assigned. The teacher asks Roberto to write one of the math problems on the blackboard. How do you think Roberto feels?
- One of your responsibilities at home is to wash the dishes after school one day a week on Thursday. You have been asked to do this before your mother returns home from work. One Thursday, you decide to watch television instead of doing the dishes. Your mother has made plans to have company over for dinner, so she goes to the grocery store after work. She is late getting home and when she arrives, she finds a sink full of dishes, and there is only a half an hour remaining before the dinner guests arrive. How does your mother feel?

POINT OF VIEW

ACTIVITY NAME ► DISCOVERY PLANNING METHOD**BUILDING BLOCK ► PLANNING, GOAL SETTING AND DECISION MAKING****LEVEL ►** Six**CODE ►** G DP1**TIME ►** 30-40 minutes**PURPOSE ►** Learn to use the *Discovery Planning Method*.**MATERIALS ►** Copies of the *Discovery Planning Method* (found on page 336). Materials will be determined by the event or project chosen.**PREPARATION ►** Make copies of the *Discovery Planning Method*.**ACTIVITY ►**

Ask the youth what they do when they want to have a party. Do they plan it or does some other member of the family plan it for them? Do they have a method they use to plan? Tell the youth that they are going to look at a planning method and practice using it for an event or project. Review information in the *Discovery Planning Method* with the youth and discuss the planning process. Follow the steps and complete the planning.

THINK ABOUT IT ►

- How were decisions made within your group?
- Did anyone feel as though his or her attempt at offering ideas or leadership was rejected?
- By doing this activity, what did you learn about communication that will be helpful in the future?
- How do you think you or the group can use this planning method in the future?

TIPS FOR ACTIVITY LEADER ►

Encourage everyone to participate in the process and discussion. Draw shy youth into the discussion by asking them their opinions. If there is a youth who tends to dominate discussions, suggest that no one can add a second idea until everyone has made at least one suggestion.

YOUTH OUTCOMES ►

Youth will be able to plan sequentially. See page 11 for additional outcomes.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

**ACTIVITY NAME ► GOAL SETTING****BUILDING BLOCK ► PLANNING, GOAL SETTING AND DECISION MAKING****LEVEL ►** Six**CODE ►** I or G DP1**TIME ►** 45-60 Minutes**PURPOSE ►** Understand the concept of goal setting.**MATERIALS ►** Copies of *The Points of Goal Setting* (on page 31) for each participant, large paper, markers, scissors, tape, paper, pens or pencils; optional: old magazines.**PREPARATION ►** Make copies of the activity page *The Points of Goal Setting*.**ACTIVITY ►**

Tell the youth that goal setting is planning what you are going to do in the next 15 minutes, next week, next year or the next ten years. Goal setting is critical in achieving success because it keeps us focused on what's really important to us. You are making a contract with yourself to realize your dreams. Ask them if they can explain the differences between daily, short-term and long-term goals. It is important to have all of them, but the most immediate ones are often what people spend their time and energy on. Remind them to be flexible as situations change.

Give each youth a copy of *The Points of Goal Setting* and review the goal-setting tips. Have the youth close their eyes and "project into the future." What do they see themselves doing this evening? This weekend? At the end of the school year? Next summer? Next year? Give them enough time to think it through. Have them open their eyes and discuss as a group what they saw.

Give each youth a large piece of paper and markers.

Option 1: Ask the youth to draw pictures that symbolize the goals that they would like to achieve this year.

Option 2: Ask the youth to look through magazines and find pictures representing the goals they would like to achieve in the next six months or over the next year. Tell them to include personal goals, sports, hobbies, etc. Have them cut out pictures and tape them to a large piece of paper.

Ask the youth to look again at *The Points of Goal Setting* and choose one thing that they most want to accomplish this school year. Have each youth write his or her goal on a piece of paper. Ask each youth to choose a partner and describe to the partner an ideal scenario about successfully completing his or her chosen goal.

THINK ABOUT IT ►

Ask the youth to think about each of their goals. Encourage them to share their goals with someone special—a parent, a family member or a close friend.

- Why did we do this activity? (To understand the process of setting goals.)
- Did you make a decision to change or improve anything about yourself?
- How can what you learned carry over to other life situations?

ADULT FACILITATOR NOTES ►

Spend as much time as needed to understand *The Points of Goal Setting*. Don't rush this portion, which will probably be new and unfamiliar to most youth. Allow plenty of time for discussing each point and for questions. It is possible that this might be two meetings. This project would be ideal for a retreat where they could devote one session to discussion and one to actual work on goal setting.

YOUTH OUTCOMES ►

Youth will be able to resolve conflict in a healthy way.

See page 11 for additional outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.



THE POINTS OF GOAL SETTING

One way to develop goals is to keep them S.M.A.R.T.:

S pecific
M easurable
A ttainable
R ealistic
T imeline

Specific – A specific goal has a greater chance of being accomplished. Example: a general goal would be, “do better in school.” A specific goal would be, “improve my grade in science by five points.”

Measurable – Establish concrete criteria for measuring progress toward achieving each goal you set. To determine if a goal is measurable, ask questions such as....How much? How many? How will I know when it is accomplished?

Attainable – When you identify goals that are important to you, you begin to figure out ways you can make them come true. You develop attitudes, abilities and skills to reach them. You can attain most any goal you set when you plan your steps wisely.

Realistic – To be realistic, a goal must represent an objective toward which you are both willing and able to work. Your goal is probably realistic if you truly believe that it can be accomplished.

Timeline – Ask and answer the question: How much time will it take me? Then establish a time frame that allows you to carry out those steps. You may have small goals that lead up to a larger goal.

Other points to keep in mind about goals and goal setting:

What are your values?

What's really important to you? Your family? Your religion? Your leisure time? Your hobbies? Decide on what your most important values in life are and then make sure that the goals you set are designed to include and enhance them.

Begin with the end in mind.

Create a very clear image in your mind of what you want to do. This can help you create your timeline. Start with the end and then decide on the steps it will take to reach the end goal.

Project yourself into the future.

We become what we think about. Whatever thoughts dominate our minds most of the time are what we become.

Create your storyboard.

Make a collage of the goals that excite you. This “storyboard” can depict goals that deal with skill building, such as proficiency in archery, or more personal achievements, like being more patient with your family. Put the storyboard somewhere so you will see it every day. See it and believe it. Keep your energy flowing in a positive direction.

Choose the most important things.

Decide on the things that you most want to accomplish and let the less important things wait for awhile. As you think about your goals, instead of wishing for them to come true, ask yourself: HOW and WHAT CAN I DO to make them come true?

Be willing to let it all go.

Sometimes something unexpected appears and a change has to be made. Being able to drop a goal in favor of something more timely is a mark of courage and wisdom.

Reflect.

At the end of each day, think about your goals. Get a very clear picture in your mind of seeing yourself doing the things you will be doing after you achieve your goal.

Reward your progress.

Give yourself a pat on the back for the steps completed in reaching your goal. Rewards can provide a fun lift along the way.

ACTIVITY NAME ► DECISIONS, DECISIONS**BUILDING BLOCK ► PLANNING, GOAL SETTING AND DECISION MAKING****LEVEL ►** Six**CODE ►** G DP1**TIME ►** 60 minutes**PURPOSE ►** Understand and practice the decision-making process.**MATERIALS ►** Copies of *Decision Making* (on page 34).**PREPARATION ►** Make copies of *Decision Making* for each person.**ACTIVITY ►**

Explain that good, responsible decision making is a skill. It must be learned and practiced. When youth feel good about themselves, have goals in their lives and have a clear understanding of what they believe in, then they are well along the way to becoming good decision makers.

Ask the youth to think of an important or hard decision they had to make in the last few years. Give them a few minutes to reflect on these decisions. Ask each youth to tell the group what the dilemma was and why it was so important. Next, have them think about these situations and try to recall the thoughts and considerations they had as they arrived at their decisions. Invite each youth to tell the group about his or her experiences.

Ask the youth how good decision making happens. Although good decision makers may not verbally say, "Step one..., Step two...", and so on, they follow a series of steps in their minds. These steps can be used when making all types of decisions, including important or hard decisions. If they follow the steps, they will know that their decisions have

been carefully thought out and are based upon the best alternative, given the circumstances.

Steps to Decision Making

- Define the Situation.
Identify the problem or situation. Really take the time to think about it from other people's perspectives. Be careful to define the problem simply and clearly.
- Identify Alternatives.
Think of all the alternatives. Stretch beyond the obvious. Be open to all possibilities. Seek suggestions from others. Look at the advantages of each choice. Consider the advantages and disadvantages to others as well as to yourself. Consider the effect on yourself and others.
- Choose the Best Option.
Decide what is right for you. Make your choice in relation to all the important people in your life. Always keep in mind your personal values. Who might be affected?
- Act.
Put together your own plan of action. Be sensitive to the impact on others. You may want to ask for help in putting together your plan. Often your plan of action will include additional decisions to be made along the way.
- Reflect.
How did your decision work out? Were there options you had not considered? Did you think through all the possible consequences? What have you learned from this experience that you can take with you to the next decision?
- Celebrate.
Congratulate yourself on completing the process. Realize that whatever the outcome, you made the best decision you could at the time.



Divide the youth into small groups. Give each a copy of *Decision Making* and assign each group one of the situations – A, B or C. Ask them to follow the steps to decide what to do for that situation. Have them discuss their solutions with the entire group.

Discuss the group process. Tell the youth that the decision-making process is a little different if a group decision needs to be made. Read situation D and, as a group, discuss what to do following the steps listed above.

Next, answer the following questions: Did the process take longer? Were there any differences of opinion? If there were differences of opinion, what were they and how were they resolved? How are the decisions that are made by the group different than those made by the individual?

THINK ABOUT IT ►

- Is one step in the decision-making process any harder than any of the others? Which one(s)? Why?
- What affects a person's decision-making process? (Amount of time to make decisions, moods, illness, feelings or attitudes towards people within situations, stereotyping, discrimination, etc.)
- What happens if the first step is done incorrectly and identifies the wrong decision to be made or the facts of the situation are unclear?
- What happens when a decision is made that is less than optimal?

TIPS FOR ACTIVITY LEADER ►

You may want to do this activity early in the program so youth will have learned decision-making skills that can be used when planning program activities.

ADULT FACILITATOR NOTES ►

This activity is essential for youth to learn the skills of decision making.

YOUTH OUTCOMES ►

Youth will appreciate being able to celebrate and share successes.

See page 11 for additional outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

DECISION MAKING

Define the Situation

Identify the problem or situation. Really take the time to think about it from other people's perspectives. Be careful to define the problem simply and clearly.

Identify Alternatives

Think of all the alternative options. Stretch beyond the obvious. Be open to all possibilities. Seek suggestions from others. Look at the advantages of each choice. Consider the advantages and disadvantages to others as well as to yourself. Consider the effect on yourself and others.

Choose the Best Option

Decide what is right for you. Make your choice in relation to the important people in your life. Keep in mind your personal values. Who might be affected?

Act

Put together your own plan of action. Be sensitive to the impact on others. (This is usually the hardest part.) You may want to ask for help in putting together your plan. Often your plan of action will include some mini decisions to be made along the way.

Reflect

How did your decision work out? Were there options you hadn't considered? Did you think through all the possible consequences? Did you factor in everything that you should have? What have you learned from this experience that you can take with you to the next decision?

Celebrate

Congratulate yourself on completing the process. Realize that whatever the outcome, you made the best decision you could, at the time.

Decision-Making Situations

Situation A

Anita is going to the local mall with her friends on Saturday night. While at the mall, her best friend Linda says she can't wait to buy some new CDs. Anita has been saving money to buy a new outfit that she wants to have for a party. She really would like to have a CD, though, as well as something to eat with her friends. What should Anita do?

Situation B

Taylor is 13 years old. His parents left a day ago for a week of vacation. His Aunt Rebecca is staying with him and his younger sister Jill. However, she has plans until late evening. It's Saturday afternoon and neither he nor his best friend, Therron, have any plans for that evening. Therron has an idea and suggests that they take Taylor's mom's car out for a ride. Therron says he can drive and not to worry because Taylor's parents will never find out. Taylor really wants to go riding in the car, but remembers his parents telling him not to get into any trouble while they are gone. Help Taylor decide what to do.

Situation C

Shandra is 14 years old. Her friend Kisa invited Shandra to go with her family for a weekend at the lake. Shandra is very excited about going, until she realizes it is the same day as her 10-year-old brother Ben's birthday. She knows her parents will want her to be at the party, but she really would rather go to the lake with Kisa. What should Shandra do?

Situation D

Yesterday, someone went into the group meeting room and took some of the supplies that you use during the program. You all think you know who did it. Three of you think you might be asking for trouble if you tell on who you think stole the supplies. Those three do not want to be a part of any "snitching." The rest of the group is already planning revenge on the one who they think stole the supplies. What should your group do? What about the three who do not want to be involved? Decide as a group what you will do.

**ACTIVITY NAME ► PLAN YOUR DAY****BUILDING BLOCK ► PLANNING, GOAL SETTING AND DECISION MAKING****LEVEL ►** Six**CODE ►** I or G DP1**TIME ►** 20 Minutes

PURPOSE ► Learn and practice a simple way to use the planning process to create positive results.

ACTIVITY ►

Tell the youth that positive planning can help them make the most of their day. Visually planning for what you would like to have happen can be the first step in achieving a goal. Many athletes do this to enhance their performance. Instead of just letting things happen, suggest that youth start making things happen. Start making things happen that help you feel better about how things are going for you. Start by planning each day. And plan to have a positive day.

Discuss the idea of planning for each day the night before. This could involve actually preparing some things the night before and just taking a few minutes to visualize how they would like to have their day go.

Ask the youth to sit comfortably and close their eyes. Tell them not to respond out loud, just answer the questions in their minds and visualize themselves doing the things that are mentioned. Read the following points, slowly, pausing for reflection and to ask the questions. (Allow a few minutes to pass between each question.)

One good way to prepare for the next day is to decide what you will wear and what you will need to take with you. Put your clothes out where they are ready to put on. If you take a lunch to school,

prepare as much as you can the night before. Place your books for school or your equipment for a sports activity close to the door ready to pick up when it is time to leave. What do you see yourself placing in your room or putting by the door to be ready for tomorrow? Picture yourself waking up full of energy and ready to start the day. Can you see yourself waking up fully rested and ready to start a new day? See yourself enjoying the people you will be with, the places you go and the things you will do. Who will you see tomorrow? Where will you go?

Are you having a good day? See yourself laughing and smiling often. Imagine that you are ready for the events of the day. Think of yourself as ready for any challenges, yet relaxed and not taking anything that happens too seriously. See yourself going into your math class ready to take an exam. You are prepared and confident that you will do well.

See yourself taking care of your feelings and your needs. Imagine you are able to talk to your family and friends about the good and the not so good parts of your day. See yourself being understanding of the needs of those around you. Can you picture yourself helping out a friend or someone in your family?

Divide the youth into small groups. Have them take turns telling the others in their group how they currently prepare for the next day. Ask them to think of things they might do differently that would make their day a more positive one and share these with their group.

THINK ABOUT IT ►

- Do you believe thinking positively about things can affect the outcome? Why or why not?
- Is it easy or difficult to think about planning? Why?
- What did you learn about yourself?
- Did you make a decision to change or improve anything about yourself? If yes, what?
- How can what you learned carry over to other life situations?

ADDITIONAL ACTIVITY ►

Have the youth create a written daily plan for one week. (DP1)

YOUTH OUTCOMES ►

Youth outcomes are listed on page 11.

TIPS FOR ACTIVITY LEADER ►

Planning is a skill that youth can utilize in many different ways throughout the program as well as in life situations. This activity may be done early in the program to improve the group's planning skills.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

**ACTIVITY NAME ► BE A PROBLEM SOLVER****BUILDING BLOCK ► PROBLEM SOLVING****LEVEL ►** Six**CODE ►** I or G DP1**TIME ►** 20-30 minutes**PURPOSE ►** Learn new strategies on how to solve problems.**MATERIALS ►** Rubber bands in various lengths, widths and colors; large paper; markers; pens or pencils; *Steps to Problem Solving* (on page 38).**PREPARATION ►** Make copies of *Steps to Problem Solving*.**ACTIVITY ►**

Ask youth how they find a solution to a problem. Do they deal with a problem when it happens or do they ignore it and hope it will go away? Does everyone solve problems in the same way? Is there only one way to solve a problem?

Do the following activity to demonstrate that different people deal with problems in different ways.

Let each youth pick a rubber band. Let them examine and compare theirs to those of other group members. Ask the following questions:

- Is your rubber band like everyone else's?
- Does it look the same?
- Is your rubber band used for only one thing?
- What determines what it is used for?
- Can you use yours for holding three pencils together? Why or why not?
- What happens if you stretch your rubber band too far?
- Are you like everyone else?
- What can happen if you stretch yourself too far?

Continue to discuss how everyone has different ways to solve problems.

Ask the youth to look at and then discuss the steps to problem solving. Brainstorm problems youth their age might have and list them on a large sheet of paper. Have the youth select one from the list. Distribute *Steps to Problem Solving* to each person. Go through the steps to problem solving and choose a solution as a group.

THINK ABOUT IT ►

- What is the advantage of dealing with a problem instead of ignoring it?
- How do you feel about yourself when you are able to successfully solve a problem?
- How did you analyze the problem?
- How were decisions made?
- Is there a best way for this group to make decisions?
- How can what you learned carry over to other life situations?
- What's the difference between decision making and problem solving?

TIPS FOR ACTIVITY LEADER ►

Make sure the youth use rubber bands only for the activity – not for shooting!

YOUTH OUTCOMES ►

Youth outcomes are listed on page 11.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decision that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

M 1.1 Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem.

STEPS TO PROBLEM SOLVING

This process can be used by an individual or a group.

Identify the Problem.

This can be the hardest part of problem solving. Ask yourself, "What is the problem and where did it come from?" Answering the following questions can help:

- Who is involved?
- Who owns the problem?
- What happened?
- Who has the power to change the situation?

Search for a possible solution.

Brainstorm possible solutions by making a list of all the ideas you can think of that would solve the problem.

List the advantages and disadvantages of each solution.

Name as many advantages and disadvantages to each solution as you can. One way to do this is to think about the consequences of each solution.

Will it hurt anyone?

Choose a solution.

Choose a solution that has the best advantages. Make a plan of action that you think might work based on your solution.

Act on the solution.

Sometimes acting is the hardest step. You may or may not feel that you can act on the solution. It takes courage. Work with an adult who can help. Not taking action sometimes makes the problem worse. If you do act, what could happen? If it works, will you be happy with the result(s)?

Assess outcomes.

Decide when you will evaluate the success of the solution. You need to know if your plans are working. If they are not, what do you want to do differently?

**ACTIVITY NAME ► FACE OFF****BUILDING BLOCK ► PROBLEM SOLVING****LEVEL ►** Six**CODE ►** I or G DP1**TIME ►** 20 minutes**PURPOSE ►** Practice finding possible solutions to a problem or conflict.**ACTIVITY ►**

Tell the youth that the importance of problem solving can be found in everyday life. Everyone faces problems and conflicts that they must deal with. Knowing how to solve problems and deal with conflict can help us control our emotions and prevent small problems from becoming big ones. Do you think ignoring a problem or conflict is a good way to deal with it? It might seem like it at the time, but in most situations, it is not. It is better in the long run to face a problem and try to solve it so everyone can live with the solution. Problem solving and conflict resolution take practice like anything else. This activity provides a way to practice thinking of all the possible solutions to a problem or conflict.

On the Spot

- Divide the group in half and ask them to form two lines so that everyone is facing a partner. Ask them to stand about an arm's length away from the person they are facing.
- Tell the group to pretend there is a solid line running between the two lines of people. Call it "The Hassle Line."

- Let the group know that all the participants in one line represent one person, Person A. All those in the other line represent another person, Person B.
- Choose one of the conflict situations involving two people, A and B, and describe it to the group. Explain that they will role play the situation (as an entire group) until you call out "Freeze," at which point they will stop moving and talking.
- Let the group role play across the hassle line for a few minutes (better too briefly than for too long). Call out "Freeze!"
- At this point you can continue the role play using the same situation, with reverse roles, discuss the results or start a new role play.

Conflict Situations:**Person A**

- Wants to go to the ball game after school.

Person B

- Wants to go to the mall after school. The two must choose one or the other because they are dependent on a ride with a third party.

- Wants to watch a movie on television.

- Wants to watch a movie on the DVD player. They only have one television monitor.

- Has a great pair of jeans and wants to wear them to the party.

- Owns same pair of jeans and also wants to wear to the party. The two are best friends and both are going to the party.

- Asks B if he or she wants a cigarette

- Promised that he or she would not ever smoke, but everyone else is smoking.

5. Wants to go for a joy ride with older friends.	Just got off grounding from joy riding last week, but really wants to go with friends.
6. Both A and B are walking down the road and spot a really cool kite way up in a tree. Wants to climb up in the tree and get it down.	Sees the high wires running through the tree and thinks it's too dangerous.
7. Is at a sleepover at "B's" house. Wants to sneak out and meet friends.	Wants to sneak out, too, but is afraid of getting caught.
8. Is really hungry and has no money.	Has money, but it belongs to the school for a fundraiser.
9. Finds a wallet on the ground and wants to turn it into the police.	Wants to take the money first and then turn it in.
10. Needs to finish homework.	Promised a friend he would play ball.

THINK ABOUT IT ►

- How did you analyze the situations?
- Did any good solutions for the problem or conflict emerge from the role playing?
- Do you think practicing problem-solving skills helps prepare a person to face a real problem?
- How can what you learned carry over into other life situations?
- Help youth realize that by planning ahead and thinking situations through in advance, they will be better prepared to take action in real situations.

TIPS FOR ACTIVITY LEADER ►

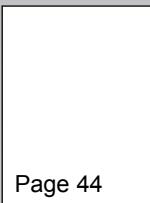
Hassle lines are noisy and confusing, but the youth usually enjoy participating in them. They are a very good way for a group to loosen up and to practice role-play skills, and they are a good way to get shy youth to participate.

YOUTH OUTCOMES ►

- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an opportunity to learn from mentoring relationships with adults.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 1.1 Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem.

**ACTIVITY NAME ► PROBLEM PRACTICE
COIN TOSS****BUILDING BLOCK ► PROBLEM SOLVING****CODE ► I or G DP1****TIME ► 30 minutes****PURPOSE ►** Learn the steps to problem solving and practice using them.**MATERIALS ►** Copies of *Problem-Solving Actions* (on pages 43 through 46), clear tape, a quarter or other coin, paper; pencil or marker, copies of Steps to Problem Solving on page 47 for each youth.**PREPARATION ►** Assemble the four pages of *Problem-Solving Actions* in the order of diagram A. The assembled sheet will be 16 inches wide and 22 inches long. Place the edges of the paper together and tape. Turn the mat according to diagram B. If you have a large group, you may want to make more than one Problem-Solving Coin Toss Mat.

Page 43

Page 44



Page 45

Page 46

Diagram A

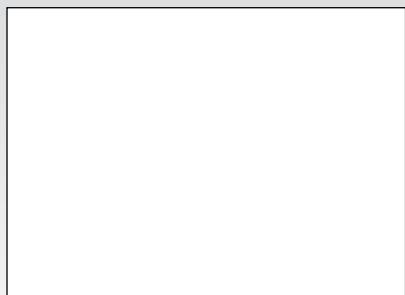


Diagram B

ACTIVITY ►

Problem solving is a skill that is developed over time. There is no one formula for problem solving. Problems are different, therefore the solution to each problem will be different. Here are some steps to use to look at a problem and select the best solution.

Have the youth brainstorm a list of problems someone their age might be faced with on a daily, monthly or yearly basis. List these on a piece of paper. Have them select one of the problems from the list and use the Problem Solving Coin Toss Mat to think about the problem and work through some of the steps to problem solving. Using the problem the group chose, have the youth take turns tossing or flipping a coin over the mat. Have youth answer the question (or perform the action) the coin lands on. Choose another problem from the list and repeat the process.

THINK ABOUT IT ►

- How did you analyze the problem?
- What is the advantage of dealing with a problem instead of ignoring it?
- How do you feel about yourself when you are able to successfully solve a problem where all the parties involved are happy with the solution?
- How can what you learned carry over to other life situations?

TIPS FOR ACTIVITY LEADER ►

If the coin does not land on a question, have the participants read the one closest to where the coin lands. If the coin does not land on the game mat, have the participant toss the coin again. Suggest that participants keep the coin toss low and directly over the mat.

YOUTH OUTCOMES ►

Youth outcomes are listed on page 11.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decision that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

M 1.1 Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem

How will you feel
when the problem is
solved?

In 1 minute
choose 1 to try.

Make a silly
face!

What happens if you
make a wrong choice?

Take another
persons
point of view.

Brainstorm five
solutions.

Describe a dumb solution.

Take five slow breaths and
relax.



What about the
problem is
easy to change?

Define the
problem in
one sentence.

Who could you
ask for help?

How did you solve
a similar problem?

What
would
someone
you
admire
do?

*What is
a small
first step?*

Name a solution and think of a pro and con.

M a s s a g e Y o u r N e c k .



STEPS TO PROBLEM SOLVING

- **Identify the problem.**

This can be the hardest part of problem solving. Ask yourself, "What is the problem and where does it come from?" Answering the following questions can help: Who is involved? What happened? Who owns the problem? Who has the power to change the situation?

- **Search for a possible solution.**

Brainstorm possible solutions by making a list of all the ideas you can think of that would solve the problem.

- **List the advantages and disadvantages.**

Using the list, think about the consequences of each solution. What will happen if you choose one way or the other? Will any of the solutions hurt anyone? Name as many advantages and disadvantages to each solution as you can.

- **Choose a solution.**

Looking at the advantages and disadvantages of each solution, decide which solution to use. This can be difficult to do, especially if there is not a solution that feels good. After a solution is chosen and acted on, decide if it was a good choice. It is all right to go back and repeat the process if the solution is not working.

ACTIVITY NAME ► THE NAME OF THE GAME IS SAFETY**BUILDING BLOCK ► SAFETY****LEVEL ► Six****CODE ► I or G DP1****TIME ► 45 Minutes**

PURPOSE ► Broaden awareness of safety concerns and increase ability to make safe choices while participating in activities.

MATERIALS ► Large paper or poster board, writing paper, masking tape, markers, pens or pencils.

PREPARATION ► Use the following information to make two *Safety Considerations* posters, one for sports and games and one for art supplies. Put them up on the wall for the meeting.

Sports and Games Safety Considerations

Name of activity chosen:

Does the activity require special skills, certifications or experience in order to participate?

Should an adult be present when you participate in the activity?

Does it require safety gear?

Is there an age requirement for participation?

Does the activity require a specific location? (ie, an ice rink for playing ice hockey)

List all of the safety considerations that would apply for this activity:

Art Supplies Safety Considerations

Scissors

Hot glue guns

Hobby blade or craft knife

Paints

Glue

Spray paint

Others

ACTIVITY ►

Tell youth that all group activities need some safety rules or guidelines. The group is going to create a set of safety rules to use whenever they participate in activities.

Have the youth think of fun activities or sports and games they like to do that might require safety considerations (For instance, playing football, skating, trying a challenge or adventure course or snowboarding). Have someone write the activities on a large piece of paper posted in front of the group.

Divide the large group into smaller groups.

Ask each group to choose an activity from the list and brainstorm safety considerations using the questions on the Sports and Games Safety poster they just made as a guide. Have one person from each group be the recorder. Write the name of the activity and record the response of the group members.

While the youth are still in their small groups, ask them to think of the safety rules and guidelines needed when participating in art activities. Use the Art Supplies Safety poster they just made.

After the groups have finished, collect all the lists created in the small groups and ask one or two of the youth to make a compiled list. Have the youth decide how they would like to post the list at their group meeting (type the list on the computer or make a poster with the list). Ask for a volunteer to create the group's safety list according to what the group decides.

Share information on *Safety Checklist* on page 50. if your group does aquatic activities, adventure courses or horseback riding.

**THINK ABOUT IT ►**

- How important is your safety to you?
- What would you do in the event that someone was doing something that could either be harmful to you or to him or her while participating in an activity?
- How would you tell a younger person to stop doing something that could cause him or her harm during an activity?
- How would you tell an older person to stop doing something that could cause him or her harm during an activity?
- Is it harder to tell older people, especially adults, to stop doing something that may harm you or them? If yes, why?
- What did you learn from this activity that you can carry over into other life situations?

ADDITIONAL ACTIVITY ►

Have the youth take a course in First Aid or CPR (cardiopulmonary resuscitation). (DP2)

TIPS FOR ACTIVITY LEADER ►

- Ensuring the safety of youth is a priority during any activity. Become familiar with all safety standards and procedures for each activity that you conduct.
- Add any other safety issues you choose to the list the youth will create (i.e. leaving the meeting area, using outdoor areas).
- Allow time for youth to develop their own safety considerations and encourage them to follow them for their own protection.

ADULT FACILITATOR NOTES ►

- Activities such as archery or other target sports, aquatics, gymnastics, bicycling and motorized vehicles such as go-carts, scooters, water crafts and rocketry require leaders with specialized training and experience.
- Youth who complete part one of this activity may have partially completed activity #16 in the Torch Bearer in Sports and Games. A description of Torch Bearer projects and list of requirements are in the Torch Bearer supplement of the *Discovery Record Book*.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Additional youth outcomes are listed on page 11.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decision that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

SAFETY CHECKLIST

Aquatics

- Certified lifeguards are on duty at all activity times.
- Certified lifeguards, youth and staff need to be oriented to rules and boundaries.
- Facility and equipment appear to be in good repair.
- Access is controlled to pools, docks, watercraft and equipment.
- Water depths are known and, if possible, marked.
- A safety system such as “buddy check” is in place to quickly account for youth.
- Have a person with First Aid and CPR training and a First Aid kit readily available.

Adventure/Challenge Courses

- Have an adult, preferably with certification or documented experience, leading activities on course.
- Established safety regulations must be enforced.
- Ensure that appropriate emergency and rescue procedures related to the activity and the participants are in place.
- Have appropriate protective equipment and procedures for equipment maintenance and record keeping in place.
- Be sure spotters and belayers are instructed in proper procedures and directly supervised until competency is demonstrated.

Horseback Riding

- Have an adult with certification or documented experience leading activity.
- Established safety regulations must be enforced.
- Have appropriate emergency and rescue procedures related to activity and the participants in place.
- Have identification of appropriate protective equipment and procedures for riding equipment maintenance and record keeping in place.
- Be sure that riding facilities are clean and free from accumulation of manure and provide plenty of fresh water for animals.
- Be sure that horses are physically sound and suitable for the skill level of participants.
- Have a person with First Aid and CPR training and a First Aid kit readily available.

**ACTIVITY NAME ► DON'T GET CAUGHT IN THE WEB****BUILDING BLOCK ► SAFETY****LEVEL ►** Six**CODE ►** I or G DP1**TIME ►** 45-60 minutes**PURPOSE ►** Broaden awareness of safety concerns and increase ability to make safe choices while utilizing the Internet.**MATERIALS ►** Large paper, markers, copies of Scenario (found on page 58), *Internet Guidelines Online Safety Rules and Risks*, and *Online Agreements* (found on pages 54 and 55).**PREPARATION ►** Copy a set of Scenarios and a set of *Online Agreements* for each group of two to three. Make a copy of *Online Safety Rules and Risks* for each participant. Become familiar with *Internet Guidelines for Adult Facilitators and Activity Leaders*, *Online Safety Rules and Risks*, and *Online Agreements*.**ACTIVITY ►**

The Internet provides a tremendous amount of information and services. Music and music reviews, movies, references for homework or leisure studies and facts about favorite sports figures are readily available online. Many people shop on-line. Electronic mail (e-mail) with family and friends has changed personal communication around the world. Many who share common interests use public message boards to make new friends. The computer with online capabilities has opened up new ways to access education and entertainment. Virtually any topic can be researched through many available search engines. There are endless numbers of computer games available that users can play individually, with other users or against the computer itself.

Most people who use the Internet have positive experiences, but some people, especially youth can be taken advantage of. The Internet world is made up of a wide array of people, and most are decent and respectful. There are some people, however, that may be offensive and/or abusive. They may even be mean and might take advantage of youth.

Did you know ...

- Things don't really totally delete from the computer. Someone with technical knowledge can easily pull up your cache (the computer's storage space) to see where you have been.
- Someone could use a screen name that resembles yours and talk to people as if they are you (for example, Tom01 (figures zero, one) or TomOl (capital letter O, letter l)).
- Things you say online can be easily misinterpreted. You cannot hear inflection, cannot see facial expressions and do not know if it is teasing or in fun.
- Others can and often do print out your entire conversation. Be sure you are only saying things of which you can be proud.
- Youth can fall victim to Internet spam. Inappropriate sites can be accessed by accident by clicking on a pop up window. A long distance connection is made automatically and per minute charges can be incurred.

Ask youth how many of them are current Internet users. Ask them if someone has ever been inappropriate or mean or tried to get them to do something that made them uncomfortable while on the Internet. (Allow time for all who want to share their experiences. Have them edit any profanity or explicit graphics from their stories, if necessary, telling them to just state the facts of their situations.)

Tell youth they are going to examine some situations that might come up online. Form smaller groups of two or three and give each group a set of Scenarios. Give groups about 15 minutes to go through each scenario. Ask for comments about the scenarios. Pass out *Online Agreements*. Ask each group to develop an agreement. Have the youth form a large group again and present at least one agreement from each of the groups. With group consensus, determine which agreements will be used for the group and what the consequences will be if they are not followed. Record the agreements on one large piece of paper and have everyone sign their name to it, giving their word that they will keep the agreements for their own safety. Post the agreements at the group meeting place.

Hand out copies of *Online Safety Rules and Risks* for the youth to refer to when using the Internet.

THINK ABOUT IT ►

- How important is your safety to you?
- Is it easy to trust some people more than others? Why or why not?
- What would you do if someone is harassing, stalking, making physical threats or attempting to lure you to meet them?
- What would you do if, while searching on the Web, you find dangerous activities such as bomb-making, dangerous threats or ways of obtaining illegal weapons?

TIPS FOR ACTIVITY LEADER ►

Be aware of youth disclosure of any incidents that would lead you to think that an abuse has occurred. If you think an abusive act has occurred, inform the adult facilitator and/or the appropriate authorities.

ADULT FACILITATOR NOTES ►

- Become familiar with *Internet Guidelines for Adult Facilitators and Activity Leaders*, *Online Safety Rules and Risks* and *Online Agreements*.
- Be aware of youth disclosure of any incidents that would lead you to think that an abuse has occurred. If you suspect that a youth you supervise in any capacity is a victim of physical or sexual exploitation, immediately report that to the person in charge.

YOUTH OUTCOMES ►

Youth outcomes are listed on page 11.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.



SCENARIOS

There are five scenarios in the set. Draw a scenario from the set and read it aloud in your group. Go around the group having each person answer the question that follows.

When the group has completed discussion about the scenarios or the activity leader has called time for that portion of the activity, take turns reading *Online Agreements*.

Brainstorm with your group possible agreements that you could make regarding Internet use.

Write your agreements on a piece of paper and select someone from your group to present them to the larger group.

Scenario 1: You are researching on the Internet for information that will help you when writing a report in your history class. While looking, you find a Web site that shows explicit pictures of men and women who are nude. You do not know how you got to the Web site, but you know that it is against the rules for you to be viewing that site. What would you do?

Scenario 2: You have been online chatting with your friend from school and you receive an "instant message" from someone you do not know. What would you do?

Scenario 3: You have been chatting with someone you met in a chat room and he or she has asked you to go to a private room so you can talk without having all of the other people interfering with your conversation. What would you do?

Scenario 4: You have been searching the Internet for a specific antique "Hotwheels" car. You found one on "Ebay," and the time is running out for purchasing it. The price is not going to get any better, and you really want this particular car for your collection. The only way to buy it is with a credit card. Your parent/guardian is not home from work yet, but you remember that you still have their credit card number for a purchase you made earlier. They have not said you could use it or said you couldn't use it, either. What would you do?

Scenario 5: Your best friend just told you that he or she met someone on the Internet and that they are going to meet him or her at the mall on Saturday. What would you do?

INTERNET GUIDELINES FOR ADULT FACILITATORS AND ACTIVITY LEADERS

As adult facilitators and activity leaders, online time with youth may be limited; but the skills you teach them will be useful in the less-structured (and perhaps less-supervised) home environment. Follow these general guidelines for teaching Internet safety skills to youth:

Learn as much as you can about the Internet.

Find out how the Internet works and how to find your way around it. Learn about youth habits, such as where they spend their time while on the Web and what activities they like to engage in. Examples include chatting with friends, playing computer games, researching topics, etc. Use their experiences as a springboard for discussion. You might want to visit some of the more popular youth sites yourself.

Keep parents/guardians informed.

Send a letter home letting them know that you'll be exploring Internet issues in the program. Send home a copy of this handout for adults to review.

Internet Safety Rules

Familiarize yourself with Internet safety guidelines. (See *Online Safety Rules and Risks*.) NetSmartz (www.netsmartz.org) offers safety guidelines and age appropriate online safety pledges.

Additional Tips

- Create a recommended list of resources.
- Bookmark safe, relevant sites and youth-friendly search engines.
- Teach youth never to give out personal information online. The most important online safety rule for youth is to protect personal privacy. They should never give out their names, e-mail addresses, street addresses, phone numbers or pictures without a parent's permission.
- Encourage an open dialogue with youth regarding Internet conduct. Youth tend to be adventuresome and curious, seeking out sites and activities that may not be appropriate for them. Keep the lines of communication open so you know what they're doing online – and so they'll feel comfortable coming to you if they get into trouble. Report any online content or activity that you suspect is illegal to the proper authorities. While assisting youth, you may encounter online situations that should be reported to your Internet Service Provider and your local police. These include online hate; harassment, cyberstalking or attempts to lure a child; dangerous activities such as bomb-making, terrorism or obtaining illegal weapons; child pornography; and physical threats.



ONLINE AGREEMENTS

An online agreement is a set of guidelines or rules for Internet use. An online agreement offers youth very clear guidelines on the following:

- where they can go and what they can do online,
- how much time they can spend on the Internet,
- what to do if something happens that makes them feel uncomfortable,
- how they can protect their personal information,
- how to stay safe in interactive environments, and
- how to behave ethically and responsibly online.

Sample Online Agreement

I will not visit gambling sites or sites containing offensive or illegal material.

I will not disable any filtering software that has been put on the computer.

I will not open any e-mail or files from strangers.

I will not buy or sell anything over the Internet without permission from the appropriate adult.

I will tell my adult facilitator or parents/guardians before downloading any games, music files or software from the Internet.

I will not give out any personal information over the Internet.

I will only use monitored chat rooms for teens, and I will stay in the public area and not go off into private rooms with strangers.

I will only talk to people in instant messaging that I have met in person.

I will always behave responsibly and ethically when online. I will always use Netiquette when using instant messaging, chat rooms and e-mail.

I will tell my parents/guardians or adult facilitator right away if I get into any kind of trouble or if I feel uncomfortable in any situation on the Internet.

I will open e-mail only from people I know.

In signing this online agreement, I promise to follow these rules. If I break my agreement, I understand that I will not be allowed to: _____

Signed: _____

My Name _____ Date: _____

Mom, Dad or Guardian _____ Date: _____

Adult Facilitator _____ Date: _____

ONLINE SAFETY RULES AND RISKS

Rules for Online Safety:

- I won't give out personal information such as my address, telephone number, parents' work address /telephone number, without my parents'/ guardian's or adult facilitator's permission.
- I will tell my parents/guardians or adult facilitator right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I "meet" online without first checking with my parents/guardian or adult facilitator. If I agree to a meeting, I will be sure that it's in a public place, and I will bring my parent/guardian along.
- I will never send a person my picture or anything else without first checking with my parents/guardian.
- I won't respond to any messages that are mean or in any way make me feel uncomfortable. It isn't my fault if I get a message like that. If I do, I will tell my parents/guardians or adult facilitator right away so that they can contact the online service.
- I will talk with my parents/guardian or adult facilitator so that we can set up rules for going

online. We will decide upon the time of day that I can be online the length of time I can be online, and appropriate areas for me to visit. I won't access other areas or break these rules without their permission.

- I won't click onto ads that "pop up" on the screen when I am online.

Risks for Not Following These Rules:

- Exposure to inappropriate material. One risk is that you may be exposed to inappropriate material of a sexual or violent nature.
- Physical molestation. Another risk is that, while online, you might provide information or arrange an encounter that could risk your safety or the safety of other family members. In a few cases, pedophiles (adults that sexually abuse children or youth) have used online services and bulletin boards to gain a youth's confidence and then arrange a face-to-face meeting.
- Harassment. A third risk is that you might encounter e-mail or bulletin board messages that are harassing, demeaning or belligerent.



Camp Fire

ACTIVITY NAME ► SAFETY OUT AND ABOUT**BUILDING BLOCK ► SAFETY****LEVEL ► Six****CODE ► I or G DP1****TIME ► 30-45 minutes**

PURPOSE ► Broaden awareness of safety concerns and increase ability to make safe choices while in public places, in cars with friends and with peers.

MATERIALS ► Several large pieces of paper, tape, markers, *Safety Considerations* (on page 58).

PREPARATION ► Make copies of *Safety Considerations* for each youth. Read *The Facts About Being Safe* on page 59.

ACTIVITY ►

Discuss with youth the information contained in *The Facts About Being Safe*. Ask the group to help make a list of public places that they go to. Ask the large group to divide into smaller groups. Ask each group to make a list of situations that have made them uncomfortable in public and how they handled the situation. Have the groups choose three examples from the list and write safety considerations for each. Ask for a volunteer from each group to present his or her considerations to the whole group.

THINK ABOUT IT ►

- How important is your safety to you?
- What would you do if someone were doing something that could either be harmful to you or to him or her while you are out in public?
- What would you do if a friend told you that something happened to him or her?
- Why is it easier to trust some people more than others?

- Is it harder to tell older people, especially adults, things that may embarrass you? If yes, why?
- What did you learn from this activity that you can carry over into other life situations?

TIPS FOR ACTIVITY LEADER ►

Keeping youth safe is a priority during any activity. Become familiar with all safety standards and procedures for taking youth into public places. Allow time for youth to develop their own safety considerations and encourage them to follow them for their own protection.

ADULT FACILITATOR NOTES ►

Ensure the safety of all youth participating in field trips and outings. Have emergency contact information with you for all youth. Review with youth rules for conduct while transporting and at specific activity locations. Determine point of contact for emergency situations. Ensure that everyone has a "buddy." Remind them of safety considerations for being in public.

YOUTH OUTCOMES ►

Youth will have preferences for safe choices. Additional youth outcomes are found on page 11.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decision that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

SAFETY CONSIDERATIONS

Don't Go Out Alone

There is safety in numbers, and this rule applies to everyone. We are always safer if we take someone else with us when we go to a mall or other public place.

Always Tell an Adult Where You're Going

Letting someone know where you'll be at all times is smart. If you're faced with a risky situation or get into trouble, your family and friends will know where to find you.

Say No If You Feel Threatened

If someone – anyone – touches you in a way that makes you feel uncomfortable, you have the right to say no. Whether it is peer pressure about sex, drugs or doing something that you know is wrong, be strong and stand your ground. Don't be afraid to make your feelings known. If necessary, go to a public area to be near an adult who can help (store employee, security guard, etc.) Just because the person is an adult or threatens you or your family, you don't have to give in. You still have the right to say no.

Other safety considerations:



THE FACTS ABOUT BEING SAFE

Teenagers, 12-19, especially girls, are the most victimized segment of the population in the United States. Sometimes inappropriate things happen and nobody finds out because no one talks about it. Adults need to encourage youth to talk about their concerns.

The facts:

- Teenage girls are among the most frequent victims of sexual assault.
- Boys may be victims of sexual assault.
- Two-thirds of imprisoned sexual assault offenders reported that their victims were younger than the age of 18.
- Sixty-one percent of all rape victims are younger than 18.
- Thirty-two percent of all rape victims are 11-17 years of age.
- The average victim of abduction and murder is an 11-year-old girl, who is described as a “low risk,” “normal” kid from a middle class neighborhood with a stable family relationship who has initial contact with an abductor within a quarter mile of her home.
- Twelve- to 15-year-olds are victimized at a rate 84 percent higher than the general population.
- Sixty-one percent of all rape victims are younger than 18, and 32 percent are 11-17.

Why are teenagers so vulnerable?

- Many are experiencing common teen problems, such as working through emotional issues.
- Many are potential sexual targets for adult exploiters due to their youth and vitality.
- Many are highly mobile and come into contact with many people each day.
- Many are fearless, with a sense of immortality.
- Many consider themselves too smart or too big to be victims. The reality is that they lack the awareness, knowledge and savvy necessary to stay safe.

ACTIVITY CHOICES ►

As adult facilitator or activity leader, you can help to reinforce the rules in your group and in daily interaction with your youth. As common sense as the rules are, if conveyed without preaching or by ultimatum, they can empower teens and help them to feel less vulnerable in risky situations.

If a youth should disclose information to you, you need to know that in all states you are required to report allegations of sexual abuse. Check with the person in charge to make sure you follow policies. In each case:

- Treat the youth with sensitivity and listen closely, without judgment, to what he or she has to say.
- Remember that the youth chose you as a trusted adult and had the courage to come to you, confident that you will act on his or her behalf. Along with this comes a tremendous sense of responsibility, so listen carefully and respond appropriately. Follow up with the proper authorities and the youth to ensure help is received. And remember – it is a compliment to you as an adult that your youth respected and trusted you enough to come to you for help.
- Respect the privacy of the student who has trusted you with this important information. Repeat it only to the necessary individuals with authority to handle the situation.



Camp Fire

TRAIL TO KNOWING ME**LEVEL ►** Six**PROJECT ► IT'S JUST A FEELING**

PURPOSE ► Encourage youth to examine the wide range of human feelings and emotions, better understand their own feelings and learn to manage and express their emotions.

ACTIVITY CHOICES ►

Activity Name	Focus
A Mixed Bag of Feelings	Knowledge
All Fall Down	Knowledge
Framed Feelings	Knowledge
Toss Them Around	Skill
Sticks and Stones	Skill
Conflicting Colors	Skill
Lead Others	Leadership
Plan Your Own Project	Take it to the Limit
Say What?	Take it to the Limit

YOUTH OUTCOMES ►

Outcome	Activity								
	A Mixed Bag of Feelings	All Fall Down	Framed Feelings	Toss Them Around	Sticks and Stones	Conflicting Colors	Lead Others	Plan Your Own Project	Say What?
Youth will be able to communicate their point of view effectively.	X		X				X		X
Youth will be able to evaluate choices, weigh outcomes and make decisions.				X	X			X	X
Youth will be able to plan sequentially.							X	X	
Youth is willing to engage in personal growth activities.		X					X		
Youth express feelings and emotions in a positive, constructive way.	X	X	X			X		X	

EDUCATION STANDARDS ►

Activity Name	Standards
A Mixed Bag of Feelings	B 1.5, M 3.1, M 3.3
All Fall Down	B 1.5
Framed Feelings	B 1.5
Toss Them Around	B 1.1
Sticks and Stones	B 1.1, B 4.1
Conflicting Colors	B 1.5, V 2.3
Lead Others	B 1.5, B 2.7
Plan Your Own Project	LA 8.11, M1.2
Say What?	LA 4.4, LA 8.7

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00113) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATOR ►

- Discussions and other conversation opportunities allow youth and adults a chance to get to know one another. There will be times when all the youth want to speak at once. Remind them to take turns speaking and to listen carefully.
- Remind youth about what is appropriate to share, and that what others say is confidential and should not be repeated outside the group.
- The youth may share confidential family information with other youth or adults working with the group. As an adult in a leadership position, you are required in most states to report any alarming information concerning a youth's emotional well-being or physical health to the state's child abuse hotline for further investigation by the appropriate authorities.

**ACTIVITY NAME ► A MIXED BAG OF FEELINGS****PROJECT ► IT'S JUST A FEELING****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 20-30 minutes**

PURPOSE ► Be able to identify and recognize feelings.

MATERIALS ► Pen or pencil, paper, crayons, colored pencils or markers, *Feelings List* on page 65, *Feelings Log* on page 66.

PREPARATION ► Make copies of *Feelings List*, one for each participant.

ACTIVITY ►

Ask the youth why people have feelings. Do you usually know how you feel? When you are experiencing a feeling are you able to identify (put a name to) the feeling? Sometimes people do not know what to do with all the different feelings they have inside of them. Sometimes they are not even sure what to call them. Feelings let us know when something is wrong or when we need something. But before feelings can help us, we need to know what each feeling is.

Give each youth a copy of *Feelings List* and tell them to:

- Look at the list of feelings.
- Place an X next to a feeling if you have felt that way this past week.
- Put an X+ if you have felt that way a lot this past week.
- Go back and circle the top eight to 10 feelings that have been the strongest for you this past week.

On another piece of paper, ask the youth to rate the intensity of feelings they circled from one to 10 with 10 being the strongest. Next, have them draw a circle and create a pie chart of the 10 feelings they listed to show how much of the time they experience that feeling. (The largest piece of the pie would represent the feeling they had most of the time.) Then have them color the chart with a color that represents each of the feelings they have included in the chart. Have youth calculate the percentage of the time they are experiencing each feeling.

THINK ABOUT IT ►

- What was going on with you or around you when you experienced the feeling that you rated the strongest?
- Are you able to verbalize your feelings to others?
- Is it good to let family and friends know how you are feeling? Why?
- Did you have feelings of anger?
- Have you thought of ways to deal with angry feelings such as writing in a notebook or writing an angry letter and then tearing it up. What else could you do?

ADDITIONAL ACTIVITY ►

Keep a *Feelings Log* on the form found on page 66 for at least two weeks. Look to see if there are situations where you could change your reaction to the feelings you have to improve the outcome.
(DP2)

TIPS FOR ACTIVITY LEADER ►

If time allows, have the participants compare their and discuss the differences.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth express feelings and emotions in a positive, constructive way.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
M 3.3 Selects and uses appropriate computational methods for a given situation.
M 3.1 Adds, subtracts, multiplies and divides whole numbers, fractions, decimals, integers and rational numbers.



FEELINGS LIST

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> Affectionate | <input type="checkbox"/> Excited | <input type="checkbox"/> Nervous |
| <input type="checkbox"/> Afraid | <input type="checkbox"/> Exhausted | <input type="checkbox"/> Numb |
| <input type="checkbox"/> Aggressive | <input type="checkbox"/> Frightened | <input type="checkbox"/> Overwhelmed |
| <input type="checkbox"/> Agonized | <input type="checkbox"/> Frustrated | <input type="checkbox"/> Passionate |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Guilty | <input type="checkbox"/> Playful |
| <input type="checkbox"/> Anxious | <input type="checkbox"/> Happy | <input type="checkbox"/> Pressured |
| <input type="checkbox"/> Apologetic | <input type="checkbox"/> Hateful | <input type="checkbox"/> Proud |
| <input type="checkbox"/> Arrogant | <input type="checkbox"/> Helpful | <input type="checkbox"/> Rejected |
| <input type="checkbox"/> Ashamed | <input type="checkbox"/> Heartbroken | <input type="checkbox"/> Relieved |
| <input type="checkbox"/> Bored | <input type="checkbox"/> Homesick | <input type="checkbox"/> Resentful |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Hopeful | <input type="checkbox"/> Respectful |
| <input type="checkbox"/> Caring | <input type="checkbox"/> Hurt | <input type="checkbox"/> Sad |
| <input type="checkbox"/> Cautious | <input type="checkbox"/> Hysterical | <input type="checkbox"/> Safe |
| <input type="checkbox"/> Confident | <input type="checkbox"/> Impatient | <input type="checkbox"/> Scared |
| <input type="checkbox"/> Confused | <input type="checkbox"/> Indifferent | <input type="checkbox"/> Shy |
| <input type="checkbox"/> Content | <input type="checkbox"/> Innocent | <input type="checkbox"/> Shocked |
| <input type="checkbox"/> Curious | <input type="checkbox"/> Irritated | <input type="checkbox"/> Smug |
| <input type="checkbox"/> Depressed | <input type="checkbox"/> Joyful | <input type="checkbox"/> Stubborn |
| <input type="checkbox"/> Disappointed | <input type="checkbox"/> Joyless | <input type="checkbox"/> Successful |
| <input type="checkbox"/> Disapproving | <input type="checkbox"/> Kind | <input type="checkbox"/> Surprised |
| <input type="checkbox"/> Disgusted | <input type="checkbox"/> Lazy | <input type="checkbox"/> Suspicious |
| <input type="checkbox"/> Don't care about anything | <input type="checkbox"/> Lonely | <input type="checkbox"/> Unhappy |
| <input type="checkbox"/> Embarrassed | <input type="checkbox"/> Loved/Loving | <input type="checkbox"/> Withdrawn |
| <input type="checkbox"/> Enraged | <input type="checkbox"/> Mischievous | <input type="checkbox"/> Wish things
were like they
used to be |
| <input type="checkbox"/> Enthusiastic | | <input type="checkbox"/> Worried |

FEELINGS LOG

Over a period of time record things that happen to you. List the event or situation and how you felt. Include your behavior (what you did) or reaction to the feeling(s.) Finally, list the results of your behavior to the feeling.

After a week, two weeks or a month, review your feelings log to see if you notice any patterns of feelings and behaviors. Look to see if there are situations where you could change your reaction to the feelings you have to improve the end results.

**ACTIVITY NAME ► ALL FALL DOWN****PROJECT ► IT'S JUST A FEELING****LEVEL ► Six****FOCUS ► Knowledge****CODE ► G DP1****TIME ► 20-30 minutes**

PURPOSE ► Develop a better understanding of feelings and how to respond to them.

MATERIALS ► 30-60 pennies, two or three decks of playing cards, paper, pen or pencils.

ACTIVITY ►

Ask the youth what happens to them in tense or stressful situations. What effect do these situations have on feelings? What type of situations, events or activities cause frustration for them? What happens when a person experiences frustration?

Divide the group in half and ask one person in each group to be the recorder for the group.

Group A: Give each participant 10 pennies. Their task is to stand each penny on its edge while placing the pennies in a row. The recorder observes the behavior of all the participants in the group and makes notes about the interaction of group members.

Group B: Divide the group into smaller groups of three. Give each small group a deck of cards. Their task is to build a three-level house of cards. The recorder observes and takes notes on the behaviors and interaction between the members of each group.

After a short time has passed, have group A and B change tasks. Select a new recorder for each group and let those who were taking notes before participate in the activity.

After both groups have had a chance to attempt both tasks, reassemble as a large group. Ask the recorders for each group to report on what they observed. Discuss the following questions:

- When you first heard the two tasks described, what did you think?
- What did you think when you first tried either one or both of the tasks?
- Did your feelings or emotions change while you were working on the task?
- Were you or others experiencing frustration or anger?
- At what point during the activity did you feel your emotions or feelings begin to change?
- If you felt anger or frustration, what did you do to calm yourself or refocus on the task and keep going?

THINK ABOUT IT ►

- What other kinds of situations frustrate you or cause you to get angry? What can you do in frustrating situations?
- Does everyone respond to tense or stressful situations the same way?

ADDITIONAL ACTIVITY ►

For a health focus, monitor heart and breathing rates before and after the activity (see page 105 for instructions). Discuss how stress affects each of these. Find out about biofeedback and other relaxation techniques that could be used when feeling stressed. Also discuss how regular exercise helps prevent stress. (DP1)

TIPS FOR ACTIVITY LEADER ►

- You can divide the group that is constructing the house of cards any way you choose, but try to keep the groups as small as possible.
- When you explain the activity using the pennies, let youth know that it may be difficult, but it is not impossible. (Success requires a flat surface and quick but careful hands.)
- During the discussion, ask if anyone has heard the expression “hot button” or “pushing his/her button” as it relates to anger. Ask them if there is someone close to them who seems to know what his or her “hot button” is. Are they able to “push someone’s button” (a parent or a sibling for example)? What can they do to avoid getting too angry?

YOUTH OUTCOMES ►

- Youth express feelings and emotions in a positive and constructive manner.
- Youth are willing to engage in personal growth activities.

EDUCATION STANDARDS ►

B 1.5 Understands that various factors affect decisions that individuals make.

**ACTIVITY NAME ► FRAMED FEELINGS****PROJECT ► IT'S JUST A FEELING****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 30 minutes**

PURPOSE ► Demonstrate understanding of another's feelings.

MATERIALS ► Old magazines, scissors, glue sticks, pencils, pieces of 11 inch x 14 inch paper, markers, handout *Framed Feelings* (on page 70.)

PREPARATION ► Make several copies of *Framed Feelings* for each youth (plus some extras).

ACTIVITY ►

Ask the youth if they can tell by looking at a person how he or she is feeling.

Have youth go through magazines to find pictures of various people. Have them choose several pictures and cut them out. Glue the pictures inside the frame on the page provided. Use more than one page with the frame, if needed. Ask them to think about what each person might be feeling. Ask them to write a word or words by each picture that describes what that person might be feeling. Use the list of feelings in the activity *A Mixed Bag of Feelings* (on page 65) if they need help. Ask the youth to share and discuss the people and feelings with a partner or with others in the group. Allow the youth to use humor when describing the person's feelings if they like. But then ask them to seriously consider other feelings the pictures may indicate.

Variation: Use larger pieces of paper and allow the youth to create their own frame around it. Glue the people found in the magazine to the paper with the frame they created.

THINK ABOUT IT ►

- Can you tell what others are thinking by the looks on their faces?
- How does your body language affect how others may feel?
- How can what you have learned carry over to other life situations?

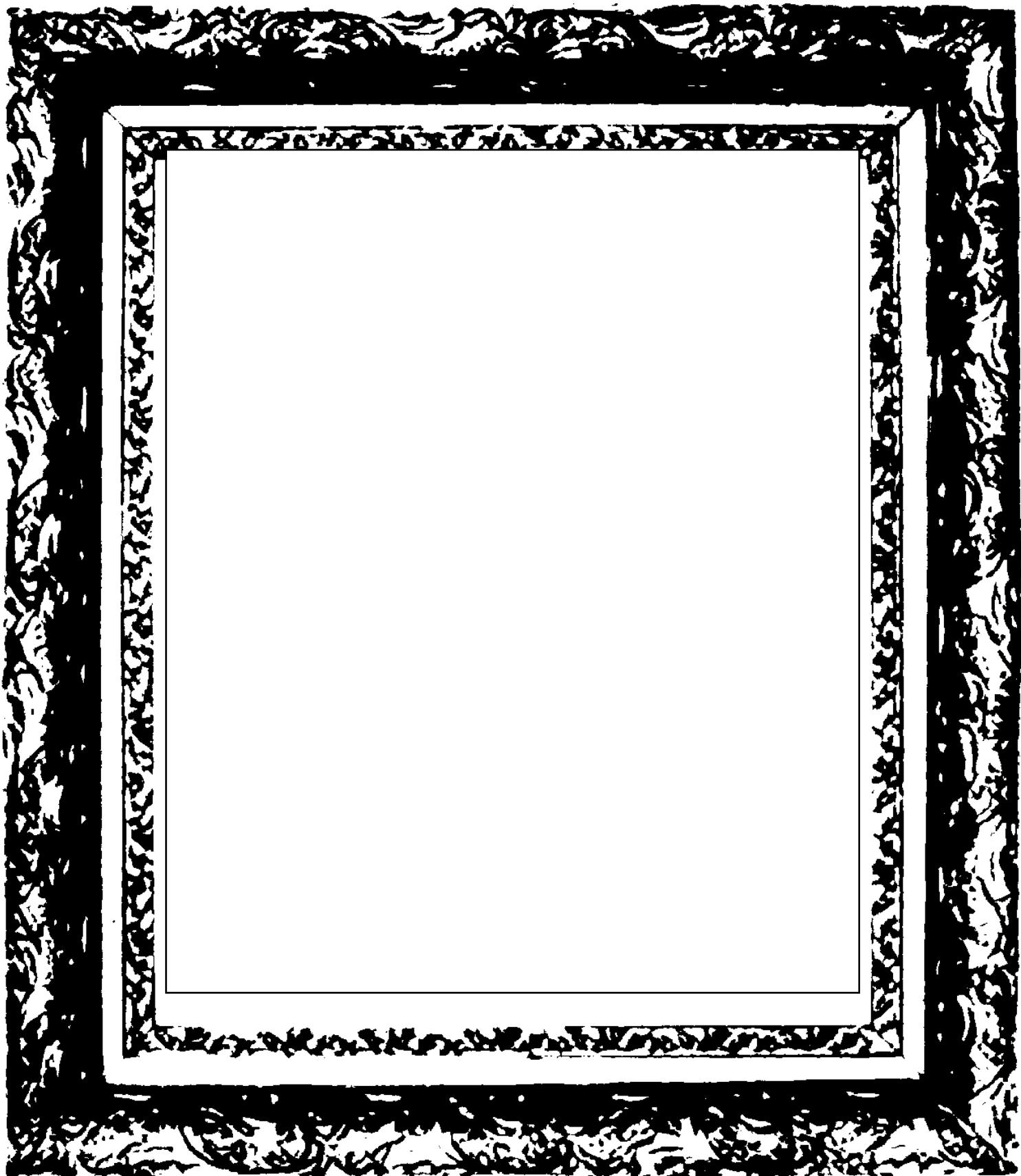
YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth express feelings and emotions in a positive, constructive way.

EDUCATION STANDARDS ►

B 1.5 Understands that various factors affect decisions that individuals make.

FRAMED FEELINGS





Camp Fire

ACTIVITY NAME ► TOSS THEM AROUND**PROJECT ► IT'S JUST A FEELING****LEVEL ► Six****FOCUS ► Skill****CODE ► G DP1****TIME ► 20-30 minutes****PURPOSE ► Practice sharing feelings in a fun way.****MATERIALS ►** One ball - any size. (Use a ball that is soft, so no one is hurt when it is thrown.)**ACTIVITY ►**

Ask the youth if they would like to be able to bounce what they are feeling around without fear of criticism or creating harmful reactions from others.

Tell the youth that they are going to play with a ball and see if they can "catch" how the other person is feeling. They will also be practicing good listening skills. (See page 19.) Do this activity in pairs and/or small groups. The best dialog may occur if done in pairs.

Have the youth choose a subject or concern. Examples: Something that is happening at your school, a rule that most teens have at home, something that has been in the news recently. After the concern has been identified, give the ball to one person. The person who has the ball makes a comment, observation or suggestion about the subject, then throws the ball to his or her partner. The person who receives the ball makes a comment, observation or suggestion about the same subject and throws the ball back to his or her partner or to another person in the small group. This continues until each person has an understanding of how others feel about the subject. The youth may speak only when they have the ball. Continue tossing the ball until the

youth have said all they want to say about the subject. Stop the ball and have each youth tell another what he or she thinks the other is feeling about the topic. Youth let each other know if they are correct or not and why.

Change partners or groups and repeat the activity using a different subject or concern as many times as you wish. As a group, have the youth discuss the activity and what they learned about expressing feelings.

THINK ABOUT IT ►

- Was it easy to express your feelings when you knew you could do so without criticism?
- What did you learn about other people's feeling and how they do or do not express them?
- Is it always easy to tell how another person is feeling just by what he or she says?
- What other ways can you tell how a person might be feeling?

ADDITIONAL ACTIVITY ►

As a whole group, sit in a circle and toss a ball of yarn. Each person holds the yarn and tosses the ball to a person until everyone has hold of a piece of yarn. Go around twice if needed. Have everyone pull tightly. See the impact of working together. Next, have one or two people pull tightly while the others hold loosely. See the impact of someone's resistance. Then have one or two people completely let go while the others pull. See the impact of not doing one's part or not pulling others along. This is a great example of how actions are interwoven and dependent upon one another. Discuss other ways that people depend on each other. (DP1)

TIPS FOR ACTIVITY LEADER ►

- Demonstrate the activity one time so the participants get an idea of how the activity is performed and what they might expect to say.
- Have three or four subjects ready as possible topics for the activity in case the group has a difficult time thinking of their own.

YOUTH OUTCOMES ►

Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practised by most of the people who grow up in it.

ACTIVITY NAME ► STICKS AND STONES
PROJECT ► IT'S JUST A FEELING
LEVEL ► Six
FOCUS ► Skill
CODE ► G DP1
TIME ► 45-60 minutes

PURPOSE ► Identify words that trigger anger and understand how easily those words create an angry response. Know how to appropriately respond to “trigger words.”

MATERIALS ► Paper, markers, pencils, 3 inch x 5 inch cards, several for each youth and enough to make several sets of flash cards.

PREPARATION ► Write each of the following areas of sensitivity separately on a piece of paper, large enough for the group to see the words from a distance.

Family	Physical Appearance
Occupation	Age
Religion	Abilities/Talents
Social Status	Character
Group	Nationality

ACTIVITY ►

Ask the youth if they have heard the term “short fuse.” What are other words or phrases that they have used or heard that would indicate that someone has a temper?

Give each person several 3 inch x 5 inch index cards. One at a time, hold up each of the pages that list an area of sensitivity so everyone can see them. Ask youth to write down words that are sometimes said about that area of sensitivity that trigger anger. Example: Ask them what trigger words they have heard about physical appearance. More than one word may come to mind. Ask them to write each on a separate 3 inch x 5 inch card.

After they have written cards for all 10 areas of sensitivity, collect the “trigger word” cards. Go through the cards and create a list of all the trigger words. Using the list, have the youth make several sets of flash cards with the trigger words on them.

Divide the larger group into small groups so each group has a set of flash cards. Use the trigger word flash cards to let the youth practice how they could respond when someone else uses these words. Divide them into groups of two. Have one partner hold up the cards in random order. The other partner thinks of a way to behave or respond to the word that maintains the peace while allowing the person responding to maintain a good feeling about himself or herself.

After they have gone through all the cards, have the youth discuss some of the words that triggered the most intense feelings. What are some good ways to deal with those feelings? What can they do if the person using the trigger word does not stop or respond to their request? Talk about how the fact that trigger words immediately take a conversation off track. Ask why youth might use these words (they could be used out of habit or as an impulsive reaction).

THINK ABOUT IT ►

- If there are words that immediately trigger an angry response in you, do you think other people have words that cause the same reaction in them?
- What are the benefits to a person who is able to manage feelings/emotions when confronted with hurtful words and phrases?
- What are some ways to recognize trigger words?

TIPS FOR ACTIVITY LEADER ►

If the participants are having trouble finding ways to constructively respond to “trigger words,” try practicing as a group first. Discuss the various methods the group suggests as you proceed. Try to give an idea of which methods work better and why. Example: When you hear a “trigger word” such as an unkind name, immediately start an inner dialog. Tell yourself that you are not what that person just called you and that you do not have to react. Not getting the reaction he or she expected from you may diminish the reason for calling you the name(s), and he or she will stop on his or her own.

YOUTH OUTCOMES ►

Youth will be able to evaluate choices, weigh outcomes, and make decisions.

EDUCATION STANDARDS ►

B 4.1 Understands that being a member of a group can increase an individual’s social power and also can increase hostile actions toward or from other groups or individuals.

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it.

ADULT FACILITATOR NOTES ►

One of the best ways to help the youth deal with trigger words is to remind them that they are NOT whatever the other person may have said about them. Being secure in one’s belief about oneself is a person’s first defense against verbal attacks by others. If the youth have stereotypical views about any of the sensitive topics, do an activity that looks at stereotypes and prejudice first.

**ACTIVITY NAME ► CONFLICTING COLORS****PROJECT ► IT'S JUST A FEELING****LEVEL ► Skill****FOCUS ► Six****CODE ► I or G DP1****TIME ► 30 minutes****PURPOSE ► Express emotions in a creative way.****MATERIALS ►** Large paper, tempera or acrylic paints (or watercolors) in assorted colors, assorted size paintbrushes, pencils, newspaper or plastic covering; optional: markers, colored pencils, crayons.**PREPARATION ►** Cover work area with newspaper or plastic to protect surfaces. Ask an art teacher if you can borrow color wheels on cool and warm colors.**ACTIVITY ►**

Ask the youth if they have ever heard the expression, "He was seeing red." What do you think that expression means? Do different colors or designs convey different moods?

Color can produce social, physical and emotional reactions in people. Social customs in the United States suggest that green means go, yellow means caution and red means stop. Physically, the color yellow produces excessive stimulation of the eyes, causing fatigue. Red has been shown to increase blood pressure and stimulate the adrenal glands. Pink helps muscles relax. Emotionally, colors can affect our mood, appetite and energy level. Red has proven to be a color of vitality and ambitions, but is also associated with anger. Pink induces feelings of calm, protection, warmth and nurture. Colors also have different symbolic meanings in different cultures. For example, white is the color for

weddings in western societies but for funerals in traditional Chinese culture; red is associated with rage in America but with happiness in China. In American fashion and decoration, "blue is for boys, while pink is for girls." This symbolic use of color is not shared by many cultures. The ancient Egyptians built temples for the sick that were filled with color and light. They set aside special colored rooms as sanctuaries where the sick could be bathed in lights of deep blue, violet and pink. American Indians also used color for healing, to fight chronic illness and to heal injuries.

Tell the youth that they are going to try their hand at expressing emotions visually. Give youth a piece of paper and instruct them to divide it in half. On one side of the paper, draw or paint colors and shapes that express angry or tense emotions. On the other side of the paper, draw or paint shapes or colors that express calm or peaceful emotions. Have the youth share what they have done with others. Encourage them to take notice and discuss how different people may have expressed their emotions in different ways.

THINK ABOUT IT ►

- Would wearing "angry" or "tense" colors cause you to feel tense?
- What colors are in the places you feel relaxed and at peace?
- Do you think you could change the way you feel by changing the color around you?

TIPS FOR ACTIVITY LEADER ►

Variation: Do this activity as a group using paper from a large roll. Tape the paper to the wall, a table or the floor. Put a line down the middle to create two columns. Label the top of each column with the conflicting emotions. Have the youth paint whatever they think expresses the emotion in each column. What you will end up with is a conflicting colors mural. Have the group discuss what they created when they have finished.

YOUTH OUTCOMES ►

Youth express feelings and emotions in a positive, constructive manner.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
- V 2.3 Knows how the qualities of structure and function are used to improve communication of one's ideas.

**ACTIVITY NAME ► LEAD OTHERS****PROJECT ► IT'S JUST A FEELING****LEVEL ► Six****FOCUS ► Leadership****CODE ► G DP2**

TIME ► This activity will require two meetings; one to decide and plan, and a second to do the activity selected by the youth. Each meeting may require 30-45 minutes.

PURPOSE ► Develop planning and leadership skills by presenting an activity to a group.

MATERIALS ► Paper, pens or pencils; optional: large paper and markers to record group discussion.

ACTIVITY ►

Tell the youth they are going to use the *Discovery* planning method (on page 336) to plan and lead another group in an activity they have learned in the project about feelings.

Decide

Have the youth decide between the activities “All Fall Down” (on page 67) and “Toss Them Around” (on page 71) to teach to another group. They could also choose another activity of their own. The group may be a younger Camp Fire group, their families or a group of their peers. Have the youth determine the date, time and place to lead the activity with the other group. Remind them to consider things like the size of the group and age level of the participants. Have them decide how to notify the other group’s leader.

Plan

Have the youth determine the materials that will be needed. Revise the activity if necessary for younger groups. Decide who will obtain the materials. Have each youth practice explaining how the activity will work to someone else prior to leading the activity and get feedback. Have the youth develop a list of four or five questions to ask at the end of the activity. Example: How many different ways were used to communicate messages? Did you learn something about communication that will be helpful in the future? What is cooperation? Name some specific examples of when the group cooperated in completing the activity.

Do

- Set up for the activity.
- Introduce the activity and tell participants what they will be doing.
- Discuss the list of questions developed during the planning process.
- Thank the group for participating.

THINK ABOUT IT ►

- How did it feel to be in charge of leading a group? What was easy? What was difficult?
- What would you do differently if you were to lead the activity again?

TIPS FOR ACTIVITY LEADER ►

Encourage the youth to think of all the considerations they might need to lead another group. Guide them in their planning process by asking, “Have you thought of ...?” or “What about ...?” Allow them to make minor mistakes as long as safety concerns are being met. Avoid the temptation to do it for them. Some of the best learning comes from having to “make do” or “winging it” when a person discovers he or she has left an important piece out of the planning process. Let the youth learn from their mistakes by letting the process unfold without adult intervention.

ADULT FACILITATOR NOTES ►

Offer assistance in communicating with the other group, if needed. Talk to the leader of the other group to be sure he or she understands the age and experience of the youth who will be leading their group. Ask cooperation in understanding that the activity will be a learning process for your youth as well. Stress that he or she allow youth to make mistakes, if necessary, without rushing in to "making it right."

YOUTH OUTCOMES ►

Youth will be able to plan sequentially.
Youth will be able to communicate their point of view effectively.
Youth are willing to engage in personal growth activities.

EDUCATION STANDARDS ►

B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

**ACTIVITY NAME ► PLAN YOUR OWN PROJECT****PROJECT ► IT'S JUST A FEELING****LEVEL ► Six****FOCUS ► Take It to the Limit****CODE ► I G DP4****TIME ►** Will vary according to the extent of the project.**PURPOSE ►** Develop skills in planning and implementing a project in the area of feelings.**MATERIALS ►** Materials depend on the project chosen.**PREPARATION ►** Have a copy of *Discovery* Planning Method (on pages 336) ready for use.**ACTIVITY ►**

Tell the youth that they are going to use the *Discovery* planning method to plan a project or a series of activities that deal with the subject of feelings or emotions. Tell them the project can include any ideas they choose as long as they can show how the idea relates to the topic and the activities are within their resources. To get them started, ask them to think about activities they have done at school or with Camp Fire. Would they like to extend one of these to another level? Does something they did trigger additional or new ideas?

Go over the *Discovery* planning method. Follow the planning process to create a project in the area of feelings. Complete the project according to the plan.

THINK ABOUT IT ►

- Did you complete the plans for the project? Why or why not?
- What was the most challenging aspect of planning the project?
- What was the easiest part of planning the project?
- What did you learn about planning as a group?

TIPS FOR ACTIVITY LEADER ►

Be available to provide assistance in the planning process when asked.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth express feelings and emotions in a positive, constructive manner.

EDUCATION STANDARDS ►

LA 8.11 Understands implicit statements of attitude and opinion.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

ACTIVITY NAME ► SAY WHAT?**PROJECT ► IT'S JUST A FEELING****LEVEL ►** Six**FOCUS ►** Take It to the Limit**CODE ►** G DP5**TIME ►** 5-6 hours**PURPOSE ►** Learn the importance of active listening.**MATERIALS ►** Materials needed depend on activities chosen by youth.**PREPARATION ►** Make arrangements if youth choose to have a guest speaker.**ACTIVITY ►**

Ask the youth how do they know if someone is really listening to what they have to say. Why is it important to be a good listener? How do they feel when someone does not listen to them? Tell the youth that they are going to learn more about what it takes to be a good listener.

Have youth choose two of the following activities, discussing each idea as a group.

- Invite a counselor or therapist to talk about how to be a good listener.
- Have youth research tips on good listening via the Internet. Create a fact sheet on how to be a good listener. Share the fact sheet with another group.
- Create a skit or rap that demonstrates the difference between good listening and bad listening. Perform it for a group of younger children.
- Using the classified ads or on-line employment sites, explore career options that require good listening skills. Interview people who are in those professions about the importance of

good listening. (Remember that listening skills are used in many professions, not just in counseling professions. Consider positions in the medical field, in human resources, etc.)

- Research nonprofit agencies in the community that offer free or discounted counseling services. Find out if there is a resource guide of agencies that have counseling programs for youth, such as peer counseling or phone-a-friend programs. If there is not a guide, create one.

After the activities have been completed, have the youth pair up and interview each other about what they learned. Encourage them to practice the listening skills they have learned. Have youth report back to the whole group what their partners learned.

THINK ABOUT IT ►

- Why is it hard to be a good listener all of the time?
- How can you tell if someone is really listening to you?
- What would the world be like if everyone concentrated on listening carefully to each other?

TIPS FOR ACTIVITY LEADER ►

The following Web sites provide information on how adults can become better listeners for youth: www.bbll.com/ch03.html and www.raisingkids.co.uk/4_9/pri_htp10.asp

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information.

LA 8.7 Makes oral presentations to the class (group).



Camp Fire



FAMILY TAKE-HOME PAGE

As a result of this project, youth will examine the wide range of human feelings and emotions, to better understand their own feelings and to learn to manage and express their emotions.

This project supports the following Camp Fire outcomes.

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

	Activity								
Outcome									
	A Mixed Bag of Feelings	All Fall Down	Framed Feelings	Toss Them Around	Sticks and Stones	Conflicting Colors	Lead Others	Plan Your Own Project	Say What?
Youth will be able to communicate their point of view effectively.	X		X				X		X
Youth will be able to evaluate choices, weigh outcomes and make decisions.				X	X			X	X
Youth will be able to plan sequentially.							X	X	
Youth is willing to engage in personal growth activities.		X					X		
Expresses feelings and emotions in a positive, constructive way.	X	X	X			X		X	

AT HOME ►**On Edge**

Give each person 10 pennies. Their task is to stand each penny on its edge while placing the pennies in a row. Have one person watch everyone's behavior and make notes about the interaction of family members. After everyone has tried to stand the pennies up all at a time, talk about the experience.

- What did you think when you first tried the task?
- Did your feelings or emotions change while you were working on the task?
- Were you or others experiencing frustration or anger?
- At what point during the activity did you feel your emotions or feelings begin to change?
- What happens in your family when someone gets frustrated? How do the rest of the family members act?
- Is there a safe way for each family member to express his or her feelings?

Toss the Ball and Listen

This activity helps develop listening skills. Choose a subject or issue of concern, for instance, a family rule or something that has been in the news recently. After the subject has been identified, give a ball to one person. The person who has the ball makes a comment, observation or suggestion about the subject and then throws the ball to another person. The person who receives the ball makes a comment, observation or suggestion about the same subject and throws the ball to someone else. This continues until each person has an understanding of how others feel about the subject. People may speak only when they have the ball. Continue tossing the ball until family members have said all they want to say about the subject. Stop the ball and have each person tell the others what he or she thinks they are feeling about the topic. Let each other know if he or she is correct or not and why.



Camp Fire

TRAIL TO KNOWING ME

LEVEL ► Six

PROJECT ► INSIDE OUT

PURPOSE ► Youth will understand the importance of health, nutrition and fitness.

ACTIVITY CHOICES ►

Activity Name	Focus
Nutrition Bingo	Knowledge
Stressors	Knowledge
About Fitness	Skill
Breathe Deep and Relax	Skill
Road to a Healthy Life	Skill
Lead Others	Leadership
Torch Bearer in Healthy Living	Take It to the Limit

YOUTH OUTCOMES ►

Outcome	Activity						
	Nutrition Bingo	Stressors	About Fitness	Breathe Deep and Relax	Road to a Healthy Life	Lead Others	Torch Bearer in Healthy Living
Youth will be able to communicate their point of view effectively.	X	X			X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X		X	X	X	
Youth will have an appreciation for the environment and outdoor activities.			X				
Youth will be able to plan sequentially.						X	X
Youth will be able to practically apply their academic learnings.							X
Youth will appreciate being able to celebrate and share successes.							X
Youth will maximize their physical abilities to meet and overcome challenges.			X	X			

REQUIREMENTS FOR EARNING RECOGNITION ITEMS ►

Youth complete at least four activities from this project to earn a trail emblem (#B00113) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

EDUCATION STANDARDS ►

Activity Name	Standards
Nutrition Bingo	B 3.3, M5.5
Stressors	B 1.5, LA 7.4, M 6.4
About Fitness	B 3.3, LA 1.1, D 1.6
Breathe Deep and Relax	B 3.3, S 12.5
Road to a Healthy Life	LA 4.4, LA 7.4, M 6.5
Lead Others	B 1.5, B 2.7, LA 8.7
Torch Bearer in Healthy Living	LA 7.4, B 1.5, B 3.3

TIPS FOR ADULT FACILITATOR ►

- Be aware that some families may receive food from a food pantry or may receive food stamps. Be sensitive to this to avoid embarrassing anyone.
- Remember to adjust activities to the ability level of each youth in your group.
- If youth are interested in other topics that come up within this project, encourage them to find out more about it (i.e. eating habits, eating disorders, skin care, substance abuse).

**ACTIVITY NAME ► NUTRITION BINGO****PROJECT ► INSIDE OUT****FOCUS ►** Knowledge**CODE ►** G DP1**LEVEL ►** Six**TIME ►** 45 minutes**PURPOSE ►** Learn or review the components of healthy eating.**MATERIALS ►** Bingo cards (on page 90), paper (construction or bond style), pencils, markers, rulers or other straight edge, scissors, several dried beans or other small items to use as bingo markers; *Food and Nutrients* (on page 89); optional: *Food Guide Pyramid* (on page 88).**PREPARATION ►** Make copies of the blank bingo card or gather materials to make your own cards. Make copies of the *Food Guide Pyramid*. Create a poster of the information on *Food and Nutrients* or copy the information to hand out to the youth. Cut apart the draw cards for Nutrition Bingo or make your own pieces using the information. Or revise activity to include the Food Plate. Go to www.choosemyplate.gov for ideas.**ACTIVITY ►**

Remind the youth they have learned about nutrition and healthy eating at school, from family member or some others. Ask them how what they remember. Some food groups contain foods that are low in calories and high in nutrients. Nutrients give our bodies what they need to function. We are encouraged to eat a lot of foods in those categories. Other categories contain foods that are higher in fat and calories and not many nutrients. Foods that are high in calories and low in nutritional value are the foods we should limit. Tell them the group is going to play Nutrition Bingo to

learn or review the food categories and the types of food that are healthy choices.

Have each player create his or her own bingo card(s). Use the blank copy provided or let the youth make their cards on separate pieces of paper. To do this they will need to draw the five-column, six-line square grids like the sample provided. Then have them write the appropriate categories on the top line. Categories are:

First column - Breads and Grains

Second column - Fruits and Vegetables

Third column - Limit These

Fourth column - Meats and Dairy

Fifth Column - Vitamins and Minerals

Next, ask the players to look at the items in each category on the *Food Guide Pyramid* handout. There are 10 items in each. Ask the players to select five of the items listed in each of the categories and randomly write them in the spaces of the appropriate column. The middle column "Limit These" only requires them to choose four items. Tell them to add a free space in the middle square of this column.

Nutrition Bingo:

Determine a playing option from the list below.

Place the draw cards in a basket or other container and select one person to be the bingo caller.

The caller draws a card, reads the category, the item and the description on the card. Take the opportunity to discuss the item on the card as it relates to nutrition and good eating habits. For instance, if the caller draws a card from the fruits and vegetable category, mention other fruits or vegetables not on the list of 10 used to make the bingo cards. Find out if it is something the players enjoy eating or ask who likes or does not like a food item called and why. Ask the players how they like a food item prepared, cooked or raw. Ask the players if they know whether cooking changes the

calorie count or nutritional value of the food (it does). In the “Limit These” category, discuss why the food item called might have been placed in that category.

If the game participants have the item called, they may cover the square with a bean or other item being used for bingo markers. Once a card has been drawn from the container and read to the group, the caller places it on a table by category for verification that it was called whenever a participant in the game calls out “Nutrition Bingo.” The bingo caller continues to draw and read the cards, and the players cover any items called until a player has the correct number of squares covered on his or her card according to the playing option. At that point, the player calls out “Nutrition Bingo.”

The caller verifies that the squares covered on the player’s card and the cards that have been drawn match and then declares if there is a winning bingo. The caller can decide to continue with the game or have the players clear their cards and begin a new game.

Playing options

Regular Bingo - Cover five squares in a row, vertically, horizontally or diagonally.

The Big T - Cover all the squares in the top row and the middle column to form a T on the card.

Four Corners - Cover only the squares in the top row right, top row left, bottom row right and bottom row left.

The Big X - Create an X on the card by covering the five squares on the diagonal from top left to bottom right and the diagonal from bottom left to top right.

Black Out - Cover all the squares on the card.

Variation: Let the youth make bingo cards and a set of draw cards to take home and play with their families

THINK ABOUT IT ►

- * What are some reasons why people make unhealthy food choices?
- * What changes could you make in your diet for better health?
- * How does what you eat affect your emotions?

ADDITIONAL ACTIVITY ►

Talk about the nutrition recommendations from the Food Guide Pyramid (on page 88) or Food Plate. Tell the youth that they are going to construct a three-dimensional food pyramid.

Give each youth a flat sheet of poster board and ask them to turn it into a three-dimensional food pyramid. Show them a completed and assembled example and give them needed dimensions. Allow them to struggle through how to cut and put together this model. (DP1)

TIPS FOR ACTIVITY LEADER ►

- Allow participants to make more than one bingo card if they choose.
- Allow the youth to leave their markers on their cards after the first person has a bingo and continue playing until two or three others bingo. Then clear the cards and start another game.
- Provide nutritious snacks (individually wrapped) as prizes for winning Nutrition Bingo.
- If participating in the activity sparks a great deal of questions from the youth, suggest that they consider planning an activity or project to learn more about nutrition or health issues.
- Use nutrition books as a resource for discussion or questions that may arise while the game is being played.

**YOUTH OUTCOMES ►**

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

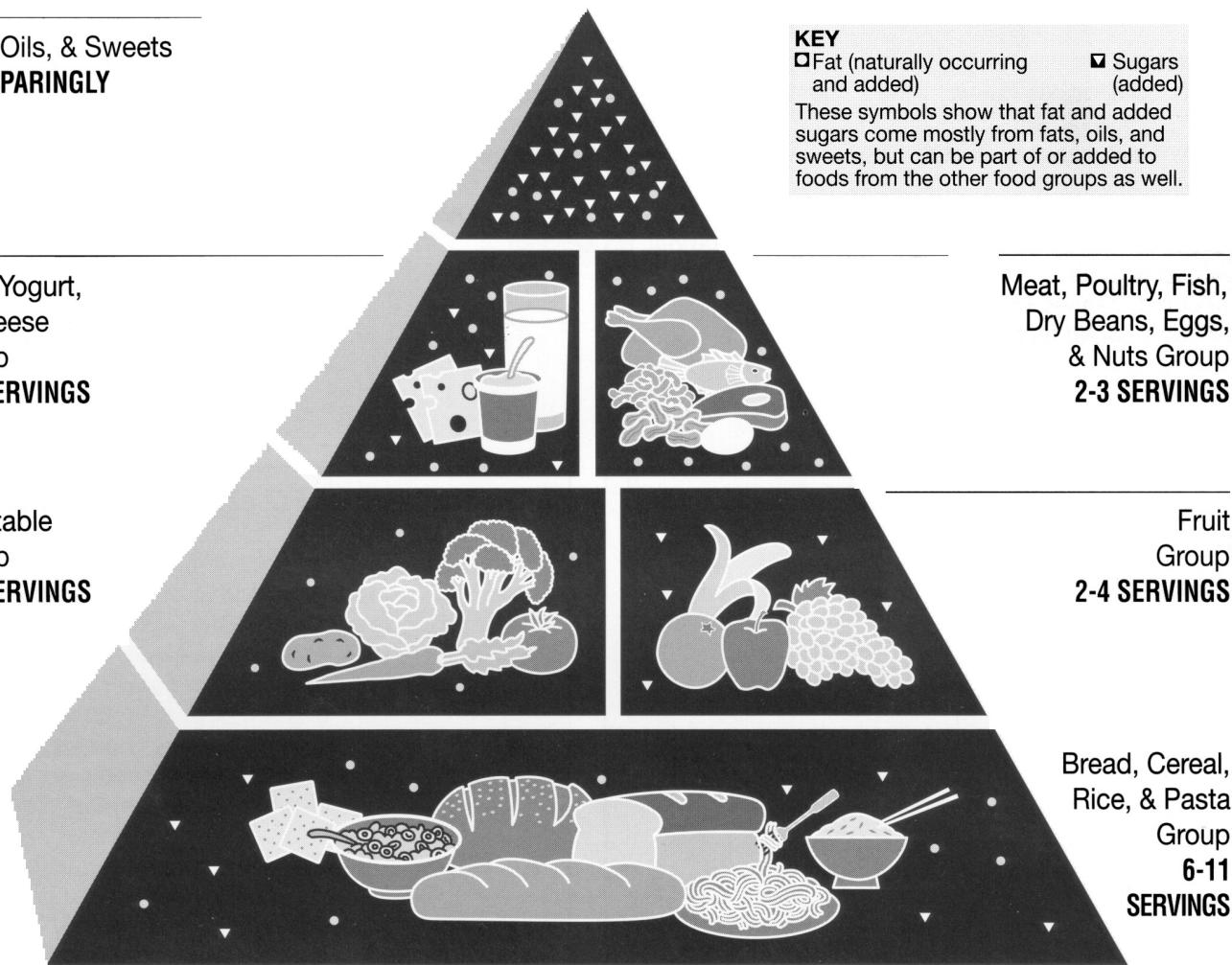
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

Food Guide Pyramid

A Guide to Daily Food Choices

Fats, Oils, & Sweets
USE SPARINGLY



SOURCE: U.S. Department of Agriculture/U.S. Department of Health and Human Services

Use the Food Guide Pyramid to help you eat better every day. . .the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk group and two to three servings from the Meat group.

Each of these food groups provides some, but not all, of the nutrients you need. No one food group is more important than another — for good health you need them all. Go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

To order a copy of "The Food Guide Pyramid" booklet, send a \$1.00 check or money order made out to the Superintendent of Documents to: Consumer Information Center, Department 159-Y, Pueblo, Colorado 81009.

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



FOOD AND NUTRIENTS

Choose five (four for the middle column) items from each category and write each one in a square in the appropriate column on each bingo card.

Breads and Grains

- White bread
- Wheat bread
- Cold cereal
- Oatmeal
- Pasta
- Rice
- Crackers
- Bagel
- English muffins
- Corn bread

Fruits and Vegetables

- Banana
- Apple or pear
- Peaches and nectarines
- Strawberries/grapes
- Cantaloupe and watermelon
- Green beans
- Tomato
- Orange
- Corn
- Carrots and celery

Vitamins and Minerals

- Vitamin A
- Vitamin D
- Vitamin E
- Vitamin C
- Vitamin B1 and Niacin
- Vitamin B12
- Vitamin B6
- Calcium
- Iron
- Zinc

Limit These (Fats and Sugar)

- Candy
- Cakes
- Cookies
- Ice cream
- Salad dressing
- Sodas
- French fries
- Fast foods
- Chips

Meat and Dairy

- Milk
- Yogurt
- Cheese
- Beef
- Pork
- Poultry
- Fish
- Dried beans
- Eggs
- Nuts, seed and peanut butter

SAMPLE BINGO CARD**Nutrition Bingo**

Breads and Grains	Fruits and Vegetables	Limit These	Meats and Dairy	Vitamins and Minerals
		<i>Free</i>		



DRAW CARDS FOR NUTRITION BINGO

Vitamins and Minerals VITAMIN A Found in breads and grains, apricots, cantaloupe, carrots, red peppers, liver and milk	Vitamins and Minerals VITAMIN B6 Found in breads and grains, apricots, cantaloupe, carrots, red peppers, liver and milk
Vitamins and Minerals VITAMIN D Found in canned salmon and tuna, eggs and milk	Vitamins and Minerals VITAMIN B12 Found in breads and grains, apricots, cantaloupe, carrots, red peppers, liver and milk
Vitamins and Minerals VITAMIN E Found in cold cereals, canned apricots and peaches, greens (mustard and turnip), shrimp, almonds, peanuts and sunflower seeds	Vitamins and Minerals CALCIUM Found in bran muffins, broccoli, spinach, milk, yogurt, cheeses, tofu and ice cream
Vitamins and Minerals VITAMIN C Found in cold cereals, cantaloupe, grapefruit, oranges, strawberries, grapes, orange and tomato juice, asparagus, broccoli, sweet potatoes	Vitamins and Minerals IRON Found in bagels, bran muffins, cold cereals, apricots, black-eyed peas, white beans, liver, clams, oysters and pumpkin seeds

Vitamins and Minerals VITAMIN B1 AND NIACIN THIAMINE AND NIACIN Found in breads, bagels, English muffins, grits and oatmeal	Vitamins and Minerals ZINC Found in cold cereals, beef, chicken, oysters, yogurt and pumpkin seeds
Breads and Grains WHITE BREAD Serving: 1 slice 70 calories	Breads and Grains RICE Serving: 1/2 cup 100 calories
Breads and Grains WHEAT BREAD Serving: 1 slice 70 calories	Breads and Grains CRACKER Serving: 4 52 calories
Breads and Grains COLD CEREAL Serving: 1 cup without milk 110 calories	Breads and Grains ENGLISH MUFFIN 140 calories



Breads and Grains OATMEAL Serving: 1/2 cup 110 calories	Breads and Grains BAGEL 1 Bagel 200 calories
Breads and Grains PASTA Serving: 1/2 cup 155 calories	Breads and Grains CORN BREAD Serving: 1 small piece 107 calories
Meats and Dairy WHOLE MILK Serving: 1 cup 150 calories	Meats and Dairy POULTRY Serving: 3 1/2 ounces 120-290 calories depending on type of poultry and how it is cut and prepared
Meats and Dairy YOGURT Serving: 1 cup 240 calories	Meats and Dairy FISH Serving: 3 1/2 ounces 70-250 calories depending on type of fish and how it is prepared

<p>Meats and Dairy CHEESE</p> <p>Serving: 1 ounce 110 calories</p>	<p>Meats and Dairy DRIED BEANS</p> <p>Serving: $\frac{1}{2}$ cup cooked 60-90 calories</p>
<p>Meats and Dairy BEEF</p> <p>Serving: 3 ounces 150-260 calories depending on type of beef and how it is prepared</p>	<p>Meats and Dairy EGG</p> <p>Serving: 1 large 70 calories</p>
<p>Meats and Dairy PORK</p> <p>Serving: $3\frac{1}{2}$ ounces 70-250 calories depending on type of pork and how it is prepared</p>	<p>Meats and Dairy NUTS, SEEDS, AND PEANUT BUTTER</p> <p>Serving: 1 ounce (2 tablespoons) 190 calories</p>
<p>Fruits and Vegetables BANANA</p> <p>Serving: 1 medium 105 calories Good source of potassium</p>	<p>Fruits and Vegetables ORANGE</p> <p>Serving: 1 medium 65 Calories Good source of vitamin C</p>



<p>Fruits and Vegetables APPLE OR PEAR</p> <p>Serving: 1 medium 57-98 calories Good source of vitamin A</p>	<p>Fruits and Vegetables GREEN BEAN</p> <p>Serving: $\frac{1}{2}$ cup canned 30 calories Good source of vitamin A</p>
<p>Fruits and Vegetables PEACH AND NECTARINE</p> <p>Serving: 1 medium 37-67 calories Good source of vitamin A</p>	<p>Fruits and Vegetables TOMATO</p> <p>Serving: $\frac{1}{2}$ cup 24 Calories Good source of vitamin A and C</p>
<p>Fruits and Vegetables STRAWBERRIES/GRAPES</p> <p>Serving: $\frac{1}{2}$ cup 25 calories Good source of vitamin A</p>	<p>Fruits and Vegetables CORN</p> <p>Serving: $\frac{1}{2}$ cup, canned 82 calories</p>
<p>Fruits and Vegetables CANTALOUPE AND WATERMELON</p> <p>Serving: $\frac{1}{2}$ cup 25 calories Good source of vitamin A</p>	<p>Fruits and Vegetables CARROT AND CELERY</p> <p>Serving: $\frac{1}{2}$ cup raw 24-11 calories Good source of vitamin A</p>

<p>Limit These CANDY</p> <p>Average calories 150 per bar High in sugar</p>	<p>Limit These FAST FOOD</p> <p>Average hamburger 445 calories High in fat</p>
<p>Limit These CAKE</p> <p>Average calories 220 per slice 150 per snack cake High in sugar</p>	<p>Limit These SODA</p> <p>Average 140 calories in 12 ounces High in sugar</p>
<p>Limit These COOKIE</p> <p>Average calories 1140 for 3 cookies High in sugar</p>	<p>Limit These FRENCH FRIES</p> <p>Average calories 280 for a regular order High in fat</p>
<p>Limit These ICE CREAM</p> <p>Average calories 208 in 1/2 cup High in sugar and fat</p>	<p>Limit These CHIPS</p> <p>Average calories 160 per ounce High in fat and salt</p>
<p>Limit These SALAD DRESSING</p> <p>Average calories 50-89 per tablespoon High in fat</p>	

**ACTIVITY NAME ► STRESSORS****PROJECT ► INSIDE OUT****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 30 minutes**PURPOSE ►** Learn to identify stress and ways to manage stress.**MATERIALS ►** Scissors, optional: 3 inch x 5 inch index cards, *What are My Stressors* (on page 100), *15 Ways to Manage Stress* (on page 99).**PREPARATION ►** Make a copy of the activity cards *What Are My Stressors?*, or write each on a separate 3 inch x 5 inch index card. Make copies of *15 Ways to Manage Stress*.**ACTIVITY ►**

Let the youth know that everyone experiences a certain amount of stress every day. Circumstances at home or school and their age can contribute in different ways and at different times to their stress. Ask if they ever think, "When will this ever end?" or "I can't believe this is happening to me.", or "I will be so glad when this day is over." or "How I am going to get through this?" If so, they have experienced stress just like everyone else, regardless of who they are or what their lives are. It is important to understand and realize situations and circumstances that are stressful for youth. Then they can do things to reduce or eliminate some of those stresses. It is also important to know that all people have stress in their lives,

some more than others. Stress is not always a bad thing. Sometimes a little stress helps us get things done. Too much stress, especially over long periods of time, can be bad. Each person can determine if he or she has too much stress and can make the choice to do something about it. Assure the youth that they are never alone. If they would like to have help dealing with stress, suggest that they talk to someone they trust.

Have participants sit around a table or in a circle on the floor. Place the activity cards face down in the middle of the group. One at a time, each person draws a card, reads it silently and decides if it is a situation that creates a stress in his or her life. If it is, the youth can:

- Read it out loud to the group and ask if anyone else experiences the same stress. If so, take a few minutes to discuss it.
- Say that it is something that creates stress for you, but you do not want to mention what it is or discuss it at this time.

If the card has a situation that does not create stress for you, simply tell the group, "This is not one of my stressors" and place the card face down with the other cards. Each participant takes a turn drawing a card and deciding if they want to share and discuss it with the group. Continue the activity as long as the group wants to share and discuss the stressors.

Now that the youth have identified some of the stressors in their lives, have them read through the list of *15 Ways to Manage Stress*. Discuss these as a group. Encourage the youth to identify which ones they have tried and see if there are other ideas for managing or minimizing stress that they might have tried or heard about.

THINK ABOUT IT ►

- Did you discover situations in your life that cause you stress that you were not aware of before?
- Did you find another or a new way to manage stressful situations?
- Did you learn anything new about yourself?
- Were you surprised that each person has different stressors?

Tell the youth that things which cause stress will change over time. The ability to recognize and manage stress is a skill that they can use their entire lives.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 6.4 Reads and interprets data in charts, tables, plots and graphs.

ADDITIONAL ACTIVITIES ►

- Monitor heart rate throughout the day or week. Do this during a variety of activities and stress levels. Make a broken-line graph showing the trend over this time. Note times of high heart rate that is related to stress. Find ways to manage stress during those times. (DP1)
- Tell the youth to each write down one stressor in his or her life and two ways to manage this stress. Come back to this weekly for a month to see if the suggestions are working. If new stressors come up, the youth can rewrite their plan. A continual monitoring of how they handle stress will teach them a lifelong skill. (DP1)

15 WAYS TO MANAGE STRESS

1. Work off tension with physical activity. Do stretching exercises, walk or play an active game or sport.
2. Pay attention to the expectations you put on yourself to achieve and keep them realistic.
3. Find a quiet place to think.
4. Take three to five deep slow breaths and relax your whole body.
5. Write your experience and feelings in a journal or notebook.
6. Talk to a good friend or a close family member.
7. Get plenty of sleep and regular physical exercise.
8. Practice healthy eating and drink plenty of water.
9. Have a hobby: drawing, playing an instrument, jigsaw puzzles, or other activities that you enjoy and that are relaxing to do.
10. Listen to music with mellow rhythms and lyrics.
11. Let off tension (or anger) in ways that do not hurt anyone: yell at an inanimate object, run, punch a punching bag or pillow, throw pillows at the floor or find a place where you can yell as loud as you like without disturbing others.
12. Learn to plan.
13. Laugh more. Don't take things too seriously.
14. Do something for others.
15. Talk to an adult you can trust.

WHAT ARE MY STRESSORS? ACTIVITY CARDS

Moving to a new location	Going to a new school
Being teased or put down by friends	Being teased or put down by classmates
Losing a friend or family member to death	Losing a parent through divorce
Getting poor grades in school	Arguments between family members at home
Fighting or arguing with my mom or dad	Getting lost
Going to the doctor	Going to the dentist
Being suspected of lying	Fear of death
Being punished at home	Being punished at school

Being left out	Getting sick
Losing a game	Having nightmares
Being embarrassed in front of other people	Being yelled at
Fighting with friends	Keeping good grades at school
Being harassed	Being attacked or molested
Failing school and being held back	Relationship with a close friend
Having a new brother or sister	Having the wrong clothes

ACTIVITY NAME ► ABOUT FITNESS**PROJECT ► INSIDE OUT****LEVEL ►** Six**FOCUS ►** Skill**CODE ►** I DP2**TIME ►** 30-45 minutes**PURPOSE ►** Develop lifelong habits for good health by knowing how to put together a fitness program.**MATERIALS ►** Paper, pen or pencils, *Fitness Facts* (on page 104) optional: cassette or CD player.**PREPARATION ►** Read *Fitness Facts*.**ACTIVITY ►**

Ask the youth if they exercise on a regular basis. If they are involved in sports, they most likely get a lot of exercise. But, generally, the sport they are involved in now is not something they will do for the rest of their lives. Ask if they have thought about what they will do for exercise after they get out of school. Share with the youth the information in *Fitness Facts*.

Have the youth create an exercise program. Have them write down all the ways youth their age like to be active. Examples: bounce a basketball, dance steps, jog in place, walk in a circle. Have them use the list they made to choose activities that can be put together in a sequence to create a routine they could do over a 20-minute period. Have each youth individually write his or her routine on paper and then try out the exercise program with the group. Encourage them to add music to their routines if they choose.

Or, have them individually choose one or more fitness activities and develop an exercise program that they can do for 30 minutes a day, three or more times a week. Suggest the following activities as options for them to think about: fast walking, hiking, jogging, swimming, aerobic dance, bicycling, rowing, cross-country skiing or skipping rope. Encourage them to choose activities of interest so they will stick with them.

Remind the youth that many household activities are exercise - working in the yard, moving, scrubbing and even cooking. Also have them consider their physical skills in making their choices. For instance, if they choose jogging and cannot jog continuously for 20 minutes, suggest that they think about combining walking and jogging. Or, if they pick skipping rope and can't jump for 20 minutes, they can run in place and then jump, run in place and jump again.

Remind them the most important thing is to exercise non-stop for 20 minutes in any way they can. If they want, they can pick two different activities during the week. One day they could go for a bicycle ride, and the other two days they could walk or jog.

Have them write out their plans and then carry them out over a period agreed upon. Have the youth decide if they would like to check on the progress of the others in their group to see how well they are sticking with their plans. Ask the youth to share their plans with family members who would encourage them to carry out their plans. Remind youth that the goal is to be physically active 30 minutes a day. It doesn't have to be strenuous, but it does need to be a habit.

THINK ABOUT IT ►

- Why is it important to exercise?
- What type of exercise program will you be doing 10 years from now?

**ADDITIONAL ACTIVITIES ►**

- Create a family activity program. It could be as simple as a kick ball game or walk. (DP1)
- Create a dance routine and memorize it. Teach it to another group. (DP3)

TIPS FOR ACTIVITY LEADER ►

Before the youth begin doing any of the exercises in their routine, be sure to have them stretch first to avoid injury.

Be aware of physical challenges that limit one's ability to do strenuous or difficult things. Provide alternatives so all youth can succeed.

ADULT FACILITATOR NOTES ►

This activity partially completes requirement one for the Torch Bearer in Healthy Living Project. A description of Torch Bearer projects and list of requirements are in the Torch Bearer supplement of *Discovery Record Book*.

YOUTH OUTCOMES ►

- Youth will have an appreciation for the environment and outdoor activities.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS ►

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

LA 1.1 Prewriting: Uses a variety of prewriting strategies.

D 1.6 Memorizes and reproduces movement sequences.

ABOUT ELEMENTS

FITNESS FACTS

- n The large increase in obesity since the 1970s is caused by changes in diet and physical activity.
 - o More youth are eating fast food.
 - o Families are eating out more often.
 - o Sugar consumption is up to about 150 pounds per person per year.
 - o A greater variety of snacks are marketed to youth.
 - o Youth spend more time watching television-about 25 hours per week, in addition to watching videos and DVDs and spending time on the computer.
 - o Youth have more exposure to advertising.
- n Physical education requirements have declined. Public recreation facilities and programs have also declined, which hits low-income youth the hardest. Newer neighborhoods have fewer parks, smaller yards and fewer sidewalks. It is difficult to play outdoors and neighborhoods are so spread out that it is difficult to walk or bike to school. Also, concern for personal safety has further reduced the opportunity for outdoor activity.
- n Walking about a half mile to school will burn about 50 calories a day. At 100 calories a day, times about 180 school days a year, that adds up to 18,000 calories per year. At 3,500 calories per pound, walking to school could prevent the gain of up to five pounds per year. A little activity on a regular basis can make a big difference in preventing obesity.
- n Families with hectic schedules eat out more often than in the past. Cooking at home burns calories, which over the course of a year also can make a difference.
- n Youth are not getting enough exercise at school in physical education classes. They need additional physical activity to be healthy. A total of 30 minutes of daily activity is recommended. It does not have to be done all at once, though.
- n For youth, physical activity is more likely to develop into a habit if it is fun. Enjoyment is a better motivator than a sense of obligation. Youth need the freedom to choose activities they like to do. It may be different every day. The point is for them to be active for 30 minutes a day. Another motivator is spending time with friends. Youth are likely to get more involved in activities with their friends. Let them choose the activity and the motivation will be there.

**ACTIVITY NAME ► BREATHE DEEP AND RELAX****PROJECT ► INSIDE OUT****LEVEL ►** Six**FOCUS ►** Skill**CODE ►** I DP1**TIME ►** 20-30 minutes

PURPOSE ► Learn how to relax and use the knowledge to help control how the body reacts in tense or stressful situations.

MATERIALS ► Thermometers to measure body temperature, watch with a second hand or a digital stop watch to measure pulse (heart rate); optional: soft instrumental music, mat(s) or blankets to lie on.

PREPARATION ► Determine location of activity by choosing whether participants will stretch out on the floor or remain in chairs. Practice taking your pulse, which is explained below.

ACTIVITY ►

Ask the group if they know how to relax. Is it possible to get your body to relax in tense situations? Do you know how to do that? Unfortunately, in our fast-paced world, relaxation is not something that is often taught. It can be learned and, with a little practice, you can get better at it. Learning how to relax is knowledge that will benefit individuals for their entire lives. Think about situations when you feel tense. What kinds of things do you do to relax during those situations?

Before they relax, have the youth measure their heart rates and body temperatures. Have half of the group measure their body temperature using the thermometers while the other half measures their heart rate. To measure pulse, have youth find an artery that passes close to the skin, such as on a wrist, neck or temple area. Place the index and middle finger over the underside of the opposite wrist, below the base of the thumb. With the flat part of the fingers rather than the tips, press firmly, but not so hard that you can't feel the pulse. Do not use the thumb, since it has a pulse of its own. Count the number of beats for 30 seconds, then multiply that number by two to get the beats per minute. Or, count the number of beats for 15 seconds, then multiply by four to get the beats per minute. Normal resting heart rate for youth is 60-100 beats per minute.

Talk the youth through the relaxation process. Lower the lights if possible. Give the relaxation instructions slowly and allow enough time for each step in the process. Let them know that there are many ways to relax and there are no set rules. The idea is to end the activity feeling relaxed, with less tension in the body.

Relaxation process:

Sit comfortably, eyes closed.

Take a deep breath in through your nose and exhale through your mouth.

Repeat.

Relax and as you relax, let your body go limp until it feels heavy.

Tighten the muscles in your feet, hold five seconds, then relax.

Tighten the muscles in your legs, hold five seconds, then relax.

Tighten the muscles in your stomach, hold five seconds, then relax.

Breathe in slowly, and be aware of your breathing.

Tighten the muscles in your back and shoulders, hold five seconds, then relax.

Tighten the muscles in your legs, hold five seconds, then relax.

Take a deep breath in through your nose and exhale through your mouth.

Tighten the muscles in your back and shoulders, hold five seconds, then relax.

Tighten the muscles in your hands and arms, hold five seconds, then relax.

Take a deep breath in through your nose and exhale through your mouth.

Let your chin drop to your chest. Rotate your head in a circular motion slowly to the right. Then move your head slowly to the left.

Tighten the muscles of your face and jaw, then relax.

Breathe deeply. Repeat.

Now that youth know how to do this process, they can do it anywhere most of the time. They can do this relaxation exercise on their own or with a group. In a group setting, one person can talk the group through the process. It can also be done in pairs. Tell them to try doing this before their next big exam at school or the next game or sport activity in which they participate. Other relaxation exercises include massage, aromatherapy, meditation, yoga, tai chi and qi gong. They can research these practices on their own.

Ask youth what other things they do that relieve stress. Some healthy ways to alleviate stress include physical activity, writing about stressful events and circumstances, talking about their feelings, laughing and crying, and finding an activity that they enjoy.

THINK ABOUT IT ►

- How did you feel after you did the activity?
- What are some things you already do to help you relax or take a break from a hectic schedule?
- What can you do to change the feeling of moving too fast?

ADDITIONAL ACTIVITIES ►

Find out more about yoga, tai chi and qi gong and attend a class. (DP2)

TIPS FOR ACTIVITY LEADER ►

- Play soft music when you do this activity. Listening to soothing music for many people helps achieve a state of relaxation.
- Turn the lights down or off.
- Doing this activity may cause participants to fall asleep. You may want to consider that possibility when planning.

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS ►

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

**ACTIVITY NAME ► ROAD TO A
HEALTHY LIFE****PROJECT ► INSIDE OUT****LEVEL ► Six****FOCUS ► Skill****CODE ► G DP2**

TIME ► 45-60 minutes to develop the game idea. Additional time will be needed to actually make the game.

PURPOSE ► Learn more about nutrition and/or healthy eating while creating a game that teaches others.

MATERIALS ► Paper, pens or pencils; other materials may be needed according what the youth decide to do.

PREPARATION ►

Options:

- Arrange to visit a library or a place where the youth have access to the Internet in order to research and find information on nutrition.
- Gather books and other resources on nutrition, exercise, water, breathing, etc.
- Arrange for access to word processing or other computer programs, if needed.

ACTIVITY ►

A good way to learn more about nutrition and healthy eating is to have the challenge of informing others. Let youth know that a fun way to do this is to create their own version of a game like *Nutrition Bingo*.

If the group did not choose *Nutrition Bingo* as an activity, tell them about the activity or allow them to read the activity (see page 85). Then, encourage them to create their own version of the game. Have them choose their own categories and decide what would be included in each category. Let them research and find the information they need and then use the information to create the game pieces. Have them decide how they want to create all the pieces needed to play the game. Do they want to create everything by hand or would they like to use word processing or other programs on the computer?

Or, ask the youth if they would like to create some other type of game that would help others be more aware of nutrition and healthy eating. They might consider creating a game for young children or older people. Think about the games *Candy Land* and *Life*, and create something similar. Have the youth play the game they made.

THINK ABOUT IT ►

- Did you learn anything new about nutrition while you were creating the game?
- What challenges or problems did you encounter while creating the game?
- How did you deal with problems?
- What did you enjoy most about creating the game?

ADDITIONAL ACTIVITIES ►

Create a game that uses a spinner or dice. Talk about the probabilities of spinning or rolling a certain number. (DP1)

TIPS FOR ACTIVITY LEADER ►

The youth do not necessarily have to create a game that is ready to use. The object of the activity is to get them involved in learning more about nutrition and healthy eating. Watch for excessive frustration on the part of the youth. Encourage the youth to keep the concept of the game simple so they have fun creating it and others would have fun playing it.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 6.5 Uses data and statistical measures for a variety of purposes.

ACTIVITY NAME ► LEAD OTHERS
PROJECT ► INSIDE OUT
LEVEL ► Six
FOCUS ► Leadership
CODE ► I or G DP 2

TIME ► This activity will require two meetings: one to decide and plan and another to do the activity selected by the youth. Each meeting may require at least 45 minutes.

PURPOSE ► Develop planning and leadership skills by presenting an activity to a group.

MATERIALS ► Paper, pens or pencils; optional: large paper and markers to record group discussion, *About Fitness*, (on page 102), *Nutrition Bingo* (on page 85).

ACTIVITY ►

Tell the youth they are going to use the *Discovery* planning method to plan and prepare to lead another group in one of the activities from the Trail to Knowing Me Project “Inside Out.”

Decide

Have the youth decide between the activities *About Fitness*, *Nutrition Bingo* or their own version of Nutrition Bingo (if they created one) to teach to another group. The group may be a younger Camp Fire group, their families or a group of their peers. Have the youth determine the date, time and place to lead the activity with the other group. Remind them to consider things like the size of the group and age level of the participants. Have them decide how to notify the group leader. They could also ask what the other group would like to do.

Plan

Have the youth determine the materials that will be needed according to the size of the group. Decide how they will be obtained and who will be responsible for them. If they plan to lead a nutrition bingo game, have them decide if they want to have prizes for the game. What will the prizes be and how will they obtain them? Practice explaining how the activity will work to someone else prior to leading the activity and get feedback on how each youth did. Have the youth develop a list of three or four questions to ask at the end of the activity that will help them evaluate the success of the activity. Example: Did you enjoy the activity? Did you learn something about health or fitness that will be helpful in the future?

Do

Have youth set up for the activity. Introduce the activity and tell participants what they will be doing. Play the game or conduct the activity. Discuss the list of questions developed during the planning process with the activity participants. Thank the group for allowing them to attend their group meeting.

THINK ABOUT IT ►

- How did it feel to be in charge of leading a group?
- What was easy?
- What was difficult?
- What would you do differently if you were to lead the activity again?

TIPS FOR ACTIVITY LEADER ►

Try to allow the youth to think of all the considerations they might need to lead another group. Guide them in their planning process by asking, “Have you thought of ...?” or “What about ...?” Allow them to make minor mistakes as long as safety concerns are being met. Avoid the temptation to do it for them. Some of the best learning comes from having to “make do” or “winging it” when youth discover they have left an important piece out of the planning process.

ADDITIONAL ACTIVITIES ►

If the youth made a variety of board games, these could be set up in stations to allow the children time with each group's game.

ADULT FACILITATOR NOTES ►

Offer assistance in communicating with the other group if needed. Talk to the leader of the other group to be sure the leader understands the age and experience of the youth who will be leading the group. Ask for cooperation in understanding that the activity will be a learning process for your youth as well.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will be able to plan sequentially.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
LA 8.7 Makes oral presentations to the class (group).

**ACTIVITY NAME ► TORCH BEARER IN
HEALTHY LIVING****PROJECT ► INSIDE OUT****LEVEL ► Six****FOCUS ► Take It to the Limit**

CODE ► I DP0 (Youth earn Torch Bearer emblem #B27100 instead of earning *Discovery Points*)

TIME ► The time needed to complete a Torch Bearer Project will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more to complete a Torch Bearer Project.

PURPOSE ► Further knowledge, skills and leadership ability in the area of healthy living.

MATERIALS ► Check each activity selected in the Torch Bearer Project to determine materials and supplies needed.

PREPARATION ► If the youth are familiar with how to complete a Torch Bearer project, have them select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in the *Discovery Record Book*.

ACTIVITY ►

If the youth completed the activity *About Fitness*, they are one step on their way to completing a Torch Bearer in Healthy Living.

Have the youth choose the level that challenges them, beginning, intermediate or advance. Select the appropriate amount of activities for that level, remembering to select the EXTREME activities needed. Have them record their activity selections

and their progress on the Torch Bearer Planning Sheet in the *Discovery Record Book*.

TIPS FOR ACTIVITY LEADER ►

Encourage and allow youth to have fun while extending their knowledge in this area. Encourage the youth to consider financial and human resources as well as other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

If working as a group, insure the health and safety of the youth during planning and implementation of their project. Also, this activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

FAMILY TAKE-HOME PAGE

As a result of this project, youth will gain an understanding of the importance of health, nutrition and fitness.

	Activity						
Outcome							
	Nutrition Bingo	Stressors	About Fitness	Breathe Deep and Relax	Road to a Healthy Life	Lead Others	Torch Bearer in Healthy Living
Youth will be able to communicate their point of view effectively.	X	X			X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X		X	X	X	
Youth will have an appreciation for the environment and outdoor activities.			X				
Youth will be able to plan sequentially.						X	X
Youth will be able to practically apply their academic learnings.							X
Youth will appreciate being able to celebrate and share successes.							X
Youth will maximize their physical abilities to meet and overcome challenges.			X	X			

This project supports the following Camp Fire outcomes.

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

AT HOME ►

What are some of the ways your family deals with stress? At a family meeting, choose the five ways of managing stress that work best for your family.

15 WAYS TO MANAGE STRESS

1. Work off tension with physical activity. Do stretching exercises, walk or play an active game or sport.
2. Pay attention to the expectations you put on yourself to achieve, and keep them realistic.
3. Find a quiet place to think.
4. Take three to five deep slow breaths and relax your whole body.
5. Write your experience and feelings in a journal or notebook.
6. Talk to a good friend or a close family member.
7. Get plenty of sleep and regular physical exercise.
8. Practice healthy eating and drink plenty of water.
9. Have a hobby: drawing, playing an instrument, jigsaw puzzles or other activities that you enjoy and that are relaxing to do.
10. Listen to music with mellow rhythms and lyrics.
11. Let off tension (or anger) in ways that do not hurt anyone: yell at an inanimate object, run, punch a punching bag or pillow, throw pillows at the floor, or find a place where you can yell as loud as you like without disturbing others.
12. Learn to plan.
13. Laugh more. Don't take things too seriously.
14. Do something for others.
15. Talk to an adult you can trust.

Make a commitment to try one of these stress relievers the next time the family encounters a stressful situation.

ADDITIONAL TRAIL ACTIVITIES

TRAIL TO KNOWING ME

- DP1 Individually or as a group, interview a parent, guardian, teacher or an adult whom you admire and ask how she or he sets goals. Ask that person to tell you a story of one goal she or he set and accomplished. It helps if the group will decide the questions in advance and have one or two questions for each person to ask.
- DP1 Think of a time when you were new to a school, camp or a neighborhood and you didn't know anyone. What were some of your feelings? What did you do? Make a list of things you do that helps you make new friends. For example: smiling, introducing yourself or telling a funny story. From the list, pick three things that you want to be better at doing. With a partner in your group, or with a friend or parent, practice doing each thing until you can do it without feeling uncomfortable.
- DP1 Make a list of 10 things you like to do and ask yourself these questions: How many activities on your list do you spend time on every week? Which of the activities do you feel skilled or talented doing? Make another list of 10 things you would like to learn to do and ask yourself these questions about those ten things: When will I be able to do these things? Consider the practicality of doing them. What is the first action I need to take to accomplish these things? Put your lists aside for one week. Choose 10 items from your lists that represent what you want to do in your life. Make sure that each activity is achievable for you. Make a collage that represents the 10 activities. Paste the answers to the questions above on the back of the collage. Share the collage with your family, Camp Fire group or adult facilitator.
- DP2 Learn about effective ways to manage anger. Find classes or workshops in the community that help people manage their anger. Interview the teacher of the class or workshop and identify 10 things that people can do to deal with their angry feelings. Make the list into a flyer.
- DP2 Collect songs, poetry, stories and/or pictures that you think describe what a friend should be. Do this over a one-month period. Share with your group.
- DP2 Keep a Feelings Log for a month. Use the knowledge you gain from the log to make improvements in your reactions to events and feelings. Discuss what you find with your group or a family member. A sample log is on page 66.
- DP2 Visit a city, county or state public health agency with your group or family. Create a list of services provided by the agency. Explain how these services affect you. Share this information with your group.
- DP2 Plan and prepare a nutritious meal for your family.
- DP2 Check out fitness videos from your local library. View a variety of fitness tapes to find one that you like best and might do as a lifelong fitness plan.
- DP3 Use the *Discovery* planning method (on page 336) to plan and give a party for your friends. In planning the party, include one activity or food for each person that is uniquely special for them. For example, Aaron loves shrimp; Paul likes deviled eggs; Roberta loves to dance. Make sure to socialize with every guest at your party. Try to open a conversation with each person about something important to them. When the party is over, evaluate it. Did everyone have fun? If not, why not? Could you have done anything different that would have been more helpful?



TRAIL TO FAMILY AND COMMUNITY

LEVEL ► Six

PROJECT ► A FAMILY CONNECTION

PURPOSE ► Youth will develop an awareness of factors that shape and define their place in the family, celebrate differences and learn to make a positive contribution.

ACTIVITY CHOICES ►

Activity Name	Focus
How Am I Rooted?	Knowledge
Time Warp	Knowledge
Divided Self	Knowledge
Manners Matter	Skill
Family Song	Skill
It's the Little Things	Skill
HOMEwork	Leadership
Operations Manual	Leadership
Take a Course	Take It to the Limit

YOUTH OUTCOMES ►

Outcome	Activity								
	How Am I Rooted?	Time Warp	Divided Self	Manners Matter	Family Song	It's the Little Things	HOME work	Operations Manual	Take a Course
Youth will have an opportunity to learn from mentoring relationships with adults.					X	X			X
Youth will be culturally tolerant and will value representation from diverse populations.	X				X		X		
Youth will be able to communicate their point of view effectively.	X	X	X	X	X		X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X		X	X	X
Youth will have preferences for safe choices.									X
Youth is willing to engage in personal growth activities.		X				X			X
Youth will be able to resolve conflict in a healthy way.		X							X

EDUCATION STANDARDS ►

Activity Name	Standards
How Am I Rooted?	LA 7.4, B 2.7, B 3.8
Time Warp	LA 1.7, B 1.5, B 2.7, B 3.8
Divided Self	LA 7.4, V 1.2, B 3.8
Manners Matter	B 1.5, B 2.7, B 3.8
Family Song	MU 1.3, MU 7.3, LA 1.1, LA 4.6, B 3.8
It's the Little Things	LA 1.7, LA 7.4, B 3.8
HOMEmork	LA 7.4, LA 1.1, B 3.8
Operations Manual	LA 7.4, B 3.8
Take a Course	LA 7.4, B 1.5, B 2.7, B 3.8, B 3.3

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS**

Youth complete at least four activities from this project to earn a trail emblem (#B00114) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- Be sensitive to the variety of family types in our society today.
- It may be difficult for youth with family problems to talk about their families. Respect their privacy.
- Insure that you have community resources available to recommend to youth and families who may need those service (school counselor, youth minister, social service worker, etc.)

**ACTIVITY NAME ► HOW AM I ROOTED?****PROJECT ► A FAMILY CONNECTION****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I G DP1**TIME ►** 30-45 minutes**PURPOSE ►** Understand the values, abilities and talents that shape who you are.**MATERIALS ►** Paper, pencils, markers, crayons or colored pencils, copy *How Am I Rooted?* (on page 119), one for each youth.**PREPARATION ►** Make Copies of *How Am I Rooted?***ACTIVITY ►**

Ask the youth if anyone has ever told them, "You have your Mom's eyes." or "You look just like your Dad." Physical traits that we receive from our parents are usually easy to see. But there are other things we get from our parents that are not visible. Personality traits and values come from our parents as well as other members of our families (like our grandparents). Our system of values begins with our families. As we grow and interact with the world, we begin to personalize our beliefs and values. From the time we are very young and all through adulthood, the things we do and the things we want to accomplish in life shape our beliefs and actions throughout our lives.

Have the youth name some values. Talk about the definition of values. Webster's Dictionary defines a value as "a standard or principle that is desirable or worthwhile." Look for things like honesty, respect, love, tolerance, freedom and so on. Have the youth think about some of the values they possess. Give them a copy of *How Am I Rooted?*

Ask them to write one of the values they possess in each of the roots of the tree. Tell them they can add roots to their tree if needed. Next, have them think about the personal qualities and talents they possess. Give examples, such as friendly, shy, ambitious, easygoing, etc. For talents, offer examples like athletic, artistic, etc. Have them list as many of these items as they can in the trunk of the tree. You might take the time to discuss the fact that everyone has unique talents. They may not realize what all of theirs are yet. It may help them to think about what others have said about them. Tell them to think about the things their friends and family say about them.

Next, have them list the positive things they do in each branch of their tree. Give examples such as, help out at home, be kind to others, participate in organizations, attend school, etc. Tell them to list everything they can think of. They can add branches to their tree, if needed.

Finally, have them draw their own leaves and fruit on their tree. Have them label the leaves with results and successes of the things they do, like make good grades, score lots of points in basketball, have many friends, play the piano well. The fruit represents how people respond to them. Label the fruit with things like "my brother trusts me," "kids at school laugh a lot when I am around," "my neighbors ask me to watch their children," etc. Give the youth time to complete their trees. Encourage them to use color to finish the details of their trees and give them their own personal styles.

When all have finished, divide the youth into groups of two or three and have them share what they have written. Ask the youth to listen to the others in the group with respect and then offer ideas of things they might want to add.

THINK ABOUT IT ►

- By creating this visual picture were you able to see how values are the basis for all the things you do and successes you achieve?
- Do you see how they can affect how other people may relate to you?
- Did you learn anything new about yourself?
- How can what you learned carry over into other life situations?

TIPS FOR ACTIVITY LEADER ►

Have a list of values prepared so you are able to help the youth think of values to add to their trees. Be sensitive to family situations, such as youth who are adopted or whose parents are not in their lives, when talking about inherited traits.

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

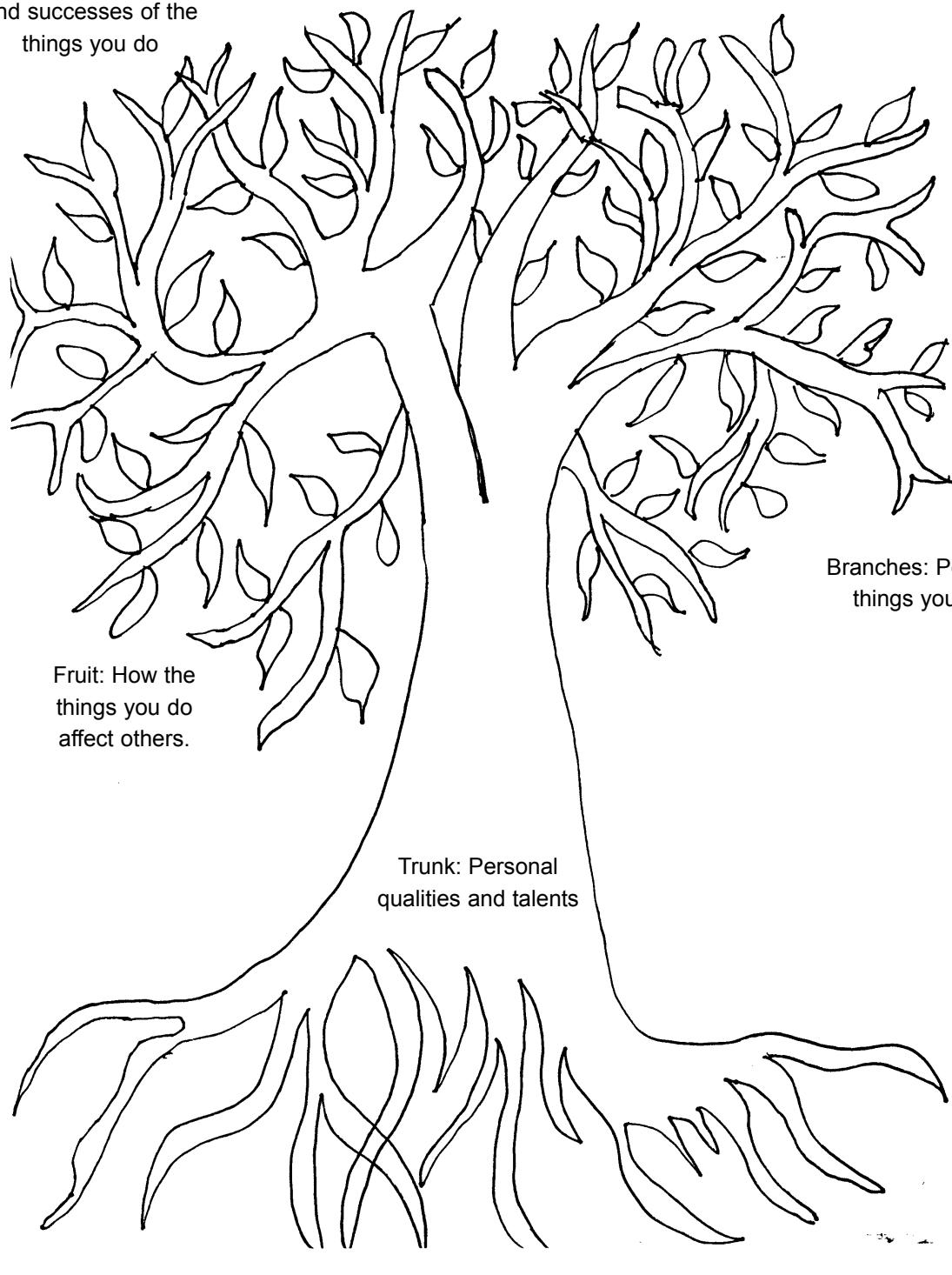
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.



HOW AM I ROOTED?

Leaves: Results
and successes of the
things you do



Branches: Positive
things you do

Fruit: How the
things you do
affect others.

Trunk: Personal
qualities and talents

Roots: Values

ACTIVITY NAME ► TIME WARP**PROJECT ► A FAMILY CONNECTION****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I G DP1****TIME ► 30 minutes**

PURPOSE ► Look at individual differences a new way. Accept and appreciate family and others for their differences.

MATERIALS ► Paper, pencil.**ACTIVITY ►**

People are different in many ways. The differences between you and other people in your school or community may be easy to identify. They could be things like religious beliefs, race, culture or economics. Think about your family. Are people in the same family exactly alike? How do the differences between family members affect the relationships between family members?

Ask the youth to name some of the differences between them and their family members: mother, father, sister(s), brother(s), grandparent(s), aunt(s), uncle(s), cousin(s). Now ask them to name some of the similarities.

Have the youth write a story or skit telling about what might happen if:

- A time machine brought a cave dwelling family into their house that day.
- A spaceship beamed a family from the future into their house that day.

Let them decide if they would like to do this individually or as a group. Have them include what the similarities and the differences would be between the two families. Tell them to include in their story or skit such things as eating and meals, sleeping, hobbies, education, jobs, entertainment,

technology and transportation. Have the youth share their stories or perform their skits for the group. Discuss the similarities and differences between the two families.

THINK ABOUT IT ►

- Do you get along with all the members of your family?
- What causes conflict between you and your parent(s) or sibling(s)?
- Do conflicts occur because of similarities or differences?
- Did you learn anything new about yourself?
- How can what you learned carry over to other life situations?

ADDITIONAL ACTIVITY ►

If you have access to old yearbooks of family members, have the youth look through the books to see hair and clothing styles and even see expressions on faces (unhappy during times like World War II, etc.) This is a great way to see trends.

YOUTH OUTCOMES ►

- Youth is willing to engage in personal growth activities.
- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes, and make decisions.

EDUCATION STANDARDS ►

LA 1.7 Writes narrative accounts, such as short stories.

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

**ACTIVITY NAME ► DIVIDED SELF****PROJECT ► A FAMILY CONNECTION****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 30 minutes**

PURPOSE ► Understand more about oneself and how different aspects of personality can affect how a person relates to others.

MATERIALS ► Large sheets of assorted color construction paper, assorted color scraps of construction paper, pencils, scissors, hole punch, craft glue, markers or paint pens; sequins, beads, feathers.

PREPARATION ► Cover the activity area to protect surfaces.

ACTIVITY ►

Ask the youth if there is a part of them that other people, such as friends and family, do not know much about. Are there things that we keep hidden from the outside world? Are there things about you that you keep hidden from your family? Are there two different sides to you, one side that you show the world and one side that you do not let many others see? Is it okay to have these hidden parts to our personality? What are some different situations when people might show part of themselves but not other parts?

Tell the youth that they are going to create designs that reflect two aspects of their personalities. Have them use the items provided to create two designs. Tell the youth one side of the paper is the “you” that they show the outside world. The other half is the “you” that they keep hidden or that not many other people see.

After they have finished, have youth explain the way they chose to decorate their designs and what the designs represent about them.

Encourage the youth to share their designs and what they represent with their families.

THINK ABOUT IT ►

- Is it okay to have parts of our personality that others do not know about?
- When is it not okay to have “hidden” parts of ourselves? (For example, if there is a problem that needs to be discussed or a decision that needs to be made, it is helpful to know people’s true feelings.)
- Did anyone criticize others or put himself/herself down at any time?
- Did you learn anything new about yourself?
- Did you make a decision to change or improve anything about yourself?

TIPS FOR ACTIVITY LEADER ►

This activity can be done many times as youth will see themselves in different ways over time.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

ACTIVITY NAME ► MANNERS MATTER**PROJECT ► A FAMILY CONNECTION****LEVEL ► Six****FOCUS ► Skill****CODE ► I G DP1****TIME ► 30 minutes**

PURPOSE ► Understand that using basic manners and polite habits is a way of treating others with dignity and respect.

MATERIALS ► *Manners Matter Game Instructions*, (on page 123), *Manners Matter* (on page 125), situation cards, basket or other container.

PREPARATION ► Copy *Manners Matter* handout for each youth. Cut apart situation cards and place in a basket or other container or write each situation on an index card. If more cards are needed, you could make two of each situation or create your own situations.

ACTIVITY ►

Tell youth that it is easy to take people close to them for granted. Yet getting along with family members, peers, other adults and the public in general makes life more pleasant and shows respect for others, for loved ones and even for yourself. It's important to know that teachers and employers believe that listening skills, self-discipline and good manners are important to learn as youth enter school or the job market.

Select a youth game facilitator and give him or her a copy of the *Manners Matter Game Instructions*. Have the leader explain the game. Advise the leader as needed as the group plays the game. Distribute the *Manners Matter* handout to the youth. Discuss the suggestions.

Or, have the youth learn the game and then have them teach it to a younger group of children. Have them write the situations and questions so that they are appropriate for the age of the group they will be teaching.

THINK ABOUT IT ►

- Why are manners important?
- What would the world be like if everyone used good manners.
- How can what you learned carry over to other life situations?

TIPS FOR ACTIVITY LEADER ►

This fun activity will produce a lot of laughter from the group.

ADDITIONAL ACTIVITY ►

Using the quotations from *Manners Matter*, create artistic signs or posters to display at home or school. (DP1)

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions

EDUCATION STANDARDS ►

B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

MANNERS MATTER GAME INSTRUCTIONS

Youth form two circles, one inside the other. Each circle needs to have the same number of people. The game leader stands inside the inner circle holding the container with the situation cards. The game leader tells the participants when he or she says "Move," each circle begins to move in opposite directions. When he says "Manners Matter," everyone stops and each participant turns to face a partner in the opposing circle.

Instruct the people on the inside circle to move to the center of the circle and draw a situation out of the container. That person will read the card and perform the action (or ask the question) listed on the card with his or her partner on the outside circle. Instruct the people on the outside circle to respond in an appropriate manner. After the

partners have made their response, the cards are returned to the container, participants return to their places. When game leader calls out "Move," the circles again move in opposite directions until the game leader says "Manners Matter." Instruct the outside circle to draw a card and perform the action with their partner. Repeat this cycle for the allotted amount of time.

The game requires youth to request or respond to situations using polite words or to respond to a question with the correct answer. At any point in the game, if a participant does not use polite responses, does not demonstrate good manners or answers the question incorrectly, that person must walk backwards around the outside of the circle and then return to his or her place.

The situation cards contain the situations shown on page 126. This list shows the expected response.

Situation/Question	Expected Action/Response/Answer
Ask your partner to borrow a CD.	Ask using the word "PLEASE."
Pretend to hand your partner a pen and say "Here is your pen I borrowed yesterday. Thank you for letting me borrow it."	"YOU'RE WELCOME."
Tell your partner, "You look very nice today."	"THANK YOU."
Ask your partner, "How are you feeling?"	State how you are feeling, then add "THANK YOU FOR ASKING."
Your parents are talking, and you need to tell them that there is someone at the door. What two words do you use to begin speaking to them?	"EXCUSE ME."
You are walking down a crowded hall at school and you accidentally bump into another student. What do you say?	"I'M SORRY."
Greet your partner in a friendly way	Greet your partner in a friendly way.
The door to your brother's room is closed. Your parents have asked you to take an item and put it in his room. What do you do before entering the room?	KNOCK.
What do you place in your lap before you begin to eat?	NAPKIN.
What should you not be doing while you are chewing your food?	TALKING.
You are watching your favorite program on television. Your mom just got home with a load of groceries. You see her holding a bag in each arm standing outside the door. What is the polite thing to do?	OPEN THE DOOR.
You and your group have just finished having a pizza party. There are paper products and pizza boxes everywhere. It is time to go. Who cleans up the mess?	PICK UP AFTER YOURSELF, then help others.
You and two friends are talking during science class. Your teacher has asked you and your friends to stop more than once. You are embarrassed because the teacher calls your name when making the request.	EXPLAIN FRUSTRATION.



MANNERS MATTER

Set an Example for Children

You have a responsibility to give the time, effort and patience it takes to teach younger children courtesy. When youth show children respect, they act as role models as well.

With Your Peers:

- Smile. Say "hello." Learn their names. Even if you forget a name, don't let that stop you from being friendly.
- When people are talking, don't interrupt. If you're in a hurry and it's important, ask permission to break in.
- Introduce anyone who may not be known to others. Never treat anyone as so unimportant that his or her identity doesn't matter.
- Look at things from a peer's point of view.

Out in Public:

- Say..."Please." "Thank you." "Excuse me." "I'm sorry."
- If you are walking with someone who can't keep up with your pace, slow down.
- Give your bus or train seat to someone who looks like they need it. (i.e. older person, pregnant mother, etc.)
- Allow others off elevators, buses, etc., before you enter.
- When somebody impresses you, pay an honest compliment.
- Keep your curiosity in check. Don't ask pointless personal questions.
- Greet people you don't usually take the time to acknowledge.
- Listen. People appreciate it when you pay attention.
- Watch your language. Off-color remarks, curses, crude or ethnic jokes are neither mature nor appropriate.
- Cleanliness and good grooming show respect for yourself and those around you.
- Keep the volume on radios, phones, etc., low enough not to bother others.

- Carry umbrellas, packages, totes, backpacks, etc., so that you don't bump others.
- Send a thank you note to recognize someone's good deed or act of kindness.
- Ask...a neighbor if anything is needed on your next trip to the grocery store...a friend if he or she could use a hand...a parent if you could baby sit.

Comments on Courtesy

"Life is not so short but that there is always time for courtesy."

- Ralph Waldo Emerson

"Courtesy is the one passport that will be accepted without question in every land, in every office, in every home, in every heart in the world. For nothing commends itself so well as kindness: and courtesy is kindness."

- George D. Powers

"Manners are a sensitive awareness of the feelings of others."

- Emily Post

"Courtesy is the best part of culture, a kind of enchantment that wins the good will of all, just as rudeness wins scorn and universal annoyance."

- Baltasar Gracian

"What do we live for if not to make the world less difficult for each other?"

- George Eliot (Mary Ann Evans)

"The grace of God is in courtesy."

- Hilaire Belloc

SITUATION CARDS

Ask your partner to borrow a CD.	The door to your brother's room is closed. Your parents have asked you to take an item and put it in his room. What do you do before entering the room?
Pretend to hand your partner a pen and say "Here is your pen I borrowed yesterday. Thank you for letting me borrow it."	What do you place in your lap before you begin to eat?
Tell your partner, "You look very nice today."	What should you not be doing while you are chewing your food?
Ask your partner, "How are you feeling?"	You are watching your favorite program on television. Your mom just got home with a load of groceries. You see her holding a bag in each arm standing outside the door. What is the polite thing to do?
Your parents are talking, and you need to tell them that there is someone at the door. What two words do you use to begin speaking to them?	You're talking on the phone with a good friend and your older sibling informs you that your parents instructed you to get off the phone. This causes you to get angry. How do you respond to your sibling?
You are walking down a crowded hall at school and you accidentally bump into another student. What do you say?	You and your group have just finished having a pizza party. There are paper products and pizza boxes everywhere. It is time to go. Who cleans up the mess?
Greet your partner in a friendly way.	You and two friends are talking during science class. Your teacher has asked you and your friends to stop more than once. You are embarrassed because the teacher calls your name when making the request. How do you respond to your teacher?



ACTIVITY NAME ► FAMILY SONG

PROJECT ► A FAMILY CONNECTION

LEVEL ► Six

FOCUS ► Skill

CODE ► I DP1

TIME ► 30 minutes

PURPOSE ► Create a song that celebrates your family or your group.

MATERIALS ► Paper, pencils.

ACTIVITY ►

Ask the youth if they remember a specific song that was sung to them in childhood. Do they know where it came from or who wrote it? Ask if youth have ever written a poem. Sometimes poems become songs when music is added to them.

Family members in some other cultures have a special ritual where one of the parents will create a song before the child is born. They sing the song to the child even before it is born and throughout its life on special occasions.

Have each youth create a special song to sing on a special occasion. It can be a song for a family member or for the family as a whole. If they would rather, they can create songs that celebrate the group. Let them know they do not have to be singers or musicians to create family songs. Tell them to think of a few things about their families or group that make them special and put those things into words. Have everyone write down the song ideas and help come up with the words. They can create original melodies for their songs or put the words to familiar tunes. The songs do not have to be long; one verse (four lines) will do. Ask youth if they would share their songs with the group and then ask them to share them with their families.

THINK ABOUT IT ►

- How does your family celebrate special days or events?
- What makes them memorable?
- Did it make you uncomfortable to do this activity? Why or Why not?
- Was trust in the group strengthened during this activity? Why or why not?

TIPS FOR ACTIVITY LEADER ►

- Remember that it may be difficult for some youth to perform in front of their peers.
- Make sure that ground rules of respect for each person and attentiveness are followed.

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an opportunity to learn from mentoring relationships with adults.

EDUCATION STANDARDS ►

MU 1.3 Knows music that represents diverse genres and cultures.

MU 7.3 Understands the functions music serves, roles of musicians and conditions under which music is typically performed in various cultures of the world.

LA 1.1 Prewriting: uses a variety of prewriting strategies.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

ACTIVITY NAME ► IT'S THE LITTLE THINGS**PROJECT ► A FAMILY CONNECTION****LEVEL ► Six****FOCUS ► Skill****CODE ► I DP1****TIME ► 30-45 minutes****PURPOSE ►** Create a family book that celebrates the little things along with the big things in life.**MATERIALS ►** Assorted colored paper, pencils, pens, markers, assorted stickers, old magazines, scissors, glue sticks, hole punch, paper folders (one for each youth), binders or string.**PREPARATION ►** Gather materials. Cover the activity area to protect surfaces.**ACTIVITY ►**

Tell the youth that sometimes we get so busy that we take small successes for granted, especially with our families. Some of the nice things that happen in our families go unnoticed. We overlook them and then feel like nothing good happens in our lives.

Tell the youth that each of them is going to create a book to use in his or her family to keep track of the successes and the good things that happen in the family. They will keep track of both big things and little things that happen over a period of time. Remind them that all families are different, and the categories may vary for each family unit.

Have the youth brainstorm a list of categories that might be included in their books. For example:

- Days of the Week -A separate page for each day of the week to record things that happened on that day.
- Members of the Family - A separate page for each member of the family to keep track of the good things that happen to each individual.
- Job and School - A page to record good things that happen at their parent's work and another to record the good things that happen at school. Create a page like this for each person. A job page for Dad and a job page for Mom. A page for Grandma's household chores. And a school page for all members of the family who attend school. Include a page for preschool members of the family.
- Places We Go - A page for church, grandparent's house, Camp Fire meeting or other organization, etc.

After the youth have a list of possibilities, have them decide how to organize a book for their families. Youth create the pages by labeling the top and decorating them with small pictures from magazines, stickers or drawings. Put the pages in a folder or notebook and have the youth create titles for their family books such as "The Little Things," "Life Celebrations," "Family Happenings," etc. Have them label and decorate the fronts of their books.

Encourage youth to take the books home to share with their families. Have them ask their families to find a good place to keep the books so that everyone can record the "little things" in writing or in pictures on a regular basis.

Ideas for recording things

- Write what happens and date it. This could be anything from one line to a paragraph.
- Glue pictures that symbolize what happened, dates, and other details.
- Paste things from activities that happen at school.
- Include items like:
 - Pieces of hair or a picture from a great haircut.
 - A school paper that shows a grade or notes of praise from a teacher.
 - An agenda from a meeting that went well at work or a volunteer group.
 - Receipts or reports from a doctor visit where all the news was good.
 - Anything that serves as a record of the good things that happen.

Suggest the youth and their families decide on a date to review the books as a family to see all the good things that have happened over time.

If the group chooses, they could report back about how the activity progressed and what happened after a determined amount of time. Tell youth that if family members did not want to write or add something to the book or have forgotten to record things in the book, they may add these themselves. They could keep track by recording the things they hear about the others and about themselves.

THINK ABOUT IT ►

- Do you think your family will get involved in the activity? Why or why not?
- Did you learn anything new about yourself? Your family? Your group members?
- Did you do or learn something about yourself or your family that made you especially proud?
- How can what you learned carry over into other life situations?

ADDITIONAL ACTIVITY ►

- Research old diaries or journals from the public library. (DP1)
- Continue to write about family activities, creating an everyday journal. (DP1)

ADULT FACILITATOR NOTES ►

You may want to ask each youth to bring his or her own folder or three-ring notebook to a meeting prior to conducting the activity. The youth might want to write letters on behalf of the group requesting a donation of supplies from a local office supply store.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth is willing to engage in personal growth activities.

EDUCATION STANDARDS ►

LA 1.7 Writes narrative accounts, such as short stories.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.



Camp Fire

ACTIVITY NAME ► HOMEWORK**PROJECT ► A FAMILY CONNECTION****LEVEL ► Six****FOCUS ► Leadership****CODE ► I DP1****TIME ► 30 minutes**

PURPOSE ► Increase the knowledge of what happiness is by taking action to contribute to the happiness of the family.

MATERIALS ► Paper, pens or pencils, chart paper, markers, masking tape.

PREPARATION ► Decide on a game to play or a song to sing at the beginning of the activity. Think of games from childhood or a song that makes everyone smile. Gather any materials necessary to play the game.

ACTIVITY ►

Ask the youth what makes them happy. What is the secret to happiness? How can people contribute to other people's happiness?

Play a game or sing a song that the group knows and likes for a short period.

As a group, have the youth discuss the following questions:

- Can you name a time when someone made you happy?
- Can you name a time when you made someone else happy?
- Have you ever done something for someone that made you happy?
- What do your parents do that makes you happy?
- What would your parents like to hear from you?
- Do you have older siblings? What things did you like for them to do when you were little?
- Do you have younger siblings? What do they like for you to do with them?

Ask the youth to assign homework for themselves for the next week. The purpose of their homework is to give happiness at home by doing three or four good deeds without being asked.

Have the youth brainstorm possibilities as a group and list the ideas on chart paper. Use categories like, "Words to say," "Activities with siblings," and "Actions." Then have youth make their own lists of things they will do. Discuss the idea of doing and saying things that you mean. Ask the youth to write down what they did and what happened afterwards.

THINK ABOUT IT ►

- What does giving happiness to others do to the bond between you and the other person?
- What can you genuinely say to your parents that they would like to hear?
- If a person gave you a compliment but you did not feel that person meant it, how would you feel?
- How do you feel when someone gives you a compliment, and you feel they really mean it?
- When you give a genuine compliment, how do you feel inside?
- Why did we do this activity?
- What did playing a game or singing a song have to do with this activity? (It created a feeling of happiness because it was a favorite song or game.)

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

LA 1.1 Prewriting: Uses a variety of prewriting strategies.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

ACTIVITY NAME ► OPERATIONS MANUAL
PROJECT ► A FAMILY CONNECTION
LEVEL ► Six

FOCUS ► Leadership

CODE ► I or G DP1

TIME ► 30 minutes

PURPOSE ► Create clear rules and agreements that meet the needs of youth and their families.

MATERIALS ► Paper, pens or pencils, *Teen Rules and Agreements* (on page 135).

PREPARATION ► Make copies of *Teen Rules and Agreements*, one for each person.

ACTIVITY ►

Ask the youth if they feel the rules at home are fair. Do they have a part in making decisions about the rules? How would they like to? How do they feel when friends or classmates tell them they will do something, and then they don't?

Tell youth that they are going to create Operations Manuals for being cooperative members of their families – in other words, rules they would agree to abide by at home. Their set of rules should include what will happen if they fail to abide by the them. Have them consider including rules for the following categories:

- Schedules: getting up in the morning, when to do homework, when to go to bed
- Curfews and being late (weekday and weekend)
- Eating habits and table manners
- Chores at home: cleaning up, keeping their rooms clean, helping with other areas of the house
- Telephone use: answering and taking messages
- Computer use
- Spending time with friends
- Personal hygiene and attire
- Polite communication inside and outside the house: how they speak to their parents, their siblings and others
- Appropriate allowances for them and their siblings

Have the youth then work in small groups to write a list of rules that may apply to all the youth.

Individually, add specific rules that may be unique to each youth's family. Have the youth share the lists with their family. Encourage them to discuss the suggested rules with them. Then have youth ask their parents or guardians if they will make some agreements with them. Have the youth fill in the Rules and Agreements chart to take home, share and discuss.

Examples of some of the things that could be included in the agreement might be:

- I will approach my daughter/son in a respectful and positive way when something needs to be done or changed.
- I agree to keep the lines of communication open between myself and my daughter/son.
- I will meet with my daughter/son on a regular basis to acknowledge progress made and talk about ideas for continued progress.

Encourage youth to include things in the discussion like giving positive feedback on chores performed around the house and acknowledging small successes with words of praise or preparing special meals.

Living by the Rules

Have each youth make a list of family rules and the consequences of breaking them. Include rules about:

- Weekday and weekend curfews
- Daily and weekly chores
- Schoolwork and/or homework
- Spending time with friends
- Dating
- Personal appearance
- Language
- Television
- Telephone
- Computer usage

Have youth ask their parents or guardians to write down what they understand the rules to be. Do they match the youth's understanding of the rules?

Invite the youth to take an hour to sit with all the adults in their home to discuss the rules and consequences. If there are differences in understanding, suggest that they try to negotiate or decide what the rules and consequences will be in the future.

THINK ABOUT IT ►

- What would it be like to have your parent as a partner in deciding what you need to be doing, with each having a voice in the decision?
- How would you feel?
- What would the relationship between you and your parent be like?
- How would you know that what you communicate is understood?

TIPS FOR ACTIVITY LEADER ►

Review the lists of rules the youth create to see if they are reasonable. If they appear to be one-sided, suggest to the youth that they put themselves in their parent's place and rethink what they have written. Then ask them to determine if they should revise their lists.

YOUTH OUTCOMES ►

- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.



TEEN RULES AND AGREEMENTS

Name _____

	Category	I WILL ...	IF I DON'T, I WILL...
Example	My room	Pick up things every other day	Dust and vacuum every Saturday for a month

Signed _____ Date _____
(Youth)

Signed _____ Date _____
(Adult)

ACTIVITY NAME ► TAKE A COURSE**PROJECT ► A FAMILY CONNECTION****LEVEL ► Six****FOCUS ► Take It to the Limit****CODE ► I or G DP1****TIME ►** The course is divided into six sessions that require approximately 90 minutes for each.**PURPOSE ►** Complete Camp Fire's baby-sitting training course, *I'm Taking Care*, or a baby-sitting course sponsored by an organization like American Red Cross.**MATERIALS ►** See course content.**PREPARATION ►** See course content.**ACTIVITY ►**

Tell the youth that baby-sitting skills are an important resource for youth. This course offers recommendations on child care and safety. It helps youth acquire efficient baby-sitter skills.

Arrange dates, times and locations to take the course.

THINK ABOUT IT ►

- Why do you think it is important to have good baby-sitting skills?
- What are the advantages and disadvantages of completing a baby-sitting course?

ADULT FACILITATOR NOTES ►

I'm Taking Care is available as a program guide and youth workbooks through the *Camp Fire Official Merchandise Catalog* (program guide #D11500, workbook #D11700). Recognition cards are also available.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth is willing to engage in personal growth activities.
- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.



Camp Fire

FAMILY TAKE-HOME PAGE

As a result of this project, youth will develop an awareness of factors that shape and define their

place in the family, celebrate differences and learn to make a positive contribution.

This project supports the following Camp Fire outcomes.

Outcome	Activity								
	How Am I Rooted?	Time Warp	Divided Self	Manners Matter	Family Song	It's the Little Things	HOMEmark	Operations Manual	Take a Course
Youth will have an opportunity to learn from mentoring relationships with adults.					X	X			X
Youth will be culturally tolerant and will value representation from diverse populations.	X				X		X		
Youth will be able to communicate their point of view effectively.	X	X	X	X	X		X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X		X	X	X
Youth will have preferences for safe choices.									X
Youth are willing to engage in personal growth activities.		X				X			X
Youth will be able to resolve conflict in a healthy way.		X						X	X

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

AT HOME ►

Our system of values begins with our families. As we grow and interact with the world, we begin to personalize our beliefs and values. From the time we are very young and all through adulthood, the things we do and the things we want to accomplish in life shape our beliefs and actions throughout our lives.

Talk about the personality traits and values that your family has passed along through generations. What are some of your family's values? Do they embrace values of honesty, respect, love, tolerance, freedom, etc.?

Values are like roots of the family tree. Draw a tree and write the values your family possesses as roots of the tree. What personal qualities and talents does your family possess? (For instance, are they friendly, shy, ambitious, easygoing, athletic, artistic, etc?)

List as many of these as you can in the trunk of the tree. Draw branches that represent the positive things you do as a family. The leaves are the results and successes of the things you do, and the fruit is how the things you do affect others. Let everyone take part in drawing the tree and post it in a place where it can be seen by everyone.

OUT IN PUBLIC ►

How many of these practices does your family do to show manners in public?

- Say..."Please." "Thank you." "Excuse me." "I'm sorry."
- If you are walking with someone who can't keep up with your pace, slow down.
- Give your bus or train seat to someone who looks like they need it. (i.e. an older person or pregnant woman)
- Allow others off elevators, buses, etc., before you enter.
- When somebody impresses you, pay an honest compliment.
- Keep your curiosity in check. Don't ask pointless personal questions.
- Greet people you don't usually take the time to acknowledge.
- Listen. People appreciate it when you pay attention.
- Watch your language. Off-color remarks, curses, crude or ethnic jokes are neither mature nor appropriate.
- Cleanliness and good grooming show respect for yourself and those around you.
- Keep the volume on radios, phones, etc., low enough not to bother others.
- Carry umbrellas, packages, totes, backpacks so that you don't bump others.
- Send a thank you note to recognize someone's good deed or act of kindness.
- Ask...a neighbor if anything is needed on your next trip to the grocery store...a friend if he or she could use a hand....

Make a chart of good manners, and give each family member a gold star or sticker when he or she practices these manners.



TRAIL TO FAMILY AND COMMUNITY

LEVEL ► Six

PROJECT ► COMMUNITY: PAST, PRESENT AND FUTURE

PURPOSE ► As a result of the project youth will have a better understanding of their community and will learn ways to give service.

YOUTH OUTCOMES ►

ACTIVITY CHOICES ►

Activity Name	Focus
Where Do You Live?	Knowledge
Picture Community	Knowledge
Helping Hands Collage	Knowledge
Accent on Abilities	Knowledge
Community Needs	Knowledge
History Close to Home	Skill
The Ideal Community	Skill
Service in Small Ways	Leadership
STAR Project	Take It to the Limit

Outcome	Activity								
	Where Do You Live?	Picture Community	Helping Hands Collage	Accent on Abilities	Community Needs	History Close to Home	The Ideal Community	Service in Small Ways	STAR Project
Youth will have an opportunity to learn from mentoring relationships with adults.								X	X
Youth will be culturally tolerant and will value representation from diverse populations.			X	X					X
Youth will be able to communicate their point of view effectively.	X	X			X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X		X	X	X	X	X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.									X
Youth will have a commitment to helping others and to volunteerism.								X	X
Youth will be able to resolve conflict in a healthy way.			X						

EDUCATION STANDARDS ►

Activity Name	Standards
Where Do You Live?	B 2.7, M 4.4
Picture Community	B 2.7, M 4.4
Helping Hands Collage	LA 7.4, B 2.5, LA 4.4
Accent on Abilities	B 2.4, B 2.7, LA 8.4
Community Needs	LA 7.4, B 2.5
History Close to Home	LA 7.1, LA 7.4, B 2.5, LA 4.4
The Ideal Community	B 2.5, B 2.7
Service in Small Ways	B 1.5, B 2.7, M 1.2
STAR Project	LA 4.4, LA 7.4, B 1.5, B 2.7, B 2.1

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00114) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- As an adult, it is often hard to stand aside and let youth struggle with an important or difficult decision. It is important that you do not intervene in the consensus decision making process, except to remind group members of the ground rules. Youth at this age need to continue to learn how to work together in a positive way.
- Remember that learning and participating in the planning process is just as important as the end result.
- Ensure that everyone's ideas are heard. Encourage respectful communication.
- Encourage youth to involve everyone in discussions, planning and decision-making processes.
- Remember to include other community partnerships and resources in discussions and planning.

**ACTIVITY NAME ► WHERE DO YOU LIVE?****PROJECT ► COMMUNITY: PAST,
PRESENT AND FUTURE****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I or G DP1 (two points with a field trip)**TIME ►** 45 minutes**PURPOSE ►** Increase awareness of the community using teamwork and group decision-making.**MATERIALS ►** A variety of boxes in several shapes and sizes (cereal boxes, cracker boxes, small milk cartons, etc.), tempera paint, construction paper, markers, glue, scissors, large roll of chart paper, white paper, ruler.**PREPARATION ►** Cover the activity area to protect surfaces.

If you plan to take a field trip, plan for leaving the meeting site: permission slips, transportation, if needed.

ACTIVITY ►

Ask the youth to name some of the buildings, streets, parks or features that are unique to the community. Ask them to try to remember as many details about the structure of the community as they can.

Tell the youth they are going to construct a model of their community. Have them decide if they want to recreate a portion of the community or the entire community. Define the following areas and have youth determine who will be doing what steps.

- Unroll paper and tape pieces together to create a “canvas” for the model.
- Draw an outline of the community on paper, on a small scale, and then transfer the design to the larger surface, using a ruler and measurements to keep everything in scale.
- Start with an outline of the streets or roads that comprise the community.
- Work individually, in pairs or in small groups to make buildings from the cereal boxes and art supplies.
- Place the cereal boxes in appropriate spots on the streets and roads drawn on the paper.
- Make traffic lights, street signs, trees, flowers, grass, etc., from various art supplies to add realistic interest.

Have the youth decide if they would like to share their model with their families or others in the community.

Variation: Plan a field trip to observe the actual make-up of the community. Ask the youth to make notes to help in constructing a model of the community. Return to the meeting site to construct the model of the community.

THINK ABOUT IT ►

- As you were constructing the model, did you think of anything you had never considered before about the community?
- Did individuals or the group think the task through before going into action?
- How did the group assess the task?
- How were decisions made?
- Was there a leader in the group? If yes who, if no, why not?
- Is a leader always necessary? Why or why not?
- How do you feel as a group about the city model?

ADDITIONAL ACTIVITY ►

Use the computer to construct a model of the community.

TIPS FOR ACTIVITY LEADER ►

- If you decide to take a field trip to view the community as part of this activity, you may need to plan to conduct the activity over two meetings, depending on how long the group meets each time.
- To encourage math skills, draw the models to scale on graph paper or draw buildings in perspective so they become smaller as you head down the street.
- Display community models in a prominent location so others can appreciate their work.

ADULT FACILITATOR NOTES ►

This activity may include a field trip. Be sure to obtain signed permission slips.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

M 4.4 Solves problems involving units of measurement and converts answers to a larger or smaller unit within the same system.



Camp Fire

ACTIVITY NAME ► PICTURE COMMUNITY**PROJECT ► COMMUNITY: PAST,
PRESENT AND FUTURE****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I G DP1****TIME ► 45 minutes or more****PURPOSE ► Gain an awareness of the many ways
a community can be defined.****MATERIALS ►** Poster board, newsprint or large paper, pens/pencils, markers, yardstick, rulers, optional: assorted color paint, paintbrushes, containers for water.**PREPARATION ►** Cover the activity area to protect surfaces if paints are used.**ACTIVITY ►**

Ask the youth: What is a community? If the answer does not include the following, ask the questions: Is it the neighborhood where you live? Is it larger than that? Is a school or a church a community?

Have the youth work individually or in small groups. Instruct youth to create a map or drawing of their idea of a community on a piece of poster board, newsprint or large paper. Have them designate north, south, east and west on a compass rose (designation on a map that shows direction). To reinforce math skills, have youth draw their maps to scale. Tell youth that community can mean many different things and in this activity, it may be defined however they wish. It can be a community in the present or a community of the future. Have them write down their definition of community on a piece of paper. Is it a place, a group of people, a culture, etc.? Tell them they may use symbols, pictures or

images of any kind, but they can only use words where appropriate, such as street signs or signs on buildings.

After the youth have finished, have them share what they did with the larger group. Are there features that some communities have in common? Which ones? Why or why not? Are there features that are distinctly different in some communities? What could be done to create connections between the individual communities? If they come up with ideas for making connections between communities, allow them time to add these to their community picture. Discuss possible needs in their communities and places that need to be improved.

THINK ABOUT IT ►

- What elements connect members of communities together in real life? (i.e. roads, places of worship, public events.)
- Who is responsible for making improvements in a community?
- What might communities be like in the future?

ADDITIONAL ACTIVITY ►

Have the youth examine areas of their community that need improvement. Information can be obtained through the library or computer research and by talking with community leaders. (DP1)

TIPS FOR ACTIVITY LEADER ►

If you decide to take a field trip to view the community as part of this activity, you may need to plan two meetings.

ADULT FACILITATOR NOTES ►

This activity may include a field trip. Remember to obtain signed permission slips.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

M 4.4 Solves problems involving units of measurement and converts answers to a larger or smaller unit within the same system.

**ACTIVITY NAME ► HELPING HANDS COLLAGE****PROJECT ► COMMUNITY: PAST, PRESENT AND FUTURE****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 30 minutes**

PURPOSE ► Be aware of the many ways people help each other.

MATERIALS ► Newspapers with articles about community volunteers, magazines, scissors, glue sticks, paper or poster board, colored markers.

PREPARATION ► Cover the activity area to protect surfaces.

ACTIVITY ►

Sometimes helping people can be hard to do. Ask the youth why they think that is true. Why do they think it might be difficult to ask someone for help? Ask if, in the past week, they have helped a family member, a classmate, a friend, someone in the community. How did helping someone else make them feel?

Either individually or in groups have the youth look for newspaper articles and pictures about people helping other people. Cut them out, arrange the pictures and glue them to the paper or poster board. From articles, write the headlines with a marker. Write captions under each picture that might explain who the people are and what their situation is. Have the groups/individuals share their collages and discuss.

THINK ABOUT IT ►

- What are ways people have helped other people in the past?
- What are some ways people are helping others right now?
- Have you ever needed help and did not know how or who to ask for help?
- Do you think you would ask for help if you needed it? Yes or no? Why or why not?
- What do you think people will be helping other people do 50 years from now?
- What would it feel like to need help?

ADDITIONAL ACTIVITIES ►

- Learn more about community needs and volunteer opportunities through a social service agency, United Way or volunteer center. (DP1)
- Look at Camp Fire's *A Gift of Giving* project for more ideas that focus on service-learning (available through the *Camp Fire Official Merchandise Catalog*, #D40700).

TIPS FOR ACTIVITY LEADER ►

Help youth to focus on why we as a society must find ways to be helpful and compassionate to each other. This compassion will lead to a more peaceful society.

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will be able to resolve conflict in a healthy way.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 2.5 Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.

LA 4.4 Uses a variety of sources to gather information for research topics.

**ACTIVITY NAME ► ACCENT ON ABILITIES****PROJECT ► COMMUNITY: PAST,
PRESENT AND FUTURE****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 45 minutes

PURPOSE ► Develop an awareness and understanding of the barriers that challenge people who have major disabilities such as sight limitations, arm amputations and a lack of muscular mobility.

MATERIALS ► Paper plates, table knives, jar of peanut butter, loaf of bread, blindfolds, two pairs of heavy socks, small box of raisins and/or several pieces of tightly wrapped candy.

PREPARATION ► Place the plates, knives, jar of peanut butter (with lid tightly screwed on) and loaf of bread (wrapped, tied) on a table.

ACTIVITY ►

Ask youth to brainstorm types of physical disabilities that they are aware of. Discuss what it would feel like to not be able to use certain parts their bodies.

Peanut Butter Sandwiches

Disabilities addressed: blindness, arm amputation

Ask for two volunteers. Blindfold the two volunteers. Instruct them that they will, blindfolded, make a peanut butter sandwich. Prior to letting them start, quietly move the jar of peanut butter and loaf of bread. (This is, in effect, the same thing that a person without a disability might do, unintentionally, when visiting the home of a person who is blind.)

Ask for two new volunteers. Ask them to place one hand and arm behind their back. Instruct them to make a peanut butter sandwich using only one hand and arm. (NOTE: You might ask them to use their non-dominant hand and arm.)

Socks

Disabilities addressed: muscular dystrophy, multiple sclerosis, cerebral palsy

Select two new volunteers. Ask them to place socks on each hand. Instruct them to either remove ONE raisin at a time from the box and eat it or unwrap a piece of candy and eat it. (You may wish to have one person do the raisin activity and another person do the candy activity.)

Variation

Select a youth that is wearing shoes with laces or a button style shirt. Ask the youth to place two socks on each hand. Then ask the youth to tie their shoes or button a shirt.

Make sure every person has a chance to experience one of the disabilities.

THINK ABOUT IT ►

- What were some of the problems encountered?
- What were your thoughts when you couldn't find the peanut butter or loaf of bread?
- How do you think a blind person would feel if you moved items in his or her home?
- What were your thoughts when you couldn't spread the peanut butter like you wanted to?
- What might be done to make it easier for a person with only one hand and arm to make a peanut butter sandwich?
- What was the most difficult part of trying to eat a raisin or a piece of candy?
- What are some other tasks that would be difficult for you to do on a daily basis?
- What can you do if you are unsure if a person with a disability needs help or not? (Answer: Ask the person if he or she would like some help. Don't be pushy, simply ask. If the person says no, leave it at that.)
- If you had a disability, what do you think it would be like to be around people who did not have a disability?
- How do you think a person with a disability would want to be treated?

ADDITIONAL ACTIVITY ►

Conduct research to find information about the nervous system, how optics work so people can see, and the nature of disabilities, such as muscular dystrophy, multiple sclerosis and cerebral palsy. (DP1)

TIPS FOR ACTIVITY LEADER ►

Be aware of youth within the group who may have physical challenges. Be sure to ask if anyone in your group is allergic to peanuts. If so, avoid the peanut butter. If you have a youth in the group with disabilities, inform him or her of the content of the activity and ask for input about conducting the activity. If possible, have the youth lead the activity.

YOUTH OUTCOMES ►

Youth will be culturally tolerant and will value representation from diverse populations.

EDUCATION STANDARDS ►

B 2.4 Understands that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group which leads to uncritical judgments.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

LA 8.4 Uses new information to adjust and extend personal knowledge base.

Source: "A Perfect Fit, 4-H Involvement for Youth with Disabilities." 1996. Breaking New Ground/National AgrAbility Project, Purdue University Cooperative Extension Service.

**ACTIVITY NAME ► COMMUNITY NEEDS****PROJECT ► COMMUNITY: PAST,
PRESENT AND FUTURE****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I G DP1**TIME ►** 20-30 minutes

PURPOSE ► Be aware of needs in the community and understand the benefit of working together to meet those needs.

MATERIALS ► Paper, pens or pencils, approximately 300 toothpicks (two or three boxes), chart paper, marker.

PREPARATION ► Ask the youth to think of as many of the services their community provides as they can. Examples: homeless shelters, American Red Cross, food pantries. Ask the youth if they think the organizations in their community meet the needs of all the people who live in the community.

ACTIVITY ►

Divide the youth into two or three groups. Give each group 100 toothpicks (usually a whole box). Ask them to think about what their community needs or what the problems are. Tell them to think about the problems in their community as being a bundle of 100 sticks. Some problems are bigger (more toothpicks than other). What are the problems and needs of the community and how many sticks is each problem? For example, homelessness may get 12 sticks out of 100.) Ask each group to write down a list of problems and needs in the community and distribute the sticks according to the need until all 100 sticks have been distributed among the various needs. Allow groups 15 minutes to identify problems and assign the appropriate numbers of toothpicks. (This

activity helps youth understand that not all problems are the same level of importance.) Have all groups share their lists and compile a master list on chart paper. Point out additional community problems not on the list.

Tell the youth that people solve community problems by working together. Their next step is to determine what will be needed to solve each of the problems they have listed according to the amounts of sticks in each. In their small groups, have them think of all the people and resources that would be needed to solve each problem. Ask them "Who would have to join together in order to solve this problem?"

After allowing groups 15 minutes to brainstorm who needs to be involved, discuss the resources needed with the large group.

THINK ABOUT IT ►

- What do you think would happen if an entire community united around a cause?
- If several people join together to work on a problem, does it make the task harder or easier?
- Did your group have a leader during the small group discussion? Who offered suggestions during this activity?
- Was the group successful at completing the requested task?

ADDITIONAL ACTIVITY ►

- See Camp Fire's *A Gift of Giving* course for more service-learning activities. (available through the *Camp Fire Official Merchandise Catalog*, #D40700)
- Attend a community meeting to learn more about community problems. (DP1)

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 2.5 Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.



Camp Fire

ACTIVITY NAME ► HISTORY CLOSE TO HOME**PROJECT ► COMMUNITY: PAST, PRESENT AND FUTURE****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP2****TIME ► 45-60 minutes****PURPOSE ►** Learn how the community was started and other interesting historical facts.**MATERIALS ►** Paper, pen or pencil, access to the Internet, historical books and articles on the community, poster board, marker, scissors, glue sticks, other materials needed to create a display.**PREPARATION ►** Make the appropriate arrangements if you plan to leave the meeting site: permission slips, transportation, information to parents, etc. Arrange to have a speaker from a historical society attend, perhaps bringing artifacts from earlier times.**ACTIVITY ►**

Ask the youth how much they know about the community or area they live in. Do they know how long it has been here? How it got its name? What are some interesting facts or stories associated with it?

Tell the youth they are going to learn about the history of their community. Have them create a plan to contact local historical societies, talk to long-time citizens of the community, search the Internet for information and look up books about the community's history. Have them make a list of questions to answer such as: When was it founded? Who were the founders? How did the community and/or major landmarks get their

names? Have any events of historical significance taken place in or nearby the community? Have any famous people come from the community? What was the position of the community on various historical issues, such as civil and equal rights?

Using the Internet, historical books and articles, have the youth work individually or in teams to put together the community's story. They can interview historical experts, librarians, etc., outside of the meeting. Have the youth compile their information in a booklet or visual display for your school library, community center or other public place. Or, create a guide for others to use in taking a tour of the community.

Variation: Take a historical tour of the community. Gather and record interesting facts and information about it.

THINK ABOUT IT ►

- Why is it important to know the history of the place in which you live?
- What can you gain by knowing the history of a community?
- How many different ways were used to locate information?
- Did you learn something new about your community that you did not know? What was it?

TIPS FOR ACTIVITY LEADER ►

This activity could be done in two meetings to allow youth an opportunity to gather information and decide how they would like to use the information. This activity may involve a field trip into the community.

ADULT FACILITATOR NOTES ►

This activity may include a field trip into the community. Remember to obtain permission slips. This activity completes requirement one for the Torch Bearer in Community Awareness. (A description of Torch Bearer projects and list of requirements are in the supplement to the *Discovery Record Book*.)

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.1 Uses reading skills and strategies to understand a variety of informational texts.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 2.5 Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.
LA 4.4 Uses a variety of sources to gather information for research topics.

**ACTIVITY NAME ► THE IDEAL COMMUNITY****PROJECT ► COMMUNITY: PAST, PRESENT AND FUTURE****LEVEL ► Six****FOCUS ► Skill****CODE ► G DP1****TIME ► 45 minutes****PURPOSE ►** Gain awareness of what makes up a community.**MATERIALS ►** Paper, pen or pencils, ball of yarn, large paper, markers, crayons, assorted color tempera paint, paint brushes, containers for water, large plastic or other covering, paper towel and other cleaning supplies.**PREPARATION ►** Cover the activity area to protect surfaces, if needed.**ACTIVITY ►**

A “community” can be people of common interests who live in a particular area, such as a group of people who join a club (athletic/hobby), a religious community or a neighborhood or school community. It is also a group of people who have a common history, for example, a group of people linked by a common heritage or culture.

Community Knots

Community Knots is a cooperative game in which everyone stands in a circle and joins hands. The trick is that you cannot hold the hand of the person on either side of you. Once everyone is holding hands, direct the youth to untie the group without talking and without anyone letting go until the group is in a circle again. The adult should not act as director but should let the young people decide

the best way to untangle the knot. It is OK to have people facing in or out of the circle.

Once the group members are in a circle again, explain that their circle is like a community – everyone is connected to everyone else. Their teamwork in untangling the knot allowed them to take a problem and work together to solve it. The group will be doing the same thing when preparing for their service-learning project – they will identify a community need and decide on a way to address that need by working together.

Community Yarn

Explain to the young people that this activity will help them learn about each other. Have them stand up and form a large circle. Ask one person to hold on to the end of the yarn and the ball of yarn, say his or her name and tell what he or she likes to do after school. Various topics can be selected to which the young people can respond, such as “What is your favorite subject in school?” or “What do you like to do during summer vacation?” While still holding on to the end, the person then tosses the ball of yarn to the next person, who also says his or her name and tells one personal fact. While still holding the string of yarn, that person then tosses the ball to the next person. A web is created.

After everyone has given his or her name, ask the young people to stay in the circle and keep holding on to the yarn. Ask them a series of questions regarding the web: “What was created when you tossed the yarn from one person to another?” (Web.) “Does it look like anything else?” (Perhaps a series of roads or a road map.) “When the web was formed, the yarn tied us together as one group. Are there any examples from the animal kingdom that help illustrate community?”

- Ants that walk in a line and swarm around their next meal.
- Herds of wild horses that run together.
- Schools of fish, dolphins and whales that swim together.
- Packs of wolves that hunt together.

Have youth untie the web, stressing cooperation, order and interdependence of a community. Use these activities to help the youth understand the connectedness of people – a network of friends, a small community of people who work and play together.

Have the group take a few minutes to think about, “What is a community?” Next ask them to think about what an ideal community would look like: what businesses and services would it have? How would the buildings and the natural areas around them look?

Have the youth brainstorm a list of all the things an ideal community would have and list them on paper. Encourage them to dream and go beyond what exists now. After they have completed the list, have the youth create a group mural of the ideal community. Divide the group into teams. One team can be responsible for the ground and the trees, another one or two teams for the buildings, and another for the sky. Tell the youth to imagine living in their ideal community while they are painting it.

When the group has finished the mural, ask them to all help clean up the activity area.

THINK ABOUT IT ►

- Who decides what a community will contain?
How do people in a community make changes to their community?
- On a scale of 1-10, how well did the group cooperate?
- What are some specific examples of group cooperation in completing the task?
- What are the rewards for cooperation?
- How do you feel about your accomplishment?

TIPS FOR ACTIVITY LEADER ►

Play music while the youth are creating their ideal community, if you choose.

ADULT FACILITATOR NOTES ►

Camp Fire's *A Gift of Giving* has activities related to community (available through the *Camp Fire Official Merchandise Catalog*, #D40700)

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 2.5 Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

**ACTIVITY NAME ► SERVICE IN SMALL WAYS****PROJECT ► COMMUNITY: PAST, PRESENT AND FUTURE****LEVEL ►** Six**FOCUS ►** Leadership**CODE ►** I G DP1**TIME ►** 30 minutes**PURPOSE ►** Recognize that giving service to others takes a variety of forms.**MATERIALS ►** Chart paper, marker. Will vary according to what the group chooses to do.**ACTIVITY ►**

Tell the youth that the Camp Fire motto or slogan is "Give Service." Ask them what that means.

Tell the youth that they are going to think of a way to acknowledge or thank someone who gives service to their community in small ways. Many times people are recognized for significant contributions they make, but small things people do often go unnoticed.

Have the youth make a list of things people do to help the community. Make a chart and classify the items as big or small. Have them consider some of the following options or come up with ideas of their own.

- Recognize someone for the small ways they give service.
- Send a handwritten message of appreciation to an individual or a group who makes a difference in your community.
- Plan a party for someone to acknowledge something he or she does to benefit your community.
- Prepare a meal for someone.
- Take blankets, clothes or food to a community shelter or food pantry. It does not have to be a big food or clothing drive in order to help a community organization that provides for others. The youth can collect a few things from home or purchase a small amount of food items to take to another organization or group.
- Do something for the organization where you meet: pick up litter, clean out a small storage area, arrange furniture for an event or meeting.
- Gather supplies for another group.

THINK ABOUT IT ►

- How did you decide whom to recognize?
- How were decisions made?
- Did you do something that made you especially proud?
- How can what you learned carry over to other life situations?

Discuss this quote: "Never underestimate the power of a small, committed group to change the world. Indeed, it's the only thing that ever has." - Margaret Mead

What are other small ways the group can help make changes at home, at school, in the group?

TIPS FOR ACTIVITY LEADER ►

Encourage youth to take leadership of this activity. A field trip in the community may be planned to distribute supplies or to hold an appreciation party at another location. Remember to obtain permission slips.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

**ACTIVITY NAME ► STAR PROJECT****PROJECT ► COMMUNITY: PAST,
PRESENT AND FUTURE****LEVEL ► Six****FOCUS ► Take It to the Limit****CODE ► G DP5**

TIME ► The time needed to complete a STAR Project will depend on the service-learning project selected by the youth. It may require as few as two sessions: one to plan and one to conduct the service-learning project. Or it may be divided into three or more sessions. The youth will need to plan to spend at least 10 hours on the project.

PURPOSE ► Challenge youth to develop decision-making skills by creating and carrying out a service-learning project of their own design.

MATERIALS ► Material will vary according to the service-learning project selected.

PREPARATION ► If the youth have never worked on a STAR Project, read the directions on how to complete a STAR Project (see *Discovery Record Book*). If the youth are familiar with how to complete a STAR Project, have them select an area of interest that focuses on caring about people or issues and then make preparations accordingly. Many groups come up with things such as recycling, food or coat collection, child abuse, homeless issues, etc.

ACTIVITY ►

Tell the youth that STAR stands for Service To Another Rewards. A Camp Fire STAR Project is a guide to help youth create and carry out a

service-learning project as a group or individually. Have the group review the directions on how to complete a STAR Project and complete the project.

THINK ABOUT IT ►

- Why do you think it is important to give service?
- What are the advantages and disadvantage of taking part in a service-learning project?
- Is this project more suitable for individuals or a group?
- How will decisions be made?
- Is there a best way to make decisions concerning the project?
- Do you need a leader for this project? Why or why not?

TIPS FOR ACTIVITY LEADER ►

- Encourage youth to have fun while giving service.
- Encourage youth to consider funds, human resources and community resources when planning their project.

ADULT FACILITATOR NOTES ►

- Assure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.
- Camp Fire's *A Gift of Giving* discusses community needs and service learning in details. Use it as resource for this project. (*A Gift of Giving* is available through Official Camp Fire Merchandise Catalog, #D40700)
- It is likely that only some youth will complete this project. Allow each person to participate to the extent of his or her ability.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.

EDUCATION STANDARDS ►

- LA 4.4 Uses a variety of sources to gather information for research topics.
- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- B 1.5 Understands that various factors affect decisions that individuals make.
- B 2.7 Understands that there are similarities and differences within groups as well as among groups.
- B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.



ADDITIONAL TRAIL ACTIVITIES TRAIL TO FAMILY AND COMMUNITY

- DP1 Create a safety checklist of your home and have it approved by an adult. Use your checklist to conduct an inspection of your home. Identify hazards and determine a way to correct them. Include a family fire escape plan.
- DP1 Talk with your parent, guardian or other interested adult and ask him or her to describe the hardest part of being a parent and the most rewarding part of being a parent. Share what you learned with your group.
- DP1 Interview a teacher and ask what he or she likes most about your school and what he or she would like to see change. Why did he or she decide to become a teacher? What influenced him or her?
- DP2 Make a list of 10 devices in your home that use electricity. Find out how much electricity each uses in one month. Determine the approximate electrical cost to operate each one for one month. Read an electric meter. Determine the amount of an electric bill from the reading. Explain how the amount of electricity is monitored.
- DP2 Keep track of what every family member does, including yourself, during one week and the amount of time they do it. For example: Mom goes to work - 40 hours; brother plays basketball - five hours; grandmother cooks - 10 hours. Sort your list into four categories: work/school, recreation, personal time and sleep. Make a chart, using the Family Log form on page (insert page number). At the end of the week, ask yourself these questions: Are there things I want to do differently at home to help my family work together better? What can I do to increase someone's personal time? Share your findings with your group adviser, *Discovery* group, family and friends.
- DP2 Make a wish list of eight things that you would like to experience at school. For example, "I want to do all my homework on time," or "I want to make the basketball team." Think about what you can do to make one of your wishes come true. Write out a plan to realize your dream and act on it. Put the list aside for two months. After two months, look at it again. Have any of your wishes come true? Have any changed?
- DP2 Make a list of five values that you believe in. Webster's Dictionary defines a value as "a standard or principle that is desirable or worthwhile." Values are expressed in spiritual settings or are often modeled by family behaviors and beliefs. Examples of things you value: family, education or friendships. Go to your local library or use the Internet to find songs, poetry or stories that represent your five values.
- DP2 Pick a value that is most important to you and compose a song, write a story, create an artistic work or write a poem about that value. Share it with your group, family and friends.

COMMUNITY: PAST, PRESENT AND FUTURE FAMILY TAKE-HOME PAGE

As a result of the project youth will have a better understanding of their community and will learn ways to give service.

This project supports the following Camp Fire outcomes.

	Activity								
Outcome									
	Where Do You Live?	Picture Community	Helping Hands Collage	Accent on Abilities	Community Needs	History Close to Home	The Ideal Community	Service in Small Ways	Star Project
Youth will have an opportunity to learn from mentoring relationships with adults.								X	X
Youth will be culturally tolerant and will value representation from diverse populations.			X	X					X
Youth will be able to communicate their point of view effectively.	X	X			X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X		X	X	X	X	X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.									X
Youth will have a commitment to helping others and to volunteerism.								X	X
Youth will be able to resolve conflict in a healthy way.			X						



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

AT HOME ►

Acknowledge or thank someone who improves the community in small ways. Many times people are recognized for significant contributions they make, but small things people do often go unnoticed. As a family, decide to help someone in the community. You might choose to:

- Recognize someone for the small ways they give service.
- Send a handwritten message of appreciation to an individual or a group who makes a difference in your community.
- Prepare a meal for someone.
- Take blankets, clothes or food to a community shelter or food pantry.

Have family members each choose a “secret helper” by putting people’s names in a basket and drawing out a name. Each person who draws a name secretly does something nice to help that person sometime within the next week. This can be repeated frequently throughout the year.

Find a family member or neighbor who has lived in the community for over 40 years. Invite him or her to come over and talk about what the community was like 40 years ago.

FAMILY PAGE

TRAIL TO CREATIVITY**LEVEL ►** Six**PROJECT ► YOU CAN SCULPT****PURPOSE ►** Youth will understand the techniques of sculpting and sculpture as an art form in daily life.**YOUTH OUTCOMES ►**

Outcome	Activity	Dough Sculpture	Edible Sculpture	Sculpture and Movement	Sculptures of Paper	Paper Sculpting	Masks and Bowls	Wire Sculpture	Lead the Way
Youth will be able to communicate their point of view effectively.	X	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X				X			X

ACTIVITY CHOICES ►

Activity Name	Focus
Dough Sculpture	Knowledge
Edible Sculpture	Knowledge
\$ Sculpture and Movement	Knowledge
Sculptures of Paper	Knowledge
Paper Sculpting	Skill
Masks and Bowls	Skill
Wire Sculpture	Skill
Lead the Way	Leadership

**EDUCATION STANDARDS ►**

Activity Name	Standards
Dough Sculpture	LA 7.4, B 3.3, M 3.3, V 3.2, V 5.1
Edible Sculpture	LA 7.4, B 3.3, M 2.5, M 5.5, V 1.2, V 5.1
Sculpture and Movement	LA 7.4, V 1.1, V 2.1
Sculptures of Paper	LA 7.4, V 1.1, V 2.1
Paper Sculpting	LA 7.4, V 1.1, V 2.1, M 2.5, M 5.5
Masks and Bowls	LA 7.4, B 1.4, B 3.8, M 2.5, M 5.5, V 1.2, V 2.3, V 4.2, V 5.1
Wire Sculpture	LA 7.4, V 1.1, V 2.1, M 5.5
Lead the Way	LA 7.4, B 2.7, V 1.1, V 1.2, V 2.1, V 5.1, M 5.5

**REQUIREMENTS FOR
EARNING RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00115) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

Have youth research a variety of sculptures through books and visit local sculptures in parks, schools, art studios, museums, libraries or even bakeries!

YOU CAN SCULPT

ACTIVITY NAME ► DOUGH SCULPTURE**PROJECT ► YOU CAN SCULPT****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 60 minutes**PURPOSE ►** Learn to explore sculpture as an art form in daily life.**MATERIALS ►** Ingredients for multiple batches of dough in several colors (see recipe below), dry and liquid measuring tools, saucepan and cooking burner for cooked dough, stirring spoon, mixing bowl for uncooked dough and spoon, plastic storage bags or containers, aluminum foil, waxed paper, basting brush, butter knife, garlic press (for making "hair"), pizza cutter, rolling pin, cookie cutters, spoons, forks, toothpicks, water color brushes, baking sheets, egg, shellac or varnish, white acrylic paint, colored paint; optional: oven screen..**PREPARATION ►** Cover activity area to protect surfaces. Arrange for access to a kitchen or stove, if needed.**ACTIVITY ►**

Sculpture is shaping figures or designs in the round or in relief by modeling clay or dough, carving wood, chiseling marble or casting in metal. Tell youth that bread dough can be an art medium to create sculpture. Ask if youth have seen or made Christmas ornaments or other types of decorative items made from bread dough-type materials.

Tell the youth that they are going to make salt dough and use it to make a coaster or a basket.

Morton Klaymates Dough

2 cups all purpose flour*
1 cup table salt
4 teaspoons cream of tartar
2 cups water
A few drops of food coloring, optional
Vegetable oil

Directions:

In medium saucepan, mix flour, salt, cream of tartar, water and a few drops of food coloring (optional). For more brilliant shades, use paste food colors, available where cake decorating supplies are sold. Cook over medium heat, stirring constantly, until mixture is very thick and forms ball. It is thick and lumpy while cooking. Cool slightly, then knead in three or four drops of vegetable oil.

Uncooked variation:

2 cups all purpose flour*
1 cup salt
1 cup water
Combine flour and salt in a large flat-bottomed bowl. Add water a little at a time, mixing as you pour, to form a ball. Add a little more water if too stiff; more salt for a firmer dough. Knead seven to 10 minutes for firm dough consistency.

*Use different kinds of flour for different effects—whole wheat (golden brown), rye (deeper brown), self-rising (puffs up).

One batch of dough is enough for four to six youth. Store dough in a plastic bag when not being sculpted. Remember, salt dough may look good to eat, but it doesn't taste good.

Source: www.mortonsalt.com



Little People Coasters

Cut a circle of $\frac{1}{4}$ -inch-thick dough slightly larger than the mug or cup it will hold. Cut out little people (using gingerbread boy or girl cookie cutters), to stand around the dough circle. Attach little people at hands and feet around the bottom circle, wetting feet and hands with water to bond them, pressing them together. Paint with egg finish (see below), then bake.

Coiled or Braided Basket

Cover a large inverted mixing bowl tightly with aluminum foil. Turn up the edge of the foil to make a shelf. Cut a circle of $\frac{1}{2}$ -inch-thick dough. Place this circle on top of the inverted bowl, forming the base. Shape long, very thin snakes of dough and braid using three strands or twist two strands. Starting at the base circle, place the braids or twists around the bowl, firmly pressing each new row of dough into the row before it, dampening with water to stick together. Stop when you reach the foil shelf. Use one long braid laid around the top edge to finish. Brush with egg finish, if desired. Bake upside down, at 325 degrees F, until dough is firm. Remove the bowl and return to the oven to bake until hard.

Finishes

Natural: Air dry piece for 48 hours, on a screen or wire rack if possible for best air flow.

Baked: Simply bake at 325 degrees F until golden brown. Varnish if desired.

Egg finish: After baking for 15 minutes, remove from oven and baste with whole beaten egg.

Return to oven until done. For darker finish, rebaste every 10 minutes until done.

Painted: Acrylic white paint followed with coat of color of choice. No varnish is needed.

THINK ABOUT IT ►

- Figure out how much flour would be needed for a double batch of clay. (four cups)
- How much clay would be needed for 10 people to make a sculpture? (about two batches)
- What was most satisfying about doing the sculpture you did? Least satisfying?

- Would you do anything differently?
- What kind of skills are needed to create decorative sculptures?

ADDITIONAL ACTIVITY ►

Visit a museum that features sculpture. Ask youth to tell or write three observations about a sculpture they visited (e.g., the medium used, what sciences were involved in making it). Ask how the sculpture makes them feel and what they think is being expressed by the sculptor. Does the sculpture remind them of a story/book they have read? It is often said that art imitates nature. Have each youth make a freeform sculpture of his or her favorite tree, flower or animal in nature. (DP1)

TIPS FOR ACTIVITY LEADER ►

Consider the need for safety precautions when working around stoves and ovens.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

M 3.3 Selects and uses appropriate computational methods for a given situation.

V 3.2 Knows different subjects, themes and symbols (through context, value and aesthetics) which convey intended meaning in artworks.

V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ► EDIBLE SCULPTURE**PROJECT ► YOU CAN SCULPT****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 60 minutes**PURPOSE ►** Create edible sculptures.

MATERIALS ► Bowls for mixing dough, baking sheet pans (have each youth bring one), large mixing bowls and stirring spoons, dry and liquid measuring cups, measuring spoons, pieces of paper or parchment pan liners to label each sculpture, pastry brush (to egg wash pretzels), wire cooling racks, table cleaning supplies, coarse salt*, seeds or wheat germ, plastic food wrap and pan spray (spray wrap before using it to lightly cover dough), food thermometer to take water temperature, plastic food storage bags to wrap cooled sculptures, brushes, small dishes to paint.

*Sources of coarse salt, sesame or poppy seeds or wheat germ: Look for at your store or order from: Bob's Red Mill-www.bobsredmill.com, King Arthur Flour-www.KingArthur.com, Hodgson Mill wheat germ,-www.hodgsonmill.com, Morton Salt Kosher Coarse-www.mortonsalt.com.

Provide ingredients for the recipe selected.

PREPARATION ► Plan to meet where you have access to an oven and a microwave or stove and pan to melt chocolate. At a prior meeting have youth choose which of the recipes that follow they would like to make. Read the recipe chosen and divide the baking tasks so everyone can take a turn in the process.

ACTIVITY ►

There are sculptures that last for centuries. Ask youth if they can think of some (e.g., the Eiffel Tower, the Pyramids.) Some sculptures are only meant for a day. Tell youth that they will make sculptures that will last just long enough to eat.

Ask youth to wash their hands and clean the cooking surface. Let the youth divide into work teams, each responsible for a part of the baking process. Guide them through the process of creating their sculpture. Have them decide if they would like to share their sculpture with someone else.

THINK ABOUT IT ►

- What was it like sharing the baking tasks with a group? What was good, frustrating or difficult?
- How does your sculpture connect to your life?
- If you shared or gave your sculptures to others, what was the response?
- What skills are needed to create edible sculptures?

ADDITIONAL ACTIVITY ►

Get involved with Bake 'n' Take Day, the fourth Saturday in March. Check out www.homebaking.org to learn more. (DP1)

TIPS FOR ACTIVITY LEADER ►

- Have the youth select the edible sculpture they would like to create at a prior meeting in order to appropriately plan for the type and quantity of materials you will need.
- Consider safety precautions when working around stoves and ovens.

**ADULT FACILITATOR NOTES ►**

Camp Fire Breaking Bread, Breaking Barriers™ is a group project that explores cultural traditions of bread making. It is a great project for a family meeting. For ordering information contact Camp Fire customer service at 800 669 6884 or customer-service@campfireusa.org.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 5.1 Distinguishes among multiple purposes for creating works of art.

CHEESY PRETZELS

Makes 16 pretzels

Ingredients

1½ cups all-purpose flour*
⅔ cup milk
½ cup shredded cheddar cheese (2 ounces)
2 tablespoons butter or margarine, softened
2 teaspoons baking powder
1 teaspoon sugar
1 teaspoon salt
1 large egg
Coarse salt

*Self-rising flour may be substituted; if so, omit baking powder and salt.

Directions

Heat oven to 400 degrees F. Grease cookie sheet. Mix all ingredients except egg and coarse salt in medium bowl with fork until soft dough forms. Smooth dough gently into ball on floured board. Knead 10 times. Divide dough in half. Roll half of dough into a 12 inch x 8 inch rectangle. Cut rectangle lengthwise into eight 1-inch strips. Fold each strip lengthwise in half into a 12 inch x ½ - inch strip; pinch edges to seal. Twist each strip into pretzel shape. Place seam down on cookie sheet. Beat egg in small bowl with fork until blended. Brush pretzels with egg. Sprinkle lightly with coarse salt. Bake 15 to 20 minutes or until golden brown. Remove from cookie sheet to wire rack. Repeat with remaining half of dough.

Get creative: shape pretzel initials for his or her name. If helping young children, shape in capital alphabet letters. Shape dough as snowflakes: Cut a 20-inch rope into three equal pieces. Lay one flat on the greased baking sheet. Cross the other two over the middle of the first piece. Press firmly where they cross. Flatten the ends of each spoke and snip with kitchen scissors in three places, about 1-inch in from the ends. Press the snipped portion to make it spread out. Snip spaces in the "spokes" of the snowflake and use fingers to spread open the holes and make the flake lacier looking. The coarse salt sparkles and adds the final touch.

Each youth wants his or her own pretzel. Tuck a small piece of paper with a youth's initials on it under the edge of each pretzel prior to baking to identify their pretzels. OR bake pretzels on parchment paper and label each.

Nutrition Facts: 1 Pretzel
Calories 80 (Cal. from Fat 25); Total Fat 3g (Saturated 2g); Cholesterol 20mg; Sodium 1280mg; Potassium 35mg; Total Carbohydrate 10g; (Dietary Fiber 0g); Protein 3g; % Daily Value: Vitamin A 2%; Vitamin C 0%; Vitamin D 2%; Calcium 6%; Iron 4%; Folic Acid 0%.

Source: *Bake Sale Favorites*. Gold Medal Flour.
Reprinted with permission of General Mills, Inc.
www.bettycrocker.com.



HUGE SCARY SPIDERS

Makes 20 spiders

Ingredients

2 ounces of unsweetened or semi-sweet chocolate
1 1/4 cups all-purpose or whole wheat flour
1 1/2 teaspoons baking powder
1/4 teaspoon salt
1/4 cup margarine or butter
1 cup sugar
1 large egg, beaten
1 teaspoon vanilla extract
40 red baking candies (red hots)
20 walnut or pecan halves

Directions

Preheat oven to 375 degrees F. Lightly grease baking sheet. In a saucepan, melt chocolate over low heat. Let cool. In a small bowl, mix flour, baking powder and salt. In a medium bowl, beat margarine on low speed or by hand until smooth. Add sugar and beat until creamy. Stir in egg, vanilla and chocolate. Add flour mixture and mix well, forming a stiff dough. To make a spider, shape a two-inch flat oval for the body. Make the spider's head by flattening a circle about 1/2 inch in diameter.

Shape dough for eight legs, each about two inches long and less than 1/4-inch wide. Attach the head and legs to body. Put two red candies into head for eyes. Press the pecan or walnut half into the back for a design. Bake for five to eight minutes. Let spiders cool on baking sheet to avoid breaking when removing.

Nutrition Facts: One spider (1 oz-28g) 120 calories; Total fat 5g; Sat. fat 2.5g; Cholesterol 15mg; Sodium 90 mg; Potassium 47 mg; Total Carbohydrate 17g; Dietary fiber >1g; Sugars 10 g; Protein, 2g; Vitamin A and Calcium 2%; Iron 4%, Vitamin C 0%.

Source: The Sugar Association - www.sugar.org.

STRIPED GREEN SNAKES

Makes about 40 snakes

Ingredients

2½ cups all-purpose flour
1½ teaspoons baking powder
¾ teaspoon salt
1 teaspoon cinnamon
1 cup sugar
½ cup vegetable or sunflower oil
2 large eggs, beaten
1 teaspoon vanilla
Red baking candies (red hots) for eyes
Green food coloring

Directions

Preheat oven to 350 degrees F. Lightly grease baking sheet. In a small bowl, mix flour, baking powder, salt and cinnamon. In a medium bowl, combine sugar, oil, egg and vanilla. Slowly add flour mixture and mix well forming a stiff dough.

Mix roughly eight to 10 drops of green food coloring into dough. The coloring will not mix evenly, so the dough will yield striped snakes. Roll out the dough to about six to seven inches long and ¼-inch wide. Shape the dough into two S curves. Put two red candies in for eyes. Bake for eight to 10 minutes. The snakes cook quickly so be careful not to over-bake. Carefully remove from baking sheet and let cool.

Nutrition Facts: One snake (0.7 oz-18g) Calories 80; Total fat 3g; Sat. fat 0g; Cholesterol 10 mg; Sodium 70 mg; Potassium 12 mg; Total carbohydrate 11g; Dietary fiber 0g; Sugars 5g; Protein 1g. Vitamins A and C 0%; Calcium 0%; Iron 2%.

Source: The Sugar Association-www.sugar.org.



FAVORITE TEDDY BEAR COOKIES

Makes: one dozen cookies

Ingredients

1 cup granulated sugar
3/4 cup butter, softened
1 large egg
2 teaspoons vanilla
2 1/4 cups all-purpose flour
1 teaspoon baking powder
1/4 teaspoon salt
2 (1-ounce) squares unsweetened baking chocolate, melted
Option: Egg yolks, food coloring for painting

Directions

Heat oven to 375 degrees F. Combine sugar, butter, egg and vanilla in large mixer bowl. Beat at medium speed, scraping bowl often, until well mixed (one to two minutes). Reduce speed to low; add flour, baking powder and salt. Beat, scraping bowl often, until well mixed (one to two minutes). Divide dough in half. Place half of dough in medium bowl. Stir in chocolate by hand.

For each teddy bear, form a portion of either color dough into:

- One large (1-inch) ball for body.
- One medium (3/4-inch) ball for head.
- Four small (1/2-inch) balls for arms and legs.
- Two smaller balls for ears.

Add additional small balls for eyes, nose and mouth, if desired. Press dough through a garlic press for crazy hair and press onto the head.

Repeat with remaining dough, making either vanilla or chocolate teddy bears or mixing the doughs to make two-toned teddy bears.

To form each cookie, place large ball (body) on ungreased cookie sheet; flatten slightly. Attach head, arms, legs and ears by overlapping slightly onto body. Add nose, eyes and mouth. Use fork to make claws on paws. Paint if desired. Make egg paints and paint patterned vests, caps, hair or socks with dots, plaids, hearts or other fun designs on the white dough portions of the bears. Use a separate dish for each color. Egg Paints Mix one egg yolk, one teaspoon cold water and food coloring to make desired colors. Reserve a few bowls for mixing colors (red + blue=purple; red + yellow=orange, etc.). Paint the desired designs and bake.

Source: American Egg Board-www.aeb.org.

Bake for seven to eight minutes or until body is set. Cool one minute; remove from cookie sheet onto wire rack. Cool completely.

Nutrition Facts: One Teddy Bear cookie (1.5 oz-43g) Calories 190; Total fat 9g; Sat. fat 6g; Cholesterol 30 mg; Sodium 70 mg; Potassium 50 mg; Total carbohydrate 24g; Dietary fiber >1g; Sugars 11g Protein 2g; Vitamin A 6%; Vitamin C 0%; Calcium 2%; Iron 6%.

Source: *Baking Fun at Camp Cookie*. Land O' Lakes-View bears at www.landolakes.com.

ACTIVITY NAME ► SCULPTURE AND MOVEMENT**PROJECT ► YOU CAN SCULPT****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn about mobiles as a form of sculpture.**MATERIALS ►** Assorted color construction paper (for insects), lightweight cardboard or poster board for the spring, scraps of red and black construction paper, scissors, glue sticks or paste, paper punch, string or yarn.**PREPARATION ►** Cover activity area to protect surfaces.**ACTIVITY ►**

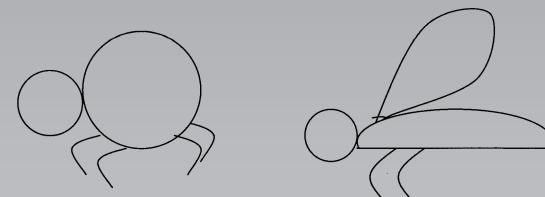
As an art form, mobiles are related to sculpture, painting, drawing and design. Since mobiles are three dimensional, they are often referred to as mobile sculptures. A mobile is created for the sake of movement, and it is the manner in which it moves that captures our attention. People delight in movement as much as in color and sound.

Create a sculpture that conveys movement, such as insects in flight.

Spring: Cut a square from a piece of poster board. Trim away the corners to make a circle. Beginning at the edge, cut in and around to the middle of the circle to make the spring. Cut about 1/2 inch to 3/4 inch from the edge.



Create insect bodies and wings by cutting strips of colored paper and making loops of various sizes.



To make antennae and legs: These are made from long, thin (1/2-inch) strips of black construction paper. The antennae can be straight or accordion-pleated and are glued to the head. Legs are attached inside the body cylinder and bent two or three times for leg joints.

To make ladybugs: Make rings of the orange and black construction paper. Glue the small black cylinder onto the large orange cylinder. Use scraps of construction paper cut in strips for legs. Add antennae to the head.

Using a paper punch and string, attach the insects to the paper spirals (spring) at various intervals along the length.

**THINK ABOUT IT ►**

- How did you decide what to put on your spring mobile?
- Did you learn anything about weight and balance?
- How do the mobiles catch your attention?
- What will you do with your mobile?

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.

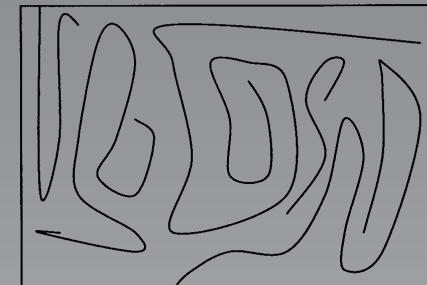
EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.
V 2.1 Knows some of the effects of various visual structures and functions of art.

ACTIVITY NAME ► SCULPTURES OF PAPER**PROJECT ► YOU CAN SCULPT****LEVEL ► Six****FOCUS ► I or G DP1****CODE ► Knowledge****TIME ► 30 minutes****PURPOSE ►** Use imagination to create a sculpture from a single sheet of paper.**MATERIALS ►** For each participant you will need: two pieces of lightweight paper in two colors, or a combination of a printed paper (like heavy gift wrap) and large construction paper, white glue, scissors, pencils, five or six paper clips, nylon thread, a piece of string. Optional: small object(s) to hang within the sculpture.**PREPARATION ►** Cover activity area to protect surfaces.**ACTIVITY ►**

Ask the youth if they have ever seen a sculpture. What was it made of? Can sculptures be made out of other materials? Do all sculptures stand on the floor or on some sort of pedestal?

Explain that they will make a sculpture out of paper. Spread the glue over the entire surface of one piece of paper. Place the second sheet (second color) of paper on top and rub gently, making sure all the edges are secure. The two sheets become one heavy sheet of paper. Make many cuts in the paper: curved lines, straight lines, angular cuts, being careful not to make any cut completely through the paper (which will cut it into pieces). The paper will have many long cuts but still be in one piece.



After cutting, bend and twist the strips gently into loops. Attach the end of each loop to another section or strip of paper with glue. Hold with a paper clip until the glue is dry. Look for new shapes and color contrasts. Keep looping, twisting and attaching the strips until all the loose ends are attached to other sections. When you have finished you will have an unusually shaped sculpture of paper with many bends, twists and curves. Suspend one or more objects, such as small plastic ornaments or bells, within the sculpture, using nylon thread. Attach a piece of string to the top of the sculpture so it can be suspended.

THINK ABOUT IT ►

- How did you decide where to make the various cuts in the paper?
- Did you do something that made you especially proud?
- Would you do anything differently if you were to do this activity again?

TIPS FOR ACTIVITY LEADER ►

The youth may get discouraged with this activity, because they will not see favorable results at first. Encourage them to keep making cuts in the paper and then experiment with bending, twisting and turning the paper pieces in unusual ways.

**YOUTH OUTCOMES ►**

Youth will be able to communicate their point of view effectively.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.

V 2.1 Knows some of the effects of various visual structures and functions of art.

SCULPTURES OF

ACTIVITY NAME ► PAPER SCULPTING**PROJECT ► YOU CAN SCULPT****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 30 minutes****PURPOSE ►** Bend, twist, fold and curl paper into creative paper sculptures.**MATERIALS ►** Strips of construction paper, 12 inches long, varying in widths ($\frac{1}{4}$ inch, $\frac{1}{2}$ inch, 1 inch and $1\frac{1}{2}$ inches) in complementary colors or shades of the same color; 9 inch x 12 inch or 12 inch x 18 inch colored construction paper for background; white glue or glue sticks; scissors.**PREPARATION ►** Cover the activity area to protect surfaces. Cut paper strips using a paper cutter if you have access to one.**ACTIVITY ►**

Ask the youth what they think of when they hear the term *sculpting*. Does a sculpture have to always be created from clay or plaster? What other materials can create a sculpture? What is one of the easiest ways to create a sculpture?

Instruct the youth in creating a sculpture of three-dimensional designs out of paper.

Have the youth measure and cut out varying widths of paper (each 12 inches in length). Place a 9 inch x 12 inch or 12 inch x 18 inch piece of colored construction paper on the work surface. Arrange various strips on the paper to make a flat background design. Use plaids or horizontal or vertical designs. When arrangement is complete (try several), have the youth glue the design to the paper (Diagram A). Experiment with various ways

to curl, fold, bend, twist and fringe the strips of paper. Create zig-zag patterns and curly Qs to attach on top of the flat design. Have the youth fold down a small piece at each end of the strip to make tabs for attaching to the background paper on top of the strip design (Diagram B). Hint: Curl paper around a pencil to create circle and spiral shapers.

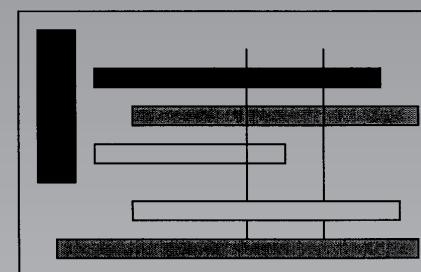


Diagram A

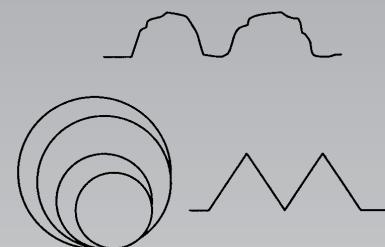


Diagram B

Variation: Use red, white and blue paper. When complete, add large gold stars or other shapes cut from metallic paper.

THINK ABOUT IT ►

- How did you decide what to do with the various strips of paper?
- What were the challenges of making the paper sculpture?
- Did you do something that made you especially proud?
- What differences do you observe between this project and creating a flat painting?
- What happens to the length of a piece of paper when it is twisted or bent?

**TIPS FOR ACTIVITY LEADER ►**

Encourage the youth to be creative and opened minded when making their paper sculptures.

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.

V 2.1 Knows some of the effects of various visual structures and functions of art.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

ACTIVITY NAME ► MASKS AND BOWLS**PROJECT ► YOU CAN SCULPT****LEVEL ►** Six**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 60 minutes. This activity may require two sessions or an extended session.**PURPOSE ►** Create sculptures for personal use.**MATERIALS ►** Lots of newspaper, stapler and staples, flour, water, masking tape, scissors or craft knife, acrylic or tempera paints, paintbrushes, clear-sealing spray for crafts.**PREPARATION ►** Bowl option: Each person needs a bowl the size he or she wishes to create, petroleum jelly.

Precut 1 inch x 4 inch newspaper strips, approximately 25 for each person. The youth can tear newspaper into strips as part of the activity.

ACTIVITY ►

Papier-mâché may sound French, but it originated in China - where paper was invented. The Chinese used papier-mâché to make helmets toughened by many layers of lacquer. Examples have been found dating back to the Han Dynasty (BCE 202 - AD 220). From China, the interest in papier-mâché spread to Japan and Persia, where it was used in mask making and festival activities. Eventually it spread across the world. France was the first European country making its own papier-mâché wares, and England followed suit in the 1670s. There was only a half-hearted interest until the late 1700s and into the 1800s, when it became widely used.

For more information go to www.papiermache.co.uk.**Papier-mâché Masks or Decorative Bowls**

Make masks for a play or to hang as wall decoration or create a decorative bowl for home or a gift.

Ingredients (makes 1½ cups paste)

1 cup all-purpose flour

1 cup cold water

Use a wire whisk to beat flour and water into a smooth paste.

Many strips of newspaper, 1 inch x 4 inches

Additional newspaper

For Masks:

Cover work surface with newspaper. Fold a double sheet of newspaper into a long 1½-inch-wide band that will form an oval slightly larger than your face. Staple this strip firmly together into an oval shape. Cover the staples with small pieces of masking tape. Fold four more long bands. Staple these bands across the oval, one lengthwise, three across. Dip strips of newspaper in the paste. Pull strips between two fingers to take off extra paste. Place strips, overlapping slightly and smoothing as you go to cover the mask frame. Cover the frame in four or five layers. Before laying the last layer, shape small paper cones or balls to form a nose or ears if desired. Let dry overnight. Cut out the eyes and mouth with craft knife or sharp scissors. Paint the mask and let it dry completely. To make the mask shiny, apply a coat of acrylic or clear craft sealing spray.

For Bowls:

Choose a bowl the size you wish to create. Put bowl upside down. Spread a thick layer of petroleum jelly over the outside and rim of bowl. Dip one paper strip at a time into paste. Pull strip between two fingers to take off extra paste. Put wet paper strips on outside of bowl in an up-and-down pattern, covering all of bowl. Dip more paper strips into paste. Add a second layer of paper strips to bowl, putting them crosswise over the first layer of strips. Dip more paper strips into paste. Add four more layers of paper strips to bowl, first going up and down, then going across. Let dry 24 hours. Take papier-mâché bowl off the regular bowl, using a table knife to loosen around the edge. Paint inside and outside of the papier-mâché bowl with tempera paints, creating your own unique design. Let dry. Spray clear craft sealing spray on bowl to keep it longer.

Source: *Gold Medal Rainbow Bakery Children's Cookbook* - www.bettycrocker.com. Reprinted with permission of General Mills, Inc.

THINK ABOUT IT ►

- How did you decide what you wanted to make from papier-mâché?
- Are you happy with the results?
- Would you do anything differently if you did it again?

TIPS FOR ACTIVITY LEADER ►

- The paste and the bowls are not for eating!
- Paste may be stored up to five days in the refrigerator.

ADDITIONAL ACTIVITIES ►

- Write a play using papier-mâché masks. (DP1)
- Develop a short story or poem about a sculpture. (DP1)

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.

V 4.2 Understands the historical and cultural contexts of a variety of art objects.

V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ► WIRE SCULPTURE**PROJECT ► YOU CAN SCULPT****LEVEL ► Six****FOCUS ► Skill****CODE ► I G DP1****TIME ► 45 minutes****PURPOSE ►** Create a three-dimensional contour sculpture.**MATERIALS ►** Drawing paper, pencils, large supply of pliable wire, several needle nose pliers, wire cutters. Optional: small blocks of wood, staple gun and staples or staple nail and hammer, string.**PREPARATION ►** Cover the activity area to protect surfaces.**ACTIVITY ►**

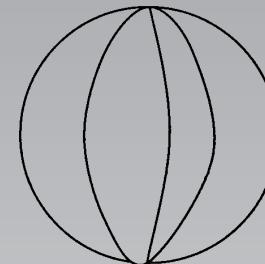
Sculpture is a three-dimensional work of art that can be created out of a variety of materials. Artists use a variety of techniques to create sculpture.

The processes of sculpting include;

- Modeling - This is a process of building and shaping a soft, pliable material. Clay, wax and plaster are materials used in modeling.
- Carving - The sculptor cuts or chips a form from a mass of material like wood, stone or ice.
- Casting - In this process, a melted substance is poured into a mold to harden.
- Assembly - This is a more modern technique in which the artist gathers a variety of different materials and joins them together to create a sculpture. One way of making an assembly style sculpture is welding.

Guide the youth in creating a contour wire sculpture.

- Decide on a figure or single object you would like to sculpt. Examples: a plant, an animal, a person's head.
- Draw a series of three or more contour lines of the object. Each drawing should be from a different angle. Examples: front view, side view, back view.
- Practice using the tools to bend, twist, loop and cut the wire so you get an understanding of the way the wire behaves. Try an easy wire sculpture using a geometric shape such as a circle to create a three dimensional object such as a sphere.



- Create a wire sculpture based on the drawings you have made. As you sculpt, keep turning the sculpture so that every side looks interesting.
- If you would like to display your sculpture you could staple or nail it to a block of wood or hang it from a string.

THINK ABOUT IT ►

- Do the lines of your work follow the contours and ridges of the object you chose?
- Is the work interesting from every angle?
- Describe the difference between the two-dimensional contour line drawing and the three-dimensional wire sculpture.
- What kind of mood is created by using the three-dimensional object?

**TIPS FOR ACTIVITY LEADER ►**

This activity may require two meetings or an extended time to finish.

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.

V 2.1 Knows some of the effects of various visual structures and functions of art.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

WIRE SCULPTURE

ACTIVITY NAME ► LEAD THE WAY**PROJECT ► YOU CAN SCULPT****LEVEL ► Six****FOCUS ► Leadership****CODE ► I G DP1****TIME ► 45-60 minutes****PURPOSE ►** Learn more about the processes of sculpting and share the information with others.**MATERIALS ►** Will vary according to what the youth choose to do.**PREPARATION ►** Will vary according to what the youth choose to do. Cover the activity area to protect surfaces.**ACTIVITY ►**

Sculpture is a three-dimensional work of art that takes up space. It can be created out of a variety of materials. Artists use a variety of techniques to create sculpture. Have you seen or can you find examples of different sculpting techniques?

Offer the youth two choices:

1. Have the youth choose one of the processes from the following list to research and find examples (pictures in books, on the Internet, in the community, etc.) to bring back to share with the group.

- Relief - A type of sculpture in which forms project from a flat background. The design is indented. Relief sculptures are designed to be viewed only from the front. Sand and plaster work well for reliefs.
- Modeling - A soft pliable material is built up and shaped. Clay, wax and plaster are materials used in modeling.

- Carving - The sculptor cuts or chips a form from a mass of material like wood, stone or ice.
- Casting - In this process, a melted substance is poured into a mold to harden. Candles and plaster of paris are cast.
- Assembly - The artist gathers a variety of different materials and joins them together to create a sculpture. One way of making an assembly style sculpture is welding.

2. The youth choose from one of the processes listed above to teach to the others in the group. Have the youth arrange to have all the materials they will need to teach others a sculpting process or technique.

THINK ABOUT IT ►

- What did you learn about sculpture or art?
- How did you decide what you wanted to do for this activity?
- When you were sharing or leading others in the group, did you learn something about communication that will be helpful in the future?

**TIPS FOR ACTIVITY LEADER ►**

This activity may require two meetings or an extended time to finish.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 2.1 Knows some of the effects of various visual structures and functions of art.

V 5.1 Distinguishes among multiple purposes for creating works of art.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

FAMILY TAKE-HOME PAGE

As a result of this project, youth will understand the techniques of sculpting and sculpture as an art form in daily life.

This project supports the following Camp Fire outcomes.

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

AT HOME ►

As a family, make clay dough ornaments with the recipe for Klay Mates (on page 164).

As a family, decide on a sculpting project from "Lead the Way" (on page 182) and make a decorative item for the home or as a gift to give to a relative.

Activity	Dough Sculpture	Edible Sculpture	Sculpture and Movement	Sculptures of Paper	Paper Sculpting	Masks and Bowls	Wire Sculpture	Lead the Way
Outcome								
Youth will be able to communicate their point of view effectively.	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X				X		X



Camp Fire

TRAIL TO CREATIVITY

LEVEL ► Six

PROJECT ► ARTFULLY DONE

PURPOSE ► As a result of this project, youth develop skills and increase appreciation for art as leisure time activity.

YOUTH OUTCOMES ►

Outcome	Activity												
	What's In a Name?	Mix and Mingle	Uniquely You	Artists and the Art World	Patterns and Color	Gravity Art	Keep It Simple	Cylinders and String	Fish Weaving	Leatherworking	Communicate with Art	Torch Bearer in Arts	
Youth will have an opportunity to learn from mentoring relationships with adults.			X										
Youth will be culturally tolerant and will value representation from diverse populations.											X		
Youth will be able to communicate their point of view effectively.	X	X	X	X	X	X	X	X	X	X	X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X			X		
Youth will be able to plan sequentially.												X	
Youth will be able to practically apply their academic learnings.												X	
Youth will appreciate being able to celebrate and share successes.												X	

ACTIVITY CHOICES ►

Activity Name	Focus
What's in a Name?	Knowledge
Mix and Mingle	Knowledge
Uniquely You	Knowledge
Artists and the Art World	Knowledge
Patterns and Color	Skill
Gravity Art	Skill
Keep It Simple	Skill
Cylinders and String	Skill
Fish Weaving	Skill
Leatherworking \$	Skill
Communicate with Art	Leadership
Torch Bearer in Arts	Take It to the Limit

EDUCATION STANDARDS ►

Activity Name	Standards
What's in a Name?	V 1.1, M 5.6, M 2.5
Mix and Mingle	LA 7.4, V 5.3, V 5.1, M 3.3, M 2.5
Uniquely You	V 1.1, V 5.3
Artists and the Art World	LA 4.4, LA 7.4, V 1.1, V 4.2
Patterns and Color	V 1.1, V 5.3
Gravity Art	V 1.1, M 1.2, S 10.1, S 10.3
Keep It Simple	V 1.1, M 1.2
Cylinders and String	V 1.1, M 4.7, LA 7.4
Fish Weaving	LA 7.4, B 2.7, B 3.3, V 2.1, V 3.2
Leatherworking	LA 7.4, B 1.5, V 4.2, V 5.1
Communicate with Art	LA 7.4, B 2.7, V 2.2
Torch Bearer in Arts	LA 7.4, B 1.5, B 3.3

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00115) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- Be creative with using materials. Add to or substitute the ones listed.
- Guide the youth in the process when needed, but allow them to make any additions, substitutions or variations to the instructions, if they choose. Encourage their imagination and creative ideas.
- Review all safety guidelines necessary for any of the materials or equipment used in project activities with the youth as needed.

ACTIVITY NAME ► WHAT'S IN A NAME?
PROJECT ► ARTFULLY DONE
LEVEL ► Six

FOCUS ► Knowledge

CODE ► I G DP1

TIME ► 20-30 minutes

PURPOSE ► Learn about patterns using familiar linear designs.

MATERIALS ► 8½ inch x 11 inch or 9 inch x 12 inch white or manila paper, pencils, crayons, markers, wallpaper samples, gift wrap.

PREPARATION ► Collect wallpaper samples and gift wrap that have patterns.

ACTIVITY ►

Tell the youth that a pattern is a design that repeats. Show them samples of wallpaper and gift wrap. Any shape or design can be used in a pattern. Ask the youth what things they see every day that have patterns. (Look for answers like wrapping paper, wallpaper borders, printed covers on books or notebooks, and fabric.) Who do you think designs all the patterns we see in those items?

Have youth experiment in creating patterns. Direct the process using something familiar (their first name) and then let them create a pattern of their own design.

Fold the paper in half, widthwise and then in half again. Open the paper. Fold the paper in half, lengthwise and in half again. This will make 16 rectangles. Open and flatten out the paper. Turn the paper so that the short side is at the top. Have the youth print the first letter of their name, one letter in each box. Do over and over, moving from left to right across the paper.

J	O	Y	J	O
Y	J	O	Y	J
O	Y	J	O	Y
J	O	Y	J	O

Encourage youth to use their imagination in coloring each letter and the background behind the letters. Add creative details such as lines, circles and dots, remembering to carry out the pattern. Ask the youth to think of shapes to use in a pattern. Repeat the activity using these shapes. Display the results and point out the variety among patterns. Or, try a series of repeating shapes. Use stamps or make your own rubber stamp from leaves or flowers.

THINK ABOUT IT ►

- Who named you? Do you know where your name came from?
- Are patterns easy or difficult to make? Why?
- What pattern did you choose to make and why?
- What will you do with the art that you have made?

ADDITIONAL ACTIVITY ►

Design gift wrap with a pattern. In mathematics, tessellations are seamlessly repeating patterns. Have the youth create their own on paper.

TIPS FOR ACTIVITY LEADER ►

Show youth a variety of items that show patterns for examples (gift wrap, etc.).

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

V1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating ideas.

M 5.6 Understands the mathematical concepts of similarity and congruency.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

**ACTIVITY NAME ► MIX AND MINGLE****PROJECT ► ARTFULLY DONE****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I G DP1**TIME ►** 30 minutes**PURPOSE ►** Experiment with color mixing to learn about primary, secondary and complementary colors.**MATERIALS ►** 9 inch x 12 inch or 12 inch x 18 inch white paper (three pieces per person), very thin tempera paint the consistency of ink (red, yellow and blue), watercolor paints, paintbrushes, plastic spoons, rulers or other straight edge, drinking straws, crayons and/or markers, containers of water, small sponge, newspapers for working surface, pictures of art that is the result of blended colors, nail, string, scissors.**PREPARATION ►** Cover the activity area to protect surfaces. Find a book of art that includes blended colors.**ACTIVITY ►****Straws**

Ask the youth if they have ever made color wheels at home, school, camp or any other place. The colors red, blue and yellow are called primary colors. Because they are colors that, at their truest and purest, cannot be created by mixing other colors. What happens when you mix primary colors and what are these colors called? (Answer: Secondary colors. Red mixed with blue creates purple. Red mixed with yellow creates orange. Yellow mixed with blue creates green.)

Show the youth the pictures you brought in that were made by mixing colors. Tell them they are going to experiment with mixing color.

Place the three tempera colors in separate containers. Mix each with water to make a very thin consistency. Give each person a piece of paper to make a design. Make the paper slightly wet with a small sponge before beginning. This will facilitate the colors running and mingling with each other. Use a spoon to dip out a small amount of one color of tempera paint. Drop two or three drops at random places on the white paper. With a straw, blow down and also across the surface of the paint with the straw, shooting the paint in several directions. Put several drops of the second color on the white paper at random and repeat the same process. Do not let the paints dry between applications. The colors will overlap, and if the paint is wet, they will mingle, creating other colors. Have youth estimate the percentage of each color after they blend. Repeat the same process, using the third color.

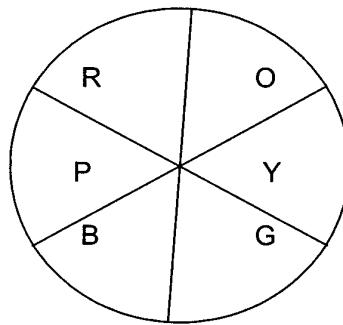
Have youth compare their papers to see the results of the various color mixes. Find out if the primary colors created the secondary colors. Let them know that in order to get a true secondary color, you have to mix equal parts of the two primary colors. (Equal parts means 50 percent of each color.)

Quarters

Fold a white paper in half, widthwise and lengthwise, to make four equal sections. Draw black crayon lines on top of the fold lines. Dip a sponge in water, wring out about half the water. Make one rectangle of paper wet by gently wiping over the surface with the wet sponge. Place drops of red paint on the wet surface. Add drops of yellow paint. The colors will mingle, creating a third color, orange. Continue with the other rectangles in the same manner, but changing the color combinations - second: yellow and blue; third: red and blue; fourth: red, yellow, blue. This will create all the secondary colors, orange, purple and green, as well as a neutral color, brown. When dry, lines, designs and textures can be drawn in the rectangles using crayons.

Color Wheel

Using a nail for the anchor and some string attached to a pen to make the arc, draw a circle on a piece of paper. (This circle is 360 degrees. Divided into six pieces, each angle is 60 degrees.) Carefully cut out the circle. Fold the circle in half and the half into thirds to make the 60-degree angles. Using crayons or markers, color every other section with one of the three primary colors. In the spaces between two primary colors, fill in with the appropriate secondary color.



Use the color wheels to discuss complementary colors. Complementary colors are those colors that are opposite each other on the color wheel. The complementary color of red is green, blue's complementary color is orange, and yellow's complementary color is purple. You can remember a color's complementary color without looking at a color wheel this way: Think of the two primary

colors used to create that color, and it's complementary color will be the primary color not used to create the color. A tertiary (third) color is created when a primary color is mixed with a secondary color. Example: Mix yellow with orange (red and yellow mixed).

THINK ABOUT IT ►

- Were any tertiary colors created during the color mixing activity?
- What happened if you added too much of one color and not enough of another?
- What happened when you mixed all the colors together?
- Talk about the feelings associated with each color.
- What are examples of artworks created by blending colors?

TIPS FOR ACTIVITY LEADER ►

Activity can be messy, make sure all surfaces are covered.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures, may elicit a variety of responses.

V 5.1 Distinguishes among multiple purposes for creating works of art.

M 3.3 Selects and uses appropriate computational methods for a given situation.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.



Camp Fire

ACTIVITY NAME ► UNIQUELY YOU**PROJECT ► ARTFULLY DONE****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 30-45 minutes**

PURPOSE ► Recognize unique and personal qualities; express them in symbols using clay or other sculpting material.

MATERIALS ► Writing paper and assorted colored paper, pens or pencils, air-dry clay or other sculpting material, nail, scissors, string or yarn, 10 12-inch sticks (two or three per person), ink stamp pads (with washable ink), paper towels, waxed paper.

PREPARATION ► Cover the activity area to protect surfaces.

ACTIVITY ►

Human beings are a complex mix of values, beliefs, abilities, likes and dislikes. Every person is different and everyone is unique. Each of us may favor a family member in appearance, but there are things that make us different from our family members. Ask youth to think about all the things that make them unique and have them create a mobile that reflects their uniqueness.

Things that represent something are symbols. Symbols are all around, in mathematics, in culture, in nature. Guide the youth in the following steps to create symbols out of clay that represent who they are.

Have youth make a list of things that define them. List favorite pastimes, family members, favorite animals or pets, things they believe in, qualities

they possess, favorite foods or other favorites. Youth draw symbols to represent each of the items on their lists. Reproduce the symbols using clay. Place a small hole in the clay symbol for hanging on the mobile.

Use all the clay symbols to make a mobile. Tie two sticks together to form an X, and add a third stick if you choose. Attach various lengths of string to each of your personal symbols. Tie the other end of the string to the sticks at various points. Find the center of gravity and the point of balance as sticks are added.

Choose one favorite symbol and make a small reproduction in the clay. Make a disc from the clay and attach the symbol to the disc. Use the symbol on the disk as a stamp. Press the stamp to an ink pad and print the image on several pieces of paper to create personalized writing paper.

Variation:

Use a wire coat hanger or soda straws in place of the sticks.

Have the youth share their mobiles with the group, explaining the symbols they chose, if they wish.

THINK ABOUT IT ►

- How hard was it to come up with symbols that you feel represented who you are?
- If others helped with that process, how did it feel when they were suggesting symbols about you?
- Do you like the artwork that you made? Why or why not?
- Do you often get upset with yourself and become critical of others when you make a mistake or do not perform perfectly? If yes, why do you think that is?

TIPS FOR ACTIVITY LEADER ►

- Encourage the youth to make a list of eight to 10 things that describe who they are. If they have trouble thinking of things that describe who they are, have others in the group offer a few suggestions to get them started thinking.
- Thinned paint in shallow pans can be used in place of ink stamp pads.
- Using a spot of glue on the sticks where the string is tied can help hold the string in place
- If resources are limited, the youth can make ink pad fingerprint art by placing their thumbs on an ink pad and turning their prints into pictures using markers.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

V1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating ideas.

V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures, may elicit a variety of responses.

ADULT FACILITATOR NOTES ►

This activity completes requirement #13 in the Torch Bearer in Arts.

**ACTIVITY NAME ► ARTISTS AND THE ART WORLD****PROJECT ► ARTFULLY DONE****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I G DP1**TIME ►** 30 minutes**PURPOSE ►** Learn the names of famous artists and the major movements in the art world.**MATERIALS ►** Copies of *Art Movements* puzzle (on page 196), *Moments in Art History* (on page 195), pens or pencils, access to the Internet, art books, chart paper, marker.**PREPARATION ►** Make copies of the puzzle. Obtain art books that contain examples of famous art works. A high school or college art teacher would be a good resource. Read *Moments in Art History*. On chart paper, make a poster with two columns: the name of the art periods on one side and the dates on the other. Scramble them up so they do not match.**ACTIVITY ►**

Knowing artists and art movements from around the world and from periods in history can reveal much about the way people lived their lives. Our museums are filled with wonderful works of art that date back to the first century and before. Many renowned artists had religious backgrounds, and their works depicted scenes and people from periods when religious denominations dominated the kingdoms and even countries. Religious artifacts and paintings from those early periods are priceless in today's world, though many artists were poor and destitute at the time their works were created.

Present information from *Moments in Art History*. Introduce the periods and, using the poster, have youth guess the date. Draw a line connecting the correct date with the period. Do this until all of the periods have been covered.

Have the youth complete *Art Movements* puzzle to learn the names of famous artists.

Answers to puzzle:

Primitive, Egyptian, Far Eastern, Greek, Roman, Early Christian, Medieval and Gothic, Renaissance, Impressionism, Modern, Postmodern

The scrambled sentence is *Which art movement do you like the most?*

Using the Internet or resources from the library, ask youth to locate where the artists are from and in what time periods they lived. Discuss what life might have been like in those times. Show art works and have the youth discuss their observations and preferences.

Using the Internet or library resources, ask youth to choose one period from the major art movements and write down some of the details pertaining to that period. Example: What tools were used to create art during that time? Were there any famous artists from that period? Describe a piece of artwork from that period. What would have made it easy or hard to be an artist during that period?

Ask for volunteers to present art movement information to the group.

THINK ABOUT IT ►

- Why do you think that it is important to know artists and art movements?
- Ask if anyone has ever seen any of the works of the artists at a museum. If yes, ask them to tell whose work they saw and what they liked or did not like about it.
- If given the chance to travel in Europe, which artist's works would you like to see?

TIPS FOR ACTIVITY LEADER ►

Schedule time for library and/or Internet use prior to activity. Become familiar with the background information provided and, if desired, additional information on art history, several of the artists and art movements to be able to answer questions that youth may ask. It is appropriate with this age group to send them off to find answers to their own questions. Some art will show explicit body parts such as the sculptures done by Leonardo de Vinci. Discuss this with the group, allowing them to share their thoughts about it.

ADULT FACILITATOR NOTES ►

Schedule time for library and/or Internet use prior to activity.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating ideas.

V 4.2 Understands the historical and cultural contexts of a variety of art objects.



MOMENTS IN ART HISTORY

Art periods define the age and style of art and illustrate the changes societies undergo over time. The changes reflect the culture, climate, social structures and nature of government through the ages. These general periods in art history can be further divided into more specific styles of art, reflecting the significant contributions of artists of the time.

Primitive

30,000-3000 B.C.E. Primitive art includes the Old Stone Age Period with cave paintings; the Middle Stone Age with cliff painting; the New Stone Age with richly decorated pottery.

Egyptian

3200-1070 B.C.E. Elaborate sculptures were used to decorate tombs, including the Great Sphinx.

Greek

3000-150 B.C.E. Gorgeous wall murals and dazzling ceramic ware was created; the Parthenon was built.

Roman/Early Christian

509 B.C.E.-337 A.D. Romans utilized Greek artistic concepts, creating mosaics, fresco paintings and arches.

Medieval

337-1453. Art that reflects Christianity and Islam included carved ships (Vikings), animals depicted in art (Huns), metalwork and stone crosses (Celts). During the Byzantine era, there are mosaics, paintings and small-scale sculptures were created.

Gothic

1000-1500. Gothic style is rooted in architecture and other forms of art and was used to embellish the houses of the Lord.

Renaissance

1400-1600. The Renaissance is considered the most important movement in art history. Oil paint was used, the Mona Lisa was created, and Michelangelo painted the Sistine Chapel ceiling.

1600-1870. Periods include Baroque, Rococo, Neo-Classicism, Romanticism, and Realism.

Impressionism

1870-1890. Works of art from this period depict the effects that light has when it falls on objects in the great outdoors.

Modern

1890-1970. This period includes Post-Impressionism, Cubism, Surrealism, Abstract Expressionism, Op Art and Minimalism.

Post-Modern

1980-Present. Artists experiment with a variety of concepts.

ART MOVEMENTS PUZZLE

RIVIMTEIP

2	12	21	29	10		

PITGAENY

13	18				

RAF NAESETR

	25			14		

GEERK

	22		

MORNA

19	26	5	

LYARE TISHARCIN

		1			15				

MAVLEIDE DAN COGTHI

			20		16		9	24	4	3	

RAESIECNNAS

11		28					

PORIISMSNIEM

	23		27		9			

REDMON

17	6		

SORMNDEOTP

		7				

W

1 2 3 4

5 6 7

8 9 10 11 12 13 14 15

16 17

18 19 U

20 21 22 23

24 1 25

--	--	--

?

26 27 28 29

Unscramble each of the clue words.

Copy the letters in the numbered cells to other cells with the same number.

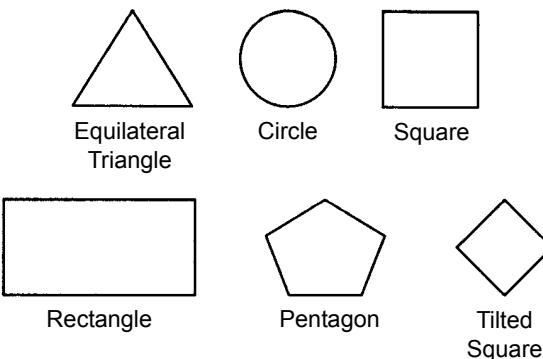


Camp Fire

ACTIVITY NAME ► PATTERNS AND COLOR**PROJECT ► ARTFULLY DONE****LEVEL ►** Six**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Create patterns using linear shapes and add variety using color.**MATERIALS ►** Assorted color crayons, paints or markers, 9 inch x 12 inch white drawing paper.**ACTIVITY ►**

A pattern is a repeated design. The basis of many patterns is simple linear designs or line drawing. A circle is a linear design. Adding color to the repeated design makes the pattern more interesting. Using colors that are in harmony with each other distinguishes the pattern even more. You can create harmony between colors by using all warm or all cool colors in the design. Warm colors are colors where red and yellow are predominant. Red, yellow, orange and any combination of those three colors are considered warm colors. Cool colors are colors where blue and green are predominant. Blue, green, purple and any combination of those three colors are considered cool colors. Remember that complementary colors are those colors that are opposite each other on the color wheel. The complementary color of red is green, the complementary color of blue is orange, and yellow's complementary color is purple.

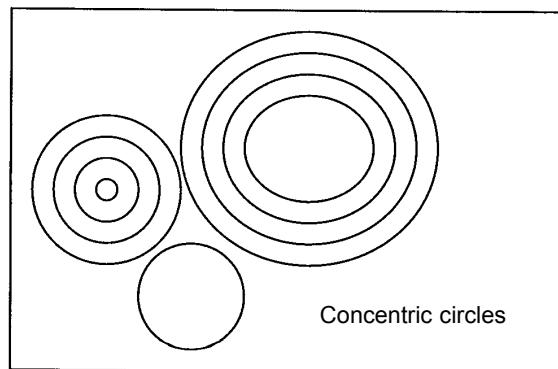
Guide the youth in using a simple shape or linear design and color to create an interesting pattern. Have each youth select one geometric shape: triangle, circle, square, rectangle, pentagon, tilted square.



Have youth select four colors of crayons, markers or paint: suggest they use shades of the same color, complementary colors, all warm colors or all cool colors. Have them draw one shape in the center of the paper with any color crayon. Then ask them to repeat the shape inside the original, each time with a different color, until the center is reached.

Then have them draw the same shape again, either larger or smaller, next to the first and color it in the same manner. Repeat these shapes until the entire paper is covered. Sometimes it will be necessary to draw half a shape to fill in areas. Try the activity again using a different shape.

Construct a group creation from the individual designs: Mount each design on a piece of 9 inch x 12 inch construction paper of a complementary color. Pin or tape up in checkerboard fashion, one right next to the other, with the caption "Accent on Pattern."



THINK ABOUT IT ►

- What did you learn in this activity?
- Do you like the results? Why or why not?
- Did you have a thought in mind that you wanted to communicate in your design? If yes, what was it?
- Do you think that you communicated that thought in your work?

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating ideas.

V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures, may elicit a variety of responses.

ACTIVITY NAME ► GRAVITY ART
PROJECT ► ARTFULLY DONE
LEVEL ► Six

FOCUS ► Skill

CODE ► G DP1

TIME ► 30-45 minutes

PURPOSE ► Explore paint as an art medium using a nontraditional technique.

MATERIALS ► Large paper, assorted color tempera paints (especially red, yellow and blue), plastic wrap, scissors, small bowls, containers to mix paint, plastic spoons, masking tape, sturdy chairs or a ladder, small paper sacks, newspaper or plastic to cover surfaces; Optional: pieces of wood large enough to fit under the paper.

PREPARATION ► Do this activity outdoors on a paved area. Cover any areas to protect surfaces, if needed. Have a water source ready to clean up after the activity.

ACTIVITY ►

Have you ever seen movies or documentaries that showed artists painting in what seems like haphazard ways slinging paint toward a giant wall or canvas or throwing buckets of paint on various surfaces? Have you ever wondered what the artist is trying to convey with that painting style? Have you ever wanted to try painting that way? Have you ever wondered what would happen if you let gravity be in charge of the painting process?

Gravity is the force of attraction between an object and the earth. When an object is released near the ground, it will fall and accelerate, or pick up speed as it descends. The higher the object, the more force it will assume when it hits the ground. That's why paint dropped from a three-foot distance will

splatter more than paint dropped from a one-foot distance. Velocity (speed) of the drop also helps spread paint on impact.

Divide the youth into groups of three. Each group will work together to create paint packets and assist their group members in the painting process. Explain the process to the youth and then allow each team to try its hand at "Gravity Art."

Process: Prepare the painting surface by covering with plastic or newspaper. The covering should extend out about twice the size of the paper being used. Place the paper on the covered surface. Tape the paper to the covered surface or weight the paper down with small stones, if needed.

To prepare paint packets: Cut plastic wrap into 6 inch x 6 inch or 4 inch x 4 inch squares. Place each paint color in separate containers and add water until the paint is very thin in consistency. One person holds a square of plastic wrap at the four corners creating a small pouch while another person spoons the thin paint into the "pouch." Gently twist the corners together with your fingers to seal the pouch.

Place a sturdy chair or ladder next to the painting surface. One youth assists the painter onto the chair and stands by to hold the chair or ladder steady. Another youth hands the painter a paint packet. The painter holds the packet as high as possible, selects a target on the paper and drops the paint packet. (Untwist the packet corners slightly before dropping the packet.) The paint should splatter over the paper. (If the packet does not open up, the paint is too thick in consistency.) The youth with the paint packets removes the plastic from the paper (do this gently and place the used plastic in a paper sack) and hands the painter another packet. Continue the process until the painter is happy with his/her creation. Youth then change places to allow another youth to be the painter. After everyone has created a "Gravity Art" painting, work together to clean the area and dispose of all trash.

Variation: If you have a facility that will allow it, cover an outdoor wall with plastic and then tape the papers to the plastic. The youth can throw the paint packets at the paper. Have a water source with a hose ready to wash away the paint when finished.

THINK ABOUT IT ►

- Why do you think we did this activity?
- What did gravity do to the paint?
- What difference did the height make?
- What did you learn?
- Did you like the art that you made? Why or why not.
- What do you think the art looks like? Do you see any designs in the work?

TIPS FOR ACTIVITY LEADER ►

Encourage the youth to wear older clothes and shoes for this activity. It will be easier for each group of three youth to have their painting supplies close to the painting site. Consider having several containers to mix paint. Paint packets must fall to a solid surface in order to splatter. If outdoors in grassy areas, place a piece of board under the paper.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating ideas.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

S 10.1 Understands general concepts related to gravitational force.

S 10.3 Knows that an object's motion can be described and represented graphically according to its position, direction of motion and speed.



Camp Fire

ACTIVITY NAME ► KEEP IT SIMPLE**PROJECT ► ARTFULLY DONE****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 30 minutes**

PURPOSE ► Use a simple design, item or shape to create a beautiful and interesting picture.

MATERIALS ► Simple designs: paper, scissors, glue sticks, craft glue, old magazine, crayons, markers, or pens, several of the same items from nature (i.e., leaves found on the ground, large blades of grass, pebbles) or other small items (i.e., coins, bottle caps) Painted designs: 12 inch x 18 inch heavy-weight paper (in a neutral color like gray) or cardboard, assorted color tissue paper, liquid starch, small container for starch, paintbrushes, scissors, black crayons, markers or pens.

PREPARATION ► Cover activity area to protect surfaces.

ACTIVITY ►

Have you ever seen a picture or a piece of art that included so many things in it that it was excessive or too flashy? This type of artwork appeals to some people. But, often, art in its simplest form is the most beautiful. Consider some of the things in nature. What would it look like if a flower had petals that were eight different colors?

Simple Designs

Have the youth do one of the following: Collect several of the same type of item (i.e., leaves or flower petals). Select a shape and cut out several of the same shape from one or two paper colors (i.e., water droplet, half moon, star). Cut out several of the same items out of old magazines (i.e., faces, cars, motorcycles).

Use these to create a picture. Glue the items or shapes to the paper in interesting designs. Add details using a single color pen, crayon or marker. The idea is to keep it simple.

Painted Shapes

Choose three colors of tissue paper. Cut tissue paper into 4 inch x 4 inch squares. Fold each in half. Cut out two or three shapes of various sizes on the fold of the paper. Hint: Stack the papers and cut several at one time. Using a paintbrush, apply liquid starch to the heavy paper or cardboard. Lay tissue shapes on, covering each with liquid starch. Overlap the shapes to create interesting color mixes. When dry, outline the shapes with black crayon, add lines, dots, etc.

Find examples in magazines or books of simple art or simple designs. Share and discuss them with your group or family.

THINK ABOUT IT ►

- What images do the designs remind you of?
- Which do you like best, simple designs or designs that use excessive images?
- Have you ever seen a jigsaw puzzle that was created from a picture of several of the same thing? (Examples: all coins, the same piece of stemmed glassware stacked together, all bubbles) Do you think this type of design makes the puzzle harder or easier to piece together?
- Did you like the art that you made? Why or why not?

TIPS FOR ACTIVITY LEADER ►

Take the youth for a walk outside to look for items in nature for their artwork. Remind them to collect only things that are lying on the ground.

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.

Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating ideas.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

**ACTIVITY NAME ► CYLINDERS AND STRING****PROJECT ► ARTFULLY DONE****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 45 minutes****PURPOSE ►** Learn more about the technique of printing and relief printing.**MATERIALS ►** Cylinder style containers, tin cans, salt or oatmeal containers with lids, etc; strings and yarns (varying in thickness); scissors, white glue or hot glue gun and glue sticks, tempera paint, paintbrush, pieces of wooden dowel rod, banner paper to print on, long strips or 9 inch x 24 inch construction paper, flat pans for mixing, white drawing paper, (any size 9 inch x 24 inch works well), newspaper for working surface, book or other flat, heavy object, optional: watercolor paints, chalk, crayon, felt, fabric scraps.**PREPARATION ►** Cover the activity area to protect surfaces.**ACTIVITY ►**

Printing is a technique that dates all the way back to 770 AD. Printing is most easily defined as placing (or transferring) an image onto paper (or other surfaces) using a pigment (ink, paint, etc.). There are different types of printmaking techniques. A familiar technique is called stenciling. Another printmaking technique is called “relief printing.” This process involves applying ink to a raised image and then pressing it to a surface, like paper, in order to transfer the image. Rubber stamps are a type of relief printing. The advantage of this printing technique is that it uses a variety of items to print with. An example is cutting shapes

out of felt and gluing them to a block of wood to make a relief print. Tell youth they are going to make printing cylinders using the technique of relief printing.

Guide youth in preparing cylinders to use in the relief printing process.

Prepare the cylinder. If using tin cans, cut out the top and bottom of the can with a can opener, leaving a cylinder. For safety, bind the edges of the can with masking tape so there will be no sharp edges. If using a cardboard cylinder, such as an oatmeal container, punch a hole in the middle of the top and bottom and insert a piece of wooden dowel to facilitate the rolling of prints.

Glue string or yarn in any desired pattern around the outside of the cylinder. Use loops, spirals, squiggles or any other shapes to create your design. Let dry thoroughly. Or, use hot glue to attach the string (this reduces the need for drying time). Follow all safety guidelines for using hot glue guns.

To print: Place thinned paint in a flat pan and press the cylinder on the paint or paint the string with a brush, thoroughly saturating the string with paint. Do not leave excess dripping paint on the cylinder. Then place one hand inside either end of the cylinder and roll across the paper.

When youth have an understanding of the process, encourage them to be creative with their cylinder printing. Suggest that youth:

- Experiment with over-prints in different directions. If the painting is done carefully, several colors may be put on the roller at one time.
- Combine the printing technique with other art techniques: roller prints over watercolor washes, chalk or crayon designs.
- Add felt or fabric cutouts, rickrack, fabric trims with string and yarn to create interesting designs on the cylinder.

Variation:

Fold the 9 inch x 12 inch piece of white paper in half, vertically or horizontally.

Put paint in a flat pan; add water until the paint is thin in consistency.

Put a 15 to 18 inch piece of string into the paint, holding a few inches of one end. Take it out, pulling the string through the thumb and forefinger to remove the excess paint.

Lay the string in a wavy pattern on one half of the white paper. Let the unpainted tail stick out of one end. Fold the other half of the paper on top of the string. Hold secure with a book or other heavy object. Carefully pull out the string with a swift continuous pull.

Additional Suggestions:

Use more than one color. Let the first color dry before adding another.

Make more than one print on the paper. Lay the string in another position on half of the paper and repeat the process.

Combine with other media: on top of tissue collages, finger-paintings, watercolor washes.

THINK ABOUT IT ►

- What did you like or dislike about this activity?
- Did you learn anything new about art? If yes, what?
- Do you like the art that you made in this printing activity? If yes, what do you like about it? If no, what don't you like about it?
- What ideas are conveyed by the pieces you made?

ADDITIONAL ACTIVITY ►

Use the cylinder containers to demonstrate the mathematical concept of pi. In pairs, youth wrap a piece of string around the cylinder. This is the circumference. Using another string, measure across the opening of the cylinder (the diameter). The “diameter” string always fits into the “circumference” string a little more than three times (3.14).

TIPS FOR ACTIVITY LEADER ►

If using a hot glue gun, consider all safety precautions (surface, dripping glue, first aid). While youth are waiting for the glue to dry, have them do the string painting.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

M 4.7 Understands formulas for finding measures.
V1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating ideas.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► FISH WEAVING
PROJECT ► ARTFULLY DONE
LEVEL ► Six
FOCUS ► Skill
CODE ► I or G DP1
TIME ► 30 minutes

PURPOSE ► Use paper and a simple weaving technique to create a mobile or a seascape.

MATERIALS ► Assorted color construction paper, ruler, glue sticks, scissors, tissue paper or tissues, sticks or soda straws for mobile, nylon thread or fishing line, needle or paper punch, markers; optional: large sheets of colored paper and assorted color tissue paper to create seascapes, white craft glue, containers for water, brushes.

PREPARATION ► Cover activity area to protect surfaces.

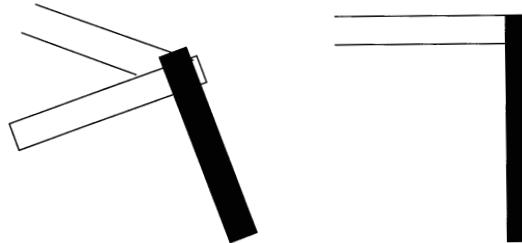
ACTIVITY ►

Tell the youth that weaving is a technique that can be used to create things like baskets, hats, rugs and bags, and it is the basis for creating many patterns in fabrics. A variety of fibers can be used for weaving. The most common is plant fibers. Paper cut into strips can be used to weave interesting items such as paper baskets, mats and other holiday projects. This activity involves weaving paper strips to create fish that you can put together in a mobile.

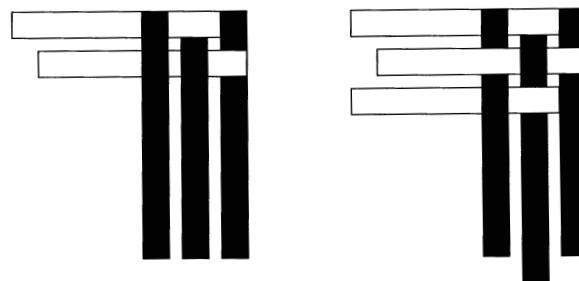
Select two colors of construction paper. Cut the paper into 1 inch x 12 inch strips.

Each fish requires six strips of construction paper, three in one color and three in another. Select the paper strips to make the first fish.

1. Fold all six strips in half.
2. Using two strips, one of each color; slip one strip over another to interlock in a V shape and glue the outer edges into place.



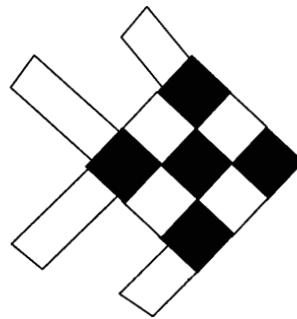
3. Slip two strips on one of the crossed strips and one on the other crossed strip. One of the two strips will be on the outside fold and the other on the inside fold. Slip another strip on the opposite crossed strip on the inside fold. Add the last strip on the outside fold.



4. Weave in the other three strips in the other direction, doing a sort of double weaving: one half of the strip on one side of the fish and the other half of the strip on the other side. You will in fact be able to slip your fingers inside of the fish. Once all six strips have been woven to create the correct pattern, the fish can be stuffed with a piece of crumpled tissue paper to give an added three-dimensional effect.

5. Secure all strips in place with glue or paste.

Trim some of the unwoven portions of the strips to create fins. Leave other strips long to create the tail.



6. Add eyes or other details using markers.

7. Repeat the process to create as many fish as need for a mobile.

8. Tie sticks or straws together to make the cross arms for a mobile. Attach nylon thread or fishing line to each fish and tie to the arms of the mobile.

Optional:

Use the fish to create a seascape or create a paper sculpture using the fish. Try layering different color tissue paper cut in the shape of long leaves to create water plants for a seascape. Add water to white craft glue until it is a thin consistency to use in layering the tissue paper pieces to the background paper.

THINK ABOUT IT ►

- Ask the youth and discuss: Have you ever made anything by weaving paper strips before?
- Even though this was a very simple weaving process, were there times when it seemed confusing?
- Did you experience any frustration? How did you handle the frustration?
- How did you decide what to do with the fish after you made them?

TIPS FOR ACTIVITY LEADER ►

Practice making the woven fish prior to meeting with the youth so you understand the process and can explain and demonstrate it to the youth.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

V 2.1 Knows some of the effects of various visual structures and functions of art.

V 3.2 Knows different subjects, themes and symbols (through context, value and aesthetics) which convey intended meaning in artworks.

**ACTIVITY NAME ► LEATHERWORKING****PROJECT ► ARTFULLY DONE****LEVEL ►** Six**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn simple leather working techniques.**\$MATERIALS ►** Paper, pencils, scrap pieces of leather, paint pens or permanent markers, scissors, large nail, mallet or hammer, leather or plastic lacing, small piece of wood (1/2-inch thick); optional: obtain tools for leatherworking or purchase kits to make key holders, wallets or other simple items.**PREPARATION ►** Check with your local leather or hobby store to see what is available. Look for booklets or instructions in basic leatherworking. Have the youth check the Internet for information on leatherworking. Obtain leather scraps from a leather or hobby store.**ACTIVITY ►**

Leatherworking is the art of decorating leather, and it dates back to prehistoric man. Archaeologists have found leather pieces scattered wherever ancient man roamed. They have been found in the tombs of Egypt. Romans decorated and used leather for shields and protective clothing. In the Middle Ages, leather was used for boots, caps, saddles and decorated chairs. The conquistadors had beautifully decorated saddles of leather that they brought with them to the new world. Today astronauts and nuclear scientists have protective gear made of leather.

Leatherworking can be an interesting hobby or, if you perfect the craft, a satisfying career. Leather is flexible and can be fun to work with. There are four basic ways to decorate leather: painting, carving, stamping and lacing. The more intricate and interesting the design is, the more technique and skill is involved.

Ask the youth if they have ever seen anything that was crafted from leather? Do they own anything crafted out of leather?

Paint on Leather

Distribute leather scraps and have the youth cut the scraps into bands or shapes and then paint symbols or other designs on the leather using permanent marker or paint pens. Encourage the youth to create a design on paper before starting to paint the leather. They could even transfer the design from the paper to the leather.

Before or after the youth have painted the leather, have them punch holes in leather bands and use leather or plastic lacing to create wrist bands. Punch holes for the lacing using a large nail and a mallet or hammer. Place a small piece of thick wood behind the leather to protect the work surface.

If you have leather tools, let the youth learn and practice leather carving, using a swivel knife or leather stamping, using various stamps and a mallet. Be sure to follow all the directions for these processes.

Variation: Purchase individual kits for youth to make a wallet or key holder using leather lacing.

THINK ABOUT IT ►

- What did you like about working with leather?
What did you dislike?
- Is the item you made both practical and a work of art?
- What other things could be made with leather?

TIPS FOR ACTIVITY LEADER ►

If the youth choose to send more time on learning the techniques of leatherworking, you may award more *Discovery Points* to the youth (approximately one point for each hour).

ADULT FACILITATOR NOTES ►

Completion of this activity meets requirement 15 for the Torch Bearer in Art. A description of Torch Bearer projects and list of requirements are in the supplement to the *Discovery Record Book*.

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- B 1.5 Understands that various factors affect decisions that individuals make.
- V 4.2 Understands the historical and cultural contexts of a variety of art objects.
- V 5.1 Distinguishes among multiple purposes for creating works of art.

**ACTIVITY NAME ► COMMUNICATE WITH ART****PROJECT ► ARTFULLY DONE****LEVEL ► Six****FOCUS ► Leadership****CODE ► I or G DP1****TIME ► 30 minutes**

PURPOSE ► Use the technique of paper tearing to create symbols for communicating with others.

MATERIALS ► 9 inch x 12 inch or 12 inch x 18 inch black or dark blue construction paper, scraps of all colors of construction paper and/or any other kind of paper, markers, white glue or glue sticks.

PREPARATION ► Decide which activity to do. Make copies of *Communicate with Art* (on page 211) and cut apart the pieces to give to partner A and B. Make enough copies so that each person has either an A or B.

ACTIVITIES ►**Pictures Speak**

Tell youth to imagine they live in a time thousands of years ago when people living in one community spoke a different language than the people living in the next. Since verbal communication would be impossible, they would have to find a way to communicate visually.

Divide the youth into pairs. Tell them that they are going to find a way to communicate with their partner who comes from a different primitive community and does not speak the same language. It is important to the survival of both communities that they get information from each other. Give each youth a piece of black or dark blue paper for the background. Tell them to select only one color of paper from the scraps available.

Give each partner the information about their community and a set of questions to ask their partner. They will alternate asking questions, based on the number of the question. Tell the youth the only way they are allowed to communicate is with pictures and symbols. Tear scraps of paper to make symbols or tear small pieces to overlap and draw the information requested. Encourage the youth to use geometric shapes, or piece together a picture, overlapping pieces when needed in an attempt to communicate a message or ask a question.

Glue or paste all the pieces on the background paper if desired.

Information Signs

Have the youth work in pairs to create advertisements or other informational signs using only the two colors of paper and the torn paper method. After the partners have finished, have them show their sign or ad to others in the group to see if they can understand the meaning.

THINK ABOUT IT ►

- Have you ever seen cave pictures or petroglyphs?
- If you have, were you able to understand the stories or messages they told?
- How many different ways were used to communicate messages or stories?
- How did you know that what you communicated was understood?
- Did you learn something about communication that will be helpful in the future? If so, what?

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
V 2.2 Understands what makes various organizational structures effective (or ineffective) in communication of ideas.



COMMUNICATE WITH ART

Partner A

You live in a heavily wooded area where there are lots of animals to hunt for food, but very few sources of water. Your community can find many nuts and berries close to where you live, but it is difficult for the people to grow other foods. You live in structures made of wood and animal hides. You are able to make tools and clothing from the bones and hides of animals.

Using only the paper tearing method to create a visual image (no talking; you may shake or nod your head), alternate asking your partner the following questions and answer the questions you are asked.

Question 1: Do you know where to find water to drink?

Question 3: What do you eat?

Question 5: What type of shelter do you live in?

Question 7: Are there many children in your community?

Partner B

You live close to a river beyond a mountain range. There is plenty of water where you live. There are not many animals to hunt, but your community is able to grow corn and other vegetables. You live in caves and other structures created of stone. You live in a large community with 400 adults and 150 children.

Using only the paper tearing method to create a visual image (no talking; you may shake or nod your head), alternate asking your partner the following questions and answer the questions you are asked.

Question 2: Are there animals to hunt for food where you live?

Question 4: What type of shelter do you live in?

Question 6: Do you have tools that could be used for digging?

Question 8: How do you keep warm when the air is cold?

ACTIVITY NAME ► TORCH BEARER IN ARTS**PROJECT ► ARTFULLY DONE****LEVEL ► Six****FOCUS ► Take It to the Limit**

CODE ► I or G DP0 (Youth earn Torch Bearer emblem #B22100 instead of *Discovery Points*.)

TIME ► The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.

PURPOSE ► Further knowledge, skills and leadership in the creative arts.

MATERIALS ► Check each activity selected in the project to determine materials and supplies needed.

PREPARATION ► If the youth have never worked on a Torch Bearer Project, read the directions on how to complete a Torch Bearer. A description of Torch Bearer projects and list of requirements are in the supplement to the *Discovery Record Book*. If the youth are familiar with how to complete a Torch Bearer Project, have them select the activities they want to complete and then make preparations accordingly.

ACTIVITY ►

If the youth completed either of the activities “Uniquely You” (on page 191) or “Leatherworking,” (on page 207), they are on their way to completing a Torch Bearer inArts Appreciation.

Have the youth choose the level that challenges them – beginning, intermediate or advanced. Select the appropriate amount of activities for the chosen level, remembering to select the EXTREME activities needed. Have them record their activity selections and their progress on the Torch Bearer Planning Sheet.

THINK ABOUT IT ►

- How did this Torch Bearer increase your knowledge, skill and leadership in art?
- How can you incorporate these activities into your daily life?
- What new experience was the most fun?

TIPS FOR ACTIVITY LEADER ►

Encourage the youth to have fun while extending their knowledge in this area. Have them consider needed resources, such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

If working as a group, assure the health and safety of the youth during planning and implementation of their project. Also, this activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.



Camp Fire

FAMILY TAKE-HOME PAGE

As a result of the project youth develop skills and increase appreciation for art as leisure time activity.

This project supports the following Camp Fire outcomes.

Outcome	Activity											
	What's In a Name?	Mix and Mingle	Uniquely You	Artists and the Art World	Patterns and Color	Gravity Art	Keep It Simple	Cylinders and String	Fish Weaving	Leatherworking	Communicate with Art	Torch Bearer in Arts
Youth will have an opportunity to learn from mentoring relationships with adults.				X								
Youth will be culturally tolerant and will value representation from diverse populations.											X	
Youth will be able to communicate their point of view effectively.	X	X	X	X	X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	X		X	
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X

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

AT HOME ►

Create an at-home night on the computer and download pictures or sculptures from various art periods and develop your own art quiz.

As a family, visit an art museum and look at paintings from a variety of styles and periods of history. See how many different periods you can identify.

Make sugar cookies together and frost them with colored icing using what you have learned about primary colors and color mixing. Mix food color with sugar in a small bag to create home made sprinkles. Mix colors to create a variety of colored sprinkles to put on the cookies.



TRAIL TO CREATIVITY

LEVEL ► Six

PROJECT ► STRIKE A CHORD

PURPOSE ► As a result of the project, youth will practice listening skills and develop a greater awareness of music.

ACTIVITY CHOICES ►

Activity Name	Focus
Music Video	Knowledge
Sound \$	Knowledge
Sing	Skill
Thump, Bump and Rap	Skill
Build a Band	Skill
Sound to Music	Skill
Lead Others	Leadership
Be a Radio Producer	Leadership
On the Street Interviews	Take It to the Limit

YOUTH OUTCOMES ►

Outcome	Activity								
	Music Video	Sound	Sing	Thump, Bump and Rap	Build a Band	Sound to Music	Lead Others	Be a Radio Producer	On the Street Interviews
Youth will be able to communicate their point of view effectively.	X	X	X	X	X		X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X			X	
Youth will be able to practically apply their academic learnings.						X			X
Youth are willing to engage in personal growth activities.						X			
Youth will be able to plan sequentially.							X		
Youth will be culturally tolerant and will value representation from diverse populations.									X

EDUCATION STANDARDS ►

Activity Name	Standards
Music Video	LA 4.4, LA 7.4, MU 7.3
Sound	MU 6.3, S 9.4
Sing	B 3.3, LA 7.4, MU 1.1
Thump, Bump and Rap	MU 6.3, B 2.6, M 1.2
Build a Band	LA 7.4, MU 6.3, M 1.2
Sound to Music	S 9.7
Lead Others	B 1.5, B 2.7, MU 1.1
Be a Radio Producer	LA 4.4, LA 7.4
On the Street Interviews	LA 8.11, B 2.4, B 3.8

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00115) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ACTIVITY LEADER ►

- Use music from different cultures.
- Play music when youth are arriving or working in groups.
- Teach lengthy songs in phases.

**ACTIVITY NAME ► MUSIC VIDEO****PROJECT ► STRIKE A CHORD****LEVEL ► Six****FOCUS ► Knowledge****CODE ► G DP1****TIME ► 30-45 Minutes**

PURPOSE ► Understand the importance of music videos to the music industry and analyze the role that music plays in popular culture; explore different types of music and practice the skills to plan and do a group project.

MATERIALS ► Music and music videos and a way to play them, newsprint or large paper, markers,

PREPARATION ► Select a music video that youth are not familiar with to show to the group. Invite the youth to bring a favorite music video.

ACTIVITY ►

Tell the youth that this activity has two parts. First, they will sample music and interview a partner, and then they will review a music video.

Have the youth work in pairs. Ask the youth to share with their partners the examples of popular music that they brought. After listening to his or her partner's selection, each partner will conduct an interview of the other, asking the following questions:

- What is your favorite type of music?
- Do you like the music loud or soft? Why?
- How much time do you spend listening to music each day?
- What is it that you really like about the music that you have brought?
- Have you ever seen a video that uses this music?

- The first time that you saw the video for this song, did it match your interpretation from just listening to it?
- Does the video of the song influence your liking of it?
- Have you ever seen this artist live? Did he or she meet your expectations?

Have youth watch a music video for a song they are unfamiliar with. Do not turn on the sound. Ask them to record their impressions based solely on what they see and observe. Elements to consider include imagery (how does it look?), characterization (what are they doing?), camera angles, lighting and tone (is the overall tone of the video humorous? serious? wild?). Next, have youth listen to the lyrics of the song itself, without the visuals and record their impressions. Elements to consider include style of music, lyric content, themes, imagery, rhythm and repetition. After completing this step, ask youth to write down their observations. Consider the following: Are the video and the song compatible? Do they tell the same story?

THINK ABOUT IT ►

- Were you biased in your interpretation of the song after seeing the video? (Youth might like to try this exercise in reverse, listening to a new song first and then studying the video.)
- Does the video add depth or value to the song?
- Is the video a marketing ploy? How?
- Which would convince you more to buy the song, seeing a video or hearing the song?

TIPS FOR ACTIVITY LEADER ►

Ensure that equipment has been secured for the activity and that it works properly.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 4.4 Uses a variety of sources to gather information for research topics.
- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- MU 7.3 Understands the function music serves roles of musicians and conditions under which music is typically performed in various cultures of the world.



Camp Fire

ACTIVITY NAME ► SOUND**PROJECT ► STRIKE A CHORD****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I G DP1**TIME ►** 20 minutes**PURPOSE ►** Understand how sound is created and travels; know what is meant by pitch.**MATERIALS ►** Stainless steel spoons of varying sizes (old teaspoon and soup spoon sizes are ideal; spoons made of aluminum will also work), wooden sticks or spoons, string, two paper cups, pushpin, paper clips, scissors.**PREPARATION ►** Gather materials. Try to find metal spoons in a variety of sizes.**ACTIVITY ►**

Ask the youth what sound is. Have they ever heard anyone play a steel drum? A drum is a percussion instrument. It is played by striking the drumhead with sticks. When the musician's stick hits the surface of a steel drum, the metal vibrates. These vibrations set air particles in motion and when this motion reaches our ears, we detect it as sound.

In this activity, youth will build a steel percussion-type instrument. The sound maker won't be constructed from oil drums. Instead, they will use stainless steel spoons. With this note-playing "instrument," youth will observe the effects of mass and tension on pitch. Pitch is a music term to describe the difference between high and low sounds.

Cut two lengths of string, each about 11 inches long. Use a pushpin to punch a small hole in each of the two paper cups. Each hole should be centered in the bottom of the cup. Pass a string halfway through each cup. Tie a paper clip onto the string end that extends through the inside of each cup. Pull the string taut so that the clip is pulled flat against the inside bottom of the cup (like a string telephone). Tie the free end of one string to the small spoon. Tie the free end of the other string to the large spoon. Place one cup over your ear. Its attached spoon should dangle freely. Strike the hanging spoon with another metal or wooden utensil.

Have the youth describe the sound they hear. Listen to the sound that is made when they strike the other spoon. How are the sounds similar? How are they different?

Now, have the youth bend the large spoon just below the spoon's bowl. Strike it again. Has the sound changed? Place different bends in the spoons to produce a variety of pitches.

Ask the youth what the relative pitch made by an even larger spoon would be. After they have guessed let them try it to find out if they had the right answer (the larger the spoon, the lower the pitch).

THINK ABOUT IT ►

- How does the large spoon sound compared to the small spoon? (The large spoon produces a sound of lower pitch.)
- Why does bending the spoon change its pitch? (The bend places a tension in the metal that alters the frequency at which it vibrates.)
- What are two ways to change the pitch created by a vibrating object like a spoon? (Change the size or tension in the vibrating material.)
- Why do the sounds produced by these vibrating spoons seem so loud? (Instead of traveling through air, the sound vibrations travel along the string. Since solid material is a better conductor of sound, it transfers a much louder noise.)
- What is the relationship between the area of the spoon and the pitch of the note it produces? (The larger the note area on the spoon, the lower the pitch it produces.)
- What is sound that is organized into patterns? (Music)

TIPS FOR ACTIVITY LEADER ►

When gathering spoons, be sure to use old spoons no longer being used. Thrift stores or yard sales usually have inexpensive items.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

MU 6.3 Understands the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions.

S 9.4 Knows that vibrations move at different speeds in different materials, have different wave lengths and set up wave-like disturbances that spread away from the source.

**ACTIVITY NAME ► SING****PROJECT ► STRIKE A CHORD****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 30 minutes****PURPOSE ►** Understand the benefit of folk music and singing together.**MATERIALS ►** *Makin' Music With Camp Fire*; optional: other songbooks.**PREPARATION ►** Check the library or borrow songbooks that contain songs (with musical notation) that the group does not know. Obtain a copy of *Makin' Music With Camp Fire* (available from the Official Camp Fire Merchandise Catalog, #D08000).**ACTIVITY ►**

Talk about where people learn songs – camp, place of worship, family, etc. Explain that songs that people learn from one another are a kind of folk music. Folk music is music typical of a nation or ethnic group, known to all segments of its society, and preserved usually by oral tradition. In the 19th century, folk songs came to be considered a “national treasure,” on a par with cultivated poetry and song. Since the 1890s, folk music has been collected and preserved by mechanical recordings. After World War II, archives of field recordings were developed throughout the world. While research has usually dealt with “authentic” (i.e., older) material not heavily influenced by urban popular music and the mass media, the influence of such singer-songwriters as Woody Guthrie, Pete Seeger and Bob Dylan expanded the genre to include original music that largely retains the form and simplicity of traditional compositions.

A strong tradition of songs has been with Camp Fire throughout its history. The songs that are taught at camp create lasting memories and remind campers of their experience. It is often the songs that linger the longest in one's lifetime.

As a group, find two songs that are new to the group. Look through *Makin' Music With Camp Fire* or any other songbooks you may have and choose two songs that are of interest to you. Choose a song leader from the group who can read music and is able to lead the group. This could be more than one person. Learn the songs. Sing them as a group.

THINK ABOUT IT ►

- Of the two songs selected, which did you like better?
- How did the group go about the task of choosing?
- What are some specific examples of when the group cooperated in completing the task?
- Was it hard to choose a song without knowing it?
- What influence does folk music have on our culture?

TIPS FOR ACTIVITY LEADER ►

Have a variety of sources for youth to use when selecting songs.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
MU 1.1 Sings, alone or with others, a varied repertoire of music.



Camp Fire

ACTIVITY NAME ► THUMP, BUMP AND RAP**PROJECT ► STRIKE A CHORD****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 30 minutes****PURPOSE ►** Learn and participate in the oldest form of music.**MATERIALS ►** Short dowel rods or sticks, metal spoons.**PREPARATION ►** Ask the youth if they know that rhythm is the oldest form of music known to man. Organized music begins with rhythm. Rhythm starts as a simple beat using drums or hand clapping. Tell youth they are going to learn a rhythmic clapping exercise from the Congo. It is actually simpler than it looks.**ACTIVITIES ►****Create Music**

Divide participants into four groups. Group one will keep the basic rhythm by clapping each beat:

1 2 3 4

After group one has established the beat, demonstrate the beat and have Group two clap:

1 pause 3 pause

After groups one and two have a grasp on their parts, start the rhythm of group three. Group three claps:

1 2 pause 4

After group three has added to the rhythm of groups one and two, demonstrate the beat and have group four clap:

1 pause 3 4

At any time, if one group loses the beat, simply guide the group back into their rhythm pattern by clapping with them. Once everyone is clapping his or her part of the rhythm, encourage the youth to listen to the music they have created.

Let the youth think of other rhythm patterns the groups could try to create a different sounding pattern.

Rhythm Talk

Have youth create a way to communicate with each other using rhythmic clapping or drumming. They could do this with hand claps, tapping sticks or metal spoons together or drumming with their hands on a table top. Example: one clap, tap or click means "no."

Tell the youth their new language will resemble something like Morse Code.

THINK ABOUT IT ►

- What did you learn by doing this activity?
- In what ways did you contribute to the rhythm activity?
- How did you know that what you were trying to communicate using rhythm was understood?
- Why do you think people thousands of years ago started making rhythmic sounds?
- What does a drummer do in a band? How important is rhythm to band or vocal groups? Why?
- Name some cultures that specifically use rhythm such as drum beating during ceremonial or special events.
- What does rhythm have to do with the music form "rap"?

TIPS FOR ACTIVITY LEADER ►

This activity will be loud. You may want to do this activity outside or away from others.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

MU 6.3 Understands the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions.

B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

**ACTIVITY NAME ► BUILD A BAND****PROJECT ► STRIKE A CHORD****LEVEL ►** Six**FOCUS ►** Skill**CODE ►** G DP1**TIME ►** 45 minutes**PURPOSE ►** Use creativity to invent simple musical instruments.**MATERIALS ►** Construction supplies: large recycled plastic containers, 2-foot sections of 1 inch x 2 inch boards, 2 inch x 4 inch wooden blocks, various weight fishing line (assorted grades), small ($\frac{1}{4}$ -inch) eye hooks, assorted rubber bands, small nails, sandpaper, recycled pop or soda cans, dried beans, mop or broom handles/assorted dowel rods (in 1-foot pieces), combs, tissue paper, waxed paper, paper towel rolls, assorted size aluminum pie pans, 3-inch PVC pipe in 4-foot sections, wooden hoops/embroidery hoops, jingle bells, large coffee cans with lids, beeswax; tools: hammer or mallet, pliers; assembly and decorating supplies: hot glue guns and glue sticks, super glue, craft glue, masking tape, clear tape, tempera paint, brushes, permanent markers.**PREPARATION ►** Cover the activity area to protect surfaces.**ACTIVITY ►**

Ask the youth what types of instruments can be found in a band (any type of band). If they could choose an instrument in the band, what would they play? How were instruments made before technological advancements that allowed them to be electronic in nature and mass produced? (They were made by hand from natural materials).

Place all the tools, supplies and materials where youth may review and select the items needed to create their own instrument. Examples: banjo, percussion style-instruments, rhythm instruments. Have the youth choose an instrument, think about how it can be constructed, design it and make it. When youth have completed instruments, ask that a volunteer begin tapping, shaking, hitting, beating, humming, jingling, etc., a specific rhythm. When the rhythm has been established ask several more youth to join in with their instruments. Continue until all are playing the same rhythm. Now, choose a song and use instruments to keep the rhythm and beat to the song.

Encourage the youth to make unusual instruments, such as a Didgeridoo (Did-jur-e-doo) from Australia, made by using PVC pipe and beeswax. Lightly sand the PVC pipe and decorate it with paint, markers and tape. Using a 1-inch-wide strip of beeswax, approximately $\frac{1}{4}$ -inch thick, mold it around one end of the PVC pipe. This becomes the mouth piece. To play, place entire mouth inside the pipe and, keeping lips loosely together, blow into the pipe. It should create a low, deep tone.

THINK ABOUT IT ►

- * What instruments were chosen in this activity?
- * Were you surprised at the variety of instruments?
- * How did you decide what instrument to make?

TIPS FOR ACTIVITY LEADER ►

This activity has a tendency to get loud as youth test their instruments and then begin to play them as a group. You may want to do the activity outside or away from other people.

ADULT FACILITATOR NOTES ►

Supplies, tools and construction materials may be purchased or donated by a local building supplies company. Youth may be asked to supply some of the materials.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
MU 6.3 Understands the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.



Camp Fire

ACTIVITY NAME ► SOUND TO MUSIC**PROJECT ► STRIKE A CHORD****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 30 minutes**

PURPOSE ► Learn how to produce and influence musical sounds by modifying frequency.

MATERIALS ► Plastic soda straws, scissors, a variety of glasses (must be glass). (Note: Wine glasses work best because of their shape and the thin glass. Water goblets will also work. Experiment with various shapes, sizes and kinds of glass; the thinner the glass, the better the sound.) Metal butter knife or spoon, fine-point permanent markers, pitcher of water, paper, pens or pencils.

PREPARATION ► Cover the activity area where water is used to protect surfaces.

ACTIVITY ►

Music is sound waves organized into patterns. Sound waves are produced by vibrations. The speed of the vibration or the frequency changes the pitch of the note or sound. Fast vibrations create a high pitch, and slow vibrations create a low pitch.

In some musical instruments, the vibration is created by striking one item with another, like a drum or other percussion instrument. In other instruments, the vibration is created by air moving across or through a reed. Some of the main instruments in an orchestra or band use “wind” to create a vibration in a reed to make a sound. Most reeds are made of wood. But, in this activity, youth will use a straw to make a crude reed-like instrument to experiment with producing sounds.

Reed-type Instruments

Cut a 1½-inch-long piece from a plastic straw. Press and flatten one end together and cut it to a point. The straw becomes a sort of mouthpiece or a rather crude reed. Place the cut end between your lips and close your lips to bring the two sides close together. Blow through the straw until the cut end vibrates and produces a sound. You may need to blow very hard and vary the pressure with your lips to produce the sound. If you can't make a sound, flatten the cut end more and try moving it further into your mouth. Once you are producing a sound, keep blowing and cut off small bits (¼ inch at a time) of the straw to hear how the sound changes. You can also try a longer length of straw. The trick is to flatten the cut end enough to create the vibration that produces the sound.

Percussion-type Instrument

Working with a partner, start with one glass and tap it gently with the metal utensil. While tapping the glass, pour water into it about an inch at a time. Listen and have your partner record how the sound changes as the water level increases. Repeat the procedure with different glasses and record the effect the shape or type of glass has on the sound generated. Repeat the process. Instead of tapping the glass with the utensil, wet your finger and rub it around the edge of the glass until a sound is produced. (Make sure your finger is clean before you start and keep it wet. It takes a little practice and patience to produce the sound.) Try to fill separate glasses so that you are able to play a simple tune with the knife or by rubbing the glass with your finger. (Try “Mary Had a Little Lamb” or “Twinkle Twinkle Little Star.”) If you can tune the glasses to specific notes, mark the notes on the glasses and indicate the water level with a marker. (Use rubbing alcohol to remove the permanent marker.)

Experiment and see who can master the glasses to play more complex music. Have the youth use two straws (one slightly larger than the other) to create a trombone-like instrument.

THINK ABOUT IT ►

- How does changing the length of the straw affect the sound?
- How does the sound produced relate to frequency of the vibrations? (High frequency or pitch = fast vibrations; low = slow vibrations.)
- Can you explain how the amount of water changed the frequency of the vibration?
- If your finger moved faster or slower around the rim of the glass, does it change the frequency of the vibration and change the sound?

TIPS FOR ACTIVITY LEADER ►

- The musical straw can be very loud. Let the youth know that they will only have a few minutes to experiment with the sound and then put the straws away.
- Definition of frequency: the number of cycles or completed alternations per unit of time of a wave.

ADULT FACILITATOR NOTES ►

This activity may become loud when youth have completed their musical straw, so do it outside or away from other people.

YOUTH OUTCOMES ►

- Youth will be able to practically apply their academic learnings.
- Youth are willing to engage in personal growth activities.

EDUCATION STANDARDS ►

S 9.7 Knows that vibrations move at different speeds in different materials, have different wavelengths and set up wave-like disturbances that spread away from the source.

**ACTIVITY NAME ► LEAD OTHERS****PROJECT ► STRIKE A CHORD****LEVEL ► Six****FOCUS ► Leadership****CODE ► I or G DP2**

TIME ► This activity will require two meetings; one to plan and the other to lead the activity. Each part may require between 30-45 minutes.

PURPOSE ► Develop planning and leadership skills by presenting an activity to a group.

MATERIALS ► Paper, pens or pencils; optional: large paper and markers to record group discussion.

PREPARATION ► Review the *Discovery Planning Method* on page 336. Second meeting: Make copies of the songs the youth will be teaching.

ACTIVITY ►

Tell the youth they are going to use the *Discovery* planning method to plan for and teach another group the songs they have learned in the “SING” activity.

Decide

Let the youth know they will be teaching the two songs they learned during the “SING” activity. Have them decide on a group they would like to teach. The group may be a younger Camp Fire group, their families, a care facility or a group of their peers. Have the youth determine the date, time and place to lead the activity with the other group. Remind them to consider things like size of the group and age level of the participants. Have them decide how to contact the group leader

Plan

Have the youth determine the materials that will be needed according to the size of the group. Decide how they will be obtained and who will be responsible for them. Practice explaining how the activity will work to someone else prior to leading the activity and get feedback on how you did. Decide what skill you want the youth to focus on, such as cooperation or communication. Have the youth develop a list of four or five questions to ask at the end of the activity for feedback.

Do

Youth set up for the activity. Introduce the activity and tell participants what they will be doing. Conduct the activity. Discuss the list of questions developed during the planning process with the activity participants.

Thank the group for allowing them to attend their meeting.

THINK ABOUT IT ►

- How did it feel to be in charge of teaching a group?
- What was easy? What was difficult?
- What would you do differently if you were to teach the activity again?

TIPS FOR ACTIVITY LEADER ►

Try to allow the youth to think of all the considerations they might need to teach another group. Guide them in the planning process by asking, “Have you thought of ...?” or “What about ...?” Allow them to make minor mistakes as long as safety concerns are being met. Avoid the temptation to do it for them. Some of the best learning comes from having to “make do” or “winging it” when a person discovers he or she has left an important piece out of the planning process.

ADULT FACILITATOR NOTES ►

Offer assistance in communicating with the other group if needed. Talk to the leader of the other group to be sure the leader understands the age and experience of the youth who will be teaching the group. Ask their cooperation in understanding that the activity will be a learning process for your youth as well.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to plan sequentially.

EDUCATION STANDARDS ►

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

MU 1.1 Sings, alone or with others, a varied repertoire of music.

ACTIVITY NAME ► BE A RADIO PRODUCER
PROJECT ► STRIKE A CHORD
LEVEL ► Six
FOCUS ► Leadership
CODE ► I or G DP1

TIME ► 45 minutes. This activity could take longer depending on how much research the youth want to do in order to make the activity as authentic as possible (looking up running times on songs, calendars of community events, etc.)

PURPOSE ► Learn about being a radio producer by developing a play schedule for a radio show.

MATERIALS ► Several large pieces of paper or poster board per group, markers, paper, pencils, local newspapers and other publications, watch or clock with a second hand.

PREPARATION ► Have youth bring music and a way to play it. Use as information sources (running time for a song).

ACTIVITY ►

Ask the youth who knows when radios were first developed and by whom. In the late 19th century, James Maxwell first introduced the theory of electromagnetic waves. Using this theory, Guglielmo Marconi developed wireless telegraphy. The wireless transmission through space of electromagnetic waves in the radio frequency range is what we call radio. The equipment used to receive and transmit radio signals is the device we call a radio. Radio waves are also utilized in wireless telegraphy, telephone transmission, television, radar, navigational systems and space communications.

Ask the youth to name some local radio stations. What types of music are played or what talk shows are scheduled? If they were the producers, what do they think should be considered for planning? For example, will the show include information on sports events or community events? What length of music will be scheduled?

Divide the large group into smaller groups of three or four youth. Tell the youth they will put together a one- or two-hour radio show. They will select the type of music, pick out the songs and create the schedule allowing time for each song, commercials, guest interviews, news reports and sports. The schedule should fill all airtime (every minute while on the air). After the groups have developed their radio show schedules, have each group share with the larger group what type of show they chose, the songs and guests and why they chose them.

Example: The radio show will run from 2 p.m. until 4 p.m. The schedule of the show may look something like the following:

- | | |
|------|---|
| 2:00 | DJ gives a scripted welcome. |
| 2:01 | DJ announces a song title and the performer. |
| 2:02 | Song plays for 2 minutes and 45 seconds. |
| 2:04 | DJ reads scripted piece about the singer and announces next song. |
| 2:07 | Song plays for ____ minutes and ____ seconds. |
| 2:10 | DJ announces commercial. |
| 2:11 | Go to commercial. |

THINK ABOUT IT ►

- How important is electromagnetic technology in our world today?
- What did you learn about making group decisions that will be helpful in the future?
- How were decisions made?
- Was there a group leader? If so, who? If not, why not?
- Did anyone feel as though his or her attempt at leadership was rejected?

ADDITIONAL ACTIVITIES ►

- DJ a party for another Camp Fire group. (DP2)
- Research job possibilities in the media field using the classified ads. (DP 1)
- Visit a radio station. (DP1)
- Produce the radio show, including the writing of commercials and announcements, for an overnight activity. (DP2)

TIPS FOR ACTIVITY LEADER ►

Mention at meeting prior to this activity for youth to bring CDs or tapes to use as resources or information (running time for a song).

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

**ACTIVITY NAME ► ON THE STREET INTERVIEWS****PROJECT ► STRIKE A CHORD****LEVEL ► Six****FOCUS ► Take It to the Limit****CODE ► I or G DP2****TIME ► 3-4 hours****PURPOSE ► Learn interview skills and explore community issues and other topics.****MATERIALS ►** Notepads, pencils, and a way to record interviews.**PREPARATION ►** Identify a safe place for youth to go and interview strangers.**ACTIVITY ►**

Every media outlet – from radio to television to newspaper – uses interviews as a way to find news stories and to complement programming. Interviews give people a chance to share their opinions on a wide variety of topics. Most interviews involve asking the five W's: who, what, when, where and why.

The youth will be doing “person on the street” interviews. This will involve them asking people questions about a certain topic or issue.

As a group, have the youth decide what topic or issue they want to interview people about. Some suggestions include:

- Community issues such as violence, homelessness or drugs.
- Feelings about current trends in the media, such as reality television shows or inappropriate radio stunts.
- Preferences in music, theater or art.

After the group has chosen a topic, have them brainstorm interview questions about the topic.

Divide the group into pairs. Have each pair take turns asking and answering questions. Remind youth to be polite and ask people if they have a few minutes to talk to them. Have youth split up in groups of two or three with at least one adult volunteer per group. Have each group decide how they would like to record the interviews.

If recording is not an option, have youth write down quotes from their interviews to share with the group later. Take youth to a local mall, shopping area, or other area where there are a lot of people around and have them interview eight to 10 people using the questions they prepared. Encourage the group to choose people to interview that represent a wide range of age, race, gender and culture.

THINK ABOUT IT ►

Have the youth share highlights of their interviews with the rest of the group.

- How did they feel about talking with people they didn't know?
- What were some of the challenges they faced?
- What was a memorable comment or moment from their experience?
- Did age, race, gender or culture make a difference in the responses they received?

ADDITIONAL ACTIVITY ►

Have the youth condense the information and weave the interviews into their two-hour radio show.

TIPS FOR ACTIVITY LEADER ►

This activity goes well with the activity *Safety Out and About* (on page 57), which focuses on being safe when out in public. Remember to get signed permission slips and arrange transportation.

ADULT FACILITATOR NOTES ►

The Torch Bearer in Arts is related to this project. See the supplement to the *Discovery Record Book* for information.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to practically apply their academic learnings.
- Youth will be culturally tolerant and will value representation from diverse populations.

EDUCATION STANDARDS ►

LA 8.11 Understands implicit statements of attitude and opinion.

B 2.4 Understands that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group which leads to uncritical judgments.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from each other.



Camp Fire

STRIKE A CHORD FAMILY TAKE-HOME PAGE

This project supports the following Camp Fire outcomes.

As a result of this project, youth will practice listening skills and develop a greater awareness of music.

	Activity									
Outcome										
	Music Video	Sound	Sing	Thump, Bump and Rap	Build a Band	Sound to Music	Lead Others	Be a Radio Producer	On the Street Interviews	
Youth will be able to communicate their point of view effectively.	X	X	X	X	X		X	X	X	
Youth will be able to evaluate choices, weigh outcomes, and make decisions.	X	X	X	X	X			X		
Youth will be able to practically apply their academic learnings.						X			X	
Youth are willing to engage in personal growth activities.						X				
Youth will be able to plan sequentially.							X			
Youth will be culturally tolerant and will value representation from diverse populations									X	

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

AT HOME ►

Does your family listen to the radio? What stations do family members like to listen to the most? Why? Set time aside for everyone to listen together to a segment of each person's favorite station. Talk about what each person thinks a good radio program includes. If your family were going to start a radio station, would it play music? What kind? Would there be talk shows? What would the station be called?

Have each family member try to make an instrument and play favorite songs on the homemade instruments. (See "Build a Band" activity on page 225.)



ADDITIONAL TRAIL ACTIVITIES TRAIL TO CREATIVITY

- DP1 Put on two different types of music (rock, easy listening, classical, country, etc.) While each is playing painting a picture or what ever the music brings to mind. Compare and contrast the two paintings.
- DP1 Explain the difference between continuous-tone, line and half tone artwork. Describe how it can be created and stored in a computer.
- DP1 Develop an idea for a movie and create a story board to show major story line of the movie (rough sketches and stick figure drawings).
- DP1 Find out about stamp or coin collecting. Learn how to organize and preserve a collection.
- DP1 Catalog the compact discs, tapes or records you or your family have collected.
- DP1 Research job possibilities in the field of media using the classified ads.
- DP2 Make a scale drawing of the grounds around your home (or a friend's home.) Show all the buildings such as the house, garage, outbuildings, barns, etc. Make a plan for the grounds. Change walkways, driveways, fences, etc. Add trees and other plants to your plan.
- DP2 Use a computer-aided drafting program to prepare a drawing of a room or your own design.
- DP2 Start a collection of your own (coins, stamps, sports cards, other.) Share your collection with your group. Estimate the current value of your collection. Predict its future value.
- DP2 Write a poem, limerick or other rhyming verse. Share this with your group or your family.
- DP2 Perform a musical solo in public.
- DP2 Read or see a full-length play (stage, movie, television, video.) Write a short review of the acting, the overall story, or the staging of the play.
- DP2 Visit a newspaper office and tour the various divisions; newsroom, editorial offices, business offices, printing plant. Share what you learned with your group or your family.
- DP2 Visit a radio or television station. Talk to the people who work in different areas. Find out what knowledge, skills and education they needed in order to do their job. Share what you learned with your group or your family.
- DP2 DJ a party for another Camp Fire group.
- DP3 Take part in a theatrical or musical production at your school or other location in your community. Attend all rehearsals and performances. Share your experience with your group.
- DP3 Learn to play a musical instrument. Plan to give a performance on your instrument for your group or your family.
- DP3 Participate for four months or more in a school, church, community or other organized musical group.
- DP3 Build a model of a ship, etc., without using a kit.



Camp Fire

TRAIL TO THE ENVIRONMENT**LEVEL ► Six****PROJECT ► WORLDWISE**

PURPOSE ► Increase awareness and appreciation of the natural world, gain further understanding of wise uses and conservation of natural resources and develop a commitment to preserving them.

YOUTH OUTCOMES ►**ACTIVITY CHOICES ►**

Activity Name	Focus
Where's Mobius?	Knowledge
Tire Mountain	Knowledge
Group Sculptures	Skill
Swap Shop	Skill
Change the Message	Skill
Serve the Earth	Leadership
Paper Tree	Leadership
STAR Project	Take It to the Limit

Outcome	Activity	Where's Mobius	Tire Mountain	Group Sculptures	Swap Shop	Change the	Serve the Message	Paper Tree Earth	STAR Project
Youth will have an opportunity to learn from mentoring relationships with adults.				X		X	X		X
Youth will be able to communicate their point of view effectively.	X	X	X	X	X	X	X		X
Youth will be able to evaluate choices, weigh outcomes, and make decisions.	X	X		X	X	X			X
Youth will have an appreciation for the environment and outdoor activities.	X	X	X		X	X	X		
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.									X
Youth will have a commitment to helping others and to volunteerism.									X
Youth will be culturally tolerant and will value representation from diverse Populations									X

EDUCATION STANDARDS ►

Activity Name	Standards
Where's Mobius	LA 1.12, LA 4.4, B 1.5
Tire Mountain	LA 1.12, LA 4.4, M 1.2, M 3.1
Group Sculptures	LA 7.4, V 5.1, V 5.3
Swap Shop	B 1.5, LA 8.11
Change the Message	LA 4.4, LA 9.1, LA 10.6, S 1.4
Serve the Earth	LA 4.4, LA 7.4, LA 8.12, M 6.6
Paper Tree	M 1.2, LA 7.4
STAR Project	LA 4.4, LA 7.4, B 1.5, B 2.1, B 2.7

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00112) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ACTIVITY LEADER ►

- Some of these activities may deal with more than one concept. Decide which ideas you want to emphasize.
- Service-learning projects can be completed at the meeting location or in another location. Refer to the *Camp Fire A Gift of Giving (Camp Fire Official Merchandise Catalog, #D40700)* or STAR Project (in *Discovery Record Book*) for guidelines in completing service-learning projects.
- Some of the activities may require a trip away from the meeting site. Be sure to obtain permission from parents or guardians and plan for the safety of all participants.

ACTIVITY NAME ► WHERE'S MOBIUS?
PROJECT ► WORLDWISE
LEVEL ► Six
FOCUS ► Knowledge
CODE ► I or G DP1

TIME ► Approximately 60 minutes, if not leaving meeting site.

PURPOSE ► Identify the recycling symbol and show care for the environment by recognizing a manufacturer who supports recycling efforts.

MATERIALS ► Paper, pen or pencil, large piece of paper (mural or poster board), markers.

PREPARATION ► If looking for the recycling symbol requires a field trip, plans will need to be made prior to conducting the activity.

ACTIVITY ►


This Mobius Loop means that the product is made from recycled material. You can find it on products that are packaged in materials that can be recycled. This recycling symbol was inspired by the Mobius strip (a one-sided surface that can be constructed by affixing the ends of a rectangular strip after first having given one of the ends a one-half twist). If you let your eyes travel clockwise from one arrow to the next, you may notice that it is possible to move over the same route over and over again. The recycling process works this way. After materials are separated at the source, they

are broken down, made into new products, sold, separated at the source, broken down and on the cycle goes. Groups around the world are working hard to make the recycling process work to its fullest potential. It is up to each one of us to help achieve this goal by separating our trash whenever possible and taking it to a recycling center.

Have youth go on a search for the recycling symbol. You could do this at your meeting site, at the school, at home or out in the community. Each time they find the symbol, ask them to write down the name of the product on which they found it and the name and address of the manufacturer. After the search is completed, have the youth organize their findings alphabetically by product.

Have the youth draw a large recycle symbol in the center of the large paper or poster board. Have them display the product names around the symbol. Let the group select one or more manufacturers from the file to receive an environmental award. Let the youth design the award. Have them start by selecting different shapes and messages that might be included in the award. Example: hand or earth shapes and messages like, "Thank you for lending a hand," "Planet Earth appreciates you for doing your part to help." Create your award(s), make copies to add to your poster display and then mail the award(s) to the manufacturer(s).

THINK ABOUT IT ►

- Why do you think manufacturers participate in the recycling program? Do you think they are ever rewarded for their efforts?
- How were decisions made about making the award?
- Who suggested solutions to the task?
- Were all of the suggestions heard?
- Did you learn something that will be helpful in the future? If so, what?

TIPS FOR ACTIVITY LEADER ►

This activity could be done once at your meeting site or you could take two or three meetings and build on the activity at each meeting. You may have the youth search for the recycle symbol on an outing.

ADULT FACILITATOR NOTES ►

This activity may include an outing. Remember to secure signed permission slips.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 1.12 Writes business letters and letters of request and response.

LA 4.4 Uses a variety of sources to gather information for research topics.

B 1.5 Understands that various factors affect decisions that individuals make.



ACTIVITY NAME ► TIRE MOUNTAIN

PROJECT ► WORLDWISE

LEVEL ► Six

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 30-45 minutes

PURPOSE ► Learn more about recycling while educating others.

MATERIALS ► Poster board or newsprint, markers, tire.

PREPARATION ► Prepare resources for youth research on recycling such as magazines, books, Internet access, videos, etc.

ACTIVITY ►

Tire litter is an ever-growing problem. An estimated 4 billion used tires have been deposited in thousands of dumps across North America. Approximately 250 million are added each year. These mountains of tires are not only unsightly, but they are also a breeding ground for increasing populations of disease carrying rats and mosquitoes that spread diseases which are harmful to humans and animals.

Ask the youth to measure the diameter of an average tire. Have them figure out how many tires it would take to circle the earth. Then have them calculate how many times old tires would circle the earth.

Have the youth find out if there is a tire dump in or near their community. Ask them to draw a map showing the dump's location and clearly mark it on the map. Have them write a message to young children telling why the local tire dump is not a safe place to play. Ask the youth to think of a creative way to display and distribute the map and the

message to groups of children and those who work with children.

Or, if there is no tire dump in the community, find out where old tires are disposed of. Suggest that the youth research the topic on the Internet or through their local library or city or state government agencies. Have youth brainstorm new possibilities for using shredded or old whole tires in their community. Have youth write a letter to the city or state government regarding their concerns about tires and their suggestions for recycling them. Suggest they write directly to tire companies and ask them to help with the solution.

THINK ABOUT IT ►

- Why do children need to be aware of dangerous situations in their community?
- Did you think the problem through before going into action?
- How did you analyze the problem?
- How were decisions made?
- What did you learn from this activity?

TIPS FOR ACTIVITY LEADER ►

Consider having youth make contacts with schools or organizations that serve younger children and request the opportunity to present safety information. Several safety points could be made in one presentation.

ADULT FACILITATOR NOTES ►

This activity may include a field trip. Remember to secure signed permission slips.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- LA 1.12 Writes business letters and letters of request and response.
- LA 4.4 Uses a variety of sources to gather information for research topics.
- M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
- M 3.1 Adds, subtracts, multiplies and divides whole numbers, fractions, decimals, integers and rational numbers.

**ACTIVITY NAME ► GROUP SCULPTURES****PROJECT ► WORLDWISE****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 30-45 minutes**

PURPOSE ► Reinforce an understanding of the importance of recycling and reusing items by making a group sculpture.

MATERIALS ► Newspapers; magazines; items that can be used again, such as jewelry, ribbon, buttons, cardboard tubes and aluminum cans; tempera paint; brushes; containers for water; glue; masking tape; paper or plastic to protect the activity area.

PREPARATION ► Gather materials and cover activity area with paper or plastic.

ACTIVITY ►

Ask the youth if they have heard the term “Reduce, Reuse, Recycle”? What does it mean? What do they know about recycling? Do they recycle items at home? What do they recycle?

One way to reuse items is to create something new out of them. Individually or in a small group, have youth create a sculpture using the items listed above. Create something that could be entered in an art competition. Display each youth’s sculpture for everyone in the group to see. The youth might want to display their sculptures in a public place.

THINK ABOUT IT ►

- How do you feel about the sculpture that was made?
- Did you work individually or with a group to make the sculpture?
- How did you and/or the group analyze the task of making a sculpture?
- What did you learn about recycling?
- What other recyclable items could be used to create art?

TIPS FOR ACTIVITY LEADER ►

Youth may collect items to use for the sculpture and bring them to the meeting on the day of the activity.

YOUTH OUTCOMES ►

Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 5.1 Distinguishes among multiple purposes for creating works of art.

V 5.3 Understands how one’s own artworks, as well as artworks from various eras and cultures may elicit a variety of responses.

ACTIVITY NAME ► SWAP SHOP**PROJECT ► WORLDWISE****LEVEL ► Six****FOCUS ► Skill****CODE ► G DP1**

TIME ► 30 minutes to plan and a second meeting to conduct the swap.

PURPOSE ► Learn more about ways to reduce, reuse and recycle by finding ways to reuse items from home.

MATERIALS ► Optional: poster board or large paper and markers, if conducting an auction.

PREPARATION ► Discuss the plans for this activity at one or two meetings prior to doing it. Ask for youth opinions.

Read through the *Discovery Planning Method* on page 336.

ACTIVITY ►

Tell the youth that they will be planning and conducting an event to “swap” (trade with each other) things that they no longer need. Discuss with youth the advantages of recycling household items. What kinds of items that are found around the house can be recycled? Choose an item and think of several ways in which items could be recycled. Have youth bring one or two items each of things they no longer want to use, such as CDs, video games, VHS tapes, DVDs or board games. (Make sure they get permission if they want to swap family items)

Decide

Have the youth determine the date, time and place for the swap shop. Have them decide how to make any arrangements to secure the place if necessary.

Plan

Have the youth determine how to display the items they bring in. Will they need to be sorted or organized? What kind of process will be used to make the exchanges? Will each person bring one thing? What are the most items that can be brought? How can they make sure that there are enough items that everyone will be able to take something that they desire?

Do

Youth set up for the activity, organize the items and assign roles. The group might take turns “shopping” and “selling.” Make sure everyone has a chance to view all of the items.

THINK ABOUT IT ►

- Why recycle?
- How did the group decide to have an auction or swap shop?
- Was it easy or hard to give up some personal items?
- Was it fun to remove something from the swap?

**TIPS FOR ACTIVITY LEADER ►**

Use the *Discovery* planning method to plan the event.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an opportunity to learn from mentoring relationships with adults.

EDUCATION STANDARDS ►

B 1.5 Understands that various factors affect decisions that individuals make.

LA 8.11 Understands implicit statements of attitude and opinion.

ACTIVITY NAME ► CHANGE THE MESSAGE**PROJECT ► WORLDWISE****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 45 minutes****PURPOSE ►** Evaluate media messages about the environment.**MATERIALS ►** Newspapers, magazines, lined paper, pen or pencil, Internet access for research (if available), *Global Warming Fact Sheet* (on page 250).**PREPARATION ►** Have enough resource materials available for individuals or small groups to review three to four resources each. Read *Global Warming Fact Sheet*.**ACTIVITY ►**

Ask the youth where people get information about what is happening in the environment. (newspapers, magazines, local and national news, radio stations, publications from groups like the Sierra Club, etc.) What kinds of messages do we get? (greenhouse effect, pollution in lakes and rivers, chemical spills, and misuse of public lands) Being able to appreciate the beauty of nature and the earth sometimes requires people to make drastic changes in how we live to protect the environment.

Share information from the *Global Warming Fact Sheet*. Tell the youth they will be looking for media messages about the environment. Have them go through magazines and newspapers, think about things they have seen on television or search the Internet for messages that have positive or

negative impact on the environment. Look for messages about companies being fined, or advertising about using practices that are friendly to the environment, etc. An example would be an article about a company fined for dumping chemicals in a river or lake.

Make a list of these messages. Choose one item from your list. Choose one of the following and do it.

- Write a letter to a company either commending them on positive environmental practices or stating your feeling regarding their lack of positive practices for the environment.
- Make a display of articles that are positive and/or negative about the environment and share it with the group.
- Write a poem or song/rap about the positive or negative things that you discovered about the environment and share it with your group.

THINK ABOUT IT ►

- What did you learn about the media in this activity?
- Do you think that you can change the way people feel about protecting the environment? Why?
- Was there a specific issue that you felt more strongly about than others? If yes, what? Why?
- Did you make a decision to change or improve anything about yourself? If yes, what?

**ADDITIONAL ACTIVITY ►**

Make terrariums, planting small plants in covered jars to demonstrate how plants utilize oxygen and return it to the air. (DP1)

ADULT FACILITATOR NOTES ►

Internet access may be used for research during this activity.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 9.1 Understands a variety of messages conveyed by visual media.

LA 10.6 Understands the ways in which image-makers carefully construct meaning.

S 1.4 Knows factors that can impact the Earth's climate.

GLOBAL WARMING FACT SHEET

According to the National Academy of Sciences, the Earth's surface temperature has risen by about one degree Fahrenheit in the past century, with accelerated warming during the past two decades. There is new and stronger evidence that most of the warming over the past 50 years is attributable to human activities. Human activities have altered the chemical composition of the atmosphere through the buildup of greenhouse gases.

The trapping of these gases is what keeps temperatures on earth comfortable, with the earth's average temperature of 60 degrees Fahrenheit. The energy from the sun heats the earth's surface; in turn the earth radiates energy back into space. Atmospheric greenhouse gases trap some of the outgoing energy, retaining heat somewhat like the glass panels of a green house. The problem comes as the concentration of these gases increases, as they have done since the beginning of the industrial revolution. Scientists generally believe that the combustion of fossil fuels and other human activities have increased the concentration of carbon dioxide, methane and nitrous oxide emissions.

Carbon dioxide is released into the atmosphere when solid waste, fossil fuels (oil, natural gas and coal) and wood and wood products are burned.

Methane is emitted during the production and transport of coal, natural gas and oil. Methane emissions also result from decomposition of organic wastes in municipal solid waste landfills.

Nitrous oxide is emitted during agricultural and industrial activities, as well as during combustion of solid waste and fossil fuels.

In 1997, the United States emitted about one-fifth of the total global greenhouse gases.

Global average surface temperatures have increased since the late 19th century. The 20th century's 10 warmest years all occurred in the last 15 years of the century. The snow cover in the Northern hemisphere and floating ice in the Arctic Ocean has decreased. Globally, sea level has risen four to eight inches over the past century. Increasing concentrations of greenhouse gases are likely to accelerate the rate of climate change.

Scientists have identified that our health, agriculture, water resources, forests, wildlife and coastal areas are vulnerable to the changes that global warming may bring. But projecting what the exact impact will be over the 21st century remains very difficult.

This information is taken from the U.S. Environmental Protection Agency, www.epa.gov/global/globalwarming.



Camp Fire

ACTIVITY NAME ► SERVE THE EARTH**PROJECT ► WORLDWISE****LEVEL ► Six****FOCUS ► Leadership****CODE ► I G DP3****TIME ►** 30 minutes to plan, additional meeting(s) to complete.**PURPOSE ►** Select and implement a service-learning project that makes a positive impact on the environment.**MATERIALS ►** Chart paper, markers, activity planning guide.**ACTIVITY ►**

Have the youth discuss the meaning of giving service to improve the environment. As a group, discuss what kind of environmental issue would interest youth. Discuss potential sites for the project. Examples include cleaning up parks, neighborhoods, schools, trails, river and lake banks and bike paths; recycling, air and water pollution, etc.

In a large group or in small groups, ask the youth to brainstorm different types of service-learning projects for the environment. After selecting a project, utilize the *Discovery Planning Method* (on page 336) to plan the project. Schedule the project and implement it.

THINK ABOUT IT ►

- Why do people volunteer to do service in their community?
- What value did you receive from giving service in the community?
- What other ways can you give service in your community?

ADDITIONAL ACTIVITIES ►**Make Your Voice Heard**

- State and territory government conservation agencies are responsible for the management of national parks and the protection of wildlife. They are sometimes supported by public foundations. Write them to encourage conservation practices that protect wildlife. (DP1)
- Tell your family and friends about threatened species and how they can help protect them. (DP1)
- Start a group dedicated to protecting a threatened plant or animal in your area or perhaps to help care for a national park. (DP3)
- Write articles or letters about your project to newspapers. (DP1)
- Arrange to talk on your community radio station about the issues and your project. (DP1)

How Clean Is the Water?

Do a study on the cleanliness of local water sources and graph the resulting data.

TIPS FOR ACTIVITY LEADER ►

Determine a budget for completing a service-learning project. Make sure that the planning process considers the amount of money needed to do the service-learning project. The plans may include soliciting for donations from local businesses. If the youth choose to conduct a lengthy and involved project, have them consider participating in a STAR Project (described in the *Discovery Record Book*), using the environment as the area of focus.

ADULT FACILITATOR NOTES ►

This activity requires supplies and possibly a field trip to a location in the community. Consider costs and possible donations prior to planning the session. This activity meets requirement #20 for a Torch Bearer in Environment Issues. A description of Torch Bearer projects and list of requirements are in the *Discovery Record Book*.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

LA 8.12 Understands elements of persuasion and appeal in spoken texts.

M 6.6 Organizes and displays data using tables, graphs, frequency distributions and plots.

**ACTIVITY NAME ► PAPER TREE****PROJECT ► WORLDWISE****LEVEL ► Six****FOCUS ► Leadership****CODE ► I or G DP1****TIME ► 45 minutes**

PURPOSE ► Improve leadership skills by introducing a recycling activity to a small group.

MATERIALS ► *Paper Tree Instructions* (on page 254), eight sheets of newspaper for each person, scissors, glue sticks or tape (use tape if time is limited), one rubber band for each person.

PREPARATION ► If using glue, prepare work surface with extra newspaper to prevent glue from sticking to working surface. Find out the number of newspapers produced and distributed in your community on a daily or weekly basis by contacting the local paper. Make copies of *Paper Tree Instructions* for each person.

ACTIVITY ►

Ask how many youth receive daily or weekly newspapers at their homes. Brainstorm the number of ways newspaper can be reused. Explain that paper comes from tree products and that they are going to create a tree from newspaper that will stand approximately six feet tall. Hand out the instructions for making the tree and ask youth to follow them. If desired, they can work with partners.

THINK ABOUT IT ►

- Why did we do this activity?
- What things did you learn about newspaper and recycling from this activity?
- Did the activity leader give clear directions? What could have been said to make directions clearer?

TIPS FOR ACTIVITY LEADER ►

Find out how many trees it takes to make a newspaper. (DP1)

ADDITIONAL ACTIVITY ►

Practice giving directions for this activity before actually conducting the activity to improve communication skills.

YOUTH OUTCOMES ►

Youth will have an opportunity to learn from mentoring relationships with adults. Youth will be able to communicate their point of view effectively. Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
LA 7.4 Uses new information to adjust and extend personal knowledge base.

PAPER TREE INSTRUCTIONS

Paste four or more sheets of newspaper together with glue or tape. Lay newspaper down as if you were going to read it and glue one edge overlapped approximately two to three inches over the other. Do this step until all pieces of the newspaper are glued or taped together. This will result in a very long strip of newspaper, which you will then roll up into a tube (width-wise). Seal the tube with glue or tape so it will not unroll.

Now, use scissors to cut three small slits in the center of the paper tube. Make one vertical slit, about five inches in length. Make two horizontal slits, at top and bottom of vertical slit, about three inches long. Make sure that you cut all the way through to the center of the roll, but no further. When you are finished cutting, spread back the leaves of paper that you have opened by your cuts. Now, bend the tube in half. The portion of the newspaper roll that you have not cut should form two handles. Hold both of these handles in one hand while pulling out slowly and gently the section of the newspaper at the top, until it has gone as high as it will go. Avoid tearing the paper by pulling as gently as you can.

When finished, you will have a paper tree at least six feet high. To make the tree collapse, push down gently from top to bottom, so that the paper telescopes once again into its original shape in your hand. Then bend the two halves back into shape so that you are left with a long roll, just like when you started. In this shape, the tube can be easily stored. Keep a rubber band around it so that the tube will not unravel.

Choose a group to conduct this activity with. Practice giving directions clearly.

**ACTIVITY NAME ► STAR PROJECT****PROJECT ► WORLDWISE****LEVEL ► Six****FOCUS ► Take It to the Limit****CODE ► I or G DP5**

TIME ► The time needed to complete a STAR project will depend on the service-learning project selected by the youth. It may require as few as two sessions: one to plan and one to conduct the service-learning project. Or it may be divided into three or more sessions. The youth will need to plan to spend at least 10 hours on the project.

PURPOSE ► Develop decision-making skills by creating and carrying out a service-learning project.

MATERIALS ► Material will vary according to the service-learning project selected.

PREPARATION ► If the youth have never worked on a STAR project, read the directions on how to complete a STAR project (in the *Discovery Record Book*). If the youth are familiar with how to complete a STAR project, have them select an area of interest that focuses on caring about issues and then make preparations accordingly.

ACTIVITY ►

STAR stands for Service to Another Rewards. A STAR project is a guide to help youth create and carry out a service-learning project as a group or individually.

Have the youth brainstorm possible projects that focus on caring about environmental issues. Complete the guidelines listed in the STAR project.

THINK ABOUT IT ►

- Why do you think it is important to give service?
- How will decisions be made?
- Do you need a leader for this project? Why or why not?

TIPS FOR ACTIVITY LEADER ►

- Encourage and allow youth to have fun while giving service.
- Make sure they consider resources such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

Insure the health and safety of the youth during planning and implementation of their project. This activity may require field trips and budgetary considerations. Remember to secure signed permission slips.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 4.4 Uses a variety of sources to gather information for research topics.
- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- B 1.5 Understands that various factors affect decisions that individuals make.
- B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
- B 2.7 Understands that there are similarities and differences within groups as well as among groups.



WORLDWISE FAMILY TAKE-HOME PAGE

As a result of this project, youth will have increased awareness and appreciation of the natural world, gain further understanding of wise

uses and conservation of natural resources and develop a commitment to preserving them.

This project supports the following Camp Fire outcomes.

Outcome	Activity							
	Where's Möbius	Tire Mountain	Group Sculptures	Swap Shop	Change the	Serve the Message	Paper Tree Earth	STAR Project
Youth will have an opportunity to learn from mentoring relationships with adults.				X		X	X	X
Youth will be able to communicate their point of view effectively.	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes, and make decisions.	X	X		X	X	X		X
Youth will have an appreciation for the environment and outdoor activities.	X	X	X		X	X	X	
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.								X
Youth will have a commitment to helping others and to volunteerism.								X
Youth will be culturally tolerant and will value representation from diverse Populations								X

AT HOME ►

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

Plan a sale of items your family no longer needs. Give each person a job such as sorting, pricing, making sales, calculating profit, etc. Talk about how reusing things contributes to a healthy

environment. Are there things that can be kept but reused or handed down in the family?

Recycle cans, bottles and paper for one month. Find a recycle center and take the items you collected.

Weigh or measure the waste you collect for trash in a month. Limit the family's use of paper and Styrofoam for one month. See if you can reduce the amount of trash created by the family's daily life.



Camp Fire

TRAIL TO THE ENVIRONMENT

LEVEL ► Six**PROJECT ► WILDLIFE**

PURPOSE ► Increase awareness and appreciation of the natural world, gain further understanding of wise uses and conservation of natural resources and develop a commitment to preserving them.

YOUTH OUTCOMES ►

Outcome	Activity									
	Wildlife in Jeopardy	Construct Your Own Tree	Hide, So No One Can Seek	Name That Animal	Test a Nest	Craft Your Own Game	Animal Tracks	A Photo Opportunity	Game Host	Habitation Invasion
Youth will be able to communicate their point of view effectively.	X		X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes, and make decisions.		X	X	X	X	X	X	X		
Youth will have an appreciation for the environment and outdoor activities.		X	X	X	X		X	X		X
Youth will be able to plan sequentially.										X
Youth will be able to apply their academic learnings.										X

ACTIVITY CHOICES ►

Activity Name	Focus
Wildlife in Jeopardy	Knowledge
Construct Your Own Tree	Knowledge
Hide, So No One Can Seek	
Name That Animal	Knowledge
Test a Nest	Skill
Craft Your Own Game	Skill
Animal Tracks	Skill
A Photo Opportunity	Leadership
Game Host	Leadership
Habitation Invasion	Take It to the Limit

EDUCATION STANDARDS ►

Activity Name	Standards
Wildlife in Jeopardy	LA 4.6, M 4.1, S 1.4
Construct Your Own Tree	S 7.5, V 1.1
Hide, So No One Can Seek	LA 4.4, LA 7.4
Name That Animal	LA 4.4, LA 7.4
Test a Nest	B 1.5, B 2.7, S 10.1
Craft Your Own Game	LA 7.4, M 4.1, S 1.4
Animal Tracks	S 7.5, M 4.8
A Photo Opportunity	L4.4, LA 7.4, B 2.7, M 5.6
Game Host	LA 4.6, LA 8.8, M 4.1
Habitation Invasion	LA 1.11, LA 4.4, S 6.2, S 6.3,

TIPS FOR ADULT FACILITATORS ►

- Some of these activities may deal with more than one concept. Choose the idea you want to emphasize.
- Some of the activities may require a trip away from the meeting site. Be sure to obtain permission from parents or guardians and plan for the safety of all participants.

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00111) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

**ACTIVITY NAME ► WILDLIFE IN JEOPARDY****PROJECT ► WILDLIFE****LEVEL ► Six****FOCUS ► Knowledge****CODE ► G or DP1****TIME ► 30-45 minutes**

PURPOSE ► Increase knowledge and appreciation of land dwelling organisms of their habitats, interdependence and the influence environment plays in their survival; learn what role human beings can play in assuring survival.

MATERIALS ► *Wildlife in Jeopardy* game grids (on page 263) copied – one with answers and one grid without answers per player, 20 marker disks for each player. (Marker disks can be coins, beans, poker chips or pieces of cardboard.)

PREPARATION ► Copy game grids for contestants and activity leader and gather marker disks. Each contestant needs one game set consisting of game grid and 20 marker disks.

ACTIVITY ►

The activity leader has game grid with questions and answers. The activity leader chooses a number between one and 25. The contestant who chooses the number closest to that number begins the game.

The game begins with the first contestant choosing a category and point value on the grid. Players must choose in order of lowest point value first. After the category is chosen, the activity leader reads the answer to the entire group. In order to win the point, the contestant who knows the solution to the question raises his or her hand and says, "beep." When activity leader acknowledges a contestant, the contestant then answers in the form of a question. Example: the answer might say, "This major mineral is found in soy sauce, pickled foods, canned foods and many processed foods." The contestant correctly responds by saying, "What is table salt?"

When a contestant answers correctly, he or she covers a square on the grid with a marker disk representing his or her winning the point and continues the game by choosing the next point value or a new category. Any contestant can raise his or her hand, say "beep," and answer after being acknowledged by the activity leader. If the question is missed on the second try, the activity leader reads the correct response to the group, and the turn is then passed to the next contestant on the right. The game is over when time is up or the grid is completed. The contestant with the most points wins the game.

THINK ABOUT IT ►

- Did you learn anything you didn't know before?
- What could you do to learn more about wildlife and their habitats?
- What are some things you could do to protect animals and ensure their survival?

ADDITIONAL ACTIVITY ►

Choose an endangered species and research it. Develop a line graph that shows the trend in the population of this species over the past 10 years. (DP2)

TIPS FOR ACTIVITY LEADER ►

If you are leading the game, pay attention to who raises his or her hand first to answer questions. It is important to make contestants feel they are being treated fairly.

ADULT FACILITATOR NOTES ►

Make sure the game is copied ahead of time and things are ready to go. Establish the activity leader as the final word and referee on all decisions, i.e., tie break, time allowed for questions.

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.

EDUCATION STANDARDS ►

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
M 4.1 Understands the basic concept of rate as a measure.
S 1.4 Knows factors that can impact Earth's climate.



WILDLIFE IN JEOPARDY

Points	Define Your Terms	What Eats What	It's Not Too Late	Trivia
10	These animals have hair, give live birth and feed milk to their young.	All things need this to live.	Some scientists believe this reptile is now extinct due to a rapid change in climate.	This phenomenon in nature can start a forest fire.
20	Term used to describe having a body temperature close to that of the environment.	Plants get their energy from this.	This reptile was once over-hunted. Its hide was often used to make belts, shoes and purses.	These are two ways insects make sounds.
30	Cold-blooded vertebrates that lay eggs and breathe air whose skin is comprised of scales or horny plates.	This term describes the process plants use to get energy.	This animal from China is vanishing mainly because of over-hunting for its fur and illegal capture for commercial use.	Koala bears insist on eating only this type of leaf.
40	Modification of an organism that makes it more fit to exist in the conditions of its environment.	This term describes the diet of some animals such as squirrels, leaf-eating butterflies and insects.	This is the key method for preserving endangered species.	The body temperature of these animals remains fairly constant regardless of the temperature in its surroundings.
50	Term used when a species of animal is on the brink of extinction.	Term referring to animals that eat each other.	This material, once used for decorative carving and piano keys, is illegal now because of poaching and over-hunting.	This term describes animals that are active by night.

WILDLIFE IN JEOPARDY ANSWERS

Points	Define Your Terms	What Eats What	It's Not Too Late	Trivia
10	These animals have hair, give live birth and feed milk to their young. Answer: What is a "mammal"?	All things need this to live. Answer: What is "energy"?	Some scientists believe this reptile is now extinct due to a rapid change in climate. Answer: What is the "dinosaur"?	This phenomenon in nature can start a forest fire. Answer: What is "lightning"?
20	Term used to describe having a body temperature close to that of the environment. Answer: What is "cold-blooded"?	Plants get their energy from this. Answer: What is "the sun"?	This reptile was once over-hunted. Its hide was often used to make belts, shoes and purses. Answer: What is a "crocodile"?	These are two ways insects make sounds. Answer: What are "rubbing legs and wings"?
30	Cold-blooded vertebrates that lay eggs and breathe air whose skin is comprised of scales or horny plates. Answer: What is "a reptile"?	This term describes the process plants use to get energy. Answer: What is "photosynthesis"?	This animal from China is vanishing mainly because of over-hunting for its fur and illegal capture for commercial use. Answer: What is the "Great Panda"?	Koala bears insist on eating only this type of leaf. Answer: What is "eucalyptus"?
40	Modification of an organism that makes it more fit to exist in the conditions of its environment. Answer: What is "adaptation"?	This term describes the diet of some animals such as squirrels, leaf-eating butterflies and insects. Answer: What are "herbavores"?	This is the key method for preserving endangered species. Answer: What is "protecting natural habitat"?	The body temperature of these animals remains fairly constant regardless of the temperature in its surroundings. Answer: What is "warm-blooded"?
50	Term used when a species of animal is on the brink of extinction. Answer: What is "endangered"?	Term referring to animals that eat each other. Answer: What are "carnivores"?	This material, once used for decorative carving and piano keys, is illegal now because of poaching and over-hunting. Answer: What is "ivory"?	This term describes animals that are active by night. Answer: What is "nocturnal"?



Camp Fire

ACTIVITY NAME ► CONSTRUCT YOUR OWN TREE**PROJECT ► WILDLIFE****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 60 minutes**

PURPOSE ► Gain more knowledge about trees and make a creative collage utilizing tree parts.

MATERIALS ► Grocery bags (one per student pair), tree parts (leaves, seeds, twigs, branches, bark), poster board or large paper; glue and/or tape, markers; brown crayons, yarn or construction paper; a book about trees found in your local area.

PREPARATION ► Prior to the activity, locate a place where youth can pick up tree parts (not attached to live trees). (Examples: branches, twigs, leaves, seeds.)

ACTIVITY ►

Ask the youth to tell you what they know about trees. Why are trees necessary for our survival? (They are sources of oxygen for the air.) What kinds of trees are there in this geographic area? Ask the group if they can name the parts of a tree. Trees have five main parts: roots, bark, trunk, leaves and seeds. Each helps a tree in a different way. Roots anchor a tree to the ground. Tiny root hairs grow at the tips of smaller roots, absorbing water and minerals from the soil. The roots of a large apple tree can absorb as much as 95 gallons of water in one day! Bark protects a tree. An inner layer carries nutrients from leaves to other parts of the tree. The outer layer is made up of dead tissue from the inner bark. The trunk is the tree's stem. It carries nutrients and water from the soil to other tree parts and holds up the leafy branches to get

sunlight. Leaves are a tree's food makers, the place where photosynthesis takes place. How do new trees grow? Tree seeds scatter and take root. Some seeds, like maple, have wings that propel them to the ground. Animals like birds and squirrels help scatter seeds, too, eating a tree's fruit and dropping the seeds as they travel.

Provide books, tree guides or information from the Internet and invite youth to share what they know about trees. Identify the type of trees that are commonly found in your area.

Take the youth outside to collect tree parts, such as branches, twigs, leaves and bark from the ground. Discuss the importance of respecting living things. Why is it not okay to pull parts off trees? Guide youth to understand that a tree's parts help it grow. Pulling off any part of the tree hurts the tree. Have youth work in pairs and share collecting bags. (If possible, do this activity after rainy or windy weather, when tree parts may have been blown to the ground. If youth can't find fallen pieces of bark, they can make bark rubbings by holding paper to a tree, then firmly rubbing a brown crayon on its side across the paper. Plan ahead and bring these materials with you on the walk.)

Back inside, invite youth to sort tree parts into groups (leaves, branches, twigs, seeds and so on). Then have them use the parts to create a tree collage. Encourage youth to plan their design before beginning. Then have youth use glue or tape, attach the tree parts to the poster board or large piece of paper. Encourage them to be creative in making their tree designs. Invite the youth to describe their collage to others.

THINK ABOUT IT ►

- Why are trees important to us?
- What is happening to wildlife habitats as a result of trees being cut?
- Did you learn anything new about trees?
- Why are trees called a renewable resource?
- How did you decide what kind of design to make?
- Was it easy or difficult to make a collage? Why?

ADDITIONAL ACTIVITY ►

Read the book *The Giving Tree* by Shel Silverstein and discuss.

TIPS FOR ACTIVITY LEADER ►

Locating tree parts may be difficult if there are no trees where you meet. You could ask youth to bring tree parts prior to conducting the activity. You may want to plan a field trip to a place where tree parts can be found and be prepared to lead other activities chosen from the curriculum while there.

ADULT FACILITATOR NOTES ►

This activity may be done as part of a field trip. Remember to secure signed permission slips.

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

S 7.5 Knows ways in which living things can be classified.

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.

**ACTIVITY NAME ► HIDE, SO NO ONE CAN SEEK****PROJECT ► WILDLIFE****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Learn about ways that animals camouflage or adapt themselves for survival.**MATERIALS ►** Cardboard, scissors, camouflage materials (such as paint, leaves, grass, twigs), glue, tape.**PREPARATION ►** Cover activity area to protect surfaces.**ACTIVITY ►**

Ask the youth if they have seen an insect called a “walking stick.” A walking stick looks like sticks and is hard to see when it isn’t moving. Many bugs, birds, fish, reptiles and mammals have natural disguises to protect them from predators. What other insects or animals are very hard to see in their natural environment?

Explain to youth that they are going to be creating imaginary animals that will be hidden in their home environment. Have them think of a critter (bug, amphibian, reptile, mammal, etc.) that might be found in an area such as the meeting place. Take the youth outside and let them pick places where their critters might live. Choose two or three areas and divide the large group into smaller groups, assigning each group to a specific area.

Encourage the youth to look carefully at the colors and shapes around them so they can camouflage their critters (for example, green grass, brown leaves, smooth blacktop).

Going back to the work area, challenge youth to create critters that will be camouflaged in this home. Remembering the characteristics of the area assigned to them, have the youth cut their critters out of cardboard. Remind them to consider a size and shape that will make the critter difficult to see. Using available materials, have youth camouflage the critters so they blend into their homes. For example they might paint them and glue on materials such as leaves or grass, a loose chunk of blacktop, pipe cleaners, cotton, soil or pebbles to make snakes, bugs or mice.

When youth are finished, have one group at a time take their critters outside and put them in their homes. Then let the groups go hunting for each other’s critters! See how quickly the other groups can find all their critters. If the youth spot some critters very quickly, encourage them to try to find ways to camouflage them better.

THINK ABOUT IT ►

- How hard or easy is it to find the camouflaged critters? How do you think camouflage helps your critter? (Stays safe from predators, can sneak up on prey.)
- How might your critters’ homes change in winter? How might they need to change the camouflage?
- How did you analyze the problem of deciding how to make a camouflage critter?
- Why would it be important to know about animals and how they camouflage themselves?
- Are there things humans do to camouflage themselves?
- Why do some animals have bright colors instead of camouflage?

ADDITIONAL ACTIVITY ►

Help youth research animals such as the snowshoe hare and the ptarmigan that change color with the seasons. (DP1)

TIPS FOR ACTIVITY LEADER ►

If possible, plan this activity for a day when youth can work outside. It's helpful for youth to create their critters near the habitats they choose. If the youth work individually, each person can hide his or her animal separately and challenge everyone to find it.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 7.4 Uses new information to adjust and extend personal knowledge base.



Camp Fire

ACTIVITY NAME ► NAME THAT ANIMAL**PROJECT ► WILDLIFE****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 30 minutes****PURPOSE ►** Increase knowledge about the characteristics of animals.**MATERIALS ►** Copies of *Name That Animal* (on page 270), resource books on mammals from around the world, Internet access (if available).**PREPARATION ►** Have enough copies of *Name That Animal* worksheet for participants to work individually or in pairs.**ACTIVITY ►**

Tell youth that this activity will help them increase their knowledge about animals in the world. Have them read the clue. Each description has the number of blanks that correspond to the number of letters in the animal's name. There are 12 descriptions.

Have the youth find the names of the animals described on the animal quiz first without assistance or looking them up. After making an attempt at naming the animals, provide additional resources for finding answers. They may use textbooks, the Internet or other resources.

Once they have completed as many as they can, have them count their scores. If they get six descriptions correct, they are as clever as a fox. If they get eight, they are as wise as an owl. If they get 10, they are, like lions, king of the group.

THINK ABOUT IT ►

- Were you able to understand the directions?
- What did you learn from this activity?
- What other ways are there to learn this information?

ADDITIONAL ACTIVITY ►

Learn more about specific types of animals, such as mammals or reptiles, or groups of animals, such as carnivores and omnivores. Present information in a creative way to another group. (DP2)

TIPS FOR ACTIVITY LEADER ►

Be prepared to provide additional resources for participants to find answers.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

NAME THAT ANIMAL

1. This animal, found in North America and the Galapagos Islands, is a terrestrial form of turtle, inhabiting dry or desert regions. It is encased in a hard shell and can withdraw its head into its shell when frightened. This animal is _____.
2. Found in Africa, Southwest Asia, and West India, this animal has a yellow or brown short-haired coat and a black tawny long mane. It is known as the "king of the jungle." This animal is _____.
3. This massive herbivore has very thick, often folded skin and horns. It is native of Africa, India and Southeast Asia and is fond of wallowing in mud and water. This animal is _____.
4. This mammal from North America, Europe, Asia and Africa was once considered a rodent, but is now placed in the separate category Lagomorpha. It closely resembles a rabbit but has longer ears and can travel up to 30 miles per hour. This animal is _____.
5. This animal has an appetite for insects, particularly termites and ants. Its long snout and tongue enable it to burrow under the earth for its dinner. This animal is _____.
6. This gregarious mammal is a relative of the whale and porpoise. It averages five to 14 feet in length, has a pointed snout and is especially abundant in the Mediterranean region.
This animal is _____.
7. This large, clumsy-looking beast adores honey and hibernates in winter. This breed is extinct in much of Europe, but can be found in Russia and North America. This animal is _____.
8. Native to South America and the United States, this nocturnal marsupial has coarse fur of mixed white tipped and black tipped hair. It is hunted for sport, food, and its fur for making clothes. The mother carries her babies on her body. This animal is _____.
9. This animal is also known as the Australian bear, sleeps in the day and feeds at night, using its sharp claws to climb trees in search of food. The female has a pouch in which it carries its young. This animal is _____.
10. A native of South America, especially in the Andes Mountains, this hooved mammal somewhat resembles a sheep. Used as a pack animal since the days of the Incas, it is also valued for its flesh, wool and milk. This animal is _____.
11. This strange mammal's head and body are almost entirely covered by an armor of bone and horny material, and it can roll itself into a tight ball for protection. It is found mostly in areas from Patagonia northward to parts of the south and southwest United States. This animal is _____.
12. This nocturnal member of the dog family is found in southeast Europe, Asia and Africa. It resembles a small wolf and preys on carrion and small and large animals, often traveling in packs.
This animal is _____.

NAME THAT ANIMAL

Answers

1. This animal, found in North America and the Galapagos Islands, is a terrestrial form of turtle, inhabiting dry or desert regions. It is encased in a hard shell and can withdraw its head into its shell when frightened. This animal is: Tortoise
2. Found in Africa, Southwest Asia and West India, this animal has a yellow or brown short-haired coat and a black tawny long mane. It is known as the “king of the jungle.” This animal is: Lion
3. This massive herbivore has very thick, often folded skin and horns. It is native of Africa, India and Southeast Asia and is fond of wallowing in mud and water. This animal is: Rhinoceros
4. This mammal from North America, Europe, Asia and Africa was once considered a rodent, but is now placed in the separate category Lagomorpha. It closely resembles a rabbit but has longer ears and can travel up to 30 miles per hour. This animal is: Hare
5. This animal has an appetite for insects, particularly termites and ants. Its long snout and tongue enable it to burrow under the earth for its dinner. This animal is: Anteater
6. This gregarious mammal is a relative of the whale and porpoise. It averages five to 14 feet in length, has a pointed snout and is especially abundant in the Mediterranean region. This animal is: Dolphin
7. This large, clumsy-looking beast adores honey and hibernates in winter. This breed is extinct in much of Europe, but can be found in Russia and North America. This animal is: Brown Bear
8. Native to South America and the United States, this nocturnal marsupial has coarse fur of mixed white tipped and black tipped hair. It is hunted for sport, food and its fur for making clothes. The mother carries her babies on her body. This animal is: Opossum
9. This animal is also known as the Australian bear, sleeps in the day and feeds at night, using its sharp claws to climb trees in search of food. The female has a pouch in which it carries its young. This animal is: Koala Bear
10. A native of South America, especially in the Andes Mountains, this hooved mammal somewhat resembles a sheep. Used as a pack animal since the days of the Incas, it is also valued for its flesh, wool and milk. This animal is: Llama
11. This strange mammal's head and body are almost entirely covered by an armor of bone and horny material, and it can roll itself into a tight ball for protection. It is found mostly in areas from Patagonia northward to parts of the south and southwest United States. This animal is: Armadillo
12. This nocturnal member of the dog family is found in southeast Europe, Asia and Africa. It resembles a small wolf and preys on carrion and small and large animals, often traveling in packs. This animal is: Jackal

ACTIVITY NAME ► TEST A NEST**PROJECT ► WILDLIFE****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1**

TIME ► 45 minutes for making nests, 15 minutes on another day to drop them.

PURPOSE ► Increase knowledge about the durability of bird nests.

MATERIALS ► Modeling clay or clay dough; small, hard-boiled eggs, one for each group of three; construction paper or scratch paper; small plastic deli containers or berry baskets; small bits of fabric and string for each group; scissors; glue; tape; natural materials (i.e., grass, leaves, twigs, mud, peanut butter); chair or stepladder.

PREPARATION ► Divide materials among each group. Locate a chair or small stepladder for use when testing nests.

ACTIVITY ►

Tell the youth that nests provide birds and other egg-laying creatures with soft, safe places to lay eggs and raise their young. What kinds of materials can protect eggs and baby birds or creatures from harm? Twigs, grass, vines, feathers, leaves and mud are some of the materials used to build their nests. Many weave elaborate basketlike nests; others take a simpler approach. Penguins, for example, make do with a pile of pebbles.

Divide the youth into groups of two or three. Instruct them in constructing and testing a nest. Have each group make several eggs with the modeling clay, each about 1 inch long and $\frac{3}{4}$ inch wide. Have the youth use their imaginations to create nests from the materials supplied to them. Tell them the nests must pass certain criteria:

- Nests will not fall apart when dropped from a height of six feet.
- Eggs will not change shape (clay) or crack (chicken eggs) when the nests are dropped.

Have each group take turns holding their nest with hard-boiled eggs at a height of six feet and dropping it. Discuss what worked and what did not. Modify the nests and try the drop again to see if results improve.

THINK ABOUT IT ►

- What did you learn about nests and their construction?
- Were all of the suggestions heard?
- Did a group leader emerge?
- How did you make decisions about how to build the nest?

TIPS FOR ACTIVITY LEADER ►

- To make nests more like baskets, have the youth weave twigs, grass, string and other materials into their baskets along with paper strips.
- Be sure to watch for safety of youth while standing on a chair or ladder.

**YOUTH OUTCOMES ►**

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
S 10.1 Understands general concepts related to gravitational force.

ACTIVITY NAME ► CRAFT YOUR OWN GAME**PROJECT ► WILDLIFE****LEVEL ► Six****FOCUS ► Skill****CODE ► G or I DP 2****TIME ►** 45-60 minutes to create the game and a second meeting to teach it.**PURPOSE ►** Create a new wildlife and habitat game board.**MATERIALS ►** Two blank *Wildlife in Jeopardy* game grids (on page 276), Internet access, resource books from school or library containing information about natural habitats and the wildlife within them, 20 marker disks for each player. (Marker disks can be coins, beans, poker chips or pieces of cardboard.)**PREPARATION ►** Gather resource books. Obtain Internet access with home computers or possibly afternoon use of a school or library computer. Copy or print out two copies of blank game grids for each member of the group or provide two copies for each team of two to four people who will work together to complete one game as a group. Review *Wildlife in Jeopardy* game.**ACTIVITY ►**

Tell the group that they are going to design a new *Wildlife in Jeopardy* game board with wildlife and their habitats as a theme, using resource information available to them. Example: Rainforest in Jeopardy, Big Cats in Jeopardy, Whales in Jeopardy.

Break the youth into teams with each team member having a job: one person can be a recorder, one can gather information from the

Internet, one can gather information from resource books. Team(s) can use existing categories from the existing game grid (on page 263) or make up new ones. Using resource books from the library or information from the Internet, each team brainstorms ideas for the game while gathering answers and their questions. The recorder fills out a game grid by writing the game in by hand. When teams have finished, they can read their answers to one another in order to "fine tune" their respective games.

Choose a group to play the game with. The group may be a younger Camp Fire group, their families, or a group of their peers. Have the youth determine the date, time and place to play the game with the other group. Remind them to consider things like the size of the group and age level of the participants. Have them decide how to notify the group leader. Decide who will obtain the materials. Have each youth practice explaining the game to someone else prior to leading the activity.

THINK ABOUT IT ►

- What was the most challenging part of making a new game?
- What were the challenges you experienced working as a group?
- Do you think your game will be fun to play? Why or why not?
- Do you think others will learn from your game?

TIPS FOR ACTIVITY LEADER ►

This activity may be completed over a period of several sessions as a larger project. It will be helpful for your group to play the game before designing their own. It may also be helpful to suggest possible category topics to the groups.

**YOUTH OUTCOMES ►**

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

M 4.1 Understands the basic concept of rate as a measure.

S 1.4 Knows factors that can impact the earth's climate.

CRAFT YOUR OWN

JEOPARDY GAME

Blank Grid

POINTS				

ACTIVITY NAME ► ANIMAL TRACKS
PROJECT ► WILDLIFE
LEVEL ► Six
FOCUS ► Skill
CODE ► I or G DP1
TIME ► 30-40 minutes

PURPOSE ► Increase knowledge and understanding about animals and the tracks that they make.

MATERIALS ► Ballpoint pens, assorted erasers (pencil top erasers and large erasers), cardboard or foam trays (optional: fun foam that can be purchased at a craft or discount store); scraps of poster board or thin cardboard; pencils; scissors; tape; paint; paint brushes or paint sponge; assorted construction paper; ruler; resources that show what animal tracks look like. (Examples: squirrels, deer, antelopes, raccoons, skunks, ducks, cats, dogs, coyotes, birds.)

PREPARATION ► Cover the activity area to protect working surfaces.

ACTIVITY ►

Explain to the youth that tracks give us clues about the animal(s) that make them. Ask youth what some of these clues might be (the sizes, shapes and structures of their feet; what they were doing when they make the tracks; how fast they were moving and so on). Ask youth why it could be important for someone to know what animal tracks look like (to be safe from danger, to identify predators). Notice whether or not the left and right paws have different lines. Are they symmetrical?

Have the youth research tracks of various animals in books or on the Internet. Have each youth choose two or more that they would like to recreate.

- Eraser Tracks

Use a pen to draw an animal track on an eraser. Use the eraser as a rubber stamp to print your animal track, applying more ink as needed.

- Cutout Tracks

Draw a track shape on cardboard or foam. Cut it out. Cut a strip of poster board approximately $\frac{1}{2}$ inch wide and about 3 inches long. Fold the strip in half and then fold each edge back toward the middle to create a tab. (This will serve as a handle or grip when stamping.)



Tape the cardboard tab to one side of the shape. Brush paint over the other side of the shape. Press it onto clean paper to make a track. Repeat the process to create track patterns.

Lay a trail using your tracks for another person to follow. Have different animal tracks going in different directions.

Variation: Use the same set of tracks (from one animal - consider making both the front and hind feet of the animal). Have the tracks leading in various directions. Using flavoring, such as peppermint, scent the tracks moving a certain direction. Give the person following the tracks a starting point and see if they can follow the right set of tracks by scent. Estimate the actual distance the animal would travel and measure to see how accurate the trail is.

Have the youth make animal track note cards for their use with construction paper and animal tracks they have either made or cut out.

THINK ABOUT IT ►

- Was it difficult to tell the difference between the different animal tracks?
- Why would it be important to identify the different types of tracks?
- Was following the tracks easy to do?

ADDITIONAL ACTIVITIES ►

- Make plaster molds of animal tracks. (DP1)
- Fossils are tracks left behind by an animal that died. Create fossils by imprinting items in modeling clay and pour Plaster of Paris over the item. (DP1)

TIPS FOR ACTIVITY LEADER ►

The Internet has many places to locate animal tracks. The following site has patterns that can be printed out: <http://www.geocities.com/Yosemite/Rapids/7076/guide.html>.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

S 7.5 Knows ways in which living things can be classified.

M 4.8 Selects and uses appropriate estimation techniques to solve real world problems.

**ACTIVITY NAME ► A PHOTO OPPORTUNITY****PROJECT ► WILDLIFE****LEVEL ► Six****FOCUS ► Leadership****CODE ► I or G DP2**

TIME ► 45 minutes for photography activity and taking pictures and 45 minutes to make photo displays

PURPOSE ► Youth will utilize leadership skills by facilitating an activity while enhancing their knowledge about photography and the outdoors.

MATERIALS ► Copies of *Taking Photos Tips* (on page 281), disposable cameras (or ask youth to bring a camera from home), half sheet of paper for each youth, poster board and/or construction paper, tape and/or glue, markers.

PREPARATION ► Make copies of *Taking Photos Tips* to have one for each youth or small group. Ask for cameras to be donated for this project or ask youth to bring a camera with film to the group. Donations can be used for cameras, disposable cameras, film and developing.

ACTIVITY ►

Photography is a nonverbal means of expression. Tell youth that they will photograph scenes in the outdoors in small groups of two or three people. Photos may include objects of nature, objects located in the outdoors, people doing things in the outdoors, etc. Each group will take photos and, when they are developed, organize them for display. The display may be made from poster board showing photos in a collage, a photo album made of 8½ inch x 11 inch sheets of paper or any other idea for displaying photos.

Session One

Give each youth a half sheet of paper. Have them fold the paper in quarters and tear off a small corner to make a hole in the center. Then have them unfold the paper and look through the hole. One eye should be closed or covered by the paper. Name some objects in the room and have the youth look at them through the hole in the paper. Ask the following questions: Can you see the whole object? What is in the background? If you were taking the picture, how much of the object would you want to see? What do you see when you are close to an object? What do you see when you are far away from the object?

Explain how a camera works. There are four things needed: a light tight box, a pinhole or lens for gathering light, something to hold film or paper and a shutter to keep light out. Each camera is a light tight box that has a black interior. A basic pinhole camera has a hole covered with aluminum foil. A needle is used to pierce the foil to form the opening (aperture) for the camera. This hole is covered with a shutter until time for an exposure. A camera is loaded with film. The shutter is lifted and the film is exposed briefly. The film negatives are then developed in a dark room and rated for clarity and adequate exposure time. If the resulting film is too dark, film should be exposed for a shorter amount of time. If it is too light, it should be exposed for a longer amount of time.

Tell the group to practice looking at things through the viewfinder of their cameras. Do not take any pictures yet! If the camera is not disposable, show the group how to load film into a camera. Explain that once the film is in the camera, they cannot open it without exposing the film to light. Explain that when film has too much light, it will be overexposed and the pictures will come out too light. When there is too little light on the film, pictures are underexposed, and they turn out dark. When set properly, the camera allows just the right amount of light to hit the film, and the picture will come out showing light and dark.

Have each small group choose an outdoor theme for its pictures. Inform the groups that once the pictures are developed, a session will be held for them to make displays of their photos. Distribute the Taking Photos Tips. Have youth in small groups go outside and take pictures.

THINK ABOUT IT ►

- What did you learn about photography?
- What's different or the same about taking pictures outdoors versus indoors?
- Was doing this as a small group easy or hard?
- How were decisions made about what to photograph?

Session Two

Have the youth remain in their original small groups. Ask each group to make a display of its photos. Tell the youth to create a story using their photos in sequence. Have them draw a storyboard showing which pictures will be used in which order. Have them write a story or captions about the photos. Encourage them to arrange the pictures in different ways on poster board or other forms such as a photo album made of construction paper or copy paper, etc.

THINK ABOUT IT ►

- How did you choose the scene to photograph?
- How did you decide what photos to use in your display?
- How do you feel about the display that you made? Why?
- Would you be willing to display your photos in public? Why or why not?

ADDITIONAL ACTIVITIES ►

- Study the properties of optics and the properties of light. Demonstrate their uses for the group. (DP1)
- Make pinhole cameras from scratch. (DP1)

ADULT FACILITATOR NOTES ►

This activity requires the use of cameras/film and film developing. Local stores or camera companies may donate these items. Funds may be donated for the purchase of disposable cameras. A photography department of a local school may provide youth as assistants and cameras for use with the activity. Youth may also be asked to bring a camera to the group.

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.
Youth will be able to evaluate choices, weigh outcomes and make decisions.
Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
M 5.6 Understands the mathematical concepts of similarity and congruency.



TAKING PHOTOS TIPS

- Think about the picture before taking it. Observe the backgrounds as well as the subject. Avoid photos with the appearance of trees growing from the top of a head or shots with the background so cluttered that the subject cannot be found.
- Try to get as close to the subject as possible and still be in focus. If the subject is a flower, get close so it won't appear as a tiny speck.
- Pictures with only one or two points of interest are better than wide-angle shots.
- Try to hold the camera as still as possible. Squeeze the shutter button gently rather than punching it down.
- Different angles will make the pictures more interesting. But try to hold the camera so that the ground is at the bottom of the picture and people do not appear to be leaning to one side or another.
- Have people doing something rather than just standing in line and saying "cheese." It is okay to take just the upper body of people but do not cut off their heads.
- Do not shoot directly into the sun. People will appear dark or silhouetted against the bright sun. People facing the direct sun will have squinty eyes and long shadowy noses. Leaf and tree branch shadows will cause confusing patterns on faces.

ACTIVITY NAME ► GAME HOST**PROJECT ► WILDLIFE****LEVEL ►** Six**FOCUS ►** Leadership**CODE ►** G DP 2**TIME ►** 20 minutes**PURPOSE ►** Practice leadership skills by teaching another group how to play a game.**MATERIALS ►** *Wildlife in Jeopardy* game grids: one with answers and one without answers per player; and 20 marker disks for each player. (Marker disks can be coins, beans, poker chips or pieces of cardboard.)**PREPARATION ►** Explain the role of the activity leader. Explain to the group that the activity leader has final say on all decisions within the game. The activity leader can be a member of group who is teaching the game or can be chosen from the group who is learning the game. The activity leader explains the game format. This activity can be played in teams or with a minimum of three players-one activity leader and two contestants-which can be expanded to as many contestants as materials allow. Copy game grids for contestants and activity leader, and gather marker disks prior to the start of the game. Give each contestant one game set consisting of age-appropriate game grid and 20 marker disks.**ACTIVITY ►**

Choose the game *Wildlife in Jeopardy* (on page 261) or *Craft Your Own Game* (on page 274), and consider group and location for game setup and playing. The activity leader has the game grid with questions and answers. The activity leader chooses a number between 1 and 25. The contestant who chooses the number closest to that

number begins the game by choosing the category and questions on the grid. Players must choose questions in order of lowest point value first.

After the question is chosen, the activity leader reads the answer to the entire group. In order to win the point, the contestant who knows the solution to the question raises his or her hand and says "beep." When the activity leader acknowledges a contestant, the contestant answers the question in the form of a question. Example: the answer on the grid might say, "This major mineral is found in soy sauce, pickled foods, canned foods and many processed foods." The contestant correctly responds by saying "What is table salt?"

When contestant answers correctly, he or she covers a square on the grid with a marker disk representing his or her win of the point.

Continue the game by choosing a new topic. Any contestant can raise a hand, say "beep" and answer after being acknowledged by the activity leader. If a question is missed on the second try, the activity leader reads the correct response to the group, and the turn is then passed to the next contestant on the right. The game is over when time is up or the grid is completed. The contestant or team with the most points wins the game.

Assign roles to others if they will be helping to lead. Play the game.

THINK ABOUT IT ►

- What was it like to be the one who is teaching and leading?
- What were some challenges of teaching others to play?
- Did the group you taught have fun playing? If not, why?
- Were the game rules easy to explain?
- Do you think the players might want to play another game like this one?
- Did you learn anything new?

**TIPS FOR ACTIVITY LEADER ►**

Because the activity leader acts as a referee in the game, it is important to watch game contestants in order to see who raises his or her hand first. It is also important to read answers loudly enough for everyone to hear.

ADULT FACILITATOR NOTES ►

Help the teaching group figure out a way to divide the group being taught. Allow each individual member of the teaching group an opportunity to be a leader.

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.

EDUCATION STANDARDS ►

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentations.

M 4.1 Understands the basic concept of rate as a measure.

ACTIVITY NAME ► HABITATION INVASION**PROJECT ► WILDLIFE****LEVEL ► Six****FOCUS ► Take It to the Limit****CODE ► G DP5****TIME ► 6-8 hours**

PURPOSE ► Learn about the impact of humans on animal habitats and explore ways to protect those habitats.

MATERIALS ► Materials depend on the activity chosen by the youth.

PREPARATION ► Depends on activity chosen by the youth.

ACTIVITY ►

Have the youth think about an area around town that was once wooded but has been developed. Ask them what animals may have lived in the woods before they were developed. Where might those animals have gone now that the woods are no longer there?

Have the youth choose one of the following activities to help protect wildlife habitats in their community:

- Using the *Discovery Planning Method* (on page 336), plan and conduct a clean-up project for a lake, trail, or other natural habitat where animals live.
- Take a tour of the community to identify where new housing or business developments are replacing animal habitats. Have the youth research the needs and habits of local animals and develop a written proposal that would leave the habitat intact for wildlife. Discuss the proposal with the developers of the project.

- Study the ecosystem of the natural area in the community. What food chains exist? For example, in an urban habitat squirrels eat nuts and grains; hawks prey on squirrels, etc. Create something that represents this chain of food.

THINK ABOUT IT ►

- What are some of the biggest issues surrounding wildlife habitats in the community?
- What can youth do to help address those issues?
- Why is it important to protect animal habitats? (survival of species for animals and safety for humans)

TIPS FOR ACTIVITY LEADER ►

The city planning office would be a good resource of information on new housing or business developments.

YOUTH OUTCOMES ►

- Youth will learn to plan sequentially.
- Youth will be able to apply their academic learnings.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 1.11 Writes compositions that address problems/solutions.

LA 4.4 Uses a variety of sources to gather information for research topics.

S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.

S 6.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.



Camp Fire

FAMILY TAKE-HOME PAGE

As a result of this project, youth develop awareness, knowledge, skills and commitment to preserving wildlife for the future.

This project supports the following Camp Fire outcomes.

Outcome	Activity										
	Wildlife in Jeopardy	Construct Your Own Tree	Hide So No One Can Seek	Name That Animal	Test a Nest	Craft Your Own Game	Animal Tracks	A Photo Opportunity	Game Host	Habitation Invasion	
Youth will be able to communicate their point of view effectively.	X		X	X	X	X	X	X	X		
Youth will be able to evaluate choices, weigh outcomes, and make decisions.		X	X	X	X	X	X	X			
Youth will have an appreciation for the environment and outdoor activities.		X	X	X	X		X	X			
Youth will learn to plan sequentially.										X	
Youth will be able to apply their academic learnings.										X	
Youth will be able to apply their academic learnings										X	

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

AT HOME ►

Play Wildlife in Jeopardy or Name That Animal as a family.

Look for animal tracks where you live and then go to another location. Are the tracks different? How can you find animal tracks in a city?

Watch birds build their nests in the spring, noticing how they choose places that will be safe from predators. Do not touch the nests, though, even if they are abandoned. Sometimes birds return to use the nest again.

ADDITIONAL TRAIL ACTIVITIES

TRAIL TO THE ENVIRONMENT

- DP1 Draw a diagram of the cycle of water. Add color and detail. Label areas where humans could have an effect on water.
- DP1 Tell what is meant by water pollution. Describe some common sources of water pollution and explain what the effects of each are.
- DP1 Describe the difference between intrusive igneous rocks and extrusive igneous rocks. Find a sample of each. Share this with your group.
- DP1 Make a list of 10 birds, animals or other wildlife in your area. Include their habitats and what they eat. Indicate which of the animals on your list have habitats that are being destroyed and what is causing the destruction. Discuss this with your group or family and decide if there is anything that you can do to protect their habitats.
- DP2 Define rock. Know three classes of rocks. List three characteristics of each. Define mineral. Know how to identify minerals. Tell how rock and minerals differ. List five of the most common rock-forming minerals. Know how they are identified. Share this information with your group or family.
- DP2 Find out about the earth's known and estimated energy resources. Make a chart or graph showing how long each is estimated to last. Share this information with your group or family.
- DP2 Watch your backyard for two weeks or longer. Make a list of all the insects, birds and other wildlife you see during that time. Pick one of the creatures on your list and find out more about it. Share this information with your group.
- DP2 Take a hike or walk outdoors. Find a quiet place, sit down, close your eyes and remain silent for 10 to 15 minutes. Think about what you hear, smell, touch and even taste. Think about the following: What did you hear-was it different because you were quiet? What did you smell? What did you feel? What else did you notice? Draw, write a poem or create something that will remind you of your outdoor experience. Share your outdoor experience with your group, family or friends.
- DP3 Start a collection of natural items (rocks, leaves, flowers). Start with items you can find around your home. Add other items to your collection as you find them. Find a way to preserve, organize and label your collection. Share your collection with your group or your family.
- DP3 Visit a nature center or natural area. Share what you saw and learned from your visit with your group or family.



Camp Fire

TRAIL TO THE FUTURE**LEVEL ►** Six**PROJECT ► SCIENCE MYSTERIES**

PURPOSE ► Provide youth opportunities to explore concepts and apply knowledge in the areas of earth, physical and life sciences, and other related topics, by participating in a variety of activities.

YOUTH OUTCOMES ►

Outcome	Activity									
	Is it Science or Is it Magic	Magic in the Air	Magical Forces	Magic in Nature	Create the Magic	Photo Magic	Discover the Magic	Magic Show	Abracadabra	
Youth will be able to communicate their point of view	X	X	X	X	X	X	X	X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X			
Youth will have an opportunity to learn from mentoring relationships with adults.		X	X	X						
Youth will be able to plan sequentially.								X	X	
Youth will be able to apply their academic learnings.									X	
Youth will appreciate being able to celebrate and share their successes.									X	

EDUCATION STANDARDS ►

Is It Science or Is It Magic?	LA 7.4, B 1.5, B 2.7, S 12.4
Magic in the Air	LA 7.4, S 12.4
Magical Forces	LA 7.4, S 9.2, S 9.1
Magic in Nature	LA 7.4, M 6.4, S 12.6
Create the Magic	LA 7.4, B 1.5, B 2.7
Photo Magic	LA 7.4, M 1.2
Discover the Magic	LA 7.4, B 1.5, B 2.7
Magic Show	LA 7.4, B 1.5, B 2.7
Abracadabra	LA 7.4, B 1.5, S 13.6

ACTIVITY CHOICES ►

Activity Name	Focus
Is It Science or Is It Magic?	Knowledge
Magic in the Air	Knowledge
Magical Forces	Knowledge
Magic in Nature \$	Knowledge
Create the Magic	Skill
Photo Magic	Skill
Discover the Magic	Leadership
Magic Show	Leadership
Abracadabra	Take It to the Limit

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS**

Youth complete at least four activities from this project to earn a trail emblem (#B00112) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATOR

- Try all the science experiments in advance so you are familiar with how they work.
- Consider safety concerns for any high-risk activities i.e. those that involve using matches, flames and chemicals. Take precautions to protect participants and property.
- Encourage the youth to try again if a science activity fails on the first attempt. Remind them that part of the scientific process is testing a hypothesis. Have them decide if they need to make any adjustments and try again. Allow youth the opportunity to fail at times. Encourage them to see failure as a chance to learn and improve.
- Allow plenty of time for youth to experiment with the activities. Hands-on experiences are important for youth to develop skills and value learning.



Camp Fire

ACTIVITY NAME ► IS IT SCIENCE OR IS IT MAGIC?**PROJECT ► SCIENCE MYSTERIES****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 30 Minutes****PURPOSE ► Understand simple chemical concepts.**

MATERIALS ► Matches, white glue, large bowl, water, magnifying glass, plate or shallow dish, glass tumbler, white paper, lemon juice or vinegar, toothpicks, taper style candle in a holder, pencil, aluminum foil, tongs, liquid soap.

PREPARATION ► Cut white paper into four pieces.**ACTIVITY ►**

Ask youth if they ever wanted to write a secret message on paper. Tell them you are going to show them how to do that, along with a few other tricks. Demonstrate the following science activities for the youth. After each, ask "Is it science or is it magic?" See if they can explain what happened or how the experiment works. Then, explain the chemical reactions involved. Allow the youth to try some of the experiments.

Match Boat

Tell the youth that you can make a matchstick move in water. Break off the head of a match and drop some glue on the end of the stick. If you place the match in a dish of water it moves jerkily forward.

The glue contains a solvent that evaporates to give a vapor. It puffs out from the drop in invisible little clouds, giving the match a small push each time.

Eventually, so much of the solvent has escaped that the glue becomes solid. In a dried drop of glue, you can still see the residual solvent vapor as small bubbles. Observe this through a magnifying glass.

Coin Rescue

Put a coin on one side of a plate or shallow dish. Add a small amount of water to the plate. Ask the youth if they know how to get it out without putting their hand in the water or pouring the water from the dish. Show them how: Put a burning piece of paper in a small glass tumbler and invert it on the dish next to the coin. The water rises into the tumbler and releases the coin.

During combustion, the carbon contained in the paper, together with other substances, combines with the oxygen in the air to form carbon dioxide. The gas pressure in the tumbler is reduced by the expansion of the gases on heating and contraction or cooling. The air flowing in from outside the glass pushes the water into the tumbler.

Pepper Scram

Place a thin layer of water in the bottom of a bowl. Sprinkle pepper in the water. Drop one drop of liquid soap in the middle and watch the pepper scatter. Explain that surface tension is the tendency of liquids to reduce their exposed surface to the smallest possible area. The soap causes the water to reduce its exposed surface.

Invisible Ink

Tell the youth that you have some invisible ink for them to try. Ask for a volunteer. Give the volunteer a quarter of a sheet of white paper and a toothpick. Place the container of magic ink in front of them and instruct them to dip the toothpick into the invisible ink and write one word on the paper. Encourage them not to let anyone know what the word is. Hold the paper over a candle flame and the writing turns brown, making it clearly visible.

Simply use vinegar or lemon juice as the invisible ink. (Onion juice will also work.) The juice causes a chemical change in the paper to create a substance similar to cellophane. Because its ignition temperature is lower than that of the paper, the parts written on the paper begin to brown or singe.

Gas Pipe

Roll a thin piece of aluminum foil around a pencil to make a tube four inches long. Lightly hold the foil tube between a pair of tongs. Hold it with one end in the middle of a candle flame. If you hold a burning match at the other end of the tube, a second flame will be lit there.

Note: This trick takes some practice and patience.

Candles contain a chemical called stearin, a crude form of stearic acid. Like all solid and liquid fuels, stearin produces combustible gases when heated, and these accumulate inside a flame. They burn, with the oxygen of the air, in the outer layer and tip of the flame. Not all the stearin vapor burns off. The vapor that does not burn in the middle can be drawn off, like gas through a gas pipe from the gas company.

THINK ABOUT IT ►

- Who suggested solutions to the magic tricks?
- Were all of the suggested solutions heard? If not, why not?
- What did you learn from this activity?
- What other things that happen around us are a result of chemical changes?
- How can what you learned carry over into other life situations?

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes, and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
S 12.4 Knows that observations can be affected by bias.



Camp Fire

ACTIVITY NAME ► MAGIC IN THE AIR**PROJECT ► SCIENCE MYSTERIES****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 30-45 minutes****PURPOSE ►** Learn how air pressure can create interesting effects.**MATERIALS ►** Funnel, table tennis ball, disposable hand wipes, dime, shallow plate (glass or pottery), drinking glass, plastic bag, a thick rubber band, large glass jar, vinegar, baking soda, raisins, spoon, water, thumbtack, spool, postcard or index card.**PREPARATION ►** Gather materials and group them as needed for each challenge. Cover the activity area to protect surfaces.**ACTIVITY ►**

Ask the youth what they know about air. Many physical experiments seem like magic, but there are logical explanations and laws for all the strange occurrences. Offer the youth the following four challenges. Let them try their skill and then explain why it worked. If it does not work, see if they can decide why.

Blow the Ball out of the Funnel

Show the youth a funnel with a table tennis ball inside. Select a volunteer and have them hold it above his or her head, with the mouth of the funnel sloping upwards. Then ask the person to blow as hard as he or she can through the spout. Clean the funnel with disposable hand wipes and allow others to try. It is hard to believe, but no one is able to blow the ball out.

The air current does not hit the ball with its full force. It separates and pushes through the places where the ball rests on the funnel. At these points the air pressure is lowered according to Bernoulli's law and the external air pressure pushes the ball firmly into the mouth of the funnel.

Blow a Coin into a Plate

Lay a dime four inches from the edge of the table and place a shallow plate eight inches beyond it. Select a volunteer and ask them how you can blow the coin into the dish. Let them try. Then allow others to try. If they accomplish the challenge, ask if they can explain the science involved.

It won't work if the coin is blown at the front. It seems that the air will blow under the coin and lift it up. This may only move the coin across the table. The coin will only be transferred to the plate if a person blows once sharply about two inches horizontally above it. The air pressure above the coin is reduced. The surrounding air, which is at normal pressure, flows in from all directions and lifts the coin. It goes into the air current and spins into the dish.

Make a Card Hover Under a Spool

Fold a postcard or index card in half. Stick a thumbtack through the center of the folded card. (The tack must be a thumbtack with a flat head. A push pin will not work.) Hold it in your hand with the point of the tack facing up. Place the spool over the card so that the pin projects into the hole. (An old-fashion wooden spool works best, but a plastic spool will work with more practice.) Ask the youth what will happen to the card if you blow hard through the spool and remove your hand? Tell them it will remain under the spool for a few seconds. Blow hard down the hole and lower your hand. You expect the card to fall immediately, but in fact, it remains hovering under the spool briefly. Let the youth try.

This surprising result is explained by Bernoulli's law. The air current goes through at high speed between the card and the spool, producing a lower pressure. The normal air pressure pushes the card from below upward against the spool.

Pull a Plastic Bag out of a Glass

Put your hand inside the plastic bag and push it into a glass, all the way to the bottom. Smooth out the bag so there are as few wrinkles as possible inside the glass. Wrap the rest of the bag over the outside of the glass and secure it with a rubber band. Note: Make sure the rubber band is tight enough to hold the edge of the plastic in place. Hold up the glass in front of the youth and then order the plastic bag to stay put. Ask a volunteer to reach inside and try to pull the bag out of the glass (ask that they take care not to poke a hole through the plastic). You may even want to prepare several glasses with bags and call for other volunteers. No matter how many people try, it is unlikely anyone will be able to pull the bag out of the glass.

Air exerts pressure on everything it touches; we're not usually conscious of it because it pushes equally from the glass. When you tug on the plastic, the pressure of the air trapped between the glass and the plastic decreases because the air molecules there spread out to fill the small amount of space between the glass and the plastic. The pressure from the air filling the bag from outside of the glass is greater, and it is enough to keep you from pulling the bag all the way out.

Scuba Diving Raisins

This experiment looks at air under water. Sprinkle enough baking soda just to cover the bottom of a glass jar. Add water to the jar until it is four-fifths full. Stir the solution until the baking soda is dissolved. Place five raisins in the jar and observe what happens to them. Add enough vinegar to fill it completely. Observe the raisins.

Ask the youth what is forming on the raisins. Why is some of the gas sticking to the raisins while the rest of it is bubbling? Why are the raisins rising to the top of the container? Why do they sink again after they get to the top? Try gently tapping the side of the glass and see if you can get the bubbles to release the raisins before they get to the top.

If an object immersed in liquid or gas is less dense than liquid or gas, the object will rise. An example of this is a hot air balloon. When the balloon is filled with warm air, it is less dense than the surrounding air, so the surrounding air pushes the balloon up into the atmosphere. A bubble formed at the bottom of an aquarium will rise because it is less dense. A person in water who has his lungs full of air will also rise. When an object loses its buoyancy, it zips back down to the bottom of the container.

This activity can also be done using Alka-Seltzer tablets dissolved in water.

Variations:

- Test other items to see if they react the same way raisins do. Try: balls of clay, dried beans, apple seeds, pieces of broken spaghetti, etc.
- Use another solvent instead of water to dissolve the baking soda.
- Conduct the experiment in a very tall graduated cylinder. Is there any difference?

**THINK ABOUT IT ►**

- Understanding air pressure can help you understand how other things work. The ascent of an airplane takes place in part due to air pressure. The air flows over the arched upper surface of the wings faster than over the flat under-surface, and therefore the air pressure above the wings is reduced. The greater air pressure underneath the wing pushes up on the wing.
- What did you learn from this activity?
- How many different ways were used to communicate messages? What were they?

ADDITIONAL ACTIVITY ►

Weather, especially hurricanes and thunderstorms, is tied to air pressure. Invite a weather expert to visit to explain air currents. (DP1)

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an opportunity to learn from mentoring relationships with adults.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 12.4 Knows that observations can be affected by bias.

ACTIVITY NAME ► MAGICAL FORCES**PROJECT ► SCIENCE MYSTERIES****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 45-60 minutes**PURPOSE ►** Conduct simple experiments involving electrical energy and motion.**MATERIALS ►** Tissue paper, scissors, metal lid, fountain pen, wool cloth, record album (skip this activity if you do not have a record), drinking glass, aluminum foil, small pane of glass, two hard back books (same thickness), small metal plate, sturdy string, two identical metal washers, small rubber band, tape, ruler.**PREPARATION ►** Gather materials and group them as needed for each experiment. Read *Physical Science Facts* (on page 296).**ACTIVITY ►**

Ask the youth if they know that there is energy in all things. Some forms of energy remain locked inside until something happens to release it, like a volcano. Or perhaps two things meet and one transfers energy to another, like a bat hitting a ball. Energy is a little bit hard to understand because you cannot see the energy; you can only see what happens when the energy is released or transferred. That is why electricity and magnetic energy seem to have magical power, because you cannot always see them.

Instruct the youth on how to set up and conduct each of following experiments. Watch the magical energy forces at work and then discuss how they work.

Magic Paper Snake

Cut a piece of tissue paper about four inches square into a spiral to look like a coiled snake. Place it on a metal lid and bend its head up. Rub a fountain pen vigorously with a wool cloth and hold it over the coil. It rises like a living snake.

The pen has taken electrons from the wool cloth that attract the uncharged paper. On contact, the paper takes part of the electricity, but immediately gives it up to the lid, which is a good conductor. Since the paper is now uncharged again, it is again attracted, until the fountain pen has lost its charge. Would rubbing a balloon on a wool sweater cause the same thing to happen?

Jumping Foil Fleas

Rub a long-play record with a wool cloth and place it on a drinking glass. If you toss some small aluminum foil balls on to the record, they will jump away from one another. If you move the balls closer together with your fingers, they will hop away again.

The electricity produced on the record when it was rubbed with the wool is distributed in irregular fields. The foil balls take up the charge and are repelled by each other because they have the same charge. They are immediately attracted to fields with the opposite charge on other parts of the record.

Dancing Paper Dolls

Place two books far enough apart so that a pane of glass will lay on top of them with room for a metal plate underneath. Cut out paper dolls that are about an inch high from tissue paper. Place the dolls inside the plate. If you rub the glass with a woolen cloth, the dolls underneath begin a lively dance. They stand up, turn round in a circle, fall and spring up again.



The glass becomes electrically charged when it is rubbed with the wool, attracts the dolls, and also charges them. Since the two like charges repel each other, the dolls fall on the plate, give up their charge to the metal and are again attracted to the glass.

Mysterious Moves

Let the youth set up this next science trick for you and then let them believe for a moment that you have the power to control energy and motion.

Ask the youth to create two pendulums. Have them cut two pieces of string 15 inches long and tie a washer to one end of each piece of string. Tape the free ends of the strings to the edge of a table or the top of a doorway, spacing them three inches apart. Make sure the washers hang level with each other. Place a rubber band (one that's small enough to stay in place) over both washers and slide it about two thirds of the way up the strings.

Tell the youth that you command the pair of pendulums to stop and start swinging on cue. Begin with both strings hanging motionless. Very gently pull one of the washers toward you and then release it. Ask everyone to watch carefully as it swings back and forth. As soon as you detect it slowing down, point at it and command it to stop, then quickly point to the second pendulum and instruct it to start swinging. Now repeat the process, commanding the first pendulum to swing again when the second pendulum slows down. When the first pendulum slows down again, stop both pendulums. It will look like you magically controlled their movements.

Pendulums stop and go because the rubber band does more than connect the two pendulums. It also robs energy from the motion of the first pendulum and transfers it to the second pendulum. This starts the second pendulum swinging, for a while, until the energy of its motion is transferred back through the rubber band to the first pendulum. Each time, a little energy is also lost due to air resistance and friction caused by the rubber band. So if you wait long enough, both pendulums will stop on their own.

THINK ABOUT IT ►

- If you did not know the science behind the mysterious movement of the pendulums, would you believe that someone could control an object that way?
- Do you get an idea of how long ago people might have believed these phenomena were magic?
- Who suggested solutions?
- What did you learn during this activity?
- How can what you learned carry over to other life situations?

ADDITIONAL ACTIVITIES ►

- Recreate Edgar Allan Poe's dramatic reading *The Pit and the Pendulum*, life size or with an action figure. (DP1)
- Provide lots of miscellaneous "stuff," and invite the youth to come up with their own experiments. Have them first form a hypothesis, and after the experiment, discuss why their hypothesis was correct or incorrect. (DP2))

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an opportunity to learn from mentoring relationships with adults.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 9.2 Understands the law of conservation of energy.
S 9.1 Knows that energy is a property of many substances.

PHYSICAL SCIENCE FACTS

An **atom** is a tiny, basic building block of matter. All the material on Earth is composed of various combinations of atoms. Atoms are the smallest particles of a chemical element that still exhibit all the chemical properties unique to that element. A row of 100 million atoms would be only about a centimeter long.

An **electron** is the negatively charged particle found in an atom. Electrons form the outer layer or layers of an atom, while protons and neutrons make up the nucleus, or core, of the atom. The electron is one of the lightest particles with a known mass. A droplet of water weighs about a billion, billion, billion times more than an electron. Physicists believe that electrons are one of the fundamental particles of physics, which means they cannot be split into anything smaller.

A **proton** carries a positive electric charge. It is 1,836 times as heavy as the electron. Protons are affected by all four of the fundamental forces that govern all interactions between particles and energy in the universe. The electromagnetic force arises from matter carrying an electrical charge. *It causes positively charged protons to attract negatively charged electrons and holds them in orbit around the nucleus or the atom.*

A **neutron** is an electrically neutral elementary particle that is part of the nucleus of the atom. It is slightly heavier than a proton and 1.838 times as heavy as the electron.



Camp Fire

ACTIVITY NAME ► MAGIC IN NATURE**PROJECT ► SCIENCE MYSTERIES****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 45 minutes**

PURPOSE ► Conduct experiments to observe and understand simple occurrences in nature.

\$MATERIALS ► Microwave or hot plate to boil water, red cabbage leaf, four clear glasses, crayons, white vinegar, soda, toothpicks, plastic plate, container of water, eye dropper or soda straw, magnifying glass, paper, pencil, scissors, crayons, bowl for water, shoebox, cardboard pieces, ruler, utility knife, piece of paper, masking tape or duct tape, two small pots for planting, two potatoes that have started to sprout, toothpaste, Kaopectate, 7up, lemonade, oatmeal, dissolved antacids.

PREPARATION ► Gather material in quantities according to how many of each experiment will be conducted. Cover the activity area to protect surfaces. You may want to prepare the "Cabbage Color Magic" solution prior to the activity and then explain how you did this. (This smells really bad!)

ACTIVITY ►

Some of the most amazing things that happen are things we never see. These things happen every day in the natural world. Ask the youth if they have ever seen any of the magical things that happen in nature on a television nature program or at school. What kinds of things did you see?

Demonstrate or allow the youth to perform the following science magic tricks using water and other natural materials.

Cabbage Color Magic

Have a variety of liquids (such as toothpaste, Kaopectate, 7up, lemonade, oatmeal, dissolved antacids, etc.) available for the youth to test. Have them hypothesize what will happen with each one. Discuss if they see patterns and if their hypotheses were correct. Boil one cup of water. Cut a red cabbage leaf into small pieces and place in a bowl. Add the boiling water. Allow the cabbage to soak for half an hour. Pour the violet-colored cabbage water into a glass. Using three clear glasses, put plain water in one glass, vinegar in the second and water mixed with soda until it has dissolved in the third.

You can now use the solution for crazy cabbage color magic. Place the three glasses on the table, all apparently containing pure water. Then, pour a little cabbage water into each glass, the first liquid remains violet, the second turns red and the third green.

What makes the water turn different colors? The violet cabbage dye has the property of turning red in acid liquids and green in alkaline. In neutral water, it does not change color. In chemistry, one can find out whether a liquid is acid or alkaline by similar detecting liquids (indicators). Test the other liquids for acid or alkaline.

Water Star

Bend five or six wooden toothpicks in half without breaking them. The toothpick forms a V shape. Place the bent toothpicks on the center of a dry plate with the V points touching. Set a glass of water and an eyedropper (or soda straw) nearby.

Place the plate with the bent toothpicks where everyone can see it. Tell those watching that you will transform the broken toothpicks into a perfect star without touching the plate or anything on it.

Fill the eyedropper with water from the glass (if you're using a straw, dip the bottom into the water and then cover the top with your finger to capture a little). Squeeze several drops of water into the center of the toothpick pattern. The toothpicks will slowly but surely reshape themselves into a star.

What makes the toothpicks move? When you bend the dry toothpick in half, take a close look at the broken portion. Use a magnifying glass if you have one. You should be able to see individual wood fibers. When the wood fibers soak up water, they expand and become springy, just as a dry sponge grows and becomes flexible when it gets wet. Adding water to the bent toothpicks causes the fibers to expand. This causes the toothpicks to straighten slightly, creating the star.

Water Flower

To create the flower, draw an eight-point star on a piece of paper and cut it out. (Draw an octagon and then add a triangle point to each side of the octagon. The points create the petals of the flower.) Color the flower with crayons. Fold the petals firmly inwards. Now, if you place the flower on water you will see the flower petals open in slow motion.

What makes the petal of the paper flower open? Paper consists mainly of plant fibers, which are composed of extremely fine tubes. The water rises in these tubes. The paper swells, and the petals of the synthetic flower rise up, like the leaves of a wilting plant when it is placed in water.

Plant Maze

Prepare this experiment to leave at your meeting site for a few days or let each youth prepare the experiment to take home and observe. Plant a sprouting potato in a pot with equal amounts of soil and water. Set it somewhere in the room.

Plant a sprouting potato in a small pot in moist soil. Cut a hole at one end of a shoe box. Cut two pieces of cardboard the size of one end of the shoebox less one inch on the bottom side. Using the cardboard piece, divide the shoebox into three sections. Tape one cardboard piece flush with the top of the box and the other flush with the bottom to create a maze. Place the potted potato in the end of the box without the hole. Put the lid on the box. Place the box in or near a window. After several days, the shoot growing from the potato will have found its way to the opening in the end of the shoebox. Plants have light sensitive cells, which guide the direction of growth. Even a minimum amount of light entering the box will cause the shoot to bend and follow the maze. The shoot will look white because chlorophyll, the substance in plants that gives them their green color and is necessary for healthy growth, cannot be formed in the dark.

Observe both potato plants for a week and notice the effect of light on growth.

THINK ABOUT IT ►

What did you learn from doing these experiments?

The science magic in nature often goes unnoticed because it happens slowly over a period of time. If you were a time-lapse camera, what magical things could you see happening outside the place where you live? Take one picture a day of a plant and compare results when developed.

**ADDITIONAL ACTIVITY ►**

Interview three people about their interest in magic tricks. Ask them whether they think the tricks are magic or science. Offer a choice of tricks and do one of the activities. Make a graph of the results. (DP2)

TIPS FOR ACTIVITY LEADER ►

If the youth will be using a utility knife to cut holes in the shoe boxes, be sure to review safety guidelines and place a piece of wood or other thick material under the shoeboxes to protect activity surface when cutting.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes, and make decisions.
- Youth will have an opportunity to learn from mentoring relationships with adults.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

M 6.4 Reads and interprets data in charts, tables, plots and graphs.

S 12.6 Establishes relationships based on evidence and logical argument.

MAGIC IN NATURE

ACTIVITY NAME ► CREATE THE MAGIC**PROJECT ► SCIENCE MYSTERIES****LEVEL ► Six****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 30-40 minutes**

PURPOSE ► Learn to perform simple magic tricks and understand the science principles that explain how they work.

MATERIALS ► A copy of *Science Magic Tricks* (on page 302); for the “Magic Loop”: string, bowl, water, matches, dishwashing liquid, scissors; for “The Nose Knows”: coins (three dimes, three pennies, three quarters), plastic plate; for the “Disappearing Coin”: four or five identical glass jars with lids, pitcher with water, coin (dime or quarter); for the “Magic Match”: cubes of ice, small bowl, matches, table salt, water; four paper bags, paper towels.

PREPARATION ► Make a copy of *Science Magic Tricks* and cut apart. Place the materials for each of the four science magic tricks (except the water) in separate bags. Cover any activity areas needed to protect surfaces.

ACTIVITY ►

Ask if any of the youth ever wanted to be a magician. Tell youth that the magic tricks performed by magicians take a great deal of time and practice to perfect. Most of their tricks have some basis in science. Things that seem like magic are easy to understand if you know the chemistry, physics or other sciences involved. Much of what a magician does is to get the audiences to look where they want them to while the magician, “slips something past them.” In other words, magic is part science and part art –

performing art, the ability to command an audience’s attention.

Tell the youth that they are going to have the opportunity to learn a few simple science magic tricks to perform for their group. Divide the youth into four groups. Give each group directions for one of the science magic tricks and the supplies needed for the trick. Allow each group time to learn and practice its trick. Encourage them to perfect what they say to the audience and their timing of the trick. Tell them they also need to be able to understand and explain the science behind the magic. After an allotted amount of time (10-15 minutes), join together as a large group and let each of the small groups show the others its trick. Then let the youth try any of the tricks they would like to learn.

THINK ABOUT IT ►

- What part of the trick was harder – understanding the science involved, making the trick work or performing the trick in front of an audience? Why?
- Was there a group leader? Who?
- Was there more than one leader? If so, how many and who?
- On a scale of 1 to 10, how well did the group cooperate?
- What are some specific examples of when the group cooperated in completing the task?

ADDITIONAL ACTIVITY ►

Have each youth write up his or her own explanation/analysis of what is happening in his or her trick. (DP1)

**TIPS FOR ACTIVITY LEADER ►**

All of the science magic tricks work. If the youth have trouble making them work, encourage them to keep trying. Suggest that they try to vary different parts of the directions or the supplies to correct the difficulty. Encourage them to keep in mind the scientific process of trial and error while doing the activity. Even a failure can lead to new knowledge.

Have paper towels handy for spills and wet hands, if needed.

ADULT FACILITATOR NOTES ►

Youth may want to perform their magic for others and may need you to facilitate the arrangements.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

SCIENCE MAGIC TRICKS

Magic Loop

Prepare for the trick:

Knot a piece of string into a loop and allow it to float in a bowl of water.

The trick:

If you dip a match (dabbed with a little dishwashing liquid) into the middle of the irregularly shaped loop, it immediately becomes circular.

Create the magic:

Show your audience the string loop in the bowl of water. Tell your audience: "I can make this string loop open into a circle with the touch of a match." First, ask a volunteer if he or she can perform the magic. Give them a match and ask them to touch the water inside the loop. Nothing will happen. Then you say some magic words and touch the water with a match that you have secretly prepared with the dishwashing liquid.

Science behind the magic: Surface Tension

This trick is based on surface tension: the tendency of liquids to reduce their exposed surface to the smallest possible area. The magician's match has this magic power because it was previously dabbed with a little dishwashing liquid. The liquid spreads in all directions when the match is dipped into the water and penetrates between the water particles, which were held together like a skin by surface tension. This "water skin" breaks in a flash from the place where the match is dipped in outwards. The liquid particles, which are made to move, push against the loop and make it rigid so that it forms a circle. Note: If the string loop becomes saturated with water, it will sink. Make sure you don't allow much time to pass between placing the loop in the water and touching the match to the surface of the water.

The Nose Knows

Prepare for the trick:

Place three coins (dimes) on a plastic plate.

The trick:

Close your eyes. A volunteer from the audience selects one coin from the plate, holds it in his closed hand for several seconds and then puts it back on the plate. Open your eyes, pick up each coin one at a time, smell the coin and put it back on the plate. Then tell the audience which coin was chosen. The trick is you know which coin was chosen from its slightly warmer temperature.

Create the magic:

Ask for a volunteer from the audience. Tell the audience that you will be able to tell which coin the volunteer chooses using your sense of smell. You close your eyes as the volunteer picks up one coin, holds it for several seconds in his or her closed hand and then puts it back on the plate in the same spot. You pick up a coin, touch it briefly to the skin between your upper lip and nose and take a deep breath. Do this with all three coins. Now announce, to everyone's astonishment, which coin was taken from the plate.

Science behind the magic: Heat Conduction

This trick is based on heat conduction. Since metals are very good conductors of heat, the coin warms up immediately in the hand. Plastic on the other hand is a poor conductor, so hardly any heat is lost to the plastic when the coin is returned to the plate. The skin around your lip is particularly sensitive and reveals the smallest temperature difference in the coins, so that you can detect the right one immediately. Note: Before the trick is repeated it is a good idea to lay the coins on a cold floor to conduct away the heat.

Experiment: Try the trick using three different coins (one penny, one dime, one quarter) to see if the trick still works the same.



Disappearing Coin

Prepare for the trick:

Completely fill one of the jars (all the way to the top) with water. Put the lids on the other jars. Place the jars on a table so that the jar with the water is not easily spotted.

The trick:

Place a jar (without water) over the coin. You can see the coin through the glass. Place a jar (with water) over the coin. The coin cannot be seen.

Create the magic:

Ask for a volunteer from the audience. Place the coin on the table and then one of the empty jars over it. Ask if he or she can see the coin. The answer will be yes. Keep placing different jars over the coin, talking to the person and moving quickly. At some point, tell the audience that you will make the coin disappear. Without drawing attention to the difference in the jars, place the jar with the water over the coin and say the magic words. It will look like it disappeared. Magic tip: Keep the volunteer far enough away from the jars that he or she cannot reach out and pick up the jar.

Science behind the magic: Reflection

When the jar is filled with water, the light rays do not follow the path of the coin any more. They are reflected back over the bottom of the glass when they hit the water from below at an angle. This is called total reflection, and only a silvery gleam can be seen on the bottom of the jar.

Variation of the trick: *Dissolving Coin*. If you place a jar over a coin lying on the table, it looks like it is in the jar. Now, if you pour water into the jar and put the lid on it - Abracadabra! -the coin disappears, as if it dissolved in the water.

Magic Match

Prepare for the trick:

Place an ice cube in a bowl of water.

The trick:

The trick is quite easy. All you need to do is place the match on top of the ice cube and sprinkle some salt over it. In no time the match is frozen solid, and you can lift it together with the ice cube from the dish.

Create the magic:

Choose a volunteer from the audience and ask him or her to pick up the ice cube with a match. Allow him or her to try for a few seconds. Then, you place a match on the ice cube, say the magic words (wave one hand around while the hand holding the match sprinkles the salt on the ice). Raise both hands in the air, tell your audience you will now pick-up the ice cube using your magic match, then do it!

Science behind the magic: Changing the temperature of water.

Salt water does not freeze as easily as ordinary water. Scattering the salt on the ice cube makes it melt. However, when a substance melts, heat is consumed at the same time. This heat is taken from the moisture under the match, where no salt fell, causing the water between the ice and the match to freeze. Discuss the freezing and melting points of liquids. Water freezes at zero degrees Celsius or 32 degrees Fahrenheit. Saltwater freezes at a lower temperature. Explain about salting roads in winter and why it is done.

ACTIVITY NAME ► PHOTO MAGIC**PROJECT ► SCIENCE MYSTERIES****LEVEL ►** Six**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Learn how to copy newspaper photos using two common chemicals.**MATERIALS ►** Newspapers, scissors, water, turpentine, liquid detergent, sponges, plain white paper, metal spoons, small containers for mixing, safety goggles.**PREPARATION ►** Cover the activity area to protect surfaces.**ACTIVITY ►**

Ask the youth if they know how to make a copy of a newspaper photo without using a copy machine. Do they think it can be done? Ask the youth to imagine all the possibilities and then tell them that you can show them how to make a copy of a newspaper photo by mixing two common chemicals with water.

Ask the youth to look through the newspaper and cut out three or four photos. Have them find both black and white and color photos. Wearing safety goggles, demonstrate the following process and then have the youth try it for themselves. Mix two spoonfuls of water, one spoonful of turpentine and one spoonful of liquid detergent. Using a sponge, lightly dab this mixture over the newspaper photo. Lay a piece of white paper on top of the newspaper photo. Vigorously rub over the entire surface with a spoon. Lift the white paper to view the copy created.

Ask the youth if they know how the process works. Explain that the turpentine and liquid detergent form an emulsion (a mixture of two or more liquids in which one is present as droplets, and is distributed throughout the other) that penetrates between the dye and oil particles of the dry printing ink and make it liquid again.

Have the youth work in pairs or groups of three to try the process with other photos they clipped from the newspapers.

THINK ABOUT IT ►

- The magic you saw in the photo magic activity will only work on newspaper printing ink. It will not work with pictures from magazines. Do you know why? The glossy pictures in magazines contain too much lacquer. The lacquer is part of what gives it the glossy look. Lacquer would be much more difficult to dissolve.
- Why did we do this activity?

TIPS FOR ACTIVITY LEADER ►

Turpentine is a flammable liquid. Use caution.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

**ACTIVITY NAME ► DISCOVER THE MAGIC****PROJECT ► SCIENCE MYSTERIES****LEVEL ► Six****FOCUS ► Leadership****CODE ► I or G DP2****TIME ► 45-60 minutes****PURPOSE ►** Find science activities that could be presented in an entertaining fashion.**MATERIALS ►** Access to the Internet, science resource books, paper, pens or pencils.**PREPARATION ►** Decide if the youth will research and find science magic tricks on their own or if they will research and find science magic tricks as a group. Make preparations to leave the meeting site, if needed, or to have use of a computer for Internet access. Example: plan a trip to the library or a science museum. Plan for transportation, permission slips, informing parents and recruiting adult assistance.**ACTIVITY ►**

At one point in time, people thought many natural occurrences like lightning were works of mythical beings. Once people gained an understanding of science, a logical explanation was developed for anything that seemed mysterious, including magic. But it is still fun to entertain others with science-based activities and call them MAGIC. It is fun to know why something happens and then be able to explain it to others.

Tell the youth that they are going to find science activities that could be presented as if they were magic. Have them research and find science activities that they could present, but know and be able to explain how they work. In other words, what is the science of the magic?

If researching individually, ask the youth to find one or two activities they can bring back, demonstrate and then teach to others in the group. Tell the youth that they will need to bring all the supplies they need to demonstrate and teach their science magic tricks.

If researching as a group, first have the youth decide how many activities they would like to find and if they want to focus on anything specific (i.e., science activities involving chemistry, physics, water). If they should limit the activities they are looking for (i.e., no activities involving fire, or those that need materials or equipment that would be difficult to obtain).

Have the youth conduct the research and share what they find with the group.

THINK ABOUT IT ►

- Did you learn anything new about science while researching the activities?
- How did you decide which magic tricks to select?
- If working as a group, how were the decisions made?
- Who made suggestions?
- Did you do something that made you especially proud?

TIPS FOR ACTIVITY LEADER ►

To ensure the safety of youth, be aware of the variety of magic tricks selected and the materials needed to accomplish them. Pay close attention to tricks that may require harmful substances or activities that require physical abilities.

ADULT FACILITATOR NOTES ►

For more information, go to Web sites for Bill Nye the Science Guy, www.bill nye.com Beakman's World, www.beakman.com.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ► MAGIC SHOW
PROJECT ► SCIENCE MYSTERIES
LEVEL ► Six
FOCUS ► Leadership
CODE ► I or G DP2

TIME ► This activity will require two meetings – one to decide and plan and a second to perform for others. Each meeting may require between 30 and 45 minutes.

PURPOSE ► Develop planning and leadership skills by planning and performing a magic show using science activities.

MATERIALS ► Paper, pens or pencils, a copy of *Discovery* planning method; optional: large paper and markers to record group discussion. Other supplies needed will be determined by the science magic tricks selected by the youth.

PREPARATION ► Review the *Discovery Planning Method* (on page 336).

ACTIVITY ►

Tell the youth that they are going to put on a magic show that teaches science concepts. Tell the youth they are going to use the *Discovery* planning method to plan for and present their magic show.

Decide

Have the youth decide for whom they would like to perform their magic show. They could choose a group of younger children, such as a Camp Fire group, a school group, their families or a group of their peers. Have the youth decide which science magic activities they would like to use in their show. They could use any of the activities they have learned in this project. Have the youth determine the date, time and place to lead the activity with the other group. Remind them to

consider things like size of the group and age level of the participants. Have them decide how to notify the group leader and who will do it.

Plan

Have the youth determine who will perform each of the tricks in their show. Have the youth determine the supplies that will be needed for each magic trick and decide how they will be obtained and who will be responsible for them. Have them practice performing the magic tricks and explaining the scientific principles they demonstrate. Ask for feedback from the group on how clear the explanation was.

Do

Have youth set up for the magic show, including decorations (if desired). Have them introduce themselves to the audience and tell participants what they will be doing. Conduct the magic show. Have them thank the group for allowing them to perform for them.

THINK ABOUT IT ►

- How did it feel to be in front of an audience?
- What was easy? What was difficult?
- What would you do differently if you were to do it again?
- What did you learn about yourself?

TIPS FOR ACTIVITY LEADER ►

Try to allow the youth to think of all the considerations for presenting their science magic tricks to an audience. Guide them in their planning process by asking, "Have you thought of ...?" or "What about ...?" Allow them to make mistakes as long as safety concerns are being met. Avoid the temptation to do it for them. Some of the best learning comes from having to "make do" or "winging it" when a person discovers he or she has left an important piece out of the planning process.

ADULT FACILITATOR NOTES ►

Offer assistance in communicating with the audience group, if needed. Talk to the leader of the other group to be sure the leader understands the age and experience of the youth who will be performing and talking with the group. Ask for cooperation in understanding that the activity will be a learning process for your youth as well.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to plan sequentially.

ACTIVITY NAME ► ABRACADABRA
PROJECT ► SCIENCE MAGIC
LEVEL ► Six
FOCUS ► Take It to the Limit
CODE ► G DP5
TIME ► 6-8 hours
PURPOSE ► Develop planning and leadership skills by creating a business using science activities.
MATERIALS ► Paper, pens or pencils; other materials will be determined by science magic tricks selected by the youth.

PREPARATION ► Complete the activity "Magic Show" (on page 307) prior to this activity.

ACTIVITY ►

Have the youth reflect on their "Magic Show" activity. What did they like about the show they put on? What would they have done differently? Ask the youth if they would be interested in creating a magic troupe to continue their show on an ongoing basis.

Using the *Discovery* planning method, help the youth plan how they will develop and market their magic troupe. In addition, the youth will need to decide whether they want their magic troupe to be a service to the community or if they want to charge for the show. If they choose to charge for their show, help them discuss setting an appropriate price for admission. Have the youth develop a budget. Help them decide how long they will run the magic troupe and set a goal for how many shows they would like to perform in that time period. Remember to celebrate their success with some kind of special recognition or party.

Make sure the youth routinely practice the tricks they developed in the "Magic Show" activity. During each show, have the youth share with the audience the scientific principle each trick demonstrates. After each show, talk about what worked and what needs improvement.

THINK ABOUT IT ►

- Was working as a group to put on the magic shows easy or hard? Explain.
- Did this activity help you understand the details that go into running a business? Explain.
- What did you learn about science through your magic troupe experience?

TIPS FOR ACTIVITY LEADER ►

Other Camp Fire clubs may provide opportunities for the youth to perform.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

S 13.6 Knows ways in which science and society influence one another.

B 1.5 Understands that various factors affect decisions that individuals make.



FAMILY TAKE-HOME PAGE

As a result of this project, youth will learn science concepts and apply their knowledge in the areas of earth, physical and life sciences, by participating in a variety of activities.

This project supports the following Camp Fire outcomes.

Outcome	Activity									
	Is it Science or Is it Magic	Magic in the Air	Magical Forces	Magic in Nature	Create the Magic	Photo Magic	Discover the Magic	Magic Show	Abracadabra	
Youth will be able to communicate their point of view	X	X	X	X	X	X	X	X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X			
Youth will have an opportunity to learn from mentoring relationships with adults.		X	X	X						
Youth will be able to plan sequentially.								X	X	
Youth will be able to apply their academic learnings.									X	
Youth will appreciate being able to celebrate and share their successes.									X	

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

AT HOME ►

Have a family magic show. Using the activities from this project, have family members choose one activity to demonstrate to the family. After all the activities are finished, each person can explain what he or she did and what happened.

Visit a science museum or go to a magic show.

TRAIL TO THE FUTURE**ACTIVITY CHOICES ►****LEVEL ►** Six**PROJECT ► BE A SPORT****PURPOSE ►** Use cooperation and problem solving to solve individual or group challenges.

Activity Name	Focus
Sportsmanship	Knowledge
Stalking the Answer	Knowledge
Rainy Day Relays	Knowledge
Card Smarts	Skill
Tower Building	Skill
Clinician for a Day	Leadership
Torch Bearer in Sports and Games	Take It to the Limit

YOUTH OUTCOMES ►

Outcome	Activity							
	Sportsmanship	Stalking the Answer	Rainy Day Relays	Card Smarts	Tower Building	Clinician for a Day	Torch Bearer in Sports and Games	
Youth will have an opportunity to learn from mentoring relationships with adults.	X							
Youth will be able to communicate their point of view effectively.	X	X	X	X	X	X		
Youth will be able to evaluate choices, weigh outcomes, and make decisions.	X	X			X	X		
Youth will maximize their physical abilities to meet and overcome challenges			X			X		
Youth will be able to plan sequentially.							X	
Youth will be able to practically apply their academic learnings.							X	
Youth will appreciate being able to celebrate and share successes.							X	

**EDUCATION STANDARDS ►**

Activity Name	Standards
Sportsmanship	B 1.5, B 2.1, B 2.7, B 3.3, M 6.5, M 6.6
Stalking the Answer	M 1.2, M 3.1, M 3.3, B 4.3
Rainy Day Relays	B 2.1, B 2.7, B 3.3
Card Smarts	M 1.2, M 3.3
Tower Building	M 1.2, M 5.5
Clinician for a Day	LA 7.4, LA 8.7, LA 8.8
Torch Bearer in Sports and Games	LA 7.4, B 1.5, B 3.3

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00112) or trail certificate. They might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads. Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- Remember to adjust activities to the ability level of each youth in your group.
- Some of the activities in this project require a large area to play the games.
- Have plenty of adults to help supervise groups.
- Activities offer suggestions for marking boundaries, but you may use anything that meets the needs of the activity.

BE A SPORT

ACTIVITY NAME ► SPORTSMANSHIP**PROJECT ► BE A SPORT****LEVEL ► Six****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 20-30 minutes****PURPOSE ►** Be able to show in a positive manner an understanding for the way another person feels in sports and games.**MATERIALS ►** Paper, pens or pencils.**ACTIVITY ►**

Sportsmanship means playing fairly and winning graciously. A person who is a "good sport" uses knowledge of other people and how other people are feeling in order to do this. Have you ever encountered anyone who did not display good sportsmanship?

Give each youth a piece of paper. Ask them to create three columns on the page. Have them write the following questions at the top of each column.

1. How would the other person feel?
2. How would I feel or react to the situation?
3. What should I say or do in that situation?

Read the following situations and ask the youth to answer each of the three questions on their paper according to the situation.

Situations:

- A. On a field day at school, your class was competing against another class in a relay. The other class lost.
- B. Your family is playing a board game, and a younger member of the family keeps losing.

- C. Both you and a friend sign up to play in a league sport. Your friend is chosen to compete but not you.
- D. During a basketball game in gym class, you were not able to make the basket to help your team win.

Discuss each situation as a group. Ask the youth to share how they answered each question in the different situations.

THINK ABOUT IT ►

- What happens if a person does not have good sportsmanship?
- Do you think most professional athletes are good sports?
- What might contribute to professional athletes being bad sports?

ADDITIONAL ACTIVITY ►

Attend or watch on TV a sporting event. (This could even be a taped segment shown during meeting times.) Afterwards, divide the group in half. One half tallies times good sportsmanship is shown; the other half tallies poor sportsmanship. Discuss and graph the results. Analyze the results: was one part of the game better/worse than another? Why do you think so? (DP1)

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

**EDUCATION STANDARDS ►**

- B 1.5 Understands that various factors affect decisions that individuals make.
- B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
- B 2.7 Understands that there are similarities and differences within groups as well as among groups.
- B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
- M 6.5 Uses data and statistical measures for a variety of purposes.
- M 6.6 Organizes and displays data using tables, graphs, frequency distributions and plots.

SPORTSMANSHIP

ACTIVITY NAME ► STALKING THE ANSWER**PROJECT ► BE A SPORT****LEVEL ►** Six**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 30-60 minutes**PURPOSE ►** Play a game that involves teamwork and practices math skills.**MATERIALS ►** Stalk of celery, copies of *Stalking the Answers List* (see preparation section below), pencils, rulers, yardsticks, tape measure; optional: carrot sticks or other unusual items that tend to be long and straight in place of, or in addition to, the celery.**PREPARATION ►** Create the *Stalking the Answers List* by selecting items around the meeting site that the participants can measure. Examples: doorways, the perimeter of a certain table, length of one side of a particular room, the width of a toilet lid or anything else that can be measured. They crazier it is, the more fun the game will be. Create a list of approximately 10 items. You may include more or less items. The amount of time you have to play the game may determine the number of items to include on the list.

After you select the items, take a measurement and record the answer. From the master list, make activity lists for the youth to use to play the game. The youth lists will only contain the items from one to 10 and where they are located. Make a separate list for each team. Change the order of the list for each team so that teams are moving to the different items at different times. Determine point values for each correct measurement of the items.

ACTIVITY ►

Explain to the youth how feet, yards and inches were chosen as forms of measurement in the United States. The current-day measure of a foot started out as the length of a man's foot. What is now called an inch originally was the width of a man's thumb. It also was the length of the forefinger from the tip to the first joint. Twelve times that distance made a foot. Three times the length of the foot was the distance from the tip of a man's nose to the end of his outstretched arm. This distance very closely approximates what is called the yard.

Sometime after the Magna Charta was signed in the 13th Century, King Edward I of England ordered a permanent measuring stick made of iron to serve as a master standard yardstick for the entire kingdom. This master yardstick was called the "iron ulna," after the bone of the forearm, and it was standardized as the length of a yard, very close to the length of our present-day yard. King Edward realized that constancy and permanence were the key to any standard. He also decreed that the foot measure should be one-third the length of the yard, and the inch one thirty-sixth.

King Edward II, in 1324, reverted back to an ancient measurement system using seeds and passed a statute that "three barleycorns, round and dry," make an inch.

Ask youth what types of instruments are used for measuring. Tell them that this activity will combine creativity and unusual measuring tools as they "stalk" the answers to a list of questions.

Divide the youth into teams of three or four. Give each team a *Stalking the Answers List*, pencils and a piece from a stalk of celery. Explain that the list gives the teams items to measure and locations of each item. Tell the teams they have 20 minutes (or any amount of time you choose depending on the number of items) to measure the items on their list using the celery. Demonstrate by using your arm. Hold out your arm and measure it with the celery. Tell the youth, "My arm is three stalks."

Instruct the youth to write down their celery measurement for each item on their lists. Tell them they must measure each item in the order they appear on their list. Let the youth know how they will know when the allotted time for celery measuring has ended. After that time, the youth will return to the starting point and convert their celery measures to find the measurement in feet or inches.

Tell youth they will be given a ruler to measure the celery. Then they will have another 10-15 minutes to calculate the actual measurement of the items in feet or inches. Example: If the celery is 10 and one half inches, and the item measured was four celery measures, the answer would be 42 inches or 3 feet 6 inches.

After the allotted time, check each team's answers using the master list created prior to the meeting. Points are given if they have the right measurement for the items on the list.

Variations:

- Create clues (like a treasure hunt) that the youth must use to locate the items. This adds an additional level of difficulty to the game because the youth must determine by the clues what and where the item is.
- Create a treasure map with specific directions and measures to lead them to additional clues and a treasure.
- Set up the game at another location: a mall or on the square of a small town. You can choose

anywhere that has multiple items you can use to measure. Obtain permission to conduct the activity in public places, if needed.

THINK ABOUT IT ►

- How did you decide who would do what tasks?
- What was the hardest part of measuring items using the unusual measuring tools?
- Who suggested solutions to the task? Were all of the suggestions heard?
- In what ways did you contribute to the task?

TIPS FOR ACTIVITY LEADER ►

- Allow some of the youth to help create the *Stalking the Answers List* at a meeting prior to the meeting when the game will be played.
- Be sure each team has a mix of boys and girls if you plan to send them into restrooms or other areas that may have gender restrictions.
- You may use leftover (washed) celery as a snack for the group. Add a variety of dips, peanut butter, pimiento cheese or soft cheese, etc.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
M 3.3 Selects and uses appropriate computational methods for a given situation.
M 3.1 Adds, subtracts, multiplies and divides whole numbers, fractions, decimals, integers and rational numbers.
B 4.3 Understands how various institutions influence people, events and elements of culture and how people interact with different institutions.

ACTIVITY NAME ► RAINY DAY (OR ANY DAY) RELAYS**PROJECT ► BE A SPORT****LEVEL ► Six****FOCUS ► Knowledge****CODE ► G DP1****TIME ►** 30-60 minutes; may vary depending on which relays are selected and the length of the session.**PURPOSE ►** Participate in fun, group interaction and team-building activity.**MATERIALS ►** Newspapers, two or more of each of the following, depending on the number of teams: bottle caps, jumping ropes, large feathers, books, balls; masking tape and/or rope to mark lines and other indicators for the games.**PREPARATION ►** Arrange to conduct activity in a large open area indoors. Indicate a start line and a turn-around line with tape or other items.**ACTIVITY ►**

There are many people of all ages who like to play games. Team games can build group cohesiveness and teamwork. Game playing can also reduce stress. During this activity, have some fun and think about what contributions everyone can make to the team.

Lead the youth in the following relay games. All the relays are set up in the usual style with at least two teams and the players in each team lined up one behind the other. All teams start off behind the start line. In all relays, the first team to have all team members complete the instructions and return to its original position is declared the winner.

Tri-Task Relay

Create three circles equidistant between the start and turn-around lines. In the first circle, place the jumping ropes; in the second circle, place the balls; and the books go in the last circle. When the game leader calls "Go," the first player on each team runs to the first circle, picks up the rope, jumps five times, and returns the rope to the circle. Then he or she runs to the second circle, picks up the ball, bounces it five times and replaces it. He or she then runs to the third circle, balances a book on his or her head, and walks to the turn-around line and back to the circle to replace the book. Then he or she runs to the start line, taps off the next team member and goes to the end of the line.

Shuttle Relay

The relay begins with one player from each team standing at the turn-around line. On "Go," the first player at the start line runs to the turn-around line, tags the player standing at the turn-around line and then stays there. The other player runs to the team, tags the next player in line and goes to the back of the line. This exchange of places continues until all players are back in their original places.

Bottle Cap Relay

The first player flips a bottle cap with a thumb as far as possible toward the turn-around line. He or she runs to where the cap lands, picks it up and flips it again. The player continues this process all the way to the turn-around line and back, then hands the bottle cap to the next player.



Step Lightly Relay

Each team is given two sections of a newspaper. (It is a good idea to use a fairly thick stack of paper in each section.) On "Go," the first player on each team places one section of the paper out in front and steps on the paper. Then he or she sets the second section in front, steps onto it and picks up the section left behind, without having his or her feet leave the newspaper. The player places that piece in front, steps on it and picks up the piece behind. He or she continues this process to the turn-around line, then picks up all the newspapers and runs back to tag the next team player.

Off-Balance Relay

Each player moves to the turn-around line balancing a feather on one hand and a book on the other. Hands are to be held out with fingers flat and palms up. If a player drops either item, the player stops, picks up the item and resumes the relay.

Light-Headed Relay

Each team receives a paper plate and a feather (a wad of paper will also work). Players move to the turn-around line and back with the paper plate on their heads and the feather on top of the plate. They hand off the plate and feather to the next players in line. If they lose the feather or the plate, players must stop where they are, return both to the top of their heads and start again. Let the players know that moving quickly may not have the same advantage as keeping the feather and plate in place.

THINK ABOUT IT ►

- Which relays encouraged cooperation?
- When is teamwork easy?
- When is teamwork difficult?
- How can a person support other team members in life?

TIPS FOR ACTIVITY LEADER ►

For each relay, regroup the players so that team-building and group cohesiveness takes place with the group as a whole and not between teams.

On the Tri-Task Relay, you can create three circles for each team or let all teams use the same three circles. Have extra newspaper ready for teams to use. You could let each player have his or her own set of two sections of newspaper. You can add or substitute any relays of your choosing to this activity.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS ►

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ► CARD SMARTS**PROJECT ► BE A SPORT****LEVEL ► Six****FOCUS ► Skill****CODE ► G DP1****TIME ► 30-45 minutes****PURPOSE ► Sharpen math skills in a fun way.****MATERIALS ►** Deck of cards, paper, pencil, time-keeping device.**PREPARATION ►** Remove the jacks, queens and kings from the deck of playing cards.**ACTIVITY ►**

Ask the youth if they have ever played games using a deck of cards. Ask if they have ever used a deck of cards to play math games. Lead youth in playing any of the following games. Have them play in pairs, small groups or teams.

How Many Answers

Give each player a piece of paper and a pencil. Using the cards ace (1) through 9, deal four cards out with the numbers showing. Using all four cards and a choice of any combination (addition, subtraction, multiplication or division), have each player see how many different answers he or she can get in five minutes. The four numbers may be arranged in any order. Players get one point for each answer. For example, suppose the cards drawn are 4, 8, 9 and 2. What numbers can be made? $4+9+8+2=23$, $4+9-(8+2)=3$, $(8-4)\times(9-2)=28$, $(9-8)\times(4-2)=2$.

Digits

This game is played with cards ace (1) through 9. Each player alternates drawing one card at a time, trying to create the largest five-digit number possible. As the cards are drawn, each player puts the cards down in their "place" (ten thousands, thousands, hundreds, tens and ones) with the numbers showing. One round goes until each player has six cards. At that point, each player chooses one card to throw out to make the largest five-digit number possible.

Big Fractions

This game is played with cards ace (1) through 10, and two players. Each player receives one-half of the cards. Players turn over two cards, each at the same time. Each player tries to make the largest fraction by putting the two cards together. The players compare their fractions to see whose is larger. For example, if you are given a 3 and a 5, the fraction $\frac{3}{5}$ would be made; if the other person is given a 2 and an 8, the fraction is $\frac{2}{8}$. Which is larger? The larger fraction takes all cards, and play continues until one player has all the cards. Players can use their math skills to develop strategies for using their cards.

THINK ABOUT IT ►

- Why did we do this activity?
- How important are math skills in our world today? Why?
- How can what you learned carry over into other life situations?
- Was it fun? Why or why not?

TIPS FOR ACTIVITY LEADER ►

You may have two or three groups playing the games. Have youth count off by threes and, after a specific amount of time has passed, call out a number and say change. Youth with that number go to a new game and the game would start over.

YOUTH OUTCOMES ►

Youth will be able to communicate their point of view effectively.

EDUCATION STANDARDS ►

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

M 3.3 Selects and uses appropriate computational methods for a given situation.

ACTIVITY NAME ► TOWER BUILDING**PROJECT ► BE A SPORT****LEVEL ► Six****FOCUS ► Skill****CODE ► G DP1****TIME ► 45 minutes****PURPOSE ►** Increase skills in team building and problem solving.**MATERIALS ►** Scissors, marker, tape, two paper plates, three paper cups, two sheets of paper, six straws for each group.**PREPARATION ►** Have supplies divided and placed in a paper bag. Prepare enough sets for the number of groups participating in this activity. Collect pictures of towers to demonstrate geometric shapes.**ACTIVITY ►**

Cooperation skills are important for a group to have when trying to accomplish a task. This activity will help you in gaining a new appreciation for cooperation within your group.

Tell the youth they are going to construct a tower. Show them the pictures you collected and discuss their geometric shapes. Tell them to keep these concepts in mind as they construct their towers. Divide the large group to form smaller groups of three or four youth, and give each a set of supplies and directions. Tell youth not to touch any of the supplies or to start the activity until you say to give instructions. Have someone in the group volunteer to read the directions for building the tower to the rest of the group. Put materials in the center of a circle. No one can touch materials until the activity leader says to begin building. You will have 10 minutes to discuss construction of the tower.

- It must be five feet tall (to the chin of the activity leader).
- It must be able to withstand a gust of wind (produced from the mouth of the activity leader).

When the activity leader says begin, you will have 15 minutes to construct a tower. (No one will be allowed to speak during the construction process.) The activity leader will inform you when time is up. The activity leader and group will examine each tower and will determine if the tower withstands the forces of wind.

Tell the group that you will be the timekeeper and will tell them when to begin and stop.

THINK ABOUT IT ►

- Why did we do this activity?
- How can what you learned carry over into other life situations?
- What you would do different if you did the activity again?
- Did everyone participate in building the tower? If no, why not?
- Was there a group leader? If so, who? If not, why not?
- Did anyone experience frustration or anxiety?
- Did the group work as a team? If yes, how? If no, why not?

TIPS FOR ACTIVITY LEADER ►

A variation to this activity would be to use large marshmallows, tooth picks, paper plates and straws for supplies and shorten the height of the tower. They could also do it using only index cards and tape.

**YOUTH OUTCOMES ►**

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

TOWER BUILDING

ACTIVITY NAME ► CLINICIAN FOR A DAY**PROJECT ► BE A SPORT****LEVEL ► Six****FOCUS ► Leadership****CODE ► G DP2****TIME ►** Will vary according to the number of youth participating. A large group may require the entire meeting or additional meetings.**PURPOSE ►** Learn leadership skills.**MATERIALS ►** Youth bring any materials necessary to conduct their part in the activity.**PREPARATION ►** Arrange for any facility needs; outdoor spaces or indoor areas to accommodate activities selected by the youth.**ACTIVITY ►**

Ask if the youth have ever attended a sports camp or an instructional training session for a sport. People who teach at events like these are often referred to as *clinicians*. In sports, this term refers to anyone who demonstrates skill in an area and can teach it to others.

Have each youth think of a sport or game in which he or she excels. Have each youth choose one particular skill or way of performing an action pertaining to that sport that he or she could teach to the others in the group in order to help them improve. Examples: If a youth selected football, he or she could decide to show others the proper techniques in kicking a football to provide better accuracy when kicking a field goal. If a youth selected a video game, he or she could give tips on winning the game.

Help the youth in deciding how long each person will have to teach his or her skill. If the group is large, they may want to limit each presentation to five minutes. Or, if the youth wish to have longer times to present, they could decide to have this activity last more than one session. Have them decide how they will present their topics. Will they be show and tell, where they simply demonstrate the skills and go over the steps while doing them? Or, will they be demonstration/participation, where they demonstrate the skills, then let the participants try?

What equipment or materials will they need to present their skills? Will they bring all that is needed or will they ask participants to bring or borrow items to use. Example: One youth presenter might decide to bring baseballs for everyone. Another youth might ask that each participant bring a skateboard if he or she has one.

What facilities or space will each youth need to present his or her skill? Can it be presented in a small area indoors or will it require an open area outdoors or a large open area indoors?

Will they need any equipment or supplies beyond what they intend to bring themselves? Who could help with this? Do they need a table and chairs, a television set, a basketball hoop, etc.?

Encourage youth to be creative in presenting their skills. Challenge them to find a way to give tips about a video game without having the game to view or teach a swim stroke without going near a pool.

**THINK ABOUT IT ►**

- How did you decide what to present?
- How did you know that what you communicated was understood?
- How did it feel to be the one responsible for helping others to improve their skills?
- Did you learn anything new about yourself?
- Did you learn anything from your peers that you did not know before?
- Did it take confidence and/or courage to present your skill?

TIPS FOR ACTIVITY LEADER ►

If any of the youth are reluctant to try teaching a sport or game skill, allow them to select anything else they feel they may excel at, such as camping, cooking, using hand tools, etc. Make sure youth with physical disabilities are included in all demonstrations. Assist the youth in making sure everyone has a role with which he or she is comfortable.

ADULT FACILITATOR NOTES ►

This activity may require physical participation. Ensure the safety of all youth by having safety guidelines in place.

YOUTH OUTCOMES ►

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

LA 8.7 Makes oral presentations to the class (group).

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentations.

ACTIVITY NAME ► TORCH BEARER IN SPORTS AND GAMES**PROJECT ► BE A SPORT****LEVEL ► Six****FOCUS ► Take It to the Limit**

CODE ► I or G DP0 (Youth earn Torch Bearer emblem #B22100 instead of *Discovery Points*.)

TIME ► The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more to complete a Torch Bearer project.

PURPOSE ► Further your knowledge, skills and leadership in the area of Sports and Games.

MATERIALS ► Check each activity selected in the Torch Bearer to determine materials and supplies needed.

PREPARATION ► If the youth have never worked on a Torch Bearer project, read the directions on how to complete a Torch Bearer. A description of Torch Bearer projects and list of requirements are in the supplement to the *Discovery Record Book*.

If the youth are familiar with how to complete a Torch Bearer project, have them select the activities they want to complete and then make preparations accordingly.

ACTIVITY ►

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate activities for that level, remembering to select the EXTREME activities needed. Have them record their activity selections and their progress on the Torch Bearer Planning Sheet (found in the supplement to the *Discovery Record Book*).

TIPS FOR ACTIVITY LEADER ►

Encourage and allow youth to have fun while extending their knowledge in this area. Encourage the youth to consider human, financial and community resources when planning their project.

ADULT FACILITATOR NOTES ►

If working as a group, insure the health and safety of the youth during planning and implementation of their project. Also, this activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.



FAMILY TAKE-HOME PAGE

As a result of this project, youth will learn how to solve group challenges, use cooperation and problem solving and have fun participating in a variety of sports activities and games.

This project supports the following Camp Fire outcomes.

Outcome	Activity							
	Sportsmanship	Stalking the Answer	Rainy Day Relays	Card Smarts	Tower Building	Clinician for a Day	Torch Bearer in Sports and Games	
Youth will have an opportunity to learn from mentoring relationships with adults.	X							
Youth will be able to communicate their point of view effectively.	X	X	X	X	X	X		
Youth will be able to evaluate choices, weigh outcomes, and make decisions.	X	X			X	X		
Youth will maximize their physical abilities to meet and overcome challenges.			X			X		
Youth will be able to plan sequentially.								X
Youth will be able to practically apply their academic learnings.								X
Youth will appreciate being able to celebrate and share successes.								X

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

AT HOME ►

Have a family game night, choosing a board game that everyone can play.

Invent a board game that reflects your family's culture and customs.

Attend a sports event together. Pay attention to sportsmanship – good or bad. Talk about what it would be like to be an athlete who is the victim of bad sportsmanship.

Research and decide on a sport the whole family can participate in and plan to play at least once a month.

ADDITIONAL TRAIL ACTIVITIES

TRAIL TO THE FUTURE

SCIENCE ACTIVITIES

- DP1 Many experiments have been done to see what music's effect on growing plants is. Does music help or hinder a plant's growth? You will need three or more of the same type of plant for this activity. Leave one plant in a room with classical music playing constantly. Leave another plant in a room with hard rock, jazz, country or some other type of music playing constantly. Leave a third plant alone with no exposure to music. Note the comparative health of the plants after one week (or a predetermined amount of time) and make conclusions based on the results of your experiment.
- DP1 Know the difference between a direct current and an alternating current. Explain what overloading an electric current means.
- DP2 Increase your grade in science class from one grading cycle to the next. Show your report card to your activity leader or adult facilitator.
- DP2 Increase your grade in math class from one grading cycle to the next. Show your report card to your activity leader or adult facilitator.
- DP2 With the permission and supervision of a parent or other adult, choose a manufactured item (small appliance or electronic toy) and find out how and why it works. Understand what sort of energy was needed for it to operate.
- DP2 Enter a project in a school or community science fair.
- DP2 Visit a science museum with your group or your family. Write down at least three things you learned from your visit. Share these in written or visual form with your group.

SPORTS AND GAMES ACTIVITIES

- DP2 Participate for one full season as a member of an organized team sport.
- DP2 Participate for one full season as a member of an organized game.
- DP1 Choose two sports and draw a diagram of the playing area for these sports. Share these with your group, activity leader or adult facilitator.
- DP1 Learn the basic rules for playing a group or team sport of your choosing. Share these with your group.
- DP1 Learn the basic rules for playing an individual sport of your choosing. Share these with your group.
- DP2 Participate in a sport of your choice in a tournament, meet or other form of competition.
- DP2 Learn to play two new card games or board games. Play them with your group or your family.



ADULT FACILITATOR GUIDE

OVERVIEW OF DISCOVERY PROGRAM

Torch Bearer Projects

For many years, Torch Bearer projects have offered Camp Fire *Discovery* youth a chance to focus on their special interests. Youth decide on a topic, plan, do and celebrate it under the guidance of an adult facilitator or advisor. Some trail projects contain activities that meet a requirement for a Torch Bearer. Completion of the activity will also complete a step, either in part or in full, in a Torch Bearer project. A Torch Bearer project may be completed as a continuation of a trail project or as a stand-alone project. There are 24 Torch Bearer projects; they are described in *Discovery Record Book*.

Trail to Knowing Me

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

Trail to Family and Community

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

Trail to Creativity

- Torch Bearer in Art
- Torch Bearer in Performing Arts
- Torch Bearer in Creative Arts Careers
- Torch Bearer in Needlework and Leatherwork

Trail to the Environment

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

Trail to the Future

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

All Five Trails

- Torch Bearer in Special Interest

STAR Project

Some of the trail projects give *Discovery* youth an opportunity to “take the project to the limit” by planning and completing a STAR project. The purpose of the STAR project is to challenge youth to develop their decision-making skills by creating and carrying out a service project of their own design.

IDENTIFICATION AND IMAGE ▶

When youth begin the *Discovery* program, they receive a *Discovery* identification. For each additional year in the *Discovery* program, youth receive *Discovery* tenure bars that are added to the sides of the identification emblem.



RECOGNITION

Recognition for the *Discovery* program is designed to be flexible to meet the needs of groups that emphasize recognition and those that do not. Each group chooses how it wants to recognize youth accomplishment, to best meet its needs.

Accomplishment	Awards	Options
Membership in Camp Fire <i>Discovery</i> Program	Discovery Identification Emblem and tenure bars	
Activities	<i>Discovery Points</i>	CHOOSE ONE * Four points earns one <i>Discovery</i> bead. * Points are accumulated and redeemed for incentives. * Youth earn skill, knowledge and leadership segment pins.
Projects	<i>Discovery</i> trail emblems	CHOOSE ONE * Youth earn a trail emblem. * Youth accumulate <i>Discovery Points</i> .
Path Finder Award	Path Finder emblem or Path Finder pin	
STAR Project	Star Project emblem	
Torch Bearer Projects	Torch Bearer emblems	

Examples

Group one is a “classic club” that has been together for seven years. Most of the members have earned end of the year awards each year. The group decided to work on *Discovery* projects to earn *Discovery* emblems. They also plan to earn the Path Finder award. The group decided to redeem their *Discovery Points* for *Discovery* beads. They plan to work on the STAR Project and will begin work on a Torch Bearer.

Group two is an after-school program that has been together for two years. They meet for one hour every week. They have decided to work on activities of interest to them, rather than projects. They will accumulate *Discovery Points* and will redeem them for incentives such as tickets to a sports event, a movie and popcorn afternoon, camp credits, etc.

Both groups are doing the Camp Fire *Discovery* program. Both are having fun, and both recognize the achievements of their members. Councils and chapters determine the options for redeeming *Discovery Points*.

YOUR DISCOVERY GROUP

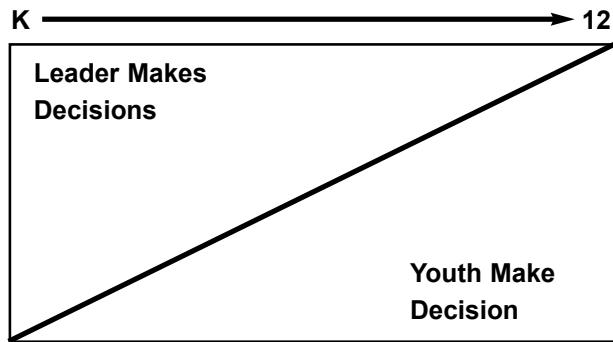
"There are only two lasting bequests we can hope to give our children. One of them is roots; the other, wings.

— Hodding Carter

Youth-Adult Partnership

Youth-adult partnership is a cornerstone of the Camp Fire program and is practiced throughout the organization. The national board has youth members who serve along side of adult board members. Partnership means sharing the decisions that are made. It means that everyone's ideas are listened to and considered.

The partnership changes with the age and experience of youth. The job of the adult facilitator in the *Discovery* program is to hand over the leadership tasks to youth, providing guidance, encouragement and support. Very simply, the partnership looks like this through time.



In your group, youth will choose and carry out projects with your guidance and assistance. You have a say, too. You can make suggestions, stimulate creative problem solving and open new doors. This partnership is what makes Camp Fire an exciting learning environment.

Everyone benefits from the partnership.

Benefits to youth include:

- Youth are more interested in the things they do because they chose them.
- Youth strengthen leadership skills.
- Youth assume responsibility.
- Youth experience failure in a safe environment and learn to make better plans next time.
- Youth build self-confidence by having control over their lives.

Benefits to adults include:

- The job of meeting planning gets easier as youth get older.
- There are fewer complaints because youth are doing what they planned.
- More diverse ideas get added to each plan.
- Responsibility is shared.
- You have more fun because things go more smoothly.

Program Tools

Youth in *Discovery Path Finder* will be involved in planning events and activities as they work on projects. Brainstorming and using the *Discovery* planning method are often suggested to engage youth in the process. The more hands-on youth are with planning activities, the better the result will be.

Brainstorming

Brainstorming is a good way to get lots of ideas in a short amount of time. The purpose of brainstorming is to open people's minds and allow everyone to be creative. Here is one way to conduct a brainstorming session:

Materials: Large sheets of chart paper, markers, masking tape, adhesive dots (enough for each youth to have ten)

Groups can work as a whole; large groups may want to divide into smaller groups of less than 10, but it can be fun to have lots of people involved. Choose a facilitator and a recorder. Form a circle so everyone can see.

The recorder positions the paper up so everyone can see. The facilitator 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 onto another is great.

The question to be brainstormed is written by the recorder on top of the chart paper. An example question: “What things do you like to do outdoors?” Write *all* ideas down exactly as they are said.

Discovery Planning Method

Youth are very clear about what they like to do and what they don’t like to do. One of the best ways to create a successful program is to make sure that the activities, events and projects are selected by the youth. The *Discovery* planning method is a process that guides decision making. It is utilized in many activities and can also be used to plan the year’s program. It is described in greater detail in the Camp Fire *Discovery* Record Book for youth. Using this method consistently reinforces essential leadership skills.

There are four steps in the *Discovery* planning method:

1. Decide
2. Plan
3. Do
4. Celebrate

Decide

Allow time for youth to make program decisions. This process takes longer, but you will find that youth will be more invested in the outcomes if they are involved in the decision-making and planning process. Remind the young people to keep the following important steps in mind to resolve potential problems:

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

The Ideas Meeting

Time: 40 minutes

Materials: two large envelopes; paper to write on: 2 inch x 3 inch pieces, enough for five pieces per person; ten pieces of 8 ½ inch x 11 inch paper, a couple pairs of scissors, a couple glue sticks or tape, six markers, different colors, one shoe box.

Digging for Ideas (10 minutes)

Tell everyone to write ideas down on paper (one idea per piece of paper) for an event or special project that they think the group could do. At this point, all ideas can be considered. Encourage people to dream big—even if it is an idea that isn’t practical. If they don’t dream, the best ideas might never get out on the table. Allow about 10 minutes for this. Put all ideas in the “dream box.” Youth can put in as many ideas as they want, but make sure everyone has at least one idea.

Sorting through Ideas (20 minutes)

After everyone has contributed to the dream box, choose one person to read each idea. Give the person who suggested each idea a chance to "sell" his or her idea, talking about why it would be a great event. Consider all ideas, regardless of distance, expense and the quality of the idea. Now it is time for the large envelopes. After discussing each idea, decide if it is something that can be considered for this year, or if it needs to be saved for future years.

Put each idea into one of the envelopes ("one year" or "future years") based upon what is feasible and seal the future year's envelope. Explain that this will be opened again next year, and ideas will be considered again at that time. By then, some of the priorities and ideas will have changed, and some additional ideas can be added.

Go through the one year envelope and glue each idea onto a separate piece of paper. Now it is time to look seriously at each idea and discuss the pros and cons of each. Remind everyone that all the ideas are worthy of consideration, but the next step is to look at practical matters. Talk about the logistics of doing the event, the costs and the benefits. Write down on each page what it would take to do the event and all the comments that come up in the discussion. The idea may grow into other ideas, which can be added. Do this with each idea and decide on one or two ideas that the group want to look into further.

Here is an example of what one group put in its envelopes:

one year	future years
Plan a carnival as a fundraising activity for a charity	Go to Disney World
Go camping in the Rocky Mountains	Take a canoe trip in Canada
Take horseback riding lessons as a group	Drive across the country and visit different amusement parks
Make a music video	
Organize a Camp Fire ceremony	

Next Steps (10 minutes)

Decide who needs to gather information before the next meeting.

Decide who will chair the next meeting.

Plan

Moving from idea to action takes a plan. A plan includes all the steps and information needed to accomplish goals. The *Discovery* planning method is a good tool to use in documenting the plan of action. Completing this tool allows everyone to know his or her job and what the group is doing together. A sample planning method is on the next page, along with a form that can be copied and used for the activities as needed.

Choosing Meeting

Time: 30 minutes

Materials: Colored sticker dots (ten per youth), paper, pencil, chart paper, markers

Time to Choose (20 minutes)

The activity leader convenes the meeting by thanking everyone for helping with the planning. Now it is time to get specific.

Ask people who were gathering information to report to the group what they found. Anyone can ask questions. After the reports have been made, discuss the possible advantages and disadvantages of each idea. This might be difficult, because people tend to get attached to their own ideas. To be fair, use a voting method that allows each person to choose his or her favorite ideas. Each youth gets two dots. Instruct each youth to put his or her dots by the ideas he or she likes the best. They can split their votes, or put them all in one place, depending on how strong their feelings are. The idea with the most dots is the event the group chooses.

Next Steps (10 minutes)

Ask for volunteers to help plan the details of the event. If it is a big event, assign committees to be responsible for specific assignments. Planning can take place anytime that is convenient. It is not necessary to have additional group meetings unless the group wants to plan all the details together.

Do

Remind the youth that after their planning, they will see their work pay off. Encourage everyone to have fun and be flexible. Few things ever happen exactly as planned. Here are some ideas that might help take care of problems before they arise.

- Make checklists. These could include personal gear for each youth, materials needed, procedures for certain jobs or an agenda. Written checklists help to organize and remind us of everything we need to bring or do.
- Make a jobs chart. A jobs chart matches jobs with people, so that everyone knows his or her task. The chart also explains the job to be done for those people who are not familiar with the tasks. For example, some jobs might include purchasing refreshments or collecting permission slips.
- Create contingency plans. This is a “what if” plan. For example, what will you do if it rains?

On Your Mark Meeting

Time: 30 minutes

Hold the third meeting just before the event. It is a good time to go over the plans that have been made and talk about expectations for the event.

Ask the “planners” to report on arrangements. Allow plenty of time for questions to make sure everyone understands what will happen and what is expected of them. Thank everyone for their help with planning the event, and tell them how confident you are that everyone will have fun.

Celebrate

The celebrate step is a time for personal reflection, achievements, sharing and celebrating. Reviewing triumphs and challenges will help the youth learn and grow. Have the youth use the *Discovery* score cards to document all the work that has been done.

CAMP FIRE *DISCOVERY* EVENT

Describe the idea:

How long would it take?

What would we do?

What information do we need before we decide?

Other comments:



DISCOVERY PLANNING SHEET SAMPLE

Action: What are we doing? Planting trees in the community park

Who is involved with the planning? Karl, Monita, Dana

Today's date: September 24, xxxx

Step Number	Activity	Person(s) Responsible	Materials Needed	Cost	Completion Date
1.	Call the park Commissioner.	Monita	Telephone number	\$0	September 25th
2.	Get six trees. Call ABC Nursery for donation.	Dana	Telephone number	\$0	September 30th
3.	Ask ABC Nursery to deliver trees to park.	Dana	Telephone number	\$4	September 30th
4.	Get equipment Together.	Karl	Shovels Garbage bags Gloves	\$0	October 1st
5.	Get ride to park.	Monita	Bus schedule		October 3rd
6.	Plant trees.	All	Work clothes Equipment Bus Fare	\$6	October 3rd
7.	Write a thank-you note to ABC Nursery for the trees.	All	Thank-you note		October 4th
			Total Cost:	\$10	



DISCOVERY PLANNING SHEET

Action: What are we doing? _____

Who is involved? _____

Today's date: _____

Step Number	Activity	Person(s) Responsible	Materials Needed	Cost	Completion Date

Family Partnerships

Working in partnership with families enhances and strengthens the benefit of the *Discovery* program for youth. Experienced adult facilitators agree that the strongest groups have the support and help of many adults. Encourage all families to participate in a way that will assist the group. They can help with conducting activities, keeping records, sharing information about their lives and jobs or just being there to offer extra assistance and support.

Tips to Increase Family Support

You'll get better family support if you follow the advice below:

- **Expect participation, don't request it.** Make it clear that every family will help in some way. If they just don't want to be bothered, be firm. Suggest options from which they may choose.
- **Involve families at the beginning of the year.** If you start the year doing it all yourself, chances are people will let you continue. Your first opportunity to get them involved will be a family meeting when you are forming your group.
- **Make sure families know why their help is important.** Of course, they help you, the adult facilitator. But more important, they help the youth. Having adults involved as mentors shows the youth how important they are. They have more adult role models. They see how adults work together to achieve a common goal. All of these are important things that many youth do not see in their daily lives.
- **Ask for help.** Don't be afraid of the word "no." Just ask again. Some adults may indicate on the registration form how they want to help. Keep a copy of this form for your records. Most adults want to help when they can, but are often reluctant to sign up for a long-term commitment. Ask them to volunteer for one specific, short-term task that they can feel good about, and they will be likely to volunteer again for another job.

- **Ask people to do the tasks they volunteer to do.** Try to meet their interests as much as possible. Communicate to them that you value their help.
- **Use the help you get.** When people sign up for a job, expect that they will do it. Make sure the volunteer knows any council policies or procedures that must be followed.
- **Make sure people get to know each other.** When you're together, use nametags. Do introductions each time until you feel that everyone is acquainted.
- **Let everyone know what the group is doing.** Families are much more likely to be supportive if you keep them informed. Have youth publish a newsletter of group activities.
- **Have some fun together.** For families, participating in group activities shouldn't be all work and no play. Plan some fun family activities for the group.
- **Say thanks.** Send short notes to adults thanking them for their help. Have the children write or draw thank you notes. Say thanks to the group when you have them together. Thank helpers in a newsletter or at a special recognition event.

Family Meeting

Family support begins with family meetings. Plan a family meeting before the first group meeting so you can get a solid start for the year. It is a good idea to have a family meeting every year, and it is essential when the group is new. Use these tips.

- Try to select a time when most families can attend. Dinner time works well for many families. Provide an easy meal like pizza or ask people to bring a potluck dish to share. Make sure you have access to a refrigerator so you can store food properly.
- Invite them to come as a family. Provide age-level activities for children and youth while the adults are meeting. This is a great time to have teens help.

- Provide child care for infants and toddlers.
- Invite families by phone or in person. You can use a flier as an invitation, but make sure families receive it. Follow-up phone calls are usually necessary reminders. If families are non-English speaking, the flier needs to be in their language.
- Suggest that the families bring money for registration if they have not paid already.
- Provide a translator, if needed.

Before the meeting:

- Notify your council or chapter of your plans and enlist its support.

- Gather all the registration forms and materials you will need.
- Think carefully about what you will need help with. Identify the tasks and make a written list.
- For this meeting, you will need:
 - Name tags
 - Food
 - Registration forms
 - Camp Fire *Official Merchandise Catalogs* for each family

Following is an outline of things to do and talk about at the meeting. This outline works especially well for “classic club” or traditional small group programs.

Get acquainted.	<ul style="list-style-type: none"> • Make introductions. Use nametags.
Decide on meetings.	<ul style="list-style-type: none"> • Decide day and place. • Decide beginning and ending times. • Be sure people understand that you will not supervise youth who come too early or stay after the meetings are adjourned. • Encourage them to come and observe meetings at any time.
Discuss transportation.	<ul style="list-style-type: none"> • Arrange car pools. • Discuss use of school buses or public transportation. • Find out if there are any specific instructions about who may pick up a youth after the meeting.
Explain uniforms.	<ul style="list-style-type: none"> • Explain how the group will dress for formal and informal occasions.
Explain the program.	<ul style="list-style-type: none"> • Talk about what activities the youth will be doing. • Explain how Camp Fire projects are organized. • Tell them about the <i>Discovery Points</i> the youth will earn.
Discuss group finances.	<ul style="list-style-type: none"> • Explain the need for money. • Explain the purpose of dues.
Discuss refreshments for meetings.	<ul style="list-style-type: none"> • Make the most convenient arrangements. • Discuss food allergies. * Encourage light, nutritious foods.
Discuss volunteer opportunities.	<ul style="list-style-type: none"> • Explain the volunteer opportunities. Be specific about the help you need. • Ask for volunteers and wait for people to offer their help. If you don't get volunteers from the group, tell them you will contact them individually to help with a task. Then be certain to follow through with the call.
Complete registration process.	<ul style="list-style-type: none"> • Collect forms and money.



Getting Started

Groups may meet daily, weekly, bi-weekly, during school, after school, in the evening, all day once a month or on weekends. Some groups have weekly meetings for the first three weeks of each month and field trips or other activities on the fourth week. Once you meet initially with your group members, you can decide what meeting schedule is best for everyone. Meetings are scheduled to last 60-90 minutes.

Remember to allow ample time for planning meetings. Some meetings focus on business, such

as planning for an upcoming activity. Other meetings focus on what has been planned or taking part in a community or council event.

Meeting Plan

In the *Discovery Path Finder: Level Six* program, adults are still involved in the planning process. Youth take on an increasing role in decision-making, and some youth might be ready to serve as activity leaders. The curriculum is written so that an activity leader might be an adult or a youth.

Creating a structure for group meetings benefits both adult facilitators and youth. The order may vary, but most Camp Fire meetings have these basic components:

Early Bird Activity	Have an activity for youth that arrive early. See page ____ for suggestions. This is a good time for youth to prepare and serve a snack.
Icebreaker	Icebreakers are activities that help people get to know each other. They may also be used to provide a break during the meeting. Encourage the youth to create their own icebreakers, sharing the responsibility among the group. See page ____ for suggestions.
Opening	Open each meeting with some kind of routine or ritual. Some examples may include: singing a song, checking in with each person or eating snacks and discussing an important topic of the day. Suggestions for meeting openings are included on page _____. Some groups choose to have an individual or committee responsible for the opening (and closing). As adult facilitator, work with the youth to help them create their own special opening. For example, they may decide to do the same thing each time or have a ritual of lighting a candle at each meeting.
Business	Take attendance, collect dues, plan for future meetings, etc. The business may be very short, or it may be the major part of the meeting. At the beginning of the year, the business part of the meeting might include setting group rules and electing officers. Later meetings may be spent planning special projects and events.
Snack/Meal	Set aside a special time to share a snack or meal together.
Activities/Reflection	Early in the year, adult facilitators might plan games or other learning experiences to help youth get acquainted and to introduce some program ideas. Later, the activities will be determined and planned by the youth. The activity may be working as a group on a special project, taking a field trip, planning for a product sale, making refreshments, playing games or planning and conducting a service-learning project. The <i>Discovery Path Finder: Level Six</i> guide provides activities for a year's worth of meetings. At the end of each activity are "Reflection" questions for discussion. This often is the most beneficial part of the meeting, so allow enough time.
Clean Up	The group is responsible for cleaning up the meeting area. Each week, a few youth can be assigned to a clean-up committee, the whole group can do it, or this might be attended to by the clean-up officer.
Closing	A closing draws the meeting to an end on a positive note. Give the young people the opportunity to plan their own closing. In some situations, you may plan a special closing by having awards or recognition given to youth or volunteers.

PLANNING GUIDE FOR GROUP MEETINGS

	Activity	Who's in charge	Resources/materials needed
Opening	Invite group members to lead an opening.		
Business Meeting	Take attendance. Collect dues. Make decisions. Elect officers. Plan future meetings.		
Group Activity	What will we do? “Think About It” discussion.		
Snack/meal and Clean-up	What snacks do we want? When will we serve them? Who will bring them? Who will clean up?		
Closing	Invite group members to lead a closing.		

Your Group Calendar

Use a calendar to plan the major projects and events of the year. Put in events such as fundraisers, projects and trips. Add holidays, school vacations, birthdays and important school and community events. As you plan for the year, be sure to make note of special dates with religious significance. Avoid scheduling an activity or event that conflicts with a religious holiday or other commitment. The calendar will change as special events are planned. Don't try to do too much. Remember that all of the projects are options. Pick and choose what is of interest to you and your youth, but be realistic about time limitations.

Group Governance

Many Discovery groups decide to have officers. This offers a good way for the youth to practice leadership and decision-making skills. The Discovery Record Book offers techniques and strategies for youth governance. You and your group can decide the period of time that leaders hold office. It is good to rotate the leadership among youth to give each a chance to develop their skills.

Your Group Responsibilities

Keeping a *Discovery* group running smoothly requires an understanding of youth, program and organizational details. Each group needs a plan for handling their administrative details. Those might include:

- registration
- attendance
- recognition earned
- supplies
- equipment
- medical forms
- permission forms
- finances

Some or all of these tasks can be delegated to youth and group volunteers. Check with your council or chapter to determine what procedures to follow and what records to keep.

Supplies and Equipment

Your group will need a variety of supplies and equipment to do activities and projects. Each activity in the *Discovery* level books includes a list of all materials needed for the meeting. Sometimes your council or chapter can provide you with basic meeting supplies. Sometimes each group may be expected to provide its own materials. Collect the following basic items from family and friends or have youth bring supplies that can be shared with the group:

- Glue and scissors
- Nails and simple tools
- Paper in a variety of colors
- Odds and ends of cloth, leather, wood and yarn
- Markers or crayons
- Stapler and staples
- Pencils
- Magazines with bright-colored pictures
- Balls and bean bags

All of these can be transported or kept at the meeting site in decorated boxes, laundry baskets or other containers.

The group will also need some things that are used over and over again for ceremonies. Many groups decorate a box to hold ceremonial supplies. Supplies may include:

- Candle holders
- Candles
- Candle snuffer
- United States flag (Ask your local Veterans of Foreign Wars or American Legion to donate a flag to your group.)
- Flagpoles and stands



Additional meeting supplies:

- *Outdoor Book* (#D07600)
- *Magic Moments in Camp Fire*, a book on ceremonials (#D08000)
- *Makin' Music with Camp Fire* (#D08000)
(The above books can be purchased through your council or from the Official Camp Fire Merchandise Catalog.)
- Game and craft books (see suggestions on page 386)
- Poetry book for ceremonials

Tips for Success

Here are some other tips that will make your life as an adult facilitator much easier:

- Before the first group meeting, become familiar with your meeting place, especially the locations of fire extinguishers and smoke alarms, exit doors and emergency exit routes, areas that are off limits and places that would be appropriate for outdoor games and short hikes. Where will the youth put their belongings? Which restroom facilities will they use?
- Before the first group meeting, identify an outside location that will serve as an emergency meeting place. Share this information with youth during the first few meetings.
- Before meeting with your group, think about group rules. Ask the youth to suggest rules, but use your own good sense about issues like safety. Once the rules are developed, have the youth make a poster.
- Let the youth handle as much as possible. They are very capable of making and carrying out their plans. Even if it takes a bit longer to get something done when the youth plan, it's well worth it. They learn a great deal in the process.
- Take advantage of all opportunities for Camp Fire training sessions, meetings and workshops. Contact your council or chapter for details about these events in your area.

- Talk to other adult facilitators and leaders of other groups. They can be great resources and provide valuable advice.
- Get acquainted with your council or chapter office and let the staff know of needs and problems. They can offer advice and suggest other resources.
- Read the local newspaper to keep up with community events. Note events and places that might provide resources or activities for group involvement.
- Set aside a place to keep Camp Fire materials. A drawer, closet or shelf will do nicely. Having materials organized saves a lot of time.
- Remember that the youth will be motivated to become active members of the group if they have a lot of input into what they are doing. Allow them to participate in the decision making as much as possible.
- Introduce a "quiet signal." Develop an easily understandable technique to request silence and attention. Raise your hand, begin a song, ring a bell, whisper, etc. Wait until you have everyone's attention before you speak.
- Stress cooperative learning with your group. Youth need to learn that many problems are best solved when people work together – rather than when they compete against one another.
- Check your library or local bookstore for books and magazines that have ideas for games, crafts and other activities.
- Invite youth to create a simple monthly newsletter for group members and their families.
- Remain flexible.
- Celebrate successes – even little ones!

SAFETY CONCERNS

Parent Permission

Each youth in Camp Fire must have permission from a parent or guardian to participate in the program. Your council or chapter will provide the forms that need to be completed. In addition, a special permission slip must be signed each time you take youth away from the usual meeting place. This is a way to inform parents where the youth will be, what they will be doing and what adults will be present. (A sample is found on page 366.)

Make sure you know the council guidelines for taking camping or field trips.

First Aid

Have a basic First Aid kit available at each meeting. Take it with you when you go on a field trip. One adult, who will accompany the group on outings needs to be trained in First Aid and CPR. The first aid supplies needed will depend on the location of your trip. A more complete First Aid kit includes these supplies:

- Adhesive bandages of many sizes
- Adhesive tape
- Bar of mild soap
- Bottle of distilled water (to use as an eye rinse or to clean wounds)
- Chemically activated cold compresses
- Elastic bandage
- First Aid manual
- Flashlight
- Gauze compresses
- Insect repellent
- Non-latex gloves
- List of emergency phone numbers
- Matches
- Needle
- Paper and pen
- Paper drinking cups
- Plastic bags
- Pocket face mask or shield (to be used when performing mouth-to-mouth resuscitation)
- Thermometer
- Roller gauze bandages
- Antiseptic solution
- Safety pins
- Sanitary napkins
- Small scissors
- Sun screen
- Triangular bandages
- Tweezers

Keep these things together in a waterproof container and identify it as your First Aid box. (Some leaders prefer to use a fishing tackle box because it has nice compartments to keep the supplies organized.) If an accident or incident occurs at the meeting place or away from it, complete an Accident/Incident Report Form (on page 367).

Access to a telephone is important both at your meeting site and when you go outside with children. A cell phone is ideal.

Emergency Information

You never know when there might be an emergency with your group. Being prepared and organized helps you handle any emergency in an efficient manner. Parent permission for emergency treatment in case of an accident must be given in writing. This is usually done as part of the registration process.

You will want quick access to the emergency information at your group meetings as well as on field trips or camping. A handy way to keep the emergency treatment forms organized is to create an emergency notebook to keep at your meeting site, and one for field trips. To do this, make two copies of each form. Put the original signed form in your meeting site emergency notebook.

For field trips, you will need to create an additional emergency notebook as well as driver folders. Put one copy of the emergency treatment form in your emergency notebook. The other copy goes into the driver folder for the vehicle in which the youth will be riding. If several people are driving, each driver needs the medical treatment forms for the youth in their vehicle.

Your trip notebook needs to include other important pieces that will assist you in case of emergency. They are:

- Names and telephone numbers of all members and guests participating in the activity or event
- Names of parents, guardians or other family members and their telephone numbers where they can be reached during the event
- Telephone number and directions to the closest available emergency medical services
- Health histories and information on special needs of each participant
- Council or chapter insurance information and incident report forms
- Telephone number of the council or chapter office
- Telephone number of an emergency contact person. This person should have the names and telephone numbers of parents in case you are delayed or have an emergency. Also, parents need the name and telephone number of this person

Camp Fire provides accident insurance for members who are injured while participating in Camp Fire activities. Check with your council or chapter about insurance coverage. Find out what is covered and how to file a claim. You may want to include this information in your trip notebook as well as the driver packets.

Safety Rules

Rules established by a leader, the council or chapter, or by Camp Fire are not enough to guarantee the safety of children. Youth must know, understand, accept and practice safety measures. Help them understand the reason for rules and ask them to notice safety hazards.



When you are away from your typical meeting site, it may be more difficult to maintain order of your group. Here are some things you can do to make your activity a little safer:

- Have everyone wear something identifiable. Field trips are a great time for everyone to wear Camp Fire attire.
- At the beginning, remind the youth of the safety practices they need to follow.
- Tell youth not to speak to people that are not introduced to them by the leader.
- Have everyone choose a buddy and ask the youth to agree not to become separated from their buddies. Buddies can be changed as needed as long as both youth agree. Using a buddy system assures that no youth wanders away from the group unnoticed.
- It is best not to use name tags, as a stranger can pretend to know a youth by calling the youth by name.

Child Abuse

People associated with Camp Fire are expected to help youth who are at risk of child abuse or are child abuse victims. Camp Fire educates youth, volunteers and families on how to prevent abuse. Camp Fire does not tolerate any abusive behavior by paid or volunteer staff.

You are expected to report any suspicion of child abuse. Your council or chapter will tell you about your state laws and the procedures for reporting child abuse. All states grant immunity from liability to anyone whom, in good faith, reports suspected cases of child abuse or neglect.

Many youth are afraid to talk about being abused. They may, however, reveal signs of abuse indirectly. It can be noticed in their conversations, their play, their drawings and the way they respond when someone touches them. Most abused youth show some of the following symptoms: low self-esteem, anger, guilt, aggressive or disruptive behavior, withdrawal, delinquent behavior or poor school performance.

If you are concerned about a child in your group who might be abused, talk with a council or chapter staff member about what to do. If a child tells you that he or she may be abused, respond with these suggestions:

- Accept the information calmly.
- Speak in a positive manner to the child, avoiding criticism.
- Reassure the child that you want to help.
- Tell the child it is not his or her fault.
- Limit your questions. Ask if the child has told anyone in his or her family.
- Stay outside of the situation-do not investigate any allegations yourself.
- Keep all information strictly confidential.

Leader Behavior

Camp Fire expects certain behavior on the part of leaders. This behavior protects youth and leaders from unfounded allegations of abuse. Some of these expectations have already been explained.

- Two responsible persons are present at all meetings, including field and camping trips. Each of these people need to be screened by the council or chapter and must be trained in the responsibilities of being a leader.
- When taking a coeducation group camping, both male and female adults should be present.
- Adults may not take youth out for one-on-one activities.
- Adults must respect the privacy of youth when they are changing clothes, showering or using the toilet. Adults need to protect their own privacy, too.
- Tell parents they are always welcome to visit a group meeting.
- The only adults at meetings or outings should be those registered with the group or appointed as volunteers. One-on-one contact between youth and other adults at the meeting site is not tolerated.

YOUTH DEVELOPMENT

"Build for your team a feeling of oneness, of dependence upon one another and of strength to be derived by unity."

- Vince Lombardi

Camp Fire stresses the development of the whole person in the process of learning for life. In Camp Fire, young people learn about life now and in the future. The program promotes self-development, social development and skill development.

Discovery groups do activities and projects that touch all three areas of development, but the emphasis will vary from group to group and individual to individual.

Some young people are very introspective and will love the Trail to Knowing Me projects and certain individual Torch Bearer projects. Others are very sophisticated socially and will throw themselves into a STAR project and many group activities. Still others are skill-oriented and will choose Torch Bearers in Trail to the Environment and Trail to the Future. In each case, youth are able to enhance their development while choosing projects that particularly interest them.

Needs of Early Adolescents

Experts in the field of early adolescence agree that young people need:

- **Diversity with a variety of learning experiences and topics**

Camp Fire provides a variety of program activities, both structured and unstructured, in a wide variety of topic areas.

- **Opportunities for self-exploration and self-definition**

The *Discovery* program offers projects in the Trail To Knowing Me.

- **Meaningful participation**

Young people are encouraged to be active contributors to their *Discovery* group, their Camp Fire council or chapter and their community. The STAR project and *A Gift of Giving (Camp Fire Official Merchandise Catalog # D40700)* provides another avenue to accomplish this.

- **Positive social interaction**

The ongoing group experience of a *Discovery* group and interaction through group activities is a primary component of the program.

- **Physical activity**

Discovery activities fulfill this important need through health, sports, fitness, and nutrition projects.

- **Competence and achievement**

A feeling of competence and achievement is accomplished through structured learning experiences, which lead to recognition.

- **Structure and limits**

The program includes structured projects, *Discovery* group ground rules, leadership and empowerment structures and governance guidelines.



Youth in This Age Group

The boys and girls in your group are early adolescents. This means that they are working on:

- Growing up
- Feeling comfortable in a changing body
- Becoming secure in a self-identity
- Experimenting with physical, mental and emotional capacities
- Trying out various roles without “locking in” to one
- Learning how to handle responsibility
- Developing the capacity to enjoy life
- Interacting with peers and having a sense of belonging
- Establishing beliefs; forming values peaks in adolescence. Youth may begin to accept or reject values from earlier years.
- Being able to actively participate in society as a member of a household, as a worker or as a citizen

Developmental Characteristics of 11- to 13-Year-Olds

Physical

- Exhibit a wide range of sexual maturity and growth patterns between genders and within gender groups (girls are about two years ahead of boys)
- Rapid change in physical appearance
- Growth of hands and feet, nose and ears may be faster than arms and legs and face causing concern for appearance
- May try experimental behavior to enhance sensory stimulation, e.g., drug and alcohol use

Social

- Shift from emphasis on same sex to opposite sex-girls develop interest in boys earlier than boys in girls
- Look more toward peers than parents, seek peer recognition
- Seek acceptance and trust
- Tend to regard sex in a depersonalized way
- Search for adult role models and often identify with admired adult hairdos, dress and mannerisms of popular sports and music stars

- Question authority
- Question family values
- Willing to submerge self for benefit of group
- Discipline can be a problem because of spirit of group
- Friendship groups or cliques are often small but intense
- More realistic understanding of who they are and what they can do
- More interested in social activities

Emotional

- Compare themselves to others
- Concerned about development and emerging sexuality
- See themselves as always on center stage
- Conscious about bodily changes
- Concerned about being liked by friends, social graces, grooming
- Strive for independence, yet want and need parent help
- Seek privacy from parents/adults
- Want to be a part of something important
- Aware of degrees of emotion and seek to find the right words to describe their feelings
- Exaggeration and sarcasm are frequently used to describe subtle meanings

Intellectual

- Need information for making decisions
- Find justice and equality to be important issues
- Think abstractly and hypothetically
- Can solve problems that have more than one variable
- Can imagine consequences
- Ready for in-depth, long-term experiences
- Have moved from fantasy to realistic focus on their life's goals

Activities and Special Considerations

Provide opportunities for:

- Increasing structured and adult-like activities
- Exploring other cultures, foods, languages and customs
- Completing projects (emphasis on precision and perfection)
- Discussing issues and opposite sex with friends
- Making decisions
- Having fun learning experiences
- Involving the opposite sex and learning to deal with opposite sex

As young people move from dependence to independence, they express themselves in intense, often contradictory ways. They might be daring, creative, insecure, enthusiastic, isolated, helpful, moody, needy, competent, argumentative, despairing and joyful.

Race and Culture

Camp Fire is committed to providing opportunities for all youth to participate in the program. Young people can feel isolated from the majority of other group members if they have different backgrounds or racial differences or speak a different language. These youth benefit from your special attention.

Here are some ways to help:

- **Learn more about the situation and circumstances of a young person's life.** Their responses may be motivated by a cultural practice. For example, youth in some cultures may not be encouraged to ask questions or participate in discussions. In the group, they want to be accepted and want to voice their opinions. They may need your extra encouragement.
- **Use examples from many different cultures to illustrate ideas.** Become knowledgeable about the contributions people of different cultures have made to our society. Speak of these contributions. Avoid stereotypes.

- **Emphasize that every person has a valuable cultural heritage, although he or she may not be aware of it.** Encourage youth to find out about their cultures and to share traditions with the group. Provide opportunities for this sharing to stimulate curiosity about one's own culture. However, don't assume that a young person or family of a particular culture is an expert in that culture.
- **Do not expect or accept less of anyone.** Apply the same standards of behavior and performance that you have for the group. This is very important. Accepting or expecting less is a disservice to any person in the long run.
- **Do not tolerate any evidence of prejudice or discrimination.** Do not allow racial jokes, slurs or derogatory imitations. If it happens, deal with it immediately. Say "In Camp Fire, every person is of equal importance. We do not 'put down' another person for any reason."
- **Help everyone appreciate the unique contributions each person makes to the group.** This is the best way to eliminate thoughts of one group being in the majority or minority.
- **Encourage members of any group not well-represented in the group to invite their friends to join Camp Fire.**

Inclusiveness

Inclusiveness is defined as recognition, respect, acceptance and inclusion of differences in people, places and ideas of others, including customs, cultures, traditions, religions, etc. Prejudice and discrimination are often seen when people do not embrace inclusiveness.

To reduce prejudicial attitudes and behavior, here are some tips:

- Arrange social contact between different groups. Frequent meetings with groups of people who are different will encourage positive attitudes towards these groups.
- Encourage learning about different groups. Read books, go to museums and view films. Avoid generalizations about any groups.



- **Provide leadership activities for youth.**

Activities that promote leadership will also reduce levels of prejudice.

Diverse Personalities

As a Discovery adult facilitator, you will be involved with a variety of young people who have diverse personalities. It is important to avoid labeling anyone, but it is likely that some of the youth in your group will display some of the following characteristics more than others. Here are some tips to deal with them effectively:

Leaders and Followers

Young people behave in group situations in different ways. Some will be leaders most of the time. They will be respected by other youth who will listen to what they say and adopt their ideas. Some will be followers most of the time. They will conform to the rest of the group and go along with the majority.

Sometimes the followers naturally will become leaders and vice versa. You will see this happen as young people who specialize in one area, such as sports, music or drama, take the lead on occasions because they are more knowledgeable and self-confident than other group members.

Some young people are natural leaders because they are more able, more popular, more pleasant or more mature. But sometimes they will try to force others to do what they want. These leaders may rebel against the group or show the others that they do not listen to anyone.

How do you work with youth who use their leadership abilities to influence the group in negative ways? First, accept the fact that these youth are leaders. Realize that they do influence the group. Make a special effort to work with them and to get to know them. Let them know that you recognize their leadership abilities. Tell them very honestly that they can use these abilities to help or to hurt themselves and the group. Tell them how they can help by serving as an activity leader for their group. When they know that you regard them highly, they may no longer feel that they have to rebel. This may take time and patience.

To help young people who tend to be followers, you might involve them in jobs that will help bring out their leadership abilities. Arrange to have them help plan group projects and activities. Try to give each person a chance to do something special. Building up a youth's ability to lead is a gradual process that takes time. You can begin by having a youth serve on an event-planning committee. Next, he or she may be in charge of a committee. Leadership skills can also be developed through youth serving as officers in the group or other leadership roles.

Sub-Groups

You may also face the challenge of sub-groups. It is natural for young people to like some of their peers better than others. However, to help youth intermingle, split them into small groups for discussion and work projects. The smaller the group, the better the youth will be able to get to know each other. Use a variety of techniques for creating the groups - draw numbers, separate by color of clothes, draw straws or line up by birth date.

Noisy Youth

What do you do with the youth who is so noisy that she disrupts the whole group? Here are some ideas:

- Be sure to welcome her warmly when she comes to a meeting.
- Don't try to shout over her voice. Speak softly!
- Walk over to her and ask her to please be quiet.
- Give her a chance to know you and to understand that you and the group prefer it when she behaves.
- Remember your quiet signal! (e.g., typically a raising of your hand) Don't continue the meeting until it is quiet.

Shy Youth

The shy youth wants your attention and approval just like the noisy one, but he is easier to overlook. He doesn't demand your attention. He does not upset the group, so it is easier to forget about him. How do you help the shy youth?

- Give him gradual encouragement.
- Spend time with him individually.
- Encourage him to talk to you.
- Encourage him to work on projects with one other member of the group, then move him slowly into larger groups.

Complaining Youth

How do you work with the youth who always complains that you are not being fair to her, that the other members are annoying her or that the group or activities are not interesting?

- Encourage her to contribute suggestions rather than to complain about others' ideas.
- Help her to see that you and the group are perfectly willing to consider her ideas.
- Ask her why she thinks you're being unfair. Just listen, don't argue. Sometimes that's all it takes to feel accepted.

Disrespectful Youth

How do you handle the youth who challenges you, won't listen to you and talks back to you in front of the other members of the group?

- Separate him quickly from the rest of the group and talk with him individually. If you separate him from the others, he loses his audience.
- Discover the reasons behind the disrespectful behavior. He may be angry, unhappy or displeased with what is happening in the group, at home or at school.
- Respond with "I understand how you must feel." These words often reduce hostility and open the channels for hearing your next statement.
- Let him know what is expected and try to teach the everyday rules of etiquette. Sometimes rude young people don't know any better.

Youth with Disabilities

If you have youth with disabilities in your group, create an atmosphere of acceptance and security for everyone. Encourage each person to grow to his or her fullest potential. All the tips in this guide for working with individuals and groups will help create an atmosphere for growth. Talk to the youth, teachers and parent or guardian. Learn some specifics about an individual's disability and find out if there are some special health or safety considerations to keep in mind. Adapt activities for youth with special needs. You may need to adjust the rules for participation, the equipment used, the place where the activity occurs, the movements required to complete the activity or the pace of the activity. In all cases, encourage the youth to suggest appropriate adaptations.

Key Points to Remember

- Youth this age experience things in a very physical, emotional and personal way. They fluctuate minute to minute on their needs, wants and desires.
- Early adolescents want to know "What is my place in society? What will become of the world? Will I ever get a boy(girl)friend? Am I having a good hair day?" They are their own contrasts. Everything is taken seriously and nothing is taken seriously. And all that matters is RIGHT NOW!
- Youth also like the element of potential risk related to something important to them and yet want to be reassured that there is someone available to help and listen, if need be.
- Young teens are product-oriented and want items that are usable/functional and decorative. They want to do "cool" activities, but at times are still willing to play with experimental ideas if they are presented in a non-threatening and fun way.

- Youth now have better eye-hand coordination than when they were younger and are more willing to spend time on crafts as long as they can see it take shape and start to form instantly. They can be more patient, but still like instant gratification. Their bodies are changing so rapidly that they can be “awkward” with some movements and yet have completely fine-tuned motor skills for other tasks.
- Early adolescents want to fit in and be liked by their peers and yet still want to show their individuality.
- Young teens need an outlet for self expression and creative thinking along with a way to burn excess energy.
- They might not have much money: You are competing for their money with CDs, clothes, after-school snacks, movies and family expenses. Plan accordingly.
- With the different levels of maturity within this age group, there may be a lack of concern over their own and other's safety. Young people live in a dangerous world that they may have experienced directly. Express the importance of teaching and enforcing safety practices, even if this means stopping an activity because someone jokes about sniffing the glue or makes an unsafe movement with scissors.
- Get to know your group and introduce “sure winner” activities that take a short time to complete and have the “cool” factor. Once they appreciate the creative process, then they are more willing to try something more unfamiliar to them.
- Take into consideration that what is of vital importance to the group this week may be old news next week.

Look for youth who can succeed in new areas that encourage their growth, not just those who demonstrate the best skills.

HOW IS IT GOING?

“Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them and try to follow where they lead.”

- Louisa May Alcott

Young people of *Discovery* age have spurts of progress in one area and periods of regression in others. You might find that your group may behave very differently at each planned event. Many who work with sixth-graders say they really thrive on planning and doing for themselves, then fall apart in seventh grade. A lot of this is due to their ups and downs about wanting to be grown up and at the same time hanging onto “kid things.”

It is not so important that everyone follow all the elaborate plans. But it is important that everyone has a chance to solve problems on his or her own – with your support. Problem solving at this age can be a distracting, noisy process. One adult facilitator talked about camping with her group. They had decided they were too old and grown up to assign jobs or make caper charts. Then on the campout, they argued endlessly about exactly how much work each person had done. Finally, they decided who was supposed to do dishes, and then they all helped.

The adult facilitator allowed them to go through that process for themselves, no matter how hard it was to do it. Adolescence is an age for testing out the rules and procedures (job assignments or caper charts).

Be prepared for some very inconsistent (by adult standards) behavior in public. One group did a great job of escorting adult award winners at an awards dinner. They really looked sharp and behaved with dignity. Later during the formal hotel banquet, however, they were throwing pieces of rolls at one another across the table.

In the group meetings while planning events, activities or projects, try to get the youth to anticipate and prepare carefully for what is ahead. During the activity or event, support them in having a good time and in working out problems.

Sometimes everything will be organized and smooth, and you will wonder, who are these sophisticated young people you are with? At other times, organization will be nonexistent, and everyone will dissolve into laughter, tears or temper. Being an adult facilitator is never dull!

Your attitude of acceptance and understanding helps make the activities OK, whether or not all goes smoothly. Remember, the activities in a Camp Fire program are not the end in themselves, but the vehicle for the group self-development. The youth are learning and practicing skills for living. They need a place to make mistakes, fail and still be accepted – a place to pick up and start all over again. The *Discovery* program can offer that place, where some of the pressure on achievement for its own sake can be relaxed, and emphasis can be on exploring and growing as one is ready.

Don't forget moments for celebration and sharing memories – a ceremonial at the end of a campout or stopping for pizza on the way home from a car wash. Celebration gives time to evaluate the event. Groups need time to enjoy the completion of a successful event or cry and moan over failure – together. The group experience and support help in learning to deal with failure and success.

To be an important adult friend in the lives of these young people is a rewarding opportunity. Though they may be exciting, frustrating and loving, all at the same time, they will also add some beautiful memories to your life.

LOOK TO THE FUTURE

As youth progress through the *Discovery* program, they can continue to work on trail projects, Torch Bearer projects, STAR projects and *A Gift of Giving*. They may choose to complete steps in Outdoor Living Skills and do national projects. They may attend a resident or day camp, participate in a leadership training, attend a youth conference, give service and get involved in events in their local Camp Fire council or chapter or other organization. Religious emphasis projects are also available for youth this age to choose. (See the *Camp Fire Official Merchandise Catalog*.) Trail Blazer Level Seven and Navigator Level Eight offer more opportunities for *Discovery*.



Camp Fire

Discovery: Path Finder Level Six

APPENDIX



Camp Fire

DISCOVERY SCORE CARD

Name: _____

Project name: _____

Activities completed in this project:

Discovery
points earned

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |

Total *Discovery Points* _____

Playback

Answer the following questions by circling yes or no. If yes, please state briefly what it is that you learned in the space provided.

Do you believe that you learned something new as a result of participating in these activities?

YES _____ NO _____

Did you learn a new skill? If yes, what skill(s)? (i.e., communication, problem-solving, decision-making, writing, speaking in public, goal setting)

YES _____ NO _____

Did you practice leadership during any of the activities? If yes, please state in what way(s).

YES _____ NO _____

Did you participate in a service project? If yes, please state what you did in the space provided.

YES _____ NO _____

Completion date: _____ Signature: _____

**DISCOVERY RECORD**

Trail Activities and Building Blocks

Activity	Brief description of the activity	Date completed	Discovery Points Earned	Date Recognition Received

ACTIVITY/TRIP PERMISSION FORM

A permission slip must be completed for each activity away from the group's regular meeting time and place.

No youth member will be permitted to go on an outing unless he/ or he has returned this completed form to staff, either paid or volunteer, responsible for the event. The form be signed by a parent or guardian.

To be completed by individual in charge of event:

Adult _____ Phone _____

Group Name _____

Name of event _____

From _____ To _____

DATE OF EVENT

TIME OF EVENT

DATE OF EVENT

TIME OF EVENT

Please list any unusual or special activities

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Parents: (Please complete this portion and return to group leader)

Name _____ Birth Date _____ Sex _____ Age _____

Home Address _____

Home Phone _____ Work Phone _____ Cell Phone _____

If not available in an emergency, notify _____ Cell Phone _____

_____, has to participate in scheduled activities.

My child, _____, has permission to participate in all scheduled, planned activities with the following EXCEPTIONS. (Please list all exceptions in detail.)

SIGNATURE OF PARENT/GUARDIAN

DATE

SIGNATURE OF YOUTH

DATE



INCIDENT REPORT

(Complete one form for each person involved.)

Name of Camp Fire-sponsored event _____ Date _____

Location _____

Person Involved

Last name _____ First name _____

Age _____ Sex: Male _____ Female _____ Status at event _____

Type of incident _____ Time _____

Description of incident _____

Program administrator notified Date _____ Time _____ By whom _____

On-site health service used Date _____ Time _____ By whom _____

Doctor or outside medical services Who was used _____ Date _____ Time _____ By whom _____

Corporate notified Date _____ Time _____ By whom _____

Parent or guardian notified Date _____ Time _____ By whom _____

Emergency contact notified Contact name _____ Phone # _____ Date _____ Time _____ By whom _____

Parent authorization and/
or power of attorney exercised Date _____ Time _____ By whom _____

Council executive director/
CEO notified Date _____ Time _____ By whom _____

Insurance company notified Date _____ Time _____ By whom _____

Claim filed Date _____ Time _____ By whom _____

Follow-up needed Date _____ Time _____ By whom _____

Camp Fire National Headquarters notified Date _____ Time _____ By whom _____

Person at Camp Fire notified _____

Adult(s) on the scene _____

Adult(s) rendering aid _____

WITNESSES (have at least two; more may be useful)

Name _____

Address _____

Where located at time of incident? _____

Name _____

Address _____

Where located at time of incident? _____

Name _____

Address _____

Where located at time of incident? _____

FAMILY ACTIVITIES

Families consist of people who choose to affiliate with each other to meet their needs. A family can include parents, children, relatives or friends. Spending time together can encourage positive relationships among family members and promotes family cohesiveness. *Discovery* age youth and the adults in their life face many situations that are stressful and that can be difficult. Playing together and relaxing with each other can benefit relationships that are often fragile and emotional. Even if youth insist they do not want to do anything as a family, research shows that they look up to adults and appreciate opportunities to connect with them.

Five Tips for Success

1. Keep things light. Have fun together first. It can make serious discussions more positive.
2. Have realistic expectations. Youth might not be enthused before or during the activity, but they are paying attention and benefiting from the time together.
3. Do something together on a regular basis. Choose one day of the month, such as the first Friday, and set that time aside for family night. Adults need to make this a priority, so that youth will recognize their commitment.
4. Begin small. At first, a board game or game of cards might be enough. This might expand into cooking a meal or snack together before the game.
5. Celebrate! Enjoy whatever the family does. You don't need to accomplish anything, just recognize the benefit of simply spending time together.

Suggestions for Family Night

- Do icebreaker activities together. See page _____ for suggestions.
- Plan a family meal together to go with a theme or holiday. A Mexican Fiesta on Cinco de Mayo (May 5), a French dinner on Bastille Day (July 14) or picnic food for Independence Day (July 4).
- Make pizza at home and play board games one Friday night each month.
- Plan an outing or vacation, with everyone's ideas considered. Determine what it would take to turn the ideas into reality. Youth can gather information, plan routes, make reservations, etc.
- Use family meetings to talk about burning issues for youth and adults. Here are some guidelines:
 - Make an appointment with the family to spend one hour together. Plan to have the meeting during a time that is convenient for everyone. No sports, no lessons, nothing else can be scheduled after you have announced the time and date. Friday evening is often a good time, so everyone can relax without worrying about getting ready for another weekday.
 - Make a snack like popcorn or pizza. You can start the meeting while the pizza is baking.
 - To begin, an adult can be the chairperson for the meeting. The job should be rotated each time, with other family members over the age of eight having a turn. (Younger children might need help following the agenda.)
 - The chairperson calls the meeting to order, saying something like, "The family meeting will now begin."
 - Introduce three basic ground rules:
 - * Everyone gets a chance to speak.
 - * Listen when someone else is speaking.
 - * All ideas are worth considering.



- The chairperson asks for discussion items, and whoever has an issue shares it. Someone can write down the issues, if there are more than one. One at a time, discuss the items, offering each person a chance to share their opinions and to listen to others.
- After allowing the discussion about each issue, make decisions that can be made by the group. Some things will require adult agreement and can be presented at another meeting.
- Review any decisions that were made and whatever needs follow-up. If the group needs to meet again, talk about a time for the next meeting.
- Thank everyone for participating.

EARLY BIRD ACTIVITIES, MIXERS AND ICE BREAKERS

Early Bird Activities

Youth who arrive at meetings early can help set up for the meeting, prepare a snack, organize materials or assist in other ways. To keep early-arriving youth engaged, set out markers, paper, crossword puzzles, math games, etc.

www.puzzlemaker.com is a Web site that creates customized word puzzles, mazes and hidden messages in a variety of formats at no charge. These make great early bird activities. Choose the words that relate to the activity and create a puzzle for the early birds.

MIXERS ►

- Everyone fold your hands. If your right thumb is on top, get together with other right-thumbers. Left-thumbers do the same.
- Fold your arms and separate the group as in the activity above.
- How many children are in your family? Divide to make groups whose families are similar in size.
- Which leg do you put in your pants first? You might end up with three groups as some people sit down and put both legs in at the same time.
- Are you left or right handed? Ambidextrous?
- What kind of bed do you sleep in? Spring mattress? Water bed? Futon?
- Do you put the toilet paper roll on so that the paper comes over the top or the bottom?
- Do you wear a watch?
- Do you wear glasses, contacts or neither?
- What is your favorite: color, movie, sport, song, pet, etc.?

Groups are formed by sorting similarly-minded people. Combine groups, if necessary.

Celebrity Name Game

Place celebrity names on each person's back. Have the youth ask one another yes-or-no questions to try to guess which celebrities they are.

Building Together

As the youth arrive, have them break into teams by picking colored buttons, drawing straws, counting off, etc. Then have them work as a team to build something with wooden craft sticks, tooth picks, straws and small marshmallows or soft candy.

Group Mural

Spread a large piece of chart paper or newsprint on the floor or table. Have a variety of markers, pencils or crayons available and provide a theme for a group mural. This could be a holiday, school, organization, council or chapter activity or theme of the group's choice.

Treasure Hunt

Hide some "treasures" (wrapped candy, small erasers, pens or pencils) before the youth arrive. When everyone gets there, break the group into teams. The team to locate the greatest number of "treasures" wins.

Identify the Item

Gather 10 items and 10 paper bags. Place one item in each bag and number each bag. Break the group into teams and have each person feel or squeeze each item without looking into the bag. Then have the teams decide what they think is in each bag. The team who has the greatest number of correctly identified items wins.

Interviewing Important People

Have a youth pick a well-known, important person (singer, actor, local personality, character from a book or national figure) and hold a "press conference" where all the other youth can interview him or her in that role. Allow the youth to take turns becoming the interviewee. (Of course, the interviewee must conjure up answers to the questions to the best of his or her ability. That's the fun of it!)

Design a Stamp

Using pieces of white paper, crayons or markers, scissors, pencils and pens, have the youth design their own postage stamps. (Ideas include holidays, people, sports, special events or seasons.)

Group Storytelling

Start a story and have each person add only one word or sentence. Keep the story going as long as possible.

Memory Game

Arrange 10 to 20 assorted objects (safety pin, spoon, eraser, pen, etc.) on a tray and place a towel over them. Divide the group into teams and allow each group to have one minute to look at the tray. Then cover it with the towel. Players must then write down all the objects they remember. The winner is the team with the most correct items.



MEETING OPENINGS AND CLOSINGS

An opening is an activity that formally signals the beginning of the meeting. It is a special ceremony that often becomes a tradition.

A closing is an activity that signals the end of the meeting. It should be a special time that draws the meeting to an end on a positive note. Make the closing quiet and fun as well as a little serious and meaningful. It should be something the youth will remember until the next meeting.

Groups might consider using the same opening and closing for a specific project. For example, if the group is working on a project on the Trail to the Environment, they could use the same opening and closing for each meeting in that project.

Traditional Openings and Closings

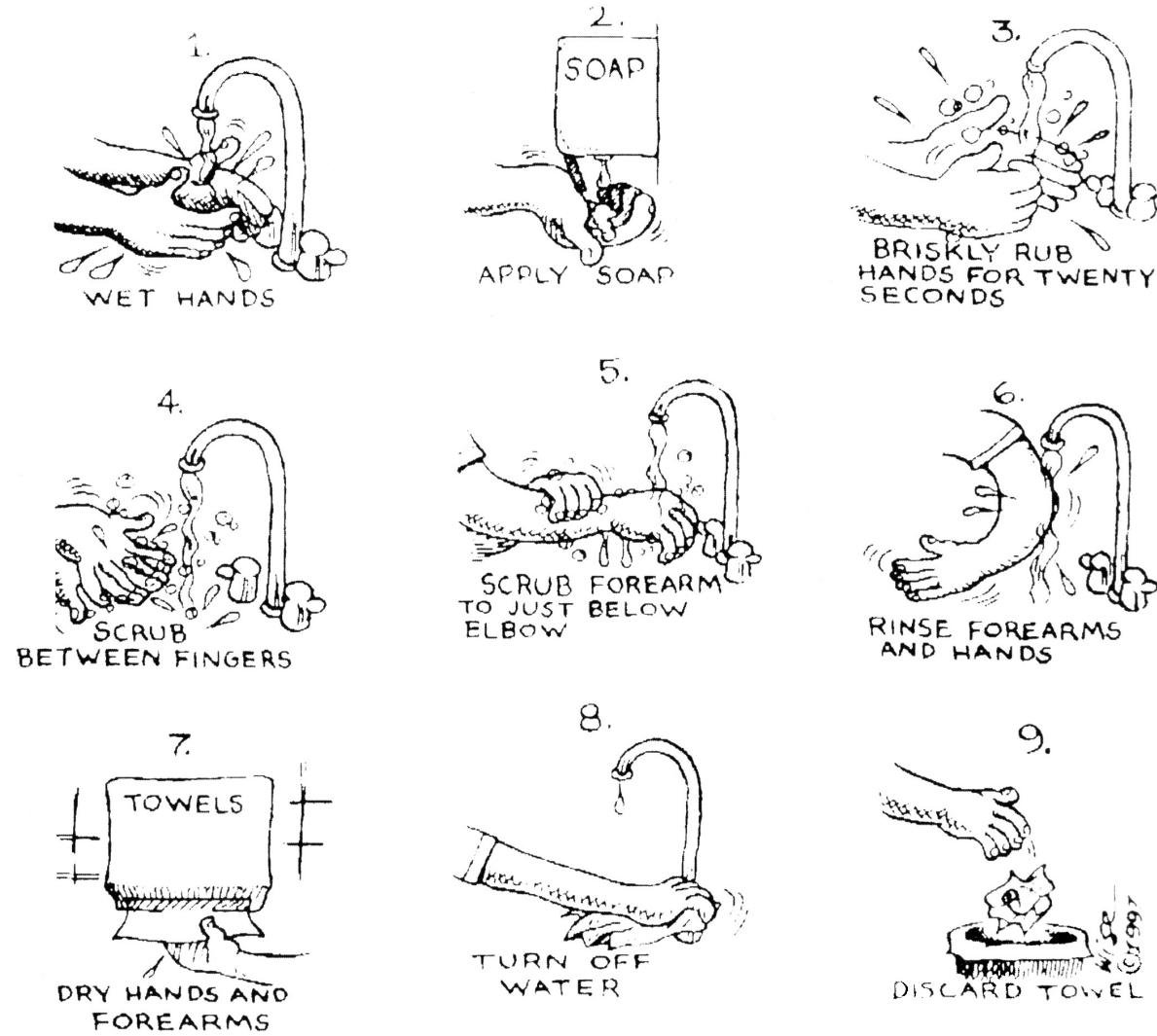
- Have a flag ceremony.
- Recite the “Pledge of Allegiance.”
- Have the youth form a friendship circle by crossing their right arms over their left arms and joining hands with the youth on each side. Each person squeezes the hand of a neighbor as a sign of good wishes or friendship. Pass the good wishes or gentle squeeze on until it has gone all around the circle.
- Sing a Camp Fire song or a familiar song such as “Make New Friends.” You could also use the tunes of one of these songs and make up new words.
- Sing the Camp Fire Law or Wish.
- Form a good-bye bridge. Partners line up and make a bridge to the door. The pair farthest from the door starts under the bridge to the door, saying good-bye, followed by other pairs in turn. The last pair can exit under the arms of the adults who are leading the meeting.
- Light a candle and have the youth make silent wishes.

Additional Ideas

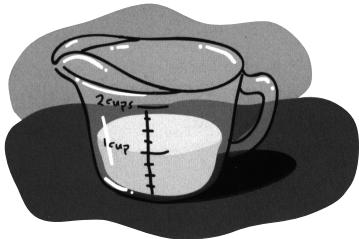
The following activities can be combined with the traditional Camp Fire group openings and closings:

- Assign family members the task of creating and leading opening and closing activities for the meetings.
- Make a banner out of fabric, a tablecloth or a sheet. Before the youth leave each meeting, have them use fabric markers to print a few words or draw a picture on the banner describing what they liked most about the meeting. It may be an activity, something they learned or just being with their friends. Hang the banner on the wall during each meeting. When the banner is full, present it to a younger Adventure group to show those youth all of the fun things they will get to do someday.
- Help the youth relax at the end of the meeting. Have them close their eyes and take a long, deep breath. Then have them breathe out, pretending the air is flowing out the ends of their fingers. The next time they do the breathing exercise, have each one of them pretend to be a balloon with air coming out of it.
- Play a familiar or new game before the meeting. Each week ask a different person to teach or lead the game.

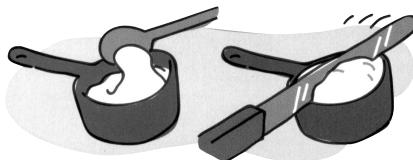
HANDWASHING



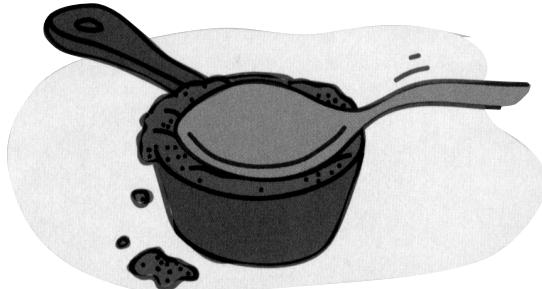
MIX AND MEASURE



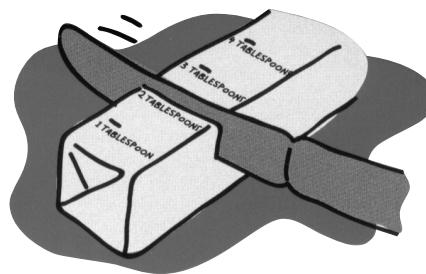
Liquid Ingredients



Dry Ingredients



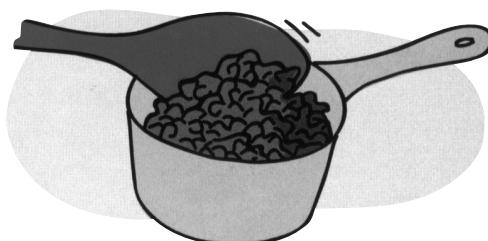
Brown Sugar



Margarine or Butter



Shortening and Peanut Butter



Other Stuff

(Betty Crocker, 1999). Permission granted by General Mills, 6/01

ADDITIONAL BAKING RESOURCES

Amazing Wheat, Kansas Wheat

Commission/Wheat Foods Council, 1999.

Activities for grades four through six. Videos are also available.

Telephone: 785 539 0255

Wheat Foods Council.

Telephone: 303 840 8787

www.wheatfoods.com

A Romance with Baking, by Karol Redfern

Hamper, Redfern Books, 2000. Pictorial U.S. history of milling and baking with recipes.

ISBN 0-9674772-0-4.

Baking Fun at Camp Cookie, Land O'Lakes, PO

Box 4000, Monticello, Minnesota.

Land O' Lakes games, recipes and fun.

Baking Resource Guide, Home Baking Association, 1999.

Guide to tested and reliable recipes, cookbooks, videos, posters and baking tips. Order from the HBA while supplies last.

www.homebaking.org.

Betty Crocker's Kids Cook! Betty Crocker Kitchens, Macmillan Publishing, New York, 1999.

ISBN 0-02-863406-3.

www.bettycrocker.com or www.mgr.com (Macmillan Publishing)

Bread Bread Bread, by Ann Morris and Ken Heyman, Ken, William Morrow & Co., New York, 1989. Pictorial celebration of the many different kinds of bread and how they are enjoyed around the world.

(Also look for the Reading Rainbow videotaped version at your public library.)

ISBN 0-688-12275-2.

Bread in a Bag series. Idaho Wheat Commission.

A variety of breads prepared in a bag. Great for classrooms and after-school programs.

Telephone: 208 334 2353

Bread for Youth Groups, by Carol Stevens, Red Star Yeast, 1997.

Telephone: 800 445 4746

Celebrating Our Mothers' Kitchens,

The National Council of Negro Women, Inc., Simon & Schuster, 1996.

Telephone: 800 223 2336

How to Teach Nutrition to Kids, by Connie Liakos Evers, Carrot Press, Tigard, 1995.

An integrated, creative approach to nutrition education for children ages 6-10.

ISBN 0-9647970-3-8.

Journey Cake Ho! by Ruth Sawyer, Viking, 1953.

Rising to the Occasion, Fleischmann's Yeast, 1999. (Also-*Rolling in the Dough; Exploring the North Roll; It's in the Bag*, for ages 9-18.)

Telephone: 800 777 4959

www.breadworld.com

Latkes and Applesauce. A Hanukkah Story, by Fran Manuushkin, Scholastic, Inc., New York, 1990.

ISBN 0-590-42261-8.

Loaves of Fun, by Elizabeth M. Harbison, Chicago Review Press, 1997.

A history of bread with activities and recipes from around the world.

ISBN 1-55652-311-4.

Tony's Bread, by Tomie De Paola, A Whitebird Book, G.P. Putnam & Sons, New York, 1989.

ISBN 0-399-21693-6.

The Magic School Bus Gets Baked in a Cake, by Joanna Cole, Scholastic, Inc., New York, 1995. A book about kitchen chemistry.
ISBN 0-590-22295-3.

Marvin and the Great North Woods, by Kathryn Lasky, Harcourt Brace & Co., New York, 1997.
ISBN: 0-15-200104-2

The Rainbow Bakery. A Color-full Adventure Children's Cookbook, Gold Medal Flour, 1998. Thirty-three flour-based craft and baking projects for children.
PO Box 2052, Milaca, Minnesota 56353-2052

Walter the Baker, by Eric Carle, Scholastic, Inc, New York, 1996. Young readers explore how the pretzel may first have been made.
ISBN 0-590-44452-2.

Yoko, by Rosemary Wells, Hyperion Books for Children, New York, 1998.
ISBN 0-439-10472-6.

CAMP FIRE DISCOVERY OUTCOMES

Trail to Knowing Me

- Youth will have preference for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth express feelings and emotions in a positive, constructive manner.

Trail to Family and Community

- Youth will be able to resolve conflict in a healthy way.
- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.

Trail to Creativity

- Youth will be able to communicate their point of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

Trail to the Environment

- Youth will have an appreciation for the environment and outdoor activities.

Trail to the Future

- Youth will maximize their physical abilities to meet and overcome physical challenges.

All Trails

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.



MCREL EDUCATION STANDARDS LEVEL 3: GRADES 6-8

This list includes the education standards included in the Discovery curriculum. For more information and a complete list of these standards contact:

Mid-continent Research for Education and Learning
2550 South Parker Road, Suite 500
Aurora, Colorado 80014
Telephone: 303 337 0990
www.mcrel.org/standards-benchmarks

LANGUAGE ARTS STANDARDS AND BENCHMARKS (LA)

WRITING ►

Standard 1: Uses the general skills and strategies of the writing process.

LA 1.1 Prewriting: Uses a variety of prewriting strategies.

LA 1.7 Writes narrative accounts, such as short stories.

LA 1.11 Writes compositions that address problems/solutions.

LA 1.12 Writes business letters and letters of request and response.

Standard 4: Gathers and uses information for research purposes.

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

READING ►

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

LA 7.1

strategies to understand a variety of informational texts.

LA 7.4

adjust and extend personal knowledge base.

U

LISTENING AND SPEAKING ►

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

LA 8.7 Makes oral presentations to the class.

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentations.

LA 8.11 Understands implicit statements of attitude and opinion.

LA 8.12 Understands elements of persuasion and appeal in spoken texts.

VIEWING ▶

Standard 9: Uses viewing skills and strategies to understand and interpret visual media.

LA 9.1 Understands a variety of messages conveyed by visual media.

LA 9.4 Understands the use of stereotypes and biases in visual media

LA 9.8 Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language and content reflect this.

MEDIA ▶

Standard 10: Understands the characteristics and components of the media.

LA 10.1 Knows characteristics of a wide range of media.

LA 10.2 Understands the different purposes of various media.

LA 10.3 Understands how the type of media affects coverage of events or issues.

LA 10.4 Understands various elements that recur across media.

LA 10.5 Understands aspects of media production and distribution.

LA 10.6 Understands the ways in which image-makers carefully construct meaning.

MATHEMATICS STANDARDS AND BENCHMARKS (M)

Standard 1: Uses a variety of strategies in the problem-solving process.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

Standard 2: Understands and applies basic and advanced properties of the concepts of numbers.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

Standard 3: Uses basic and advanced procedures while performing the processes of computation.

M 3.3 Selects and uses appropriate computational methods for a given situation.

Standard 4: Understands and applies basic and advanced properties of the concepts of measurement.

M 4.1 Understands the basic concept of rate as a measure.

M 4.4 Solves problems involving units of measurement and converts answers to a larger or smaller unit within the same system.

M 4.7
formulas for finding measures.



M 4.8 Selects and uses appropriate estimation techniques to solve real-world problems.

Standard 5: Understands and applies basic and advanced properties of the concepts of geometry.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

M 5.6 Understands the mathematical concepts of similarity and congruency.

Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis.

M 6.4 Reads and interprets data in charts, tables, plots and graphs.

M 6.5 Uses data and statistical measures for a variety of purposes.

M 6.6 Organizes and displays data using tables, graphs, frequency distributions, and plots.

Standard 9: Understands the general nature and uses of mathematics.

SCIENCE STANDARDS AND BENCHMARKS (S)

EARTH AND SPACE SCIENCES ►

Standard 1: Understands atmospheric processes and the water cycle.

S 1.4 Knows factors that can impact the Earth's climate.

LIFE SCIENCES ►

Standard 6: Understands the relationships among organisms and their physical environment.

S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.

S 6.3
organisms interact and depend on one another through food chains and food webs in an ecosystem.

S 6.4 Knows how energy is transferred through food webs in an ecosystem.

Standard 7: Understands biological evolution and the diversity of life.

S 7.5 Knows ways in which living things can be classified.

PHYSICAL SCIENCES ►

Standard 9: Understands the sources and properties of energy.

S 9.1 Knows that energy is a property of many substances.

S 9.2 Understands the law of conservation of energy.

S 9.4 Knows how the Sun acts as a major source of energy for changes on the Earth's surface.

S 9.7 Knows that vibrations move at different speeds in different materials, have different wavelengths and set up wave-like disturbances that spread away from the source.

Standard 10: Understands forces and motion.

S 10.1 Understands general concepts related to gravitational force.

S 10.3 Knows that an object's motion can be described and represented graphically according to its position, direction of motion and speed.

NATURE OF SCIENCES ►

Standard 12: Understands the nature of scientific inquiry.

S 12.4 Knows that observations can be affected by bias.

S 12.5 Uses appropriate tools and techniques to gather, analyze, and interpret scientific data.

Standard 13: Understands the scientific enterprise.

S 13.6 Knows ways in which science and society influence one another.

BEHAVIORAL STUDIES STANDARDS AND BENCHMARKS (B)

Standard 1: Understands that group and cultural influences contribute to human development, identity and behavior.

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it.

B 1.3 Understands that punishments vary widely among, and even within, different societies.

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values, and behavior patterns within a society and among different societies.

B 1.5 Understands that various factors affect decisions that individuals make.

Standard 2: Understands various meanings of social group, general implications of group membership, and different ways that groups function.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.



B 2.4 Understand that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group which leads to uncritical judgments.

B 2.5 Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.

B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

Standard 3: Understands that interactions among learning, inheritance and physical development affect human behavior.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

Standard 4: Understands conflict, cooperation and interdependence among individuals, groups and institutions.

B 4.1 Understands that being a member of a group can increase an individual's social power and also can increase hostile actions toward or from other groups or individuals.

B 4.3 U
institutions influence people, events and elements of culture and how people interact with different institutions.

ARTS: DANCE (D) ►

Standard 1: Identifies and demonstrates movement elements and skills in performing dance.

D 1.6 Memorizes and reproduces movement sequences.

Standard 1: Sings, alone and with others, a varied repertoire of music.

MU 1.3 Knows music that represents diverse genres and cultures.

Standard 6: Knows and applies appropriate criteria to music and music performances.

MU 6.3 Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions.

Standard 7: Understands the relationship between music and history and culture.

MU 7.3 Understands the functions music serves, roles of musicians and conditions under which music is typically performed in various cultures of the world.

Standard 1: Understands and applies media, techniques and processes related to the visual arts.

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

Standard 2: Knows how to use structures and functions of art.

V 2.1 Knows some of the effects of various visual structures and functions of art.

V 2.2 Understands what makes various organizational structures effective (or ineffective) in communication of ideas.

V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's ideas.

Standard 4: Understands the visual arts in relation to history and cultures.

V 4.2 Understands the historical and cultural contexts of a variety of art objects.

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

V 5.1 Distinguishes among multiple purposes for creating works of art.

V 5.3 Understands how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses.

PROGRAM RESOURCES

Prevention

Conflict Resolution in the Middle School, by William Kreidler, Educators for Social Responsibility, Cambridge, Massachusetts, 1994. This guide's 10 basic skill lessons teach students active listening, perspective taking, negotiation and mediation.

Communicating Emotions, by Kathleen Middleton, Network Publications, Santa Cruz, California, 1990. Offers middle school students an enjoyable opportunity to understand emotions and strengthen their communication skills.

Saying No Is Not Enough: Helping Your Kids Make Wise Decisions About Alcohol, Tobacco, and Other Drugs, by Robert Schwebel, Newmarket Press, New York, 1998. A guide for parents on how to raise youth in a drug-filled society and prevent substance abuse.

Service-Learning

The Helping Hands Handbook: A Guidebook for Kids Who Want to Help People, Animals, and the World We Live In, by Patricia Adams and Jean Marzollo, Random House, Inc., New York, 1992. Over 100 projects, suggestions and inspiring real-life examples.

The Kid's Guide to Service Projects, Free Spirit Publishing, Inc., by Barbara Lewis, Minneapolis, 1995. Over 500 service ideas for young people who want to make a difference.

The Kid's Guide to Social Action, by Barbara Lewis, Free Spirit Publishing, Inc., Minneapolis, 1991. Helps youth transform creative thinking into actions that could make a difference in the neighborhood, city, state, country and world.

Youth Development

Early Adolescence: Understanding the 10 to 15 Year Old, by Gail Caissy, Plenum Press, New York, 1994. Both a comprehensive overview and an understanding of the early adolescent as an awkward child "in transition."

Starting Out Right: Developmental Assets for Children, by Nancy Leffert, Peter Benson and Jolene Roehlkepartain, Search Institute, Minneapolis, 1997. Provides a framework for "asset building" on behalf of children in families and communities.

Activities

Building Assets Together, by Jolene Roehlkepartain, Search Institute, Minneapolis, 1995. One hundred one group activities for helping youth succeed.

Trail to Knowing Me

365 After School Activities, by Marilee Robin Burton, Kelly Milner Halls and Lise Hoffman, Publications International, Ltd., 1999. A variety of activities allowing children to use creative thinking skills as well as life skills.

Fun Food, by Judy Bastyra, HarperCollins Publishers, Ltd., 1997. Creative and easy ways to make food preparation fun.

Trail to Family and Community

Cultural Awareness for Children, by Judy Allen, Earldene McNeill Velma Schmidt, Addison-Wesley Publishing Company, Menlo Park, California 1992. Activities written from practical experience, designed to give children their first contact with the customs of other cultures.

The Kid's Guide to Service Projects, by Barbara A. Lewis, Free Spirit Publishing, 1995. More than 500 service ideas for young people who want to make a difference.

The Helping Hands Handbook, by Patricia Adams and Jean Marzollo, Random House, New York, 1992. A guidebook for youth who want to help people and animals and the world in which they live.

Views from Our Shoes, Growing up with a Brother or Sister with Special Needs, edited by Donald Meyer, Woodbine House, 1997. Young people from across the United States write about their lives with brothers and sisters who have special needs.

Trail to Creativity

Crafts for Kids Who Are Wild About Outer Space, by Kathy Ross, Millbrook Press, 1997. A variety of crafts focusing on the solar system and space travel.

Kid's Crazy Concoctions, by Jill Frankel Hauser, Williamson Publishing Company, 1995. Fifty mysterious mixtures for arts and crafts fun.

Painting, by Jane Bower, Franklin Watts, 1998. Various techniques and methods for creating art through painting.

Makin' Music with Camp Fire, Camp Fire, 1991. A collection of songs that Camp Fire members have enjoyed singing through the years. *Camp Fire Official Merchandise Catalog* item number D08000.

Global Art, by MaryAnn F. Kohl and Jean Potter, Gryphon House, Inc., 1998. An activity book filled with more than 130 art ideas from around the world.

Trail to the Environment

Acting for Nature, by Sneed Collard III, Heyday Books, 1999. The remarkable stories of 15 young people from around the world who saw environmental problems in their communities and found ways to solve them. Dr. Evelyn Ballard De Ghetaldi is president of the board of directors for Action for Nature. She served as president of the national board of directors of Camp Fire from 1967-1985.

Earth-Friendly Outdoor Fun, by George Pfiffner, John Wiley & Sons, Inc., 1996. A collection of outdoor activities to teach children about the environment.

50 Nature Projects for Kids, by Cecilia Fitzsimmons, Anness Publishing Limited, 1995. Easy nature projects and activities that can be done both indoors and outdoors.

Nature in Your Background, by Susan S. Lang, Millbrook Press, 1995. Simple outdoor activities to help children learn about the environment.

The Outdoor Book, Camp Fire, 1980, reprinted 1996. A book for adults who want to provide children with opportunities to take part in special environmental experiences. *Camp Fire Official Merchandise Catalog* item number D07600.

Take a New Bearing, Skills and Sensitive Strategies for Sharing Spiders, Stars, Shelters, Safety and Solitude, by Phyllis M. Ford, American Camping Association, Martinsville, Indiana, 1991. The leader handbook in the American Camping Association's Outdoor Living Skills Program.



Trail to the Future

Making Things Float and Sink, by Opper Beech Books, Millbrook Press, 1995. A collection of fun experiments about water and its properties.

Science in Seconds for Kids, by Jean Potter, John Wiley & Sons, Inc., Easy science experiments that do not require a lot of supplies or materials.

Science Is..., by Susan V. Bosak, Scholastic Canada Ltd., 1991. A source book of fascinating facts, projects and activities.

Shocking, Slimy, Stinky, Shiny Science Experiments, by Steven Parker, Sterling Publishing Company, 1998. Fun and unusual science experiments that will fascinate young people.

Simple Machines, by Deborah Hodge, Kids Can Press Ltd., 1998. Thirteen hands-on activities to explore simple machines and how they make work easier.

Family Activities

Fun and Games for Family Gatherings, by Adrienne Anderson, Reunion Research, 1996. A book with activities for families to participate in together.

Families that Play Together Stay Together, by Cameron and Donna Partow, Bethany House Publishers, 1996. Ideas for games and activities to do as a family.

NATIONAL ORGANIZATIONS AND RESOURCES

The following is a list of addresses and Web sites of organizations that are useful for general information about the subject area, as well as valuable resources for service projects. Much valuable information about youth work and service-learning can be found on the Internet.

Alcohol Use

Center on Alcohol Marketing and Youth
www.camy.org

Environment

Acid Rain Foundation
1410 Varsity Drive
Raleigh, North Carolina 27606
Telephone: 919 828 9443

American Camp Association
5000 State Road 67 North
Martinsville, Indiana 46151-7902
Telephone: 765 342 8456
www.acacamps.org

Citizen's Clearinghouse
for Hazardous Wastes
P.O. Box 6806
Falls Church, Virginia 22040
Telephone: 703 237 2249
Publishes "how-to" education handbooks
about environmental waste.

National Service Center for Environmental Publications (NSCEP)
U.S. Environmental Protection Agency
P.O. Box 42419
Cincinnati, Ohio 45242-2419
Telephone: 800 490 9198
www.epa.gov/ncepiphom/
Offers free posters, newsletters curriculum materials and workbooks.

National Arbor Day Foundation
100 Arbor Avenue
Nebraska City, Nebraska 68410
Telephone: 402 474 5655
Join and receive free seedlings and information about trees.

U.S. Fish and Wildlife Service
Department of the Interior
18th and C Streets, Northwest
Washington, DC 20240
Telephone: 202 208 5634
endangered species lists.

Baking

The Home Baking Association developed activities for Camp Fire programs in grades K-8. The 75-year-old not-for-profit collaboration of corporate and nonprofit associations promote the practice of home baking. Contact Sharon Davis at hbadavis@wamego.net for further information.

Culture/Inclusion

International Pen Friends
Box 290065
Brooklyn, New York 11229-0001
Headquartered in Dublin, Ireland; has connections to over 250,000 pen pals of all ages in 153 countries.

Peace/Conflict Resolution
University of Minnesota
Cooperative Learning Center
202 Pattee Hall
Pillsbury Drive Southeast
Minneapolis, Minnesota 55455-2098
Telephone: 612 624 7031
Offers books, training and materials on student conflict resolution including the Peacemaker Program.

Service-Learning

SERVENet
1101 15th Street, Suite 200
Washington, DC 20005
Telephone: 202 296 2992
www.servenet.org

This Web site links you to the latest in volunteerism and many other service-related resources. Also the official site of National Youth Service Day.

National Service-Learning Cooperative Clearinghouse
University of Minnesota Department of Work, Community and Family Education
1954 Buford Avenue, Room R-460
St. Paul, Minnesota 55108
Telephone: 800 808 SERV
www.nicsl.coled.umn.edu
This is an excellent Web site with links to other service-learning sites.

Nonprofit Center
www.nonprofits.org
This Web site lists general info on service-learning.

Project America
310 South Boulevard
Richmond, Virginia 23220
Telephone: 800 880 3352
www.project.org
Produces an excellent "Action Guide" for organizing community projects in your area.

Youth Work

Connect for Kids
The Benton Foundation
1634 Eye Street Northwest, 11th Floor
Washington, DC 20006
Fax: 202 638 5771
www.connectforkids.org

This is a site for anyone who is interested in volunteerism and youth. This site will link you to various sites that pertain both to youth and service.

National Youth Leadership Council
1910 West County Road B
St. Paul, Minnesota 55113
Telephone: 651 631 2955
www.nylc.org

Youth Work Links and Ideas
www.youthwork.com
This is a Web site of youth work resources, including icebreakers and games.

Youth Services America
1101- 15th Street NW, Suite 200
Washington, DC 20005
Telephone: 202 296 2992
www.ysa.org

CRISIS NUMBERS

National Center for Missing and Exploited Children **800 THE LOST (800 843 5678)**

A 24-hour, toll-free hotline to report and/or receive sightings of missing and sexually exploited children (www.missingkids.com).

National Runaway Switchboard **800 621 4000**

A confidential, 24-hour, toll-free hotline that assists runaway and homeless youth in communications with their families and other service providers. The National Runaway Switchboard is supported through a grant from the U.S. Department of Health and Human Services' Family Youth Services Bureau.

Childhelp **800 4 A CHILD**

A 24-hour, toll-free, confidential hotline offering information about the treatment and prevention of child abuse.

National Victim Center **800 FYI CALL**

Provides information referrals and materials free of charge to victims of violent crime. Distributes safety information and maintains an extensive list of community resources assisting in the battle against victimization.

National Clearinghouse on Alcohol and Drug Information **800 729 6686**
TDD 800 487 4889

Se Habla Español
Provides the most current and comprehensive information about substance abuse prevention. They distribute the latest studies, surveys, videocassettes and materials from government agencies and national substance abuse prevention programs (www.health.org).



GLOSSARY OF TERMS

Activity

The basic unit of accomplishment that achieves an education outcome.

skills. Meetings are held after school, and on evenings or weekends. Each program level name symbolizes expanding opportunities, choices and leadership.

Adventure

Camp Fire small group program level for youth in grades 3 through 5.

Starflight Kindergarten through second grade

Awards

Recognition given to youth when minimum award requirements are met.

Adventure Third through fifth grade

Building Block Activities

Building Block Activities are knowledge and skills that Camp Fire has identified as important for middle school age youth to learn or review. The categories are the same for each level: Communication, People, Parents and Peers, Planning, Goal Setting and Decision Making, Problem Solving and Safety.

Discovery Sixth through eighth grade
Teens in Action/Horizon Ninth through 12th grade

Program guides are available through the *Camp Fire Official Merchandise Catalog*.

Celebrate Camp Fire

A national project honoring Camp Fire's birthday each March. Camp Fire was founded nationally in 1910. For more information contact Camp Fire National Headquarters.

Community Family Club

Community Family Club is a family-focused program that encourages family members to participate in small group programs with their children and youth ages 5-18. The program is delivered in a variety of community venues such as schools, places of worship, in after-school programs and in businesses. An orientation manual is available through the *Camp Fire Official Merchandise Catalog* (#D09600).

Camp Fire Trails

Themes for activities and projects.

Discovery

Camp Fire small group program level for youth in grades 6 through 8. Designed for youth in small groups and in after-school programs

Classic Club

Small group program levels within Camp Fire. Youth move progressively through Camp Fire club program levels in groups according to their grade or ability levels. The program, which children may join at any age, offers a mix of fun activities, projects, events and experiences to help develop planning and decision-making skills, as well as skills related to participants' individual interests. Children and youth learn to work and play together, and get involved in service learning projects, which help them become responsible citizens concerned about their communities and society.

Education Standards

The outlined skills that youth generally acquire at different ages.

Camp Fire clubs usually meet each week for an hour and are generally led by two or more adults who have volunteered their time and

Focus

The basis for activity learning, i.e. knowledge, skill and leadership.

A Gift of Giving

A service-learning program for children and youth in K through 8th grades. Youth identify community needs and develop creative ways to meet them.

Horizon

Camp Fire small group program level for youth in grades 9 through 12.

National Headquarters

The office of Camp Fire is located at 1100 Walnut Street, Suite 1900, Kansas City, Missouri, 64106. Telephone: 800 669 6884.

Parent Permission Form

A form signed by youth's parent/guardian enabling the youth to participate in events or field trips. One is required for each event held away from regular meeting place.

Navigator

Level eight of Camp Fire's *Discovery* program. An award is earned by completing eight requirements within a year.

Path Finder

Level six of Camp Fire's *Discovery* program. An award is earned by completing six requirements within a year.

Product Sale

The sale of a product, such as candy or plants that supports the operations and work of small groups.

Program Participant

An individual who participates in any Camp Fire program.

Project

A series of related activities.

Registration

The process by which youth and adults become registered Camp Fire members.

Risk Management

Procedures identified to minimize the risk of injury to person or property.

Self-Reliance Programs

Short-term courses offered to children to enhance their coping skills. Courses are usually taught by volunteers in schools, places of worship, recreation centers, Camp Fire small groups or libraries. Teens are encouraged to volunteer to lead or assist with programs.

Starflight

Camp Fire small group program level for youth in grades K through 2.

Teens in Action

A group program for teens that provides opportunities to plan and carry out physical and developmental challenges while building skills in leadership, communication, decision-making and citizenship.

Trail Blazer

Level seven of Camp Fire *Discovery* program. An award is earned by completing seven requirements within a year.

Wohelo

The Watchword of Camp Fire that is derived from the first two letters of the words "work", "health" and "love".

Wohelo Award

The highest award available to Camp Fire youth given in recognition of completion of a series of requirements ranging from individual leadership skills and service to others to community involvement.

Youth Outcomes

Camp Fire has identified 15 outcomes that support and promote youth development. These are identified results based on the participation in an activity or project.