

*Adventure Fire Maker: Level Five* is an official national publication of Camp Fire to support its national program for children in the fifth grade.

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

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

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

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

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Item No. D07700  
Published by:  
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**FORWARD ►****1****INTRODUCTION TO ADVENTURE FIRE MAKER ►****4****PROJECTS AND MEETING PLANS ►****4****Trail to Knowing Me**

Fitness	9
• Let's Get Physical	10
• Circuit Training	18
• We're Cooking	22
Values and Emotions	27
• The Time of My Life	28
• Imagination is the Key	30
• Family Storytellers	32
I'm Peer Proof	37
• Footprints	38
• The Saying No Show	43
• Problem Solved!	46
Communication	53
• Computer Savvy	54
• Net Friendly	59
• Field Trip	62
Conflict Resolution	65
• Peace It Together	67
• Bugs and Blooms	69
• Building Bridges, Not Walls	75

**Trail to Family and Community**

My Family	79
• Stories to Remember	80
• Read All About It!	82
• The Future in a Bottle	84
• Create a Tradition	86
Leadership	91
• It's Up to All of Us	92
• It's OUR Choice!	95
• Tech Team	96



Camp Fire

Clothing and Culture	101
• Wardrobes Around the World	102
• Are We Really What We Wear?	104
• Children's Choice	106

A Gift of Giving	110
• We Can Make a Difference	111
• What Needs to Be Done?	116
• Just Do It!	120

Citizenship	125
• Who Wants to be a Citizen?	126
• Rights	128
• Responsibilities	132

### Trail to Creativity

Building Art	137
• Art and Architecture Walk	138
• Dry Wall Relief Sculpture	139
• Gargoyles	141
• Sweet Symbols	143

Music Video	149
• The Treatment	150
• Developing the Storyboard	152
• On Film	155

Wooden Storage Case	159
• Introduction	160
• Assembly	164
• Design and Decorate	166

### Trail to the Environment

Nature	171
• Nature's Candid Camera	172
• Our Amazing Earth	174
• When You Breathe, You Feed the Trees	176

Precious Resources	181
• It's a Cycle	182
• Don't Waste the Water	184
• Pizza Power	185

## Trail to the Future

Basketball	191
• Guard Me!	192
• Rebound That Basketball	194
• Putting it All Together	196
Space	203
• Shine on Brightly	204
• Star Power	206
• Attractive Settings	208
Machines	210
• Tech Timelines	211
• Gears	213
• Catapults	215
• Baking Bread	219
Fun and Games	224
• Ice Age Breakers	225
• Just Trust Me!	228
• More Heads are Better Than One	231

## APPENDIX ▶

Meeting Openings and Closings	<b>237</b>
Additional Meeting Supplies	<b>239</b>
Baking Resource Section	<b>240</b>
Our Group Project	<b>249</b>
Camp Fire Outcomes and Developmental Assets	<b>255</b>
McREL Educational Standards	<b>259</b>
Additional Family Activities	<b>267</b>
Adventure Resources	<b>268</b>



## OUR PROGRAM PHILOSOPHY

Over a century of experience as a leader in providing programs and services to youth and their families has allowed Camp Fire to carve out a unique niche in the youth development movement in America.

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

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

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

**3. We are welcoming and inclusive.** We invite children, youth and adults regardless of race, religion, socioeconomic status, disability, sexual orientation or other aspect of diversity. Camp Fire programs are designed to provide coeducational activities for all youth. Youth find a safe and inclusive place to explore the

uniqueness of who they are, to master important life skills, to share with peers and adults, and to develop assets that experts assert are essential to the process of building character and maturity. We require no oath or participation in rituals that may create barriers to inclusiveness.

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

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

PROGRAM

**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.

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

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

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

## INTRODUCTION TO ADVENTURE FIRE MAKER: LEVEL FIVE

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

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

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

Camp Fire is unique in that it offers opportunities for the entire family to belong and to join together in fun and enriching activities. We encourage family members, older youth and other members of the community to routinely interact with the children. (See the list on page 261 for ideas and activities for families.)

Recognition is a strong component of the program. Children are recognized and rewarded for their accomplishments within their group as well as their communities. They receive beads, emblems and other forms of recognition to mark the completion of projects. But the most important recognition is that received from the special people in the child's life.

### Trails

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

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



## Projects

Within each trail, there are projects that can be completed. There are 19 projects in *Adventure Fire Maker*:

- "Values and Emotions," "Peer Proof," "Communication," "Conflict Resolution," and "Fitness" on the Trail to Knowing Me.
- "My Family," "Leadership," "Clothing and Culture," "Citizenship," and "A Gift of Giving" on the Trail to Family and Community.
- "Building Art," "Music Video!" and "Wooden Storage Case" on the Trail to Creativity.
- "Nature: Old and New" and "Precious Resources" on the Trail to the Environment.
- "Basketball," "Space," "Machines" and "Fun and Games" on the Trail to the Future.

Each trail project has the same basic format:

- **Level** - The recommended grade level for children 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 children will learn while doing the project.
- **Youth Outcomes** - A list of ways children will benefit from participating in the project activities.
- **Educational Standards** - Denotes which educational standards that each meeting plan will help the children to develop.
- **Requirements** - Provides information on what the children have to accomplish to receive a recognition item.
- **Meeting Plans** - Provide information on how to do activities and the supplies or materials needed to complete them.
- **Tips for Group Leaders** - Advice for making each project a success.
- **Family Take-Home Page** - worksheet included at the end of the projects to be photocopied and sent home with the children. These take-home pages contain activities for the children to complete with their families.

## Requirements

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

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

## Meeting Plans

Within each project, there are groups of activities written as meeting plans. These are the guidelines for conducting a Camp Fire meeting. Fire Maker meeting plans are designed for meetings that last about an hour. Group leaders can follow the meeting plans as designed or substitute activities within a meeting plan. Camp Fire asks only that the activities relate to the purpose of the project or meeting.

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

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

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

- **Trail** - The trail that the project is on.
- **Meeting Plan** - The name of the meeting plan.
- **Project** - The name of the project that the plan falls under.
- **Level** - The recommended grade level for children participating in the activities.
- **Opening** - Each group should determine what kind of opening to use for its meetings. See the "Openings and Closings" on page 237 for ideas.
- **Materials** - A list of materials needed to complete the meeting plan. If there are additional costs of supplies, it is indicated by \$.
- **Preparation** - Any preparation that is necessary before the meeting can be done.
- **Activities** - The activities are and explained step-by-step.
- **Closing** - Like the opening, each group determines what needs to be done. See the "Openings and Closings" on page 237 for ideas.
- **Additional Activities** - A group of extra activities to use if needed.

#### LINK-UPS, ADVANCED PROJECTS AND NEW VENTURES ►

In addition to projects there are three other components to the *Adventure Fire Maker* program: Link-ups, Advanced Projects and New Ventures. Link-ups provide a way for the children to gain recognition for activities that they do outside of Camp Fire. They make a plan and set goals for themselves.

Advanced Projects require the children to work as a group with the five step planning process to learn more about things they like. New Ventures help children explore and act on things that are important to them. There are special emblems for each of these projects. The Fire Maker Record book explains, in detail, the requirements for Advanced Projects, Link-Ups and New Ventures.

#### YOUTH OUTCOMES AND EDUCATIONAL STANDARDS ►

#### Camp Fire Youth Outcomes

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

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



## Educational Standards

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

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

There are some standards that every meeting plan addresses. Although these are not marked on the individual meeting plans, they are still promoted through every Camp Fire activity. Specifically, the following Language Arts standards are addressed:

### **Standard 4: Gathers useful information for research purposes.**

4.1 Generates questions about topics of personal interests.

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

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

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

An outline of McREL's Standards and Benchmarks that the *Adventure Fire Maker* curriculum address are outlined at the back of this book.

## Basic Materials

Most meeting plans require materials. It would be helpful for any group participating in the activities in the *Adventure Fire Maker* program to have a supply of the following materials:

- Chart paper
- Construction paper, plain copy paper
- Cups, napkins, paper plates
- First aid kit
- Glitter and sequins
- Index cards
- Masking tape
- Old magazines
- Pencils
- Paper clips, rubber bands
- Ruler, stapler, scissors
- Popsicle sticks
- White glue

Some activities are marked with a "\$" sign on the project pages and meeting plans. These projects may require extra purchases to complete. See the "Additional Meeting Supplies" on page 239 of the appendix for a list of equipment, tools and miscellaneous materials that are used throughout the *Adventure Fire Maker* meeting plans.

INTRODUCTION

### Camp Fire Leader Guide

The Camp Fire *Leader Guide* provides further information on specifics about the Adventure program. Topics such as relationships with councils, dues and fundraising projects, behavior issues with children, ways to ensure that children receive the most from the program and other information are discussed. It is a useful tool for anyone leading a small group program and is available through your council.

### Progress and Recognition

It is important for children to see their progress toward a goal. It is also important that their achievements be recognized. With the Fire Maker Level of *Adventure*, this can be done with the Fire Maker Record Book and the *Adventure* emblems and certificates.

### Record Books

The *Adventure Fire Maker Record Book* is specially designed for children. It provides a place for children to keep track of the projects that they have completed and outlines the projects that they can complete. Stickers corresponding with the emblems that the children earn are also available for purchase through your council. These can be placed in the record books when meeting plans are completed.

### Recognition Emblems and Certificates

Each *Adventure* project has a special recognition emblem that a child is eligible to receive when he or she has completed a project. These emblems are listed on each project page and are available through your Camp Fire council. All *Adventure* emblems use symbolism that the children can understand and remember.

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

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

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

Other *Adventure* recognition items are also available. Refer to the *Camp Fire Leader Guide* or contact your council for more information.

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

**LEVEL ►** Fifth Grade

## TRAIL TO KNOWING ME

**PROJECT ► FITNESS****PURPOSE ►** Children learn fitness and nutritional concepts.**MEETING PLANS ►**

Let's Get Physical  
Circuit Training  
We're Cooking

**YOUTH OUTCOMES ►**

- Meets developmental milestones for one's age (1.1).
- Has confidence in one's ability to accomplish a goal (2.3).
- Participates effectively in individual, group and community activities (8.30).
- Understands and applies concepts of science and mathematics (12.38).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

Let's Get Physical	LA 1.6; B 3.1; B 3.3
Circuit Training	B 3.1; B 3.3
We're Cooking	M 4.1

**TIPS FOR GROUP LEADERS ►**

- Remind the children to wear loose-fitting clothes.
- Notify families that children will be engaged in strenuous physical activity for the circuit-training meeting.
- Remember to adjust the circuit training activities to the ability level of each child in your group.

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

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

FITNESS

**MEETING PLAN ► LET'S GET PHYSICAL****PROJECT ► FITNESS****LEVEL ► Fifth Grade**

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

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Chart paper for brainstorming
- Markers
- Paper and pencils for children
- *Food Guide Pyramid*
- *Weekly Activity Schedule*
- *Weekly Food Schedule*
- *Serving Size Guide*
- Old magazines
- Glue or tape
- A food product for each participant (a variety of products, each with a nutrition label)
- A few calculators
- Large open space (e.g., gymnasium, playground, social hall)

Alternative: Use Food Plate information found at [www.choosemyplate.gov](http://www.choosemyplate.gov).

**PREPARATION ►**

- Make three copies of *Food Guide Pyramid* for each participant (Or the Food Plate.)
- Copy *Serving Size Guide* for each participant
- Draw a *Food Guide Pyramid or Food Plate* on chart paper
- Obtain nutritional information from three fast food restaurants

**BACKGROUND ►**

Tell the children that getting fit means taking care of our bodies by eating nutritious foods, participating in physical activity and drinking plenty of water. When we feel good about our body, we have a better outlook on life and feel good about ourselves. Physical fitness consists of choosing an activity that a person enjoys doing and performing it on a regular basis.

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

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

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

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

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

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

An important aspect of fitness is paying attention to the nutrients in food. Food manufacturers are required to list all ingredients in their products, along with the nutritional facts about the products.

At the grocery store, printed on almost every product is a "nutrition label." Many people read labels to make sure they stay within food guidelines and serving sizes. Some people have to watch what they eat because of special conditions like diabetes or cardiovascular disease. Nutrition facts are broken down into several categories. The nutrients necessary for a well-balanced diet are carbohydrates, proteins and fats. All food contains at least one of these nutrients. Labels indicate how much of each nutrient is in a product, shown in grams.

Carbohydrates have four calories per gram. Protein has four calories per gram. Fat has nine calories per gram.

A food label shows the total number of grams in a nutrient. To find out how many calories of a nutrient is in the food, multiply the number of grams on the label by the number of calories per gram for that nutrient. For example, if a food has three grams of protein, then multiply three times four and you get 12 calories of protein for that food. Do the same calculations for carbohydrates and fats.

#### **ACTIVITIES ►**

Tell the children that they will be looking at nutrition labels. Ask if they have seen nutrition labels on food products. Give each child one product so they can look at a nutrition label. Hand out one *Food Guide Pyramid* or *Food Plate* to each child. Have each person say which food group his or her food is in and how many daily servings are recommended.

Explain how to read nutrition labels and how to calculate the calories per gram of fat, protein and carbohydrate. In small groups, have the children calculate calories per gram. Let each group choose one product and have them calculate carbohydrate and protein calories. Have each group share their calculations.

Ask the children if they think fast food has more or less fat than the products they have looked at. Tell them how much fat is in the products from fast food restaurants. Which restaurant has the healthiest food?

Give the children weekly food schedules and tell them to write down all the foods that they eat every day. Encourage them to make good choices about healthy foods.

**Menu Plan**

Ask the children to get into groups of three or four participants. Have each group develop a menu for breakfast, lunch or dinner. Have them include appropriate foods for their meals. See how they plan the meals. They can use the food from their pyramids.

**PLAYBACK: POINTS TO REINFORCE ►**

- Physical activity and a healthy diet are necessary for optimum learning.
- What do children feel like when they exercise?
- Do they pay more attention in school if they eat well?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Do an exercise video. There are several videos that have active exercise for children. They can be checked out from the library. The videos are age-appropriate, active and fun. Their names and call numbers are:

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



## WEEKLY FOOD SCHEDULE

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

Day	Breakfast	Lunch	Dinner	Snacks	Desserts
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

## WEEKLY ACTIVITY SCHEDULE

Day	Activity	How long	Who participated
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

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

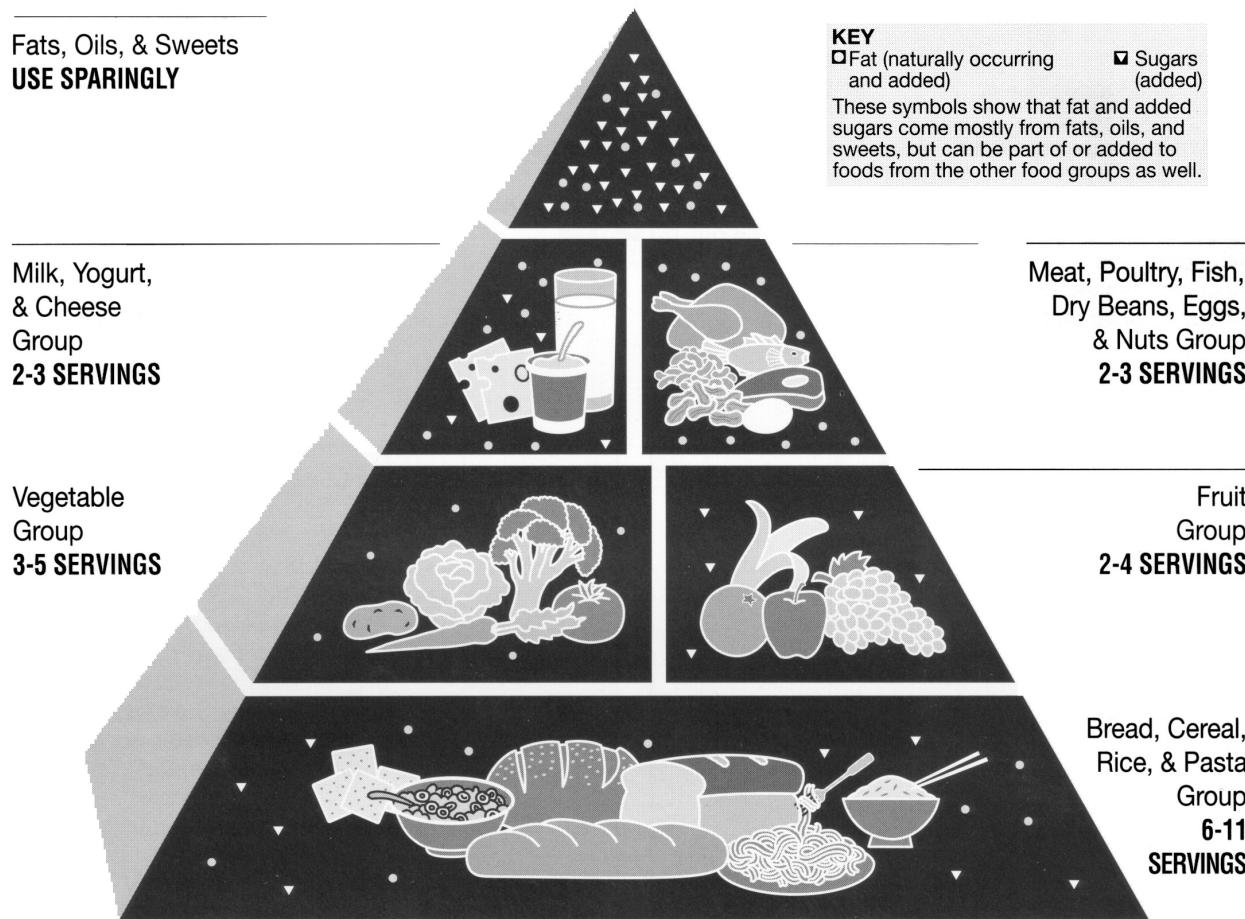


## SERVING SIZE GUIDE

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

# Food Guide Pyramid

## A Guide to Daily Food Choices



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

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

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

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

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

Note: You can use substitute the Food Plate, found at [www.choosemyplate.gov](http://www.choosemyplate.gov).



Camp Fire

**MEETING PLAN ► CIRCUIT TRAINING****PROJECT ► FITNESS****LEVEL ► Fifth Grade**

**PURPOSE ►** Children combine components of physical fitness with speed, agility and coordination.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Large open area (gymnasium, preferably, or social hall)
- One jump rope
- Two floor mats for padding on floor
- Stopwatch
- Whistle

**PREPARATION ►**

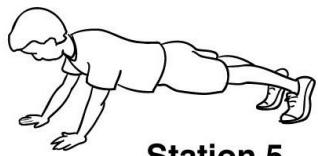
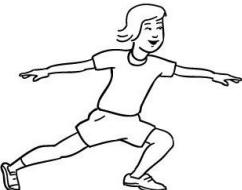
Prepare each station as shown in the illustration below. Walk through the course to be sure you know how it works.

# CIRCUIT TRAINING

**Station 1  
DEEP KNEE BENDS**

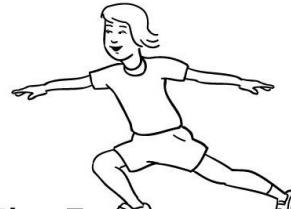


**Station 3  
LUNGES (LEFT SIDE)**

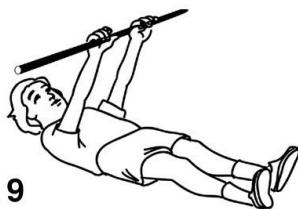


**Station 5  
PUSH UPS**

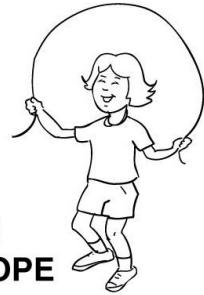
**Station 7  
LUNGES (RIGHT SIDE)**



**Station 9  
MILITARY PRESS**



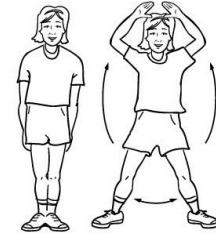
**Station 2  
JUMP ROPE**



**Station 4  
RUN AROUND  
PERIMETER OF FLOOR**



**Station 6  
RUNNING  
IN PLACE**



**Station 8  
JUMPING JACKS**



**Station 10  
RUN AROUND  
PERIMETER OF FLOOR**

Leave 3 feet between each station and 10 feet across between each side

**BACKGROUND ►**

Circuit training courses are popular places for people to get into shape. They also add variety to a workout. Circuit training means that a participant will move through a series of stations for movement. The difference between circuit training and an obstacle course is simple: an obstacle course is made of up many different stations that allow for a specific skill rather than a specific movement.

During circuit training, the object is to work on a specific fitness component for a specified amount of time. For example, children will do sit-ups for a specific amount of time and then move to an aerobic station to do jumping jacks. Many professionals use circuit training for fitness and competition.

**ACTIVITY ►**

Ask the children if they wrote down the food they ate on the food schedule. What did they discover? Tell the children that they will do a circuit training activity that you set up for them. Explain that when everyone gets to the gymnasium, you will demonstrate how to move through the course. Then each of them will have an opportunity to participate in this activity.

**Station 1:**

Deep knee bends (Begin in an upright position, and bend at the knees keeping the back straight and repeat.)

**Station 2:**

Jump rope

**Station 3:**

Lunges left side (Begin in an upright position, and step forward on the left foot bending at the knee, keeping the right foot in the same place. Then bring the left leg back to the original position and repeat.)

**Station 4:**

Run around perimeter of gymnasium floor

**Station 5:**

Push-ups (military push-ups or from knees)

**Station 6:**

Run in place with high knees (Begin in upright position, and run in place with knees out in front of body.)

**Station 7:**

Lunges right side (same as lunges left side, using right leg this time)

**Station 8:**

Jumping jacks

**Station 9:**

Military press with bat or broom stick handle (Lie on back on the mat with the bat resting on the chest; press the bat in a straight movement to the ceiling and back down to chest and repeat.)

**Station 10:**

Run around gymnasium floor

You may vary the course by increasing time at each station or adding other stations.

One of the benefits of circuit training is that many people can be active at one time. In other words, you don't have to wait for one person to finish for the other one to start. To start the course, each station can be occupied. If there are more than 10 children, divide the group into equal numbers of children. The groups can take turns. Those not active can encourage others.

Start the children at the same time, one at each station. Blow the whistle to begin. Use the stopwatch for time. Each station will last for 15 seconds. At the end of 15 seconds, blow the whistle for station change. Each participant will move to the next station. Repeat the process until each child returns to the station where he or she started.

Make sure each child has the chance to move through the course at least once. Children should not be forced to participate in the course if they are uncomfortable with exercise. You can let the children walk through it at their own pace.

**PLAYBACK: POINTS TO REINFORCE ►**

- How does using a timer affect the children's performances?
- What other stations could be added?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**MEETING PLAN ► WE'RE COOKING****PROJECT ► FITNESS****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn how to make healthy food.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Oven
- Mixing bowls
- Dry and liquid measuring cups
- Measuring spoons
- Wire whisks
- Stirring spoons
- Ladles
- Towels
- Dish detergent for clean-up
- Topping ingredients
- Electric skillet(s) or griddle(s) plus extension cords

**PREPARATION ►**

Read recipes for topping ingredients. Assign one ingredient to each child. Each child needs to bring an ingredient to the meeting. Provide extra ingredients for anyone who doesn't bring one. Make the sourdough starter ahead of time. Ask additional adults to assist with making pancakes.

**BACKGROUND ►**

Explore with the children what they know about pancakes from our country and from other countries around the world. If possible, check out a pancake cookbook and book of sourdough stories or recipes from the library.

**ACTIVITY ►**

Begin the meeting with questions about pancakes: When do children eat pancakes at home? What traditions do they have? Have any tried sourdough pancakes? Remind the children about reading food labels. See the nutrition facts on page 24 for nutritional analysis of pancakes and tell the children how many calories are in a serving. Divide the group into two teams to prepare the different pancake recipes that have been selected. (Two options are given. Check out [www.homebaking.org](http://www.homebaking.org) and its members' links for more ideas.) Follow the hand washing instructions and measuring methods found in the Baking Resource Section.

**Make-Ahead Sourdough Starter  
(five to seven days)**

1 ( $\frac{1}{4}$  oz.) package  
or  $2\frac{1}{4}$  teaspoons active dry yeast  
1 tablespoon sugar  
2 cups warm (110 to 115° F) water  
3 $\frac{1}{2}$  cups all-purpose flour  
(room temperature)

1. In a four-quart glass or pottery bowl (no metal), dissolve yeast and sugar in warm water for five minutes. Add flour and sugar and stir until blended. It will be thick; lumps will dissolve during fermentation.
2. Cover loosely with plastic wrap or foil. Let stand in warm (80 to 85°) place, stirring 2 to 3 times daily, for five days. Starter will rise and fall during fermentation, becoming thinner and bubbly.
3. Use or refrigerate.

4. **To use:** Stir and bring to room temperature. Use as described in recipe.
5. Feed: After using, stir in three parts flour to two parts water and 1 teaspoon sugar. Stir until blended. Cover, keep at room temperature overnight and then refrigerate until next use.

*Source: Red Star Yeast*

### **Latkes (Potato Pancakes)**

*Makes 6 Large (5.5 oz.) pancakes*

4 eggs  
 1/3 cup all-purpose flour  
 1 1/2 teaspoons minced instant onion  
 1/2 teaspoon salt  
 1/4 teaspoon baking powder  
 3 cups frozen Southern-style hash brown potatoes, thawed  
 Applesauce  
 Sour cream  
 Oil or non-stick cooking spray

1. In medium bowl, beat together eggs, flour, onion, salt and baking powder.
2. Stir in potatoes.
3. Heat oiled or sprayed griddle to 380° F.
4. Pour 1/2 cup batter onto hot griddle and cook until golden brown on each side.
5. Top with 2 tablespoons applesauce and 1 teaspoon sour cream.

### **Sourdough Pancakes**

*Makes 44 silver dollar sized (0.5 oz.) pancakes*

1 1/4 cups all-purpose or half whole wheat flour  
 1 cup milk or water (room temperature)  
 1/2 cup sourdough starter (room temperature)  
 1 tablespoon sugar  
 1 tablespoon vegetable oil or melted butter  
 1 teaspoon baking soda  
 1/2 teaspoon salt

1. Combine flour, milk and starter. Let stand at room temperature for 30 minutes.
2. By hand, stir in remaining ingredients (batter will be lumpy).
3. Spray or oil skillet or griddle.
4. Preheat skillet or griddle to 450° F.
5. Pour one tablespoon of batter onto hot griddle for each pancake.
6. Bake until golden, turning when batter surface bubbles and edges are dry.
7. Put favorite topping on pancakes (butter, honey, sorghum, molasses, syrup, applesauce, sour cream, dark corn syrup).

*Source: Red Star Yeast*

*Share the pancake samples between teams.  
 Discuss flavors and preferences.*

#### **PLAYBACK: POINTS TO REINFORCE**

- Pancakes can provide important nutrients needed to be healthy.
- What happens when butter and sweet toppings are added? (More fat and more sugar result in reduced health benefits.)

**CLOSING** ▶ Choose from the suggestions on page 237 or develop one of your own.

#### **ADDITIONAL ACTIVITIES**

Have a pancake supper for another group. Research and write a story related to pancakes to share at the event.

Read one of these stories:

- *Latkes and Applesauce. A Hanukkah Story.* Manuushkin, Fran. 1990. Scholastic, Inc. New York
- *Marven of the Great North Woods.* Lasky, Kathryn. Harcourt Brace and Co. 1997.

## Latkes

### Nutrition Facts

Serving Size (155g)  
Servings Per Container 6

Amount Per Serving

**Calories** 160    **Calories from Fat** 35

% Daily Value\*

<b>Total Fat</b> 4g	<b>6%</b>
Saturated Fat 1.5g	7%
<b>Cholesterol</b> 145mg	<b>48%</b>
<b>Sodium</b> 290mg	<b>12%</b>
<b>Total Carbohydrate</b> 25g	<b>8%</b>
Dietary Fiber 2g	<b>9%</b>
Sugars 4g	

**Protein** 7g

Vitamin A 4% • Vitamin C 2%

Calcium 2% • Iron 4%

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

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

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



## FAMILY TAKE-HOME PAGE

"Fitness" is a project on the Trail to Knowing Me.

As a result of the project:

- Children learn fitness and nutritional concepts.
- Children understand fitness and learn components of being in shape including nutrition and risk factors.
- Children combine components of physical fitness with speed, agility and coordination.
- Children learn how to make healthy food.
- Children learn fitness and nutritional concepts.
- Children explore cultural connections through pancakes.

This project supports Camp Fire outcomes.

We hope that your child:

- Meets developmental milestones for one's age.
- Has confidence in his or her ability to accomplish a goal.
- Participates effectively in individual, group, and community activities.
- Understands and applies concepts of science and mathematics.

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

### AT HOME ►

Plan and do some fitness activities together as a family. It could be walking, playing active games, participating in a sport or bicycling.

Start a family physical fitness program.

Arrange a family project of planning and making meals for one week that includes healthy choices from the Food Guide Pyramid or the Food Plate, which can be found at [www.choosemyplate.gov](http://www.choosemyplate.gov).

FAMILY



**LEVEL ►** Fifth Grade

## TRAIL TO KNOWING ME

### PROJECT ► VALUES AND EMOTIONS

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

#### MEETING PLANS ►

The Time of My Life  
Imagination is the Key  
Family Storytellers \$  
Culture Cooks \$

#### YOUTH OUTCOMES ►

- Expresses feelings and emotions in a positive, constructive manner (2.2).
- Has confidence in one's ability to accomplish a goal (2.3).
- Is aware of personal values (3.9).
- Recognizes and respects values of others (3.10).

#### REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

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

#### EDUCATIONAL STANDARDS ►

The Time of My Life!	LA 1.6, B 1.1, B 1.5
Imagination is the Key	LA 1.1, B 1.6
Family Storytellers	B 1.5, B 2.7
Culture Cooks	M 4.1

#### TIPS FOR GROUP LEADERS ►

- Time to "talk about things that matter" is very important for the children. Include a brief sharing time at the beginning of each meeting. Encourage the children to share with each other the things that are important to them in their lives. Leaders should share things that are important to them, as well. You may need to start this sharing process by suggesting that the children talk about favorite foods, hobbies, video games, TV shows or sports. Sitting informally in a circle is a good way to invite conversation. Going around the circle, give each child a brief moment to talk. Discuss listening skills and good manners when someone else is talking. The ground rules for sharing should be discussed, set and agreed upon by the children and leaders together. They should be written and kept for future reference.
- Be sure to include what is appropriate to share, that what the children say is confidential and should not be gossiped about. It is also OK if the children don't have anything to say. These sharing times will enable children and leaders to get to know each other. Though the children may interrupt each other, reminders of the rules they made and agreed upon will help.
- The children may share confidential family information with the group or leaders, or any time. As an adult leader, you are mandated in most states to report any alarming information regarding any child's emotional well-being or physical health to the state's child abuse hotline for further investigation by the appropriate authorities.
- Make several extra time capsules for new members to make as they join the group throughout the year.

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

**MEETING PLAN ► THE TIME OF MY LIFE****PROJECT ► VALUES AND EMOTIONS****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn more about their values.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Two paper plates per child
- Brass paper fasteners
- Pens
- Thin markers
- Writing paper
- Rulers
- Scissors

**Time Capsules**

- Cardboard paper towel rolls
- String
- Scissors
- Construction paper
- Wrapping paper
- Tape
- Writing paper
- Pencils
- Markers or crayons

**PREPARATION ►**

Make a list of common sayings or expressions using the concept of "time." Make a sample "Life Clock" (explanation follows). Poke a small hole in the middle of one of each child's paper plates with a pair of sharp scissors.

**ACTIVITIES ►****Life Clock**

The children will discover what makes them tick by making clocks that illustrate important life events that have occurred. Have each child write the numbers 1 through 12 on a piece of paper and a long line next to each number. Have them think back to important events in their lives, such as a baby brother being born, starting preschool or kindergarten, moving to a new house, learning to read, starting to play a team sport, taking a vacation to a wonderful place, etc. Each line stands for a year of their life. They may not have something written on each line, and that is fine. Some years may have many things.

After the children have worked on their lists for a few minutes, ask for volunteers to share important events. This may remind other children of important events that they had not thought of yet.

Next, help the children think of their goals and dreams - events that they hope will happen to them in the future up to age 12. These events might include learning to inline skate, getting a new pet, going to visit a relative who lives far away, learning a new sport, playing an instrument, getting good grades in school the next year or having a special party.



Once the children have completed their lists, have them make their life clocks. Out of the first plate, ask each child to cut one "year" hand and one "month" hand. Using rulers, have children draw lines radiating out from the center for each of the twelve numbers on their clocks. Then, referring back to their lists of special life events, have them write their events on the lines of their clocks that match the years in which those events happened. Then, ask them to do the same with their goals and dreams list, up through age 12 on their life clocks. Now, have them add the year and month hands of their clocks by poking brass paper fasteners through the ends of each hand and through the small holes already poked in their clocks. The children can add little illustrations of their special life events around the edges of their life clocks, using thin markers or crayons to decorate them.

### Time Capsules

This is a fun way to record where the children are at the beginning of your meeting year and to see how much they change by the end. Each child chooses items to place in his or her paper towel roll "time capsule." Items should include things like pieces of string with which they have measured their heights, tracings of a hand and/or foot, pictures they have drawn of themselves, photos of the members of their Camp Fire group, and lists of "favorites." (E.g., favorite foods, games, videos, movies, toys, books, music and ways they like to spend their time.) Have the children cover their capsules with wrapping or construction paper, decorate them and seal each end with paper and tape.

Keep the time capsules safe in a box until the end of the year. Open them at the last ceremony of the year. Have the children celebrate how much they have grown and changed throughout the year as they open their time capsules.

### PLAYBACK: POINTS TO REINFORCE ►

- Discuss expressions about time, such as "Time flies when you are having fun," "Time stood still," "This is taking forever," "I'm having the time of my life," and "I don't have any time."
- What do these sayings really mean? Remember that we all have the same number of hours in a day that Helen Keller, Michael Jordan, Tiger Woods, Martin Luther King, Jr., Gloria Estefan, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, Amelia Earhart and Albert Einstein had. It's what we do with our time each day that counts.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

### ADDITIONAL ACTIVITIES ►

Have the group make several extra time capsules for children who join the group during the year.

**MEETING PLAN ►****IMAGINATION  
IS THE KEY****PROJECT ►****VALUES AND EMOTIONS****LEVEL ►**

Fifth Grade

**PURPOSE ►**

Children become aware of their feelings.

**OPENING ►**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Large-sized sheets of white construction paper
- Mailing tape
- Markers
- Crayons
- Pencils
- Hot glue gun or craft glue
- Various recycled materials, such as film canisters, yogurt cups, plastic lids and cardboard paper towel rolls, as well as nature materials, such as acorns, pinecones and seeds

**BACKGROUND ►**

Only adults should handle hot glue guns when in use.

**ACTIVITY ►****Imaginary Land of Feelings**

Make sure the children understand and agree upon the rules for "brainstorming." Rules should include the following concepts: all ideas are accepted; no ideas are judged as "bad" during the brainstorming process; all the children are encouraged to participate; one or two children record all the ideas generated during the brainstorming process; listen to other's ideas; and one person speaks at a time.

Tell the children they are going to make a map of an imaginary land of feelings. Begin by brainstorming a list of all the possible feelings people can experience. Then ask each child to choose one or two feelings to illustrate and turn into a landmark on the group's map. Using large sheets of white construction paper, have the children design, draw and color in their feeling landmarks. They may want to work together or beside each other to make their landmarks connect. Encourage them to fill their papers and make each spot large and colorful and the labels easy to read. Some examples of places that might be included are Cave of Caring, Field of Frustration, Sinkhole of Sickness, Mount Excitement, Giggle Gulch, Surprise Summit, Avenue of Anger, Tree House of Tranquility or Waterslide of Silliness. As the children finish their parts of the map, begin to tape the back of each section together with mailing tape until you have one giant map of the imaginary land of feelings.



As the children finish working on the map, they can begin designing and building their own cars of the future from all the different recycled materials available. The children need to label their cars clearly with their names so they can be easily identified.

After the cars and map have been completed, each child places his or her car on the landmark that best describes how he or she is feeling. This map can be rolled up and used at the opening of each meeting to let the children share how they are feeling.

**PLAYBACK: POINTS TO REINFORCE ►**

- Discuss how different children handle different feelings. Are all feelings OK? (Yes!)
- How can you help friends deal with difficult feelings? (Listen to them.)
- Is it OK to not place your car on any certain feeling? (If you don't want to, you don't have to.)
- Why can each person have different feelings about the same event or activity? (We are all different.)
- Can expressing or sharing your feelings change the way you feel? (Sometimes it makes us feel better.)
- Could feelings change during the course of a meeting? (Yes!)

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

IMAGINATION

**MEETING PLAN ►****FAMILY  
STORYTELLERS****PROJECT ►****VALUES AND EMOTIONS****LEVEL ►**

Fifth Grade

**PURPOSE ►**

Children acquire an appreciation of storytelling in any culture.

**OPENING ►**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Homemade salt and flour clay (see recipe below) or self-hardening clay
- Plastic-coated paper plates
- Craft sticks
- Toothpicks
- A few bowls of water

**PREPARATION ►**

Purchase self-hardening clay or make the following recipe of salt and flour clay ahead of meeting. (Each child needs at least one-half cup of clay.) If you have enough time, the children can make the clay.

In a mixing bowl, mix the 2½ cups flour and 1 cup salt. Add 1 tablespoon cooking oil and stir. Slowly add 1¼ cups warm water, and mix until well blended. Covering your table surface with freezer paper, knead or squeeze the mixture with your hands until firm and smooth. (This may take five to 10 minutes.) If the clay is too sticky, add more flour. If the clay is too dry, add a little warm water. Store the clay in a sealed plastic bag so it won't dry out. If refrigerated, it should last about a week. (You may need to make several recipes, depending on the size of your group. One batch is enough for six to eight children.)

Clay projects should air dry in about a week if placed on a plastic-coated paper plate and turned each day so that all sides get exposed to the air. Or, you can bake projects on a baking sheet at 250° for two to three hours, checking each hour for doneness. Dried projects can be painted with tempera or acrylic paints and sealed with clear acrylic sealer.

Prepare and copy a note to go home with each child that explains how to air dry and finish their storytellers. You may want to include a brief explanation of the Cochiti Pueblo Indian tradition you learned about in the group meeting.

**BACKGROUND ►**

All cultures use storytelling to pass on their beliefs, values and customs. Before written language, cultures relied completely on telling stories to the younger generation to pass on their traditions. Many wonderful examples of stories, folktales and fables from various cultures can be found in children's libraries or bookstores.

**ACTIVITY ►**

Have the children think of stories their parents or grandparents told to them when they were younger.

One group of Pueblo Indians, the Cochiti, who currently live in New Mexico along the Rio Grande River, still practice storytelling, even though they have a written language. Included in this rich tradition of storytelling is the making of clay figures called Pueblo Storytellers. The Cochiti pottery artists make these storytellers in the same way their ancestors did, by using colored clay dug from the earth near their homes. They make their pottery paints from native plants and native clay, and they still fire their clay storyteller figures in outdoor, homemade kilns or ovens.

These Pueblo Storytellers are usually made in the image of the family's grandmother or grandfather with a lap full of the family's children, who are listening to their stories. Ask each child to think of a storyteller in his or her family - someone who makes sure that the family traditions are passed down and carried on. If a child doesn't have a storyteller in the family, tell the child to imagine his or her grandparents telling stories. Have each child make a clay figure that is sitting down, with its legs straight out. It works best if the storyteller is shaped and fashioned from one long tube of clay. Then have them make children to place on the storyteller's lap and, if necessary, even up on the shoulders and arms of the main clay figure. Each child can be shaped from a small clay tube and then smoothed onto the clay of the Storyteller. The children can carve in details of hair, eyes and texture with the craft sticks and toothpicks.

Be sure the children have an opportunity to share their creations with each other and explain who the people are. The children can take them home on plastic-coated paper plates and explain the Cochiti storytelling tradition to their own family members.

Send notes with the children explaining about air drying or baking their creations, as well as painting and finishing them at home.

**PLAYBACK: POINTS TO REINFORCE ►**

- What are some of the children's family stories?
- Are any of them written down?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

FAMILY





## FAMILY TAKE-HOME PAGE

"Values and Emotions" is a project on the Trail to Knowing Me.

As a result of the project:

- o Children explore personal values and emotions and learn to appreciate the values and emotions of others.
- Children learn more about their values.
- Children become aware of their feelings.
- Children acquire an appreciation of storytelling in any culture.

This project supports Camp Fire outcomes.

We hope that your child:

- Expresses feelings and emotions in a positive, constructive manner.
- Has confidence in his or her ability to accomplish a goal.
- Is aware of personal values.
- Recognizes and respects values of others.

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

### AT HOME ►

Go through photo albums with your child. Talk about how he or she has changed over the years. Also, note changes of other family members.

Create a family "time-capsule" that will be opened in one year. Have family members put in the capsule things that reflect places they have been on vacations, photographs, pictures they have drawn, lists of favorites things to do or eat and other items that are of importance to them. When the capsule is opened in one year, talk about the places the family visited or events they attended. Find out if the items in the capsule are as important to the family members today as they were a year ago.

All cultures use storytelling to pass on their beliefs, values and customs. Invite an older family member to tell stories and provide historical information about your family.

Go to the library or a bookstore and look for children's books that deal with feelings and how to cope with them. Read the books together. Set aside time each day to sit down with your child just to let him or her talk. Encourage them to share their feelings.





Camp Fire

LEVEL ► Fifth Grade

## TRAIL TO KNOWING ME

PROJECT ► I'M PEER PROOF

PURPOSE ► Children build confidence and self-esteem, enabling them to be effective decision-makers.

MEETING PLANS ►

Footprints  
The Saying No Show  
Problem Solved!

YOUTH OUTCOMES ►

- Expresses feelings and emotions in a positive, constructive manner (2.2).
- Appreciates the value of self and others (2.5).
- Is willing to engage in personal growth activities (2.7).
- Acts in ways that respect differences (3.11).
- Is aware of and respects others' feelings (3.12).
- Is aware that opinions and thoughts impact others (4.14).
- Chooses alternatives to violence (5.18).

REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►

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

EDUCATIONAL STANDARDS ►

Footprints	LA 4.1, LA 8.8, B 4.2
The Saying No Show	LA 5.8, B 4.1
Problem Solved!	LA 5.8, B 4.1, B 4.2

TIPS FOR GROUP LEADERS ►

- One of the best ways to teach effective conflict resolution is to model it - work with the children to help them solve the conflict themselves, instead of always running to the leader for a solution. After some practice, the group will be able to effectively manage conflicts.
- Sometimes when discussing issues of peer pressure and conflict, a child may approach the group leader with a dangerous situation that has occurred or might occur. Discuss with a council staff member how to address these situations.

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

**MEETING PLAN ► FOOTPRINTS****PROJECT ► I'M PEER PROOF****LEVEL ► Fifth Grade**

**PURPOSE ►** Children define and identify assertive, passive and aggressive behavior and practice identifying points of view.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Chart paper and markers or chalkboard and chalk
- Footprints made from different colors of construction paper
- *Behavior ID* worksheet (optional)

**ACTIVITIES ►**

Ask if any of the children know what *aggressive*, *passive* and *assertive* mean. Go over each behavior, and make sure the children fully understand the concepts. Ask the children to give examples of each behavior.

- AGGRESSIVE: Behavior that uses name-calling and "You messages."
- PASSIVE: Behavior characterized by withdrawal and failure to act.
- ASSERTIVE: Behavior that uses "I messages," communication of feelings and active listening.

**Body Language**

Tell the children that nonverbal behavior means communicating by using their bodies instead of using words. Ask the children to name some nonverbal behaviors. Ask for some children to demonstrate each type of body language associated with the behavior (e.g., stamping feet when being aggressive, no eye contact when passive). The children should understand that the message they send to others is a combination of tone of voice, facial expression, body language and actual words.

Ask for volunteers to come to the front of the room, and, using body movement and facial expressions only, demonstrate one of the three behaviors. The group then will try to guess each behavior. To get them started, you might suggest different scenes, such as the following:

- Meeting someone for the first time.
- Waiting in line for lunch.
- Raising your hand to be called on.
- Coming to the front of the room to do a skit.

After using body language only, ask the children to use words and role-play the situations again, showing all three behaviors.



### Point of View

Ask the children if they know what point of view means. *Point of view* is the perception of a situation or idea that is unique to each individual or "his or her side of the story." For example:

It's Friday night, and Tyra wants to go to the late movie with her friends. However, she has to get up early on Saturday and visit her grandmother with her step mom. Tyra's step mom doesn't think Tyra should go to the late movie on Friday because she will be tired for her visit on Saturday.

Ask the children what Tyra's point of view is, what her step mom's point of view is and if those two views are different. Explain that understanding point of view is very important in acting assertively. If Tyra is able to understand her step mom's point of view, she can better communicate her desire to go to the late show, or she can negotiate with her step mom an alternative that they both would like, instead of getting into a conflict.

### In Your Shoes

Explain to the children that this activity allows them to practice looking at others' points of view.

Show the children two pairs of footprints made from different colors of construction paper. Explain that these are point of view footprints. When someone stands in them, he or she can see someone else's point of view and can look at the world in a different way.

Set the footprints on the floor. Present the group with situations such as those that follow. Ask a child to stand on one set of footprints and summarize one point of view, then stand on the other set of footprints and give the other point of view. Encourage the children to identify both points of view and the feelings the people might have about the situation.

Divide the children into groups of three or four. Give each group a situation and have them summarize both points of view.

### SAMPLE SITUATIONS

- Gary wants to go to the mall by himself and meet his friends. Gary's mom thinks it's too dangerous to walk there alone.
- Therone wants to watch a video that he just rented. His sister Lisa wants to play on the Play Station.
- Molly wants to go outside and ride her bike. Her friend Oscar wants to stay inside and watch television.
- Every time Jola tells Denise a secret, Denise blabs it all over the place. Now Denise is mad because Jola won't invite her over anymore.
- Raul's leader wants to start a new activity. Raul wants to keep playing basketball.

**PLAYBACK: POINTS TO REINFORCE**

- Ask the children what it was like trying to identify with different points of view. How might different points of view lead to conflict?
- What other points of view might there be in these situations?

**CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES****Labeling Behavior Role-Play**

Divide the children into groups of four or five. Give each group one situation from the Behavior ID worksheet. Tell them that each group will act out its situation in front of everyone. Allow the children a few minutes to work out the logistics in their groups. After a situation is presented, the children will give their opinions of whether the behavior is aggressive, passive or assertive. If the behavior in the situation is not assertive, ask the group how they could respond to the situation assertively.

**Answers to Behavior ID**

- |               |               |
|---------------|---------------|
| 1. Aggressive | 5. Aggressive |
| 2. Passive    | 6. Assertive  |
| 3. Assertive  | 7. Aggressive |
| 4. Passive    | 8. Passive    |

**I messages**

Ask the children if they can remember one way to be assertive when communicating. Remind them that using "I messages" (I feel \_\_\_\_\_ because \_\_\_\_\_) is a good way of communicating assertively. For this activity, the group will practice I-messages.

Explain to the children that they will experience the power of "I messages" and accepting mistakes. Divide the group into pairs and have them face one another. One partner starts by accusing the other of something he or she did ("You took my pencil!") The other partner responds by displacing the blame ("It's not my fault. Bob made me do it."). Have the pairs switch roles, and then discuss with the group how they felt.

Finally, have pairs continue the exercise using "I messages" ("I'm hurt because you took my pencil." "I'm sorry about your pencil. I forgot to give it back."). Have the pairs switch roles and then discuss how the group felt using and listening to "I messages."

## BEHAVIOR ID

(Additional Activity)

### 1. TEACHER'S PET

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

Larisa's behavior was

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### 2. THE TEST

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

Whitney's behavior was

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### 3. THE LUNCH LINE

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

Roberto was acting

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### 4. BABYSITTING

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

Keisha's behavior was

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**5. OUT OF WORK**

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

Allison's behavior was

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**6. FRIENDS**

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

Ashley's behavior was

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**7. R-RATED MOVIE**

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

Jordan's behavior was

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**8. CIGARETTES**

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

Carlos' behavior was

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## MEETING PLAN ► THE SAYING NO SHOW

## PROJECT ► I'M PEER PROOF

## LEVEL ► Fifth Grade

**PURPOSE** ► Children learn specific techniques to avoid negative peer pressure.

**OPENING** ► Choose from the suggestions on page 237 or develop one of your own.

## MATERIALS ►

- *Talk Show Situations* worksheet
- Cardboard microphone
- Chart paper and markers or chalk and a chalkboard
- Chairs for everyone

## ACTIVITIES ►

**Six Ways to Say No**

Review with the children the six ways to say no. Write each technique on the chart paper or chalkboard. After each technique, ask for further examples from the children.

**1. Reassurance Technique**

Tell the children, "In this case, let friends know that you value their friendship and do not want to lose them as a friend, but you do not want to act as they want you to."

"I really like hanging out with you guys, but I don't want to shoplift."

**2. Strict Parent Technique**

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

"Gee, I'm sorry but I can't. My parents would ground me for the rest of my life."

**3. One-Liner Technique**

Explain that if a child can think quickly, he or she can joke himself out of a tough situation without looking like a jerk. Point out that humor can help lighten up a heavy situation, too.

"You're right, I'm weird. Maybe they'll do a television special on me."

**4. Quick Change Technique**

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

"Did anyone see \_\_\_\_\_ on TV last night?"

**5. Express Exit Technique**

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

"Catch you later."

**6. Rerun Technique**

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

"Thanks, but no thanks."

Ask the children if they've ever been in a situation where they've had to use one of these techniques to say no. Ask what happened and how the other person felt. Ask what the consequences of the response were.

**Talk Show**

Set up the room in the "talk show" style, with four or five chairs set up for the "guests" and the rest facing them. Ask for volunteers to be guests and one host. The guests will read their "problems" from the Talk Show worksheet.

Explain to the children that each guest will read his or her situation, and the audience will think of ways to help that person, using the saying no techniques. In typical talk show style, the host will approach an audience member with a microphone and allow him or her to give input. Do the same with each guest. After the children have given their input, ask them, "What could have happened if she or he had said 'yes'?" "What would the consequences have been?"

If you have more time, the guests can rotate to be audience members while new guests take the stage.

**PLAYBACK: POINT TO REINFORCE**

- What does the expression "You can't know someone until you walk a mile in his shoes" mean? (No one knows what another person's situation is really like.)

**CLOSING** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES****Dear \_\_\_\_\_ Letters**

Instead of giving advice in talk show style, children can write letters in response to situations on the *Talk Show Situations* worksheet. They can then read their letters to the entire group.

**Saying No Skits**

Have the children work in groups to create skits in which they use at least three different ways of saying no. These skits may be based on the *Talk Show Situations* worksheet, or on situations that the children themselves come up with. These skits can be performed for younger children.

**Family Activities**

Look at TV shows, movies, books or cartoons and find people who are being pressured to do something. How do they react? Do they use one of the six ways to say no?

Draw comic strips or posters about peer pressure and ways to say no. Visit another group and share the posters.

## TALK SHOW SITUATIONS

**NOTE:** Some situations are for mature groups only.

### R-rated movie

My friend's older brother works at the movies. He says he will buy my friend and me tickets for the R-rated movie and give them to us when we get there. My friend says we'll tell our families that we are going to an animated movie. What should I do?

### Slumber Party

My friend invited me to his or her house to spend the night. His or her family is going out, and only his or her older sister will be there. She says there is going to be a party up the street from the house. She is dying to go because the teens that are having the party will be home alone for the weekend. My friend says that we can go with his or her sister to the party, if we don't tell. What should I do?

### Fight

A friend told me that a lot of guys are going to get together after school and beat up the new kid. Everyone who is anyone is going to be there. My friend told me that even if I don't want to beat him up, I could watch. What should I do?

### Gun

My neighbor's dad has a gun at his or her house. My friend wants me to come over after school, when his family isn't home, and we can play with the gun. What should I do?

### Spray Paint

My friend's mom cleaned out their garage and is throwing out a lot of old paint cans. My friend wants to take them and spray paint the church down the street. What should I do?

### Drugs

Some kids in the "cool" group at school asked me if I want to get high after school. They said I could hang out with them if I at least tried pot. What should I do?

**MEETING PLAN ► PROBLEM SOLVED!****LEVEL ► Fifth Grade**

**PURPOSE ►** Children develop different strategies for responding to conflict.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Chart paper and markers or chalkboard and chalk
- *Group Problem Solving* worksheet
- *Problem Solved!* worksheet
- *Lines of Dispute* worksheet

**ACTIVITIES ►****Conflicts and Problem Solving**

Write the word **conflict** on a piece of chart paper or on the chalkboard. Brainstorm with the children what this word means and write the definitions around the word **conflict**. Ask the children to name conflict situations that might have caused them to not get along with someone or made them angry. What did they do?

Introduce the concept of problem solving while writing each step on the chart paper or chalkboard:

**1. STOP - Listen to Each Other:** The first thing that is necessary is to stop arguing and listen to each other using the active listening techniques learned in Session 2. Ask the children how they would be active listeners. (Use "I messages," ask questions, repeat in your own words what the other person is saying.)

**2. SLOW - Brainstorm Possible Solutions:** The next step is to go slowly and think of solutions that both people can live with. In this part of the process, the children can brainstorm different solutions. (Be sure the children are familiar with the concept of brainstorming.)

**3. GO - Choose a Solution and Do It!**: The next step is to choose a solution with which everyone is happy.

### Group Problem Solving

Divide the children into groups of five. Give each group a *Group Problem Solving* situation from the handout. One child will read the situation out loud to the group. Then, group will decide what the problem is and write this down on the "STOP" section of the *Problem Solved!* sheet. The group will then brainstorm solutions as well as the consequences of these solutions on the "SLOW" section of the worksheet. Then, the group will choose a solution and write this down on the "GO" section of the worksheet. Go over the first situation together as a group. After the groups have finished, have all the children go over their solutions together.

### Lines of Dispute

Have the children form two lines facing each other, not far apart. Each should be paired up with the person opposite him or her. These are "lines of dispute." The children can role-play their conflict situations in this line.

Have the children role-play situations from the *Lines of Dispute* worksheet. Each pair will role-play the same situation at the same time. To demonstrate what they will be doing, ask another adult to model the role-play with you. Walk around and listen to the children as they role-play.

If your group is having trouble with this, ask two children to model one of the situations, and problem-solve as a group.

### PLAYBACK: POINTS TO REINFORCE

- Tell the children to listen for "I messages" and "You messages" at home, at school, and in their activities.
- Have them practice the way they communicate with "I messages."

**CLOSING** ▶ Choose from the suggestions on page 237 or develop one of your own.

### ADDITIONAL ACTIVITIES

#### Skits

Have the children get into groups. Have each group create a skit that portrays a conflict situation and problem-solve to get out of the situation. The children can perform and videotape the skits to show to younger children.

#### Pictures of Conflict

Before the session, collect pictures in magazines and newspapers of people in conflict. Show each picture to the children and have them describe what the conflict is about.

## GROUP PROBLEM SOLVING

Every day Roberto and Michael walk home from school and pass by a group of teenagers who like hanging out on the street corner. Lately, the teenagers have started threatening Roberto and Michael, and now they are scared to walk home.

Jalisa's older brother Darrell does not want her playing with his new video game. Some of Jalisa's friends come over to her house, see the video game and want to play it. Her friends say that since Darrell isn't at home, he will never know anyone played the game. Jalisa doesn't want Darrell or her friends to be mad at her.

Some popular kids want to hang out with Suki. Suki really wants to be part of their group because they are fun. The problem is that they don't like Suki's best friend, Melissa. Melissa tells Suki that if she hangs out with the popular kids, she isn't her friend anymore.

Russell got a new Discman for his birthday and took it to school, even though his mother told him not to. While Russell is showing his Discman to friends at recess, Trey accidentally breaks it. Russell becomes very angry and calls Trey an idiot.

Katya is not doing well in math class. She asks her friend Leslie if she can copy her homework. Leslie likes Katya, but feels uncomfortable about cheating. When she tells Katya this, Katya becomes very angry and threatens to tell the teacher that Leslie was trying to cheat by copying Katya's homework.

## PROBLEM SOLVED!

1. STOP: What's the problem?

2. SLOW: Brainstorm solutions.

3. GO: Choose a solution!

PROBLEM SOLVED!

## LINES OF DISPUTE

These situations are examples only. More mature groups can brainstorm new situations. If the children are uncomfortable using the names (i.e., if two girls don't want to play "Ira" and "Amad,") feel free to change the names to suit your group.

Casey and Keiko used to be friends and always ate lunch together. Then a new kid, Eddie, moved into their class, and Casey now eats lunch with Eddie. Casey doesn't think much about it, but Keiko has hurt feelings and decides to give up on the friendship.

Sanjay wants to go to the mall by himself and meet his friends. His stepdad thinks it's too dangerous to walk there alone.

Lawanda wants to go outside and ride her bike. Her friend Alex wants to stay inside and watch television.

Ira and Amad don't know each other very well. Ira heard from some other kids that Amad said something about how he looks. So Ira feels mad and has been calling Amad names when they get close together. Amad is also getting mad and doesn't know why Ira would be calling him names.

Luis has been teasing Becky. He ran up behind her and tickled her and has pulled her hair many times. Becky feels mad at Luis for always picking on her. She yells at him and tells him to leave her alone. Luis actually likes Becky very much and has been teasing her to show how much he likes her. Luis feels upset because Becky yelled at him.



## FAMILY TAKE-HOME PAGE

"I'm Peer Proof" is a project on the Trail to Knowing Me.

As a result of the project:

- Children build confidence and self-esteem, enabling them to be effective decision-makers.
- Children define and identify assertive, passive and aggressive behavior and practice identifying points of view.
- Children learn specific techniques to avoid negative peer pressure.
- Children develop different strategies for responding to conflict.

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

- Expresses feelings and emotions in a positive, constructive manner.
- Appreciates the value of self and others.
- Is willing to engage in personal growth activities.
- Acts in ways that respect differences.
- Is aware of and respects others' feelings.
- Is aware that opinions and thoughts impact others.
- Chooses alternatives to violence.

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

### AT HOME ►

Ask your child to tell you the six ways to say no to negative peer pressure. Spend time with your child looking at television shows, movies, books or cartoons and find people who are being pressured. Talk about how they reacted. Did they use any of the six ways to say no?

Create a "Conflict Diary." Ask your child to write down each time he or she has a conflict, how it happened and what solution (if any) he or she came up with. This diary will help your child reflect on the causes of conflict and will also help highlight problems that lead to conflict.

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

FAMILY





LEVEL ► Fifth Grade

## TRAIL TO KNOWING ME

PROJECT ► COMMUNICATION

**PURPOSE** ► Children learn about the world of communications via computer, e-mail, and the Internet.

**MEETING PLANS** ►

Computer Savvy  
Net Friendly  
Field Trip

**YOUTH OUTCOMES** ►

- Is receptive to new ideas, new duties and responsibilities (2.6).
- Acts in ways that respect differences (3.11).
- Is able to leave potentially violent or dangerous situations (5.19).
- Assesses a situation and makes choices based on desired consequences (6.22).
- Practices good oral, language and written communication skills (12.37).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM** ►

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

ADVENTURE FIRE MAKER

TRAIL TO KNOWING ME

**EDUCATIONAL STANDARDS** ►

Computer Savvy	LA 7.1, LA 7.6, LA 8.12
Net Friendly	LA 1.1, LA 4.4
Field Trip	LA 8.9

**TIPS FOR GROUP LEADERS** ►

- In this age of computers, children need some degree of computer literacy. Many jobs now require basic computer skills. This project will help the children develop these skills.
- The Computer Savvy plan can be completed with or without the use of a computer. Part of the meeting plan asks the children to research free or reduced-cost computer access in their community. They will need to use these or other computers for the second meeting, Net Friendly.
- You can use computers by going on a field trip to a library. Perhaps the school would let you use the school computers. Ask the teacher who supervises the computers to assist with the meetings. You could also use a laptop computer with Internet access.
- The quiz in Computer Savvy will help identify the children in the group who already know a lot about computers. If you are unfamiliar with computers, these children may be very helpful for the next meeting. You could also invite a knowledgeable parent or outside "expert" to help.

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

**MEETING PLAN ► COMPUTER SAVVY****PROJECT ► COMMUNICATION****LEVEL ► Fifth Grade**

**PURPOSE ►** Children are introduced to computers and to the basic rules for safe Internet usage.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- *Internet Safety Pledge* handout
- *Spot the E-Hazards* handout
- *Computer Quiz* handout
- Note cards with questions written on them
- A bell or "buzzer" for each group
- Pencils or pens for each child

**PREPARATION ►**

Make copies of handouts for each child. Prepare note cards.

**ACTIVITIES ►**

In the growing age of electronic information, free computer access is an important issue. With your group, discuss and make a list of places where people can find computers in your community. Examples may include public libraries, schools or in the homes of family members.

**Computer Quiz**

Distribute the *Computer Quiz* handout to the children to complete. As a group go over the correct answers.

**Game Show**

Tell the children they are going to have a game show to learn more about computers. Introduce the activity by telling the children that they will try to name the parts of a computer.

Divide the children into two teams. Have one member of each team have a hand on a buzzer or bell. Ask the first question. If either child knows the answer, he or she can "chime in" with the buzzer and say the answer. Continue with two more children answering the next question, until everyone has participated.

After you have completed 10 questions, discuss the material again so that everyone understands.

**Safety First**

Hand out a copy of the *Safety Pledge* to every child and have the children read it. Ask the children if they have any questions, or if anything needs clarification. Have each child sign the pledge.

Divide the children into groups of three or four. Give each group the handout entitled *Spot the E-Hazards*. Have the children read over the situations and discuss the appropriate responses in the small groups.

Go over the situations as a large group, asking for responses to each situation. There are no "right" answers to this activity, but each situation is reviewed in the safety pledge. Be sure to stress the consequences of each situation and why it is important to respond to each situation in a responsible manner.

**PLAYBACK: POINT TO REINFORCE ►**

- Have the children share the Safety Pledge with their friends.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Computer Brochure**

Design a flier for their families, schools and other Camp Fire groups on safety tips.



## COMPUTER QUIZ

- \_\_\_\_\_ 1. What is the TV-like part of the computer that you look at to see information?
- \_\_\_\_\_ 2. What is a device that converts signals produced by one type of device (such as a computer) to a form compatible with another (such as a telephone)?
- \_\_\_\_\_ 3. What is a computer program used for accessing sites or information on the World Wide Web?
- \_\_\_\_\_ 4. What is a small, square plastic object coated with magnetic material on which data for a computer can be stored?
- \_\_\_\_\_ 5. What is the device that "takes a picture" of something and turns the image into an digital file?
- \_\_\_\_\_ 6. What is a programmable electronic device that can store, retrieve and process data?
- \_\_\_\_\_ 7. What is a computer program usually hidden within another seemingly innocuous program that produces copies of itself and inserts them into other programs and that usually destroys data?
- \_\_\_\_\_ 8. What is the part of the computer system that operates on data?
- \_\_\_\_\_ 9. What is the address of a computer or a document on the Internet that consists of a communications protocol followed by a colon and two slashes (such as http://)?
- \_\_\_\_\_ 10. What is a way of sending electronic messages from one computer to another?

COMPUTER SAVVY

## COMPUTER QUIZ: ANSWERS

- |          |   |
|----------|---|
| Monitor  | 1. What is the TV-like part of the computer that you look at to see information?  |
| Mode     | 2. What is a device that converts signals produced by one type of device (such as a computer) to a form compatible with another (such as a telephone)?                                      |
| Browser  | 3. What is a computer program used for accessing sites or information on the World Wide Web?  |
| Disk     | 4. What is a small, square plastic object coated with magnetic material on which data for a computer can be stored?   |
| Scanner  | 5. What is the device that "takes a picture" of something and turns the image into an digital file?   |
| Computer | 6. What is a programmable electronic device that can store, retrieve and process data?  |
| Virus    | 7. What is a computer program usually hidden within another seemingly innocuous program that produces copies of itself and inserts them into other programs and that usually destroys data? |
| CPU      | 8. What is the part of the computer system that operates on data?   |
| URL      | 9. What is the address of a computer or a document on the Internet that consists of a communications protocol followed by a colon and two slashes (such as http://)?                        |
| E-Mail   | 10. What is a way of sending electronic messages from one computer to another?  |



## INTERNET SAFETY PLEDGE

I will not give out personal information such as my address, telephone number, parents' work address or telephone number or the name and location of my school without my parents' permission.

I will tell my parents right away if I come across any information that makes me feel uncomfortable.

If anyone e-mails me and asks where I go to school, where I live or any other personal questions I don't feel comfortable with, I will say, "I'm sorry, I don't give out personal information," or "My parents have asked me not to tell that."

I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and will bring my mother or father along.

I will never send a person my picture or anything else without first checking with my parents.

I will not respond to any messages that are mean or that in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents right away so that they can contact the online service provider.

I will talk with my parents so that we can set up rules for going online. We will decide upon the time of the day that I can be online, the length of time I can be online and the appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

Signed: \_\_\_\_\_

## SPOT THE E-HAZARDS!

Read over the following situations and decide on the best response for each.

1. Dear Webby: I met this great girl through a chat room on my favorite Web site. She says she's in Camp Fire, too, and wants to know if I can meet her after school.
2. Dear Webby: I just received an e-mail from my friend Brandon, saying he's sending his name and address to a fan club for my favorite movie star. He wants me to add my information so he can forward it to the club.
3. Dear Webby: Annalisa, a friend I met in a chat room, wants me to send her a picture of me.
4. Dear Webby: Today I received an e-mail that uses bad language and makes me feel uncomfortable.
5. Dear Webby: My e-friend, Mike, wants me to send him a picture of my dog, Ralph.
6. Dear Webby: My parents said I could only use the Internet for half an hour a day. However, they are gone most of the time. Can I still use it?

**MEETING PLAN ► NET FRIENDLY****PROJECT ► COMMUNICATION****LEVEL ► Fifth Grade**

**PURPOSE ►** Children use the Internet to practice research skills.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Paper
- Glue
- Scissors
- Pictures
- Computer
- *Camp Fire Scavenger Hunt* handout

**PREPARATION ►**

Do some online research about Camp Fire. Go to the Camp Fire Web site at [www.campfire.org](http://www.campfire.org) and find these items before the meeting.

**ACTIVITIES ►****Scavenger Hunt**

Tell the children that they are going to find some items on the Camp Fire Web site. Show what the address of the Web site is ([www.campfire.org](http://www.campfire.org)) and open it. Have the children find the items on the *Camp Fire Scavenger Hunt* handout. Or create your own scavenger hunt.

Below are the answers to the *Camp Fire Scavenger Hunt* handout:

1. The YOUTH Advisory Cabinet
2. Camp Fire Tejas
3. 1983
4. Nature
5. 3 Million
6. 1975
7. \$11.95 in 2001
8. Yes in 2001
9. *Absolutely Incredible Kid Day*®

**OUR WEB PAGE**

Ask the children to imagine that their group has its own Web page. Ask them what they would include on the web page and make a list. Include such things as the following:

- Last group meeting minutes
- Story about the last service project
- Stories about what the members are learning
- Story of historical interest about the group
- List of future events

Decide what the group would put on its Web page. Make a mock-up, either on paper or on the computer, of what the page would look like.

**PLAYBACK: POINTS TO REINFORCE**

- What other Web sites do children visit?
- What are some families' rules about the use of the computer at home?

**CLOSING** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES****E-mail your friends**

E-mail or chat with other kids through [www.kinslink.org](http://www.kinslink.org) or [www.epals.com](http://www.epals.com). Always remember the safety rules when using the Internet.

Find out from your council if there is a council web site. Check to see if it is possible to include the group's page on the site. Ask a computer technician to help you make the page with your groups' input.



## CAMP FIRE SCAVENGER HUNT

1. The \_\_\_\_\_ Advisory Cabinet plans for national Camp Fire events, proposes ideas and solutions to issues of the organization and youth, consults with the national executive director and national youth board members, represents Camp Fire at local and national events and with liaison organizations?
2. What's the closest council to Waco, Texas?
3. When was the "Adventure" program introduced?
4. A Camp Fire core value is "we respect and celebrate \_\_\_\_\_?"
5. How many pounds of chocolate do Americans eat a year?
6. When were boys introduced into Camp Fire?
7. How much does an adult size XL navy T-shirt cost?
8. Does Camp Talooli in New York offer canoeing?
9. \_\_\_\_\_ is one day each year for adults to write letters to children and youth they care about?

NET FRIENDLY

**MEETING PLAN ► FIELD TRIP****PROJECT ► COMMUNICATION****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn about computer uses in business.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

None

**PREPARATION ►**

Please note that this meeting plan is in two parts. Part one consists of planning the logistics of a field trip with the children. Part two is the field trip. Do the planning for this meeting ahead of time. Prepare permission slips for children to take home.

**ACTIVITY ►**

Ask children if they know any adults that have a job working with computers. It could be in programming, repair, web site maintenance or any other aspect of computer operation. Make a list of the people who have computer jobs. Ask the children what they would like to learn about from someone who works every day with computers. Make a list of questions they would like to have answered.

Make necessary arrangements for the field trip. You might have a resource in your group, or you might need to find a person who would be willing and able to have the group visit their work place. The person needs to be able to explain complicated processes in simple language. Make sure the person knows what he or she will be explaining. Share the list of children's questions. Ask the person to talk with children about what kind of background and experience it takes to do their job.

**PLAYBACK: POINTS TO REINFORCE ►**

- What is the most interesting thing the children learned from the visit?
- Does anyone want to know more about having a career working with computers?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.



## FAMILY TAKE-HOME PAGE

"Communication" is a project on the Trail to Knowing Me.

As a result of the project:

- Children learn about the world of communications via computer, e-mail and the Internet.
- Children are introduced to computers and to the basic rules for safe Internet use.
- Children use the Internet to practice research skills.

This project supports Camp Fire outcomes.

We hope that your child:

- Is receptive to new ideas, new duties and responsibilities.
- Acts in ways that respect differences.
- Is able to leave potentially violent or dangerous situations.
- Assesses a situation and makes choices based on desired consequences.
- Practices good oral, language and written communication skills.

In addition, the project reinforces language arts. For more information about this standard, contact your child's group leader.

### AT HOME ►

If you have access to a computer, develop rules with your child for safe Internet use. Find a topic that is of interest to your child and spend time together learning more about it using the Internet.

Explore family-oriented Web sites. Make a list of helpful and informative sites and distribute to other families.

Help your child send an e-mail message to a friend or relative.

FAMILY



**LEVEL ►** Fifth Grade

## TRAIL TO KNOWING ME

**PROJECT ►** CONFLICT RESOLUTION**PURPOSE ►** Children practice positive conflict resolution.**MEETING PLANS ►**

Peace It Together  
Bugs and Blooms \$  
Building Bridges, Not Walls \$

**YOUTH OUTCOMES ►**

- Acts in ways that respect differences (3.11).
- Has a sense of value as a person who contributes to a community and believes in the power of individual action (4.16).
- Participates effectively in consensus building process (4.17).
- Explores alternative actions and ideas (6.21).
- Assesses a situation and makes choices based on desired consequences (6.22).
- Recognizes a situation that requires a decision, looks at alternatives and is willing and able to take action (6.23).
- Is willing to risk making mistakes in order to learn (6.24).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

Peace It Together	B 4.1; B 4.2
Bugs and Blooms	B 1.1; B 2.4
Building Bridges, Not Walls	B 1.1; B 4.1

**TIPS FOR GROUP LEADERS ►**

- As a leader, your attitude of fairness toward every child is essential. For children to be willing to risk making mistakes in order to learn, they need a safe environment where mistakes are not only tolerated and discussed, but are also recognized as a part of the learning process.
- Some children may not be willing or able to share their feelings, especially at first. Feelings and values are very personal and private. With time, trust may build and those children may be able to share their feelings. There may still be some children that may never be able to open up and share. Let the groups know that not sharing is also acceptable.
- In learning, the process is far more important than the product that is produced. Know that all your efforts to guide your group through the process are worthwhile and very important. The children may feel embarrassed and act silly or goofy. This is very normal for this age group. It is still very important to stick with them and guide them through these problem-solving activities.
- Encourage the use of "I messages." "I messages" are statements that start with "I feel" a certain way and finish with "when you" do or say a certain thing. An example is: "I feel really angry when you call me 'shorty' instead of my real name." These statements should be followed up with a desired outcome. "So, do not call me 'shorty' again. My name is Jordan."
- You may have to help the children state their "I messages" word for word, at first.

- As a group, discuss and decide on a few guidelines. They should be stated positively, whenever possible. An example is: "Listen quietly when someone else is talking," instead of the negative "Do not interrupt others."

Here are some examples:

- Listen to each person without interruption.
- Respect the feelings and ideas of each person.
- Use positive statements and avoid "put-down" statements.
- It is OK to make mistakes. We learn from mistakes.
- Each person is responsible for his or her own actions.
- It is OK to disagree.
- Use "I messages" and solve problems with words.

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

**MEETING PLAN ► PEACE IT TOGETHER****PROJECT ► CONFLICT RESOLUTION****LEVEL ► Fifth Grade**

**PURPOSE ►** Children will choose alternatives to violence in solving conflict.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Lined notebook paper
- Pencils
- Construction paper
- Markers
- Scissors
- Large envelopes (or make your own large envelopes with tape, glue and construction paper)

**ACTIVITIES ►****Charades**

Divide the group into smaller groups of four to six children each. One person in each group becomes the secretary and writes down ideas on a sheet of paper. Explain that each group will be thinking of five different situations at school or on the playground at school that ended in conflict and children "got in trouble" for not being "peaceful" or respectful of others.

These situations could have happened to the children, personally, or they could have just observed them. For example, as a class is lining up to go inside, one student who got angry for being shoved while playing basketball, throws a basketball at the head of the student who did the shoving. Explain that they will NOT be using real names of students, just describing the non-peaceful situation for a game. Give the groups about 5 to 10 minutes to write the situations down.

When all groups have finished, ask one group to act out the first charade as an example. Charade rules are that the children cannot talk. They must act the situation out for the rest of the group, using only actions. Children must act out situation but not physically hurt another child.

Children try to guess the situation correctly. Give the groups three to five minutes to prepare one of their situations to act out. They will have to work quickly to agree on parts and a strategy to act out the situation.

Remind the children that if it is a situation where someone was hurt, they will need to be extremely careful NOT to really hurt anyone in the charade. Explain that they will get at least one turn to act out one of the situations.

After a charade situation is guessed, talk about how the children in the situation must have felt. Try to determine the problem and if the problem was solved, by the way the conflict ended.

### Peace It Together Puzzles

Using markers and construction paper, have the children draw themselves in one of the situations from the charades. However, instead of ending in conflict, ask them to draw the pictures ending peacefully, with the problem being solved by a peace-making technique, such as sharing, taking turns, solving the problem with words, getting help from an adult, apologizing and shaking hands, etc. When their pictures are finished, ask the children to cut them into several large pieces and put them into an envelope to take home. Have them share the puzzles with family members.

Encourage the children to cut their Peace It Together puzzles into large pieces with a lot of curvy lines. It may seem easy to put their puzzles back together, but putting puzzles back together with lots of small pieces takes a long time, and can be very discouraging.

Have the children share the situations they drew and what peace-making techniques they used to solve the problems before they became conflicts.

- What are three good peace-making techniques? (See above.)
- What are some other situations where children have had to make a decision to use a peace-making technique?

Choose from the suggestions on page 237 or develop one of your own.



## MEETING PLAN ► BUGS AND BLOOMS

### PROJECT ► CONFLICT RESOLUTION

#### LEVEL ► Fifth Grade

**PURPOSE** ► Children express feelings and emotions in a positive, constructive manner.

**OPENING** ► Choose from the suggestions on page 237 or develop one of your own.

#### MATERIALS \$ ►

- One blank copy of the *Spider Web* and *Rose Pattern* for each child
- Pencils
- Stapler and staples
- One large ball of yarn
- Tissue paper
- Pipe cleaners
- One or two skeins of multi-colored yarn
- One ball point pen per person (pens with clips work best)
- Large googly eyes
- Craft or white glue
- Some plastic beads (at least three per person)
- Rubberized paper clips (at least two per person).

#### PREPARATION ►

Make enough copies of the blank *Spider Web* and *Rose Patterns* for each group member. Make a sample of the tissue paper rose and the "Don't Bug Me!" pen. Wind the ball of yarn into a ball.

Serve "spiders" for refreshments. Use large marshmallows for the body and eight pretzel sticks for the legs of the spider. Spiders have eight eyes, as well, so use small candies for the eyes.

#### ACTIVITIES ►

##### Spider Web Game

Everyone stands in a circle. The leader, with a large ball of yarn, begins the game by saying, "It really bugs me when..."(and states an example). Then, the leader looks across the circle, says the name of a child and tosses the yarn across the circle to that person, keeping hold of the piece of yarn, before tossing it. The person, who catches the yarn, does the same thing.

Continue with each person saying something that really "bugs" him or her. Each person keeps hold of the piece of the yarn, saying the name of someone across the circle and tossing him or her the ball of yarn. It becomes a very interesting spider web when everyone has had a turn. The last person tosses it back to the original leader.

In reverse order, have the children unwind the spider web. As they untangle the spider web, have them rewind the ball of yarn. Before they toss it in reverse order, say, "It makes me feel really happy when....." (and states an example). Children can help coach each other to take the web apart.

##### Webs and Roses

Hand out a blank *Spider Web* and *Rose Pattern* to each child. Then, working individually or with partners, children fill in the sections on their spider webs with different things that "bug" them, or make them feel upset or angry. Once the webs are complete, have them fill in their roses with things that really make them feel "rosy" or happy. They may take their webs and roses home at the end of the meeting.

Make a rose for a friend. Cut tissue paper into six-inch squares. Using six to eight squares of tissue paper, stack them up on top of each other, turning them slightly each time so the corners do not meet. When each square is in place, pinch the bottom of all the squares, staple them together, and wrap part of a pipe cleaner tightly around the stapled part. Allow the pipe cleaners to extend down like the rose stems.

### "Don't Bug Me!" Pens

Hand out a pen to each child. Give children about two feet of yarn to wrap around their pens. Starting at the tip of the pen, have them wind the yarn tightly around the pen, adding glue as necessary so it will stick. Under the clip, tie off the yarn.

Using an additional two feet of the yarn, make a simple pom-pom for the bug's head. To make a yarn pom-pom, wind the two feet of yarn around the knuckles of your hand to make a little bundle. Tie a tight knot around the middle of the bundle. Cut the loops at each end of the pom-pom. Clip the pom-pom onto the pen using the pen clip and the little piece of yarn that secured the pompom in the middle. Glue two googly eyes onto the bugs. Tie a plastic bead on for a nose and use some more beads and rubberized paper clips for the bug's antennae.

Just as each spider web and each rose is unique, so are the feelings of each person. We need to respect our differences and know that they make each person unique.

### PLAYBACK: POINTS TO REINFORCE

- What other things really "bug" people?
- Do people have different things that bug them and make them happy?
- How can a group deal with each person's likes and dislikes?

**CLOSING ►** Sing "If You're Happy and You Know It".

### If You're Happy

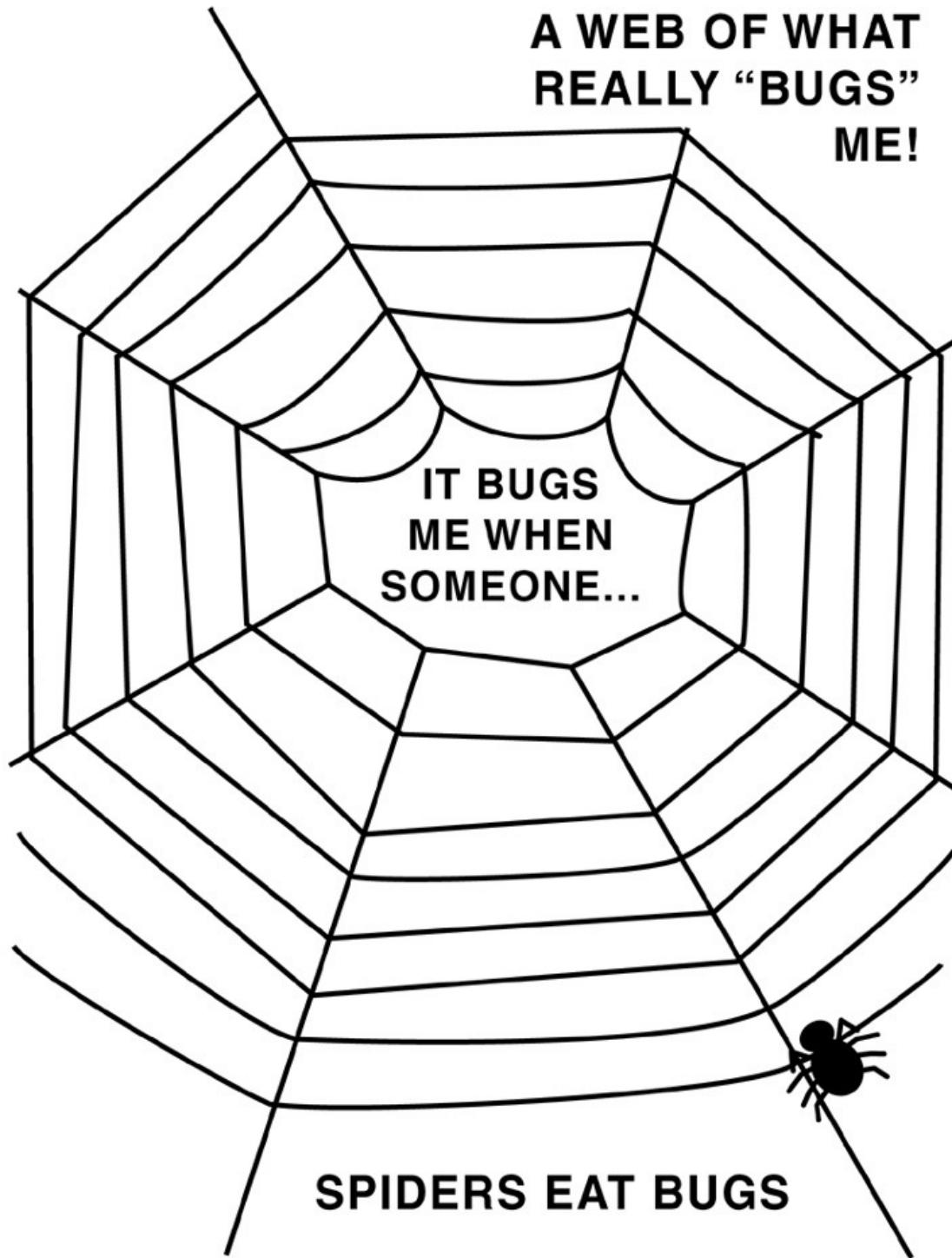
If you're hap-py and you know it, clap your hands.(CLAP,CLAP) If you're hap-py and you know it,  
clap your hands.(CLAP,CLAP) If you're hap-py and you know it, Then your life will sure-ly show it, If you're  
hap - py and you know it, clap your hands.(CLAP,CLAP)

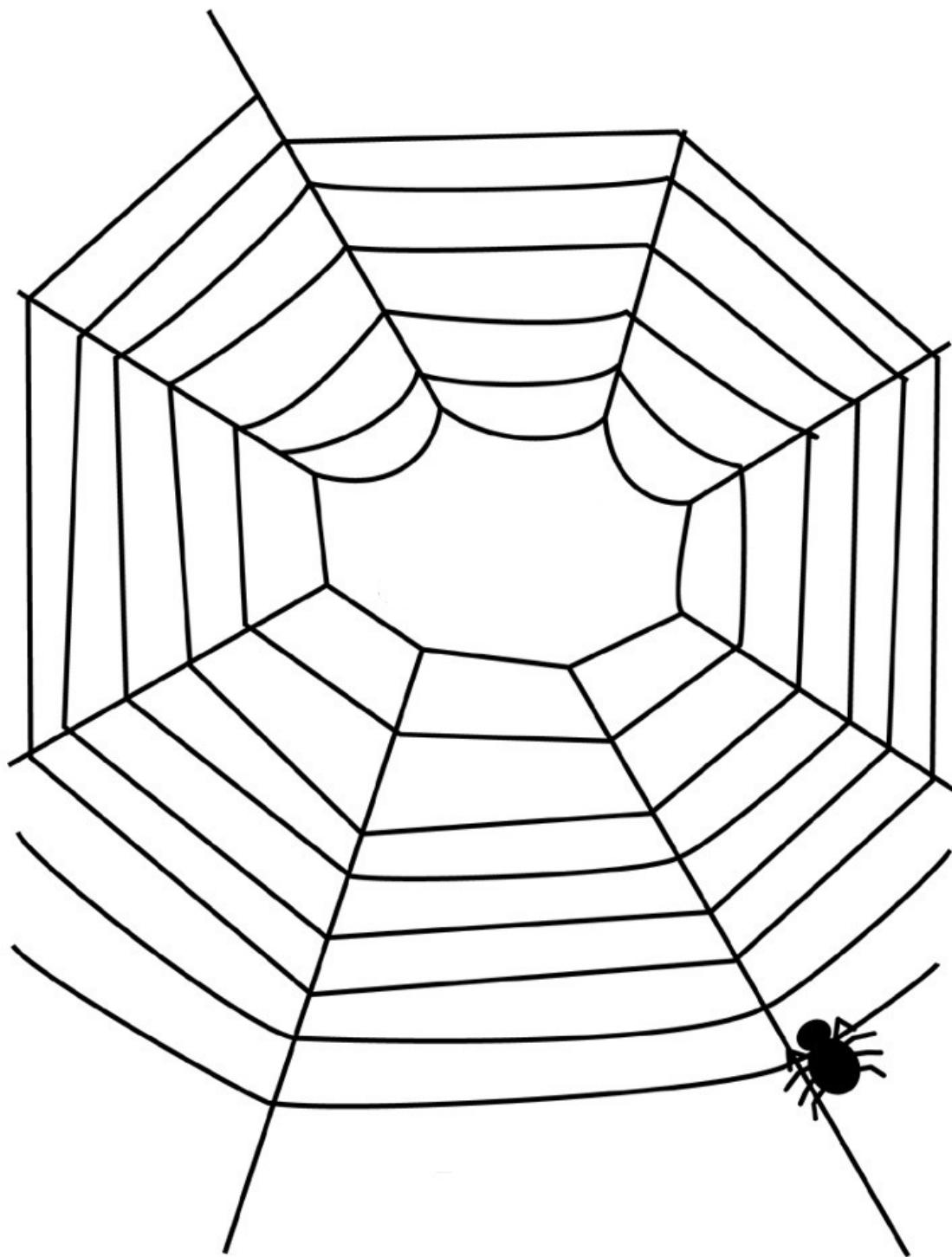
2. Stamp your feet (stamp, stamp).
3. Nod your head (nod, nod).
4. Do all three (together).

### ADDITIONAL ACTIVITIES ►

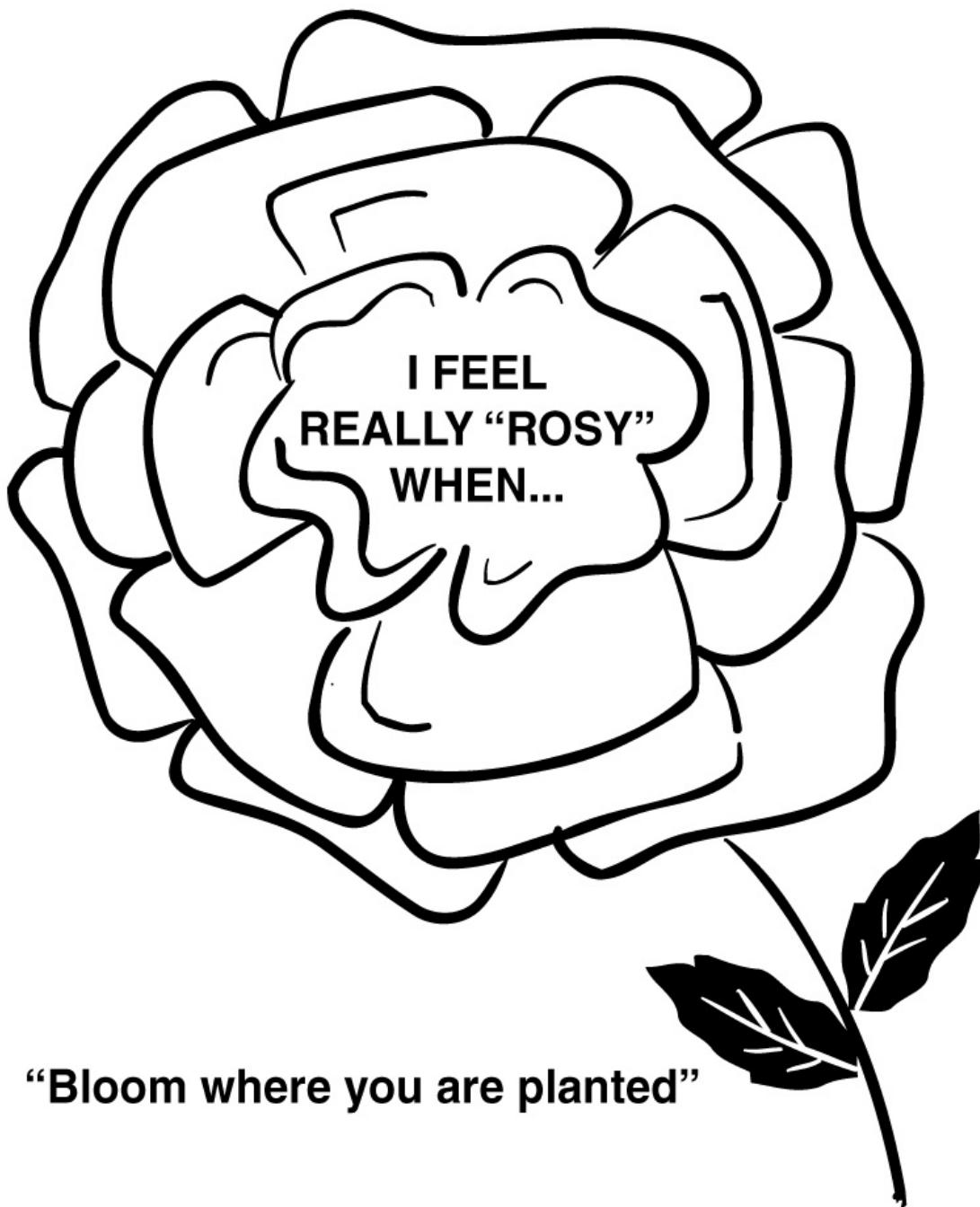
Send home extra *Spider Web* and *Rose Patterns* for family members to fill out and discuss together.

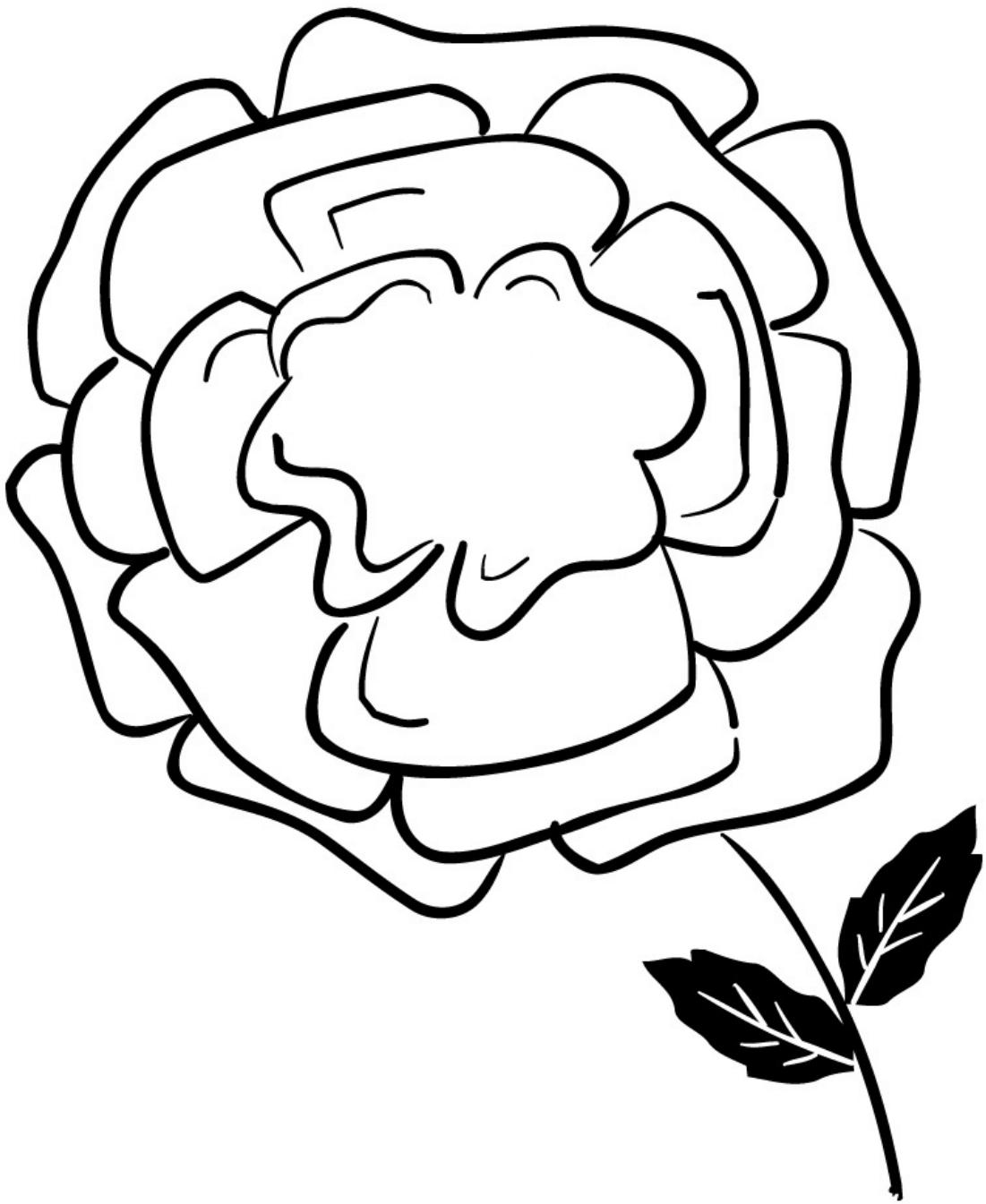
Make a friendship circle and have each member share another example, different from the one in the spider web game, of what "bugs" them and what makes them feel "rosy." Does it help people to understand each other better when we actually know what bothers others? What makes them happy? How can this information help us? Were all the webs the same? Why or why not? Were all the roses the same? Why or why not?





**what makes me feel really “rosy” inside!**







## MEETING PLAN ►

**BUILDING BRIDGES,  
NOT WALLS**

## PROJECT ►

**CONFLICT RESOLUTION**

## LEVEL ►

Fifth Grade

## PURPOSE ►

Children will participate in the consensus building process.

## OPENING ►

Choose from suggestions on page 237 or develop one of your own.

## MATERIALS \$ ►

- One package of colored plastic 8-oz. drink cups (100 cups in a package) for each group of five children
- Several packages of uncooked pasta noodles - spaghetti, lasagna, etc.
- One gallon of white glue
- Newspapers
- Stopwatch or watch with a second hand
- Books with different kinds of bridges
- Large area for children to build towers on the floor

## ACTIVITIES ►

**Towers**

Divide the group into small groups of five children. Give each group one package of plastic cups. Talk about what it means to cooperate and work together. Each person must respect the other members of the group. Consensus means to come to a general agreement. Each group will have to work together quickly to perform several different building challenges. Tell the children that you will time them on their group towers.

After each group finds its own building area on the floor, set a clock for five minutes. Each group should try to build the tallest free-standing tower using their cups. The tallest one standing in five minutes will be the winner. Each group quickly restacks their cups if their tower falls before time is up.

Next, have each group form a freestanding structure using all of their cups. The first group to build it and have it be standing for 10 seconds is the winner of the second challenge. (Should a cup or two become split or broken, come to a consensus within the whole group as to the fair way to judge each structure.) Have the groups restack their cups before they begin again.

Discuss working as a group. Did the group always agree? Were they able to solve any problems that came up? How? What kinds of problems arose? Were they able to come to consensus? Why or why not?

**Pasta Bridges**

Working in small groups of two to three children, have them build a bridge made entirely of dry pasta and white glue. Show some pictures of real bridges. Talk a little about bridge structure. Have the groups work on several sheets of newspaper. The groups have 15 minutes to design and build their bridges.

Once again, the groups have to work together and come to a consensus on the bridge design, how to build it, doing the actually building, etc. After 15 minutes, look at each other's bridges. Talk about how the groups worked together to accomplish their task. What happened?

**PLAYBACK: POINTS TO REINFORCE ►**

- What is the difference between just voting to make a decision and coming to a consensus or general agreement? Which is easier? Why?
- Discuss how children felt as part of their group? How were they treated? Did one person become the leader of the group? Why or why not?
- How did each group handle disagreements?
- Did anyone ever have to compromise his or her ideas and change? Compromise means that each side or person gives up some demands to reach agreement.
- What does the term "teamwork" mean? Did the members of each group work together as a team? Why or why not?
- Did the members of each group LISTEN to each other? Why or why not?

- Discuss the quality of perseverance - to continue in some effort despite difficulty. Which group members or groups showed perseverance? Why would this be a good quality to have in life?
- Is it important to learn to work together? Why? What happens if you don't learn to work together in the world?
- Were the winning groups better at collaborating - working together cooperatively?
- Is it difficult to come to consensus?
- Is it necessary?
- What problems interfere?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Keep the cups to use over and over to play cup stacking games and challenges.

Invite an architect to come to a meeting and judge the pasta bridges on design, beauty and strength.

## FAMILY TAKE-HOME PAGE

"Conflict Resolution" is a project on the Trail to Knowing Me.

As a result of the project:

- Children practice positive conflict resolution.
- Children choose alternatives to violence in solving conflict.
- Children express feelings and emotions in a positive, constructive manner.
- Children participate in the consensus building process.

This project supports Camp Fire outcomes.

We hope that your child:

- Acts in ways that respect differences.
- Has a sense of value as a person who contributes to a community and believes in the power of individual action.
- Participates effectively in consensus building process.
- Explores alternative actions and ideas.
- Assesses a situation and makes choices based on desired consequences.
- Recognizes a situation that requires a decision, looks at alternatives and is willing and able to take action.
- Is willing to risk making mistakes in order to learn.

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

### AT HOME ►

- Have your child act out conflict situations using the following conflict "cool-down" techniques:
  - Always think about the problem, not the person.
  - Stay calm.
  - Always listen.
  - Never use threats or name-calling.
  - Use friendly words.
  - Talk about fears and frustrations.
  - Take a deep breath and count to 10 to cool off.

Spend time talking with your child about peaceful ways to solve conflicts. Make a list of his or her ideas, and hang it in a place so that all of the family members can read it.

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



**LEVEL ►** Fifth Grade

## TRAIL TO FAMILY AND COMMUNITY

**PROJECT ► MY FAMILY**

**PURPOSE ►** Children learn about their families' backgrounds, present-day events and future goals.

**MEETING PLANS ►**

Stories to Remember \$  
Read All About It!  
My Future in a Bottle  
Create a Tradition \$

**YOUTH OUTCOMES ►**

- Appreciates the value of self and others (2.5).
- Recognizes and respects values of others (3.10).
- Is aware of others and their needs (7.25).
- Is aware of one's needs and how they can be met through other people: peers, family, adults (7.27).
- Families spend time together on activities of mutual interest (9.32).

**REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

Stories to Remember	LA 1.6, B 1.1, B 3.1
Read All About It!	LA 1.1, LA 10.1, B 1.1
My Future in a Bottle	LA 1.6, B 1.1, B 3.1
Create a Tradition	M 4.1

**TIPS FOR GROUP LEADERS ►**

- Be sensitive to the variety of family types in our society today.
- It may be difficult for children with family problems to talk about their families. Respect their privacy.
- Some activities involve children talking to other children in their families for information on past events. Explain the activity to parents/guardians and tell them how they can assist in the activity.

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

**MEETING PLAN ► STORIES TO REMEMBER****PROJECT ► MY FAMILY****LEVEL ► Fifth Grade**

**PURPOSE ►** Children create family portraits of their future families.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Construction paper, two pieces for each child
- Colored pencils or crayons
- Pencils
- Markers
- Yarn
- Scissors
- Hole punch
- Large ruled index cards, at least 8 per child

**PREPARATION ►**

Ask the children to bring (with permission) photos of family members. These will be used and cannot be returned so suggest using double printed extra photos or a color copier machine. Tell children to talk with each family member about a special memory of a family activity.

**ACTIVITY ►**

Ask the children what a family is. Explain that a family listens to you, takes care of your needs, plays with you and loves you. Point out that some people in their families may live with them and some may live in other places. Also, some people they know may not be blood-related but are still considered parts of their families.

Ask the children to name some of the children in their families. Ask if some of the children are the oldest in their families or if anyone is an only child. Find out if there are pets or friends who are considered parts of their families.

Ask about grandparents and if any of the children know their great-grandparents.

**Stories to Remember**

Tell the children they are going to make a journal. Hand out the necessary materials to them.

The construction paper is glued onto large index cards and used for the front and back covers. The covers may be decorated with markers, crayons or even cut-up photographs. Punch one or two holes in the covers and the rest of the index cards. A simple string or a metal ring will hold the cards in place.

Ask the children to write down different, favorite or special events that happened to members of their families. For example, someone might remember a special trip to the beach.



Have children write down the special events of the family members in one or two sentences.

The stories should be written on the lined sides of the index cards. The children may draw pictures of the events or attach photographs on the backs or adjacent sides of the descriptions.

The children may continue working on the journal by including memories of other family members (brothers, sisters, grandparents, aunts, uncles, cousins, etc.). If children don't know their families' memories, they can write about their own favorite times with loved ones.

When the journal is complete, string the cards together with yarn, putting the stories between the front and back covers. Have each child share one or two events with the entire group.

**PLAYBACK: POINTS TO REINFORCE ►**

- Do any children have family members who were recognized for doing something unusual or important?
- Who are some well-known people in the community? Is anyone in your group related to them?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITY ►****My Famous Family**

Explain to the children that famous people are related to many people. You could illustrate this by explaining how someone in your family (present or past) did something memorable.

Ask the group what makes a person famous or well-known to a community. Make a list of different things a person might have done: invented something, held a political office, fought in a battle, saved someone's life, won a contest, was the first member of a family to go to college, etc.

Afterward, ask the children if they know of any family members who were famous or who have done something special. Ask the children to interview their families for information about famous or well-known relatives. If a family member has a friend who is related to a famous person, that could also be included.

**MEETING PLAN ► READ ALL ABOUT IT!****PROJECT ► MY FAMILY****LEVEL ► Fifth Grade**

**PURPOSE ►** The children create the front pages of their own family newspapers.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Large sheets of paper
- Colored pencils
- Crayons
- Markers
- Chart paper
- Pencils
- Glue
- Newspapers, one section for each child
- Family photographs

**PREPARATION ►**

A newspaper communicates the current events of a community. Large newspapers print stories on international and national events, as well as reports on today's leading issues.

Small, local newspapers print stories about community events and the happenings of individual families. These small newspapers, or gazettes, create a closely-knit community where residents know each other on a more personal level. When articles and photographs are printed, they bring a sense of pride to the community.

Have the children bring pictures of their families to the meeting to share (with permission).

**ACTIVITY ►****The Family Gazette**

Begin by having the children look at the various newspapers. Inform the group that they are going to interview, write, edit, and publish articles about their families.

Brainstorm with the group what might comprise the front page of such a newspaper. Include things like the following: a major story on something dramatic that is happening within the family; an upcoming family vacation or holiday; an interview with a working parent; recent photographs of a family gathering; the week's dinner menu; an update on a sporting event or hobby; a calendar or list of family activities.

Invite a journalist to come to the meeting or talk with one about the layout and design of newspapers. Introduce the journalist to the children and have them explain how stories are laid out and designed in a newspaper.

After gathering the possibilities for front-page stories, have the children plan their page on the large sheets of paper. Using columns and photos (if you have them), children draw how the page will look when finished. Then, it's time to write the articles to fit their layouts. Have them attach photographs and headlines to the appropriate articles and features. The children also should create the name or title of the newspaper and place it with the date, on the top section of the paper in large print.

The members then share their newspapers with the entire group and take them home to share with their families.

**PLAYBACK: POINTS TO REINFORCE ►**

- What newspapers feature stories about families?
- Have any children or their families had a story in a newspaper?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

READ ALL ABOUT IT

**MEETING PLAN ► MY FUTURE IN A BOTTLE****PROJECT ► MY FAMILY****LEVEL ► Fifth Grade**

**PURPOSE ►** The children create personal and family goals.

**OPENING ►** Choose from suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Container with lid  
(bottle, glass jar, shoe box, etc.)
- Paper
- Pen

**PREPARATION ►**

A message in a bottle is used in a story as a way to communicate with someone over a great distance or time. When sending the message, there is hope that the bottle will reach its destination and that someone will read the letter and respond. When receiving a message in a bottle, the person wonders about who sent it, where it came from and how to respond.

When planning for the future, a person's goals are similar to the message in the bottle. The person sets off with a goal (message), hoping to reach a final destination. However, with the different currents and events of life, the goals change and the final location is different from its original intent. Looking back at the past, the person responds by making new goals.

**ACTIVITY ►****Leaping into the Future**

Begin the activity by having the children list goals that they would like to accomplish for the next week. Then, have the children think of a goal for the coming month, the coming year, the next five years and the next 20 years. Talk as a group about how the goals of the near future are more specific than the goals of the distant future. However, since they are goals, each person can take certain steps or plans to meet those goals.

Ask children what hopes and dreams they have for their families. What goals would they like to make? Have each child write down one or more of these goals on small sheets of paper. Put them in a container (glass jar, bottle, a small box with a lid). Have children decorate the outside of the container. Then, have children share their "message in a bottle" at a family night.

**PLAYBACK: POINTS TO REINFORCE ►**

- What is the benefit of having personal goals?
- What is the benefit of having family goals?

**My Future Family**

Ask children to think of one goal for their family in 20 years. Assign children to groups of three each. Have each group come up with a way to present their family of the future goals to the whole group.

**CLOSING ►**

Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITY ►**

Have children talk with individual family members about their hopes and dreams for one year, five years and 20 years. Which of these hopes and dreams can become goals? Have the children write these down. Invite the group to talk about what they learned from their families. Make sure children talk in general terms, as hopes and dreams and goals are personal and sometimes need to remain confidential.

MY FUTURE IN A

**MEETING PLAN ► CREATE A TRADITION****PROJECT ► MY FAMILY****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn how meal times pass on traditions and cultures.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Oven
- Ingredients for basic dough (one recipe per child)
- Gallon-sized food storage plastic bags with ties, two per child
- Ingredients for sweet and savory options
- Pan spray
- Table or plastic knives or
- Kitchen scissors
- Two 13x9-inch baking pans
- Towels
- Cleaner for tables
- "Stone Soup" written by Marcia Brown

**PREPARATION ►**

An oven will be needed. Ahead of time, double the basic bread dough recipe (2 lbs.). You may decide to use a bread machine with mixes. Get a copy of "Stone Soup," written by Marcia Brown (Macmillan, NY, 1947) from the library.

**BACKGROUND ►**

Families who eat together on a regular basis are more likely to have healthy, positive relationships at home, at school and with peers.

**ACTIVITIES ►**

Begin this meeting by reading "Stone Soup." Discuss the "magic" that brought the community together. Ask the children what their families' mealtime traditions or practices are. What would they change or do to help their families eat together more often. Ask them to suggest three ways they could do this.

Follow the hand washing instructions in the Baking Resource Section (in the appendix). Have children prepare two Stone Soup breads from the dough the leader brought. Make one with sweet add-ins and one with savory add-ins. While it bakes, prepare another to take home and create a bread family tradition. (Note: When children get home, they will need to punch the dough down and refrigerate it if they don't plan to bake the bread until the next day.)

**Basic Dough**

*Makes 1 lb.*

$\frac{3}{4}$  cup very warm water  
 (120 to 130° F)  
 $2\frac{1}{4}$  cups all-purpose flour  
 (may be half whole wheat flour)  
 1 tablespoon sugar  
 1 tablespoon nonfat dry milk  
 1 tablespoon butter  
 $\frac{1}{2}$  teaspoon salt  
 $1\frac{1}{2}$  teaspoons fast rising yeast

1. Combine in a bowl or plastic food bag  $1\frac{1}{4}$  cups flour, sugar, dry milk and salt. Mix one minute.
2. Add butter and remaining flour to form a rough ball. Mix five to seven minutes. Close bag or cover bowl for ten minutes or refrigerate in greased, sealed bag or bowl overnight.



### Stone Soup Bread

*Makes 15 (1.75 oz.) pieces*

1 lb. prepared bread dough

1 egg, beaten

Sweet or savory option

Bowl or large plastic bag

#### *Sweet option*

½ cup sugar

2 teaspoons ground cinnamon

or ¾ cup cinnamon chips

½ cup chopped nuts

1 cup chopped fruit

(canned & drained, fresh or frozen)

#### *Savory option*

1 cup shredded cheese

½ cup finely chopped onion

¼ cup chopped olives

¼ teaspoon garlic powder

or dried herb, to taste

1. Take dough from the plastic bag or bowl.
2. Using a blunt table knife, dough scraper or kitchen scissors, chop or cut up the dough into small pieces (size of golf balls).
3. Put dough pieces into the bag.
4. Add the beaten egg, plus either the savory or the sweet ingredients. Squeeze the out air, fasten top and mix the ingredients with the dough by squeezing.
5. Grease a 13x9-inch pan. Spread dough mixture in pan.
6. Cover lightly with plastic wrap. Let rise 20 minutes. Preheat oven to 375° F. Remove the plastic wrap and bake 20 minutes, or until golden brown. Cool 10 minutes. Enjoy!

*Source: Kansas Wheat Commission*

### PLAYBACK: POINTS TO REINFORCE ►

- How can children help prepare meals so that the adults don't do all the work?
- Notice how the smell of bread baking makes people feel good.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**Stone Soup Bread--sweet****Stone Soup bread, savory****Nutrition Facts**

Serving Size (54g)  
Servings Per Container 15

**Amount Per Serving**

**Calories** 140      **Calories from Fat** 35

**% Daily Value\***

<b>Total Fat</b> 3.5g	<b>6%</b>
Saturated Fat 1g	4%
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 85mg	4%
<b>Total Carbohydrate</b> 24g	8%
Dietary Fiber 2g	8%
Sugars 9g	

**Protein** 3g

Vitamin A 0%	•	Vitamin C 0%
Calcium 2%	•	Iron 6%

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

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

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

**Nutrition Facts**

Serving Size (48g)  
Servings Per Container 15

**Amount Per Serving**

**Calories** 90      **Calories from Fat** 15

**% Daily Value\***

<b>Total Fat</b> 2g	<b>3%</b>
Saturated Fat 1g	5%
<b>Cholesterol</b> 5mg	1%
<b>Sodium</b> 150mg	6%
<b>Total Carbohydrate</b> 16g	5%
Dietary Fiber 2g	6%
Sugars 2g	

**Protein** 4g

Vitamin A 2%	•	Vitamin C 2%
Calcium 4%	•	Iron 6%

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

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

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



## FAMILY TAKE-HOME PAGE

"My Family" is a project on the Trail to Knowing Me.

As a result of the project:

- Children learn about their families' backgrounds, present-day events and future goals.
- Children create family portraits of their future families.
- The children create the front pages of their own family newspapers.
- The children create personal and family goals.
- Children learn how meal times pass on traditions and cultures.

This project supports Camp Fire outcomes.

We hope that your child:

- Appreciates the value of self and others.
- Recognizes and respects values of others.
- Is aware of others and their needs.
- Is aware of his or her needs and how they can be met through other people: peers, family, and adults.
- Families spend time together on activities of mutual interest.

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

### AT HOME ▶

Help your child start a family scrapbook or photo album.

Put together a family calendar describing family events in the coming months.

Plan a celebration together as a family. Talk about why some traditions continue to be part of the celebration.

Go on a family heritage hunt to learn more about the history of your family. Begin by talking to older family members.

FAMILY



**LEVEL ►** Fifth Grade

## TRAIL TO FAMILY AND COMMUNITY

**PROJECT ► LEADERSHIP**

**PURPOSE ►** Children develop consensus decision making skills that support everyone in the group.

**MEETING PLANS ►**

It's Up to All of Us  
It's OUR Choice!  
Tech Team \$

**YOUTH OUTCOMES ►**

- Expresses feelings and emotion in a positive, constructive manner (2.2).
- Is receptive to new ideas, new duties and responsibilities (2.6).
- Knows one's role in a group situation (4.13).
- Is aware that opinions and thought impact others (4.14).
- Is respectful of others' ideas (4.15).
- Participates effectively in consensus building process (4.17).
- Participates effectively in individual, group and community activities (8.30).
- Follows verbal directions (12.40).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

It's Up to All of Us	LA 8.12, LA 8.13, B 4.2
It's OUR Choice!	LA 8.12, B 4.1
Tech Team	LA 8.9, B 2.4

**TIPS FOR GROUP LEADERS ►**

Consensus decision making in a group is difficult to do. Since it is an unfamiliar process, children will probably struggle at first. Remember that at the beginning, the process is just as important as the decision. Allow plenty of time for the group to practice and discuss what is happening.

As an adult, it is often hard to stand aside and let children struggle with an important or difficult decision. It is very important that you do not intervene in the consensus decision making process, except to remind group members of the ground rules. Children at this age need to learn to work out their own differences in a positive way.

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

**MEETING PLAN ► IT'S UP TO ALL OF US****PROJECT ► LEADERSHIP****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn about and practice the skill of consensus decision making.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Each child must contribute a quarter of his or her own money. (If you don't want them to use money, the children could give a piece of candy or something of their own that has value).
- Chart paper
- Markers

**BACKGROUND ►**

One of the most important parts of the planning process is making choices. There are three ways that groups come to decisions together. Each has advantages and disadvantages.

Voting is a decision making method with which children are probably the most familiar. When people vote, the idea that receives the majority (more than half of the votes cast) is the one selected. This means that some people in the group will not be happy with the results.

Sometimes, groups can use compromise as a way to make a decision that is easier to accept. When people compromise, everyone has to give a little. The result is often a choice that is similar to the original idea - but it contains part of everyone's ideas. Compromise takes time, and children still may not be totally happy with the results.

Consensus decision making means everyone in the group makes a unanimous choice. Everyone's opinion must be heard and included in the final choice. This takes a lot of time, so it should be used only for important decisions in which every person's agreement is needed. However, the result is a choice that everyone can support.

**PREPARATION ►**

Print the rules of the consensus decision making process on chart paper before the meeting.

**ACTIVITY ►**

Ask the children to remember a time when they had to make a hard decision as a part of a group - such as a family decision or decisions made in their Camp Fire group. Ask the children to describe how the group made the decision. Ask the children how they felt about the final choice.

Describe the different ways that decisions can be made using the background information. Tell the children that the group is going to make some important decisions about their Camp Fire activities. Tell the children that it is important for everyone to agree on the choices that are made, so they need to try to reach a consensus on their choices. Explain that the group is going to practice the skill of consensus decision making before they use it to make these important group decisions.

**Consensus Decision Making**

Explain the following rules of consensus decision making:

- The goal is a solution that everyone can accept.
- Everyone can offer a point of view, but no one can try to push his or her point of view on others.
- Everyone must be involved, and all points of view must be heard and discussed.
- Everyone must try to listen carefully to what others have to say.
- Opinions and feelings are important.
- Avoid changing your mind just to reach a quick agreement.
- Conflict is OK - people can disagree.
- If things bog down, don't get in a fight where someone must win and someone must lose. Choose the next alternative that everyone can live with.

Have the children sit in a circle on the floor. Have each child put a quarter of his or her own money into a pile in the middle of the circle. The goal is to decide what one person in the group will get all of the quarters. Each member of the group must invest a quarter, and the quarter will not be returned.

Remind the children that everyone has an equal opportunity to put forth opinions, and everyone needs to agree with the final decision. Explain that there should be no bargaining - that someone cannot promise to buy everyone something with the money if it is given to him. The person designated by the group will keep all the quarters for him or herself.

As the children go through this practice session on consensus decision making, write down notes about what's going on. Observe who talks and who doesn't, who tries to force ideas on others, who caves in too easily and who tries to get different people to come together. Note where the group has success and where they get stuck. Do not intervene, even if the group ultimately fails to come to a decision with which everyone is happy.

After the children have come to a decision and one person is in possession of all the quarters, have the children talk about what happened. Tell them what you observed about the roles different people played in coming to the decision. Ask the children how these different roles affected the decision making process. Point out places where the process worked well and where the group got stuck. Discuss what was happening to make the process work and what was happening when things got stuck. Point out what the group did to get themselves "unstuck." Ask the children to describe what made them accept the final decision. If the group failed to reach a consensus decision, ask them what they could do differently in the future to come to a consensus.

Explain to the children that, at the next meeting, they will have the opportunity to discuss and come to a consensus decision on one important activity that they would like to accomplish this year (or this semester) as a Camp Fire group. The activity should be one that everyone wants to do and that is big enough that it will take several meetings to plan. Ask for examples of big activities and list them on chart paper. Ideas could include doing a service project, taking a field trip, going on an overnight trip out of town, holding a family event or going camping.

After everyone has had the opportunity to contribute an idea, tell the children that, at the next meeting, the group will make a choice as to which of these activities they would like to do, using the consensus decision making process. Ask the children to think about why they would choose one idea over another before the next meeting.

#### PLAYBACK: POINTS TO REINFORCE ►

- What are the different ways to make decisions as a group?
- When is it important to use consensus decision making?
- What are the rules for consensus decision making?
- How do we make sure that everyone's opinion is heard and respected?
- What helps the consensus decision making process work smoothly?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.



## MEETING PLAN ► IT'S OUR CHOICE!

### PROJECT ► LEADERSHIP

#### LEVEL ► Fifth Grade

**PURPOSE** ► Children use the consensus decision making process to choose a main activity for the year or the semester.

**OPENING** ► Choose from the suggestions on page 237 or develop one of your own.

#### MATERIALS \$ ►

- Chart paper
- Markers

#### ACTIVITY ►

Post the list of suggested activities from the previous meeting and review the ideas. Ask if there are any additions to the list. Explain that since doing any one of these activities could take a lot of time to plan and carry out, it is important that everyone agrees with the choice. Review the rules for consensus decision making. Discuss the key points learned in the skill practice session at the previous meeting.

Have the children sit in a circle on the floor or around a table. Make sure that they are seated where they can be seen and can see everyone else. Post the list of ideas on the wall. Ask the children to use the consensus decision making process to select one activity.

As the children are engaged in the consensus decision making process, observe and take notes on how the process is working. Intervene ONLY to remind the group of the ground rules for consensus decision making.

After the group has selected an activity, talk about the process the group went through to make the decision. Point out the roles different group members played at different times to help the process along. Discuss what influenced group members to make the choice they made.

If time allows, have the children use the consensus decision making process to make additional choices about this activity. For example, if the group has chosen to take an overnight trip out of town, brainstorm a list of places group members would like to go and then make a choice, using the consensus decision making process.

#### PLAYBACK: POINT TO REINFORCE ►

- Use this process with your group to choose other group activities and encourage them to stay with the process without a "rescue." If they get stuck, you can share your observations and ask questions like, "What do you think needs to happen now?"

**CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

#### ADDITIONAL ACTIVITIES ►

Once the activity has been decided upon, discuss as a group what needs to happen to accomplish this goal. Make lists of the different tasks to be done, and decide who will take responsibility for these tasks.

Use the consensus decision making process to make other important choices for group activities.

Demonstrate to other children how to make choices using the consensus decision making process by making up a skit that illustrates the different roles the group members can play.

**MEETING PLAN ► TECH TEAM****PROJECT ► LEADERSHIP****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn to work together using a team approach to problem solving.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Four jigsaw puzzles - each should be different, with 25 to 50 pieces (make sure they are in a box with the picture of the finished puzzle)
- One inexpensive, simple, model airplane or car that can be assembled without glue or nails (buy at a discount store)
- Minute timer

**PREPARATION ►**

Arrange to have a large table or several flat working areas available on which the children can assemble the puzzles. Separate all of the model parts into four equal portions. Put each portion into a separate zipper plastic bag.

**BACKGROUND ►**

Teams are essential in our technological world. Many businesses have research and development teams that solve problems and come up with new ideas. Often when one group is working on solving a problem, they will run across something to help the other research and development teams in their business.

This activity reinforces this team development and group problem-solving approach to technological discoveries. This process is used in many technology businesses. The object is not to make perfect puzzles, but to have the children work within their groups and job assignments. Be prepared for children to get frustrated or distracted. This activity will require patience and encouragement for those children that do not feel like they have an important role.

**ACTIVITIES ►****Puzzles**

Divide the group into four teams, one for each puzzle. Dump all four puzzles together on the surface of one table. Mix all of the pieces together. Explain to the children that they are going to work together as a team to put one of the puzzles together. Give each group one of the puzzle boxes with the picture of the puzzle. Have them choose work areas where they will assemble their puzzles.

To do this activity, each group needs to assign the following jobs to accomplish the task:

1. Materials Manager - The person who gets the puzzle pieces from the table.
2. Project Manager - The person who directs the process of putting the puzzle together.
3. Time Keeper - The person who helps the group keep track of the time.
4. Reporter - The person who will report the team's progress to the large group.
5. Floater - The person who goes around and check the other groups' puzzles to see if they have any needed pieces.

If there are fewer team members, jobs can be combined. If there are additional team members, they can share any of the jobs, trading places in the middle of the process. Give each group 20 minutes to work on assembling its puzzle. When the timer rings, ask each group to stop working on its puzzle. Invite each group's reporter to talk about what his or her group has accomplished to that point. Ask for the children's thoughts on the process. Did anyone feel left out because the job didn't feel very important? Was it frustrating trying to accomplish the project as a group? Did anyone just want to take over and do it alone?

Tell the children that they can finish putting the puzzles together at the end of the meeting. They are going to do another activity that will require teamwork.

TEAM TECH

## Models

Mix the teams up for the next activity. Group the children together by birthday season. You will have four groups: Winter (December, January, February), Summer (June, July, August), Spring (March, April, May) and Fall (September, October, November).

Have the groups get into their new teams. Their task will be to construct a model. Tell them what the model is, but do not tell them that they only have a very small portion of what it takes to complete it. Let them figure out that each team has parts that are necessary to complete the project. If the children don't realize that they can work together with other teams, you might suggest it to them.

After 20 minutes, stop the process to see how far the model assembly has progressed. Ask the children what it was like to realize that they didn't have everything they needed to complete the model. Is it easy working with another group? Is it necessary? What makes it work out for everybody?

The discussion should bring out the fact that we are all dependent on other people, and working together is essential to creating a result that works. What would a car be like without an engine that didn't work or without any wheels?

Technology is one important part of progress. Developing ways to process information and create new things is one of the most important things that will be done in the future. Working together in teams to develop these new technologies will be necessary. With teams of people working together, new inventions will be possible.

### PLAYBACK: POINTS TO REINFORCE ►

- Ask the children to imagine some inventions or new technologies that might be possible because people worked together as teams.
- How do communication skills affect teamwork?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

### ADDITIONAL ACTIVITY ►

Visit a museum where models are displayed.



## FAMILY TAKE-HOME PAGE

"Leadership" is a project on the Trail to Family and Community.

As a result of the project:

- Children develop consensus decision making skills that support everyone in the group.
- Children learn about and practice the skill of consensus decision making.
- Children use the consensus decision making process to choose a main activity for the year or the semester.
- Children learn to work together using a team approach to problem solving.

This project supports Camp Fire outcomes.

We hope that your child:

- Expresses feelings and emotion in a positive, constructive manner.
- Is receptive to new ideas, new duties and responsibilities.
- Knows his or her role in a group situation.
- Is aware that opinions and thought impact others.
- Is respectful of others' ideas.
- Participates effectively in consensus building process.
- Participates effectively in individual, group and community activities.
- Follows verbal directions.

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

### AT HOME ►

Plan as a family an outing or event using the rules of consensus decision making:

- The goal is a solution that everyone can accept.
- Everyone can present a point of view but, no one can try to push his or her point of view on others.
- Everyone must be involved and all points of view must be heard and discussed.
- Everyone must try to listen carefully to what others have to say.
- Opinions and feelings are important.
- Avoid changing your mind just to reach a quick agreement.
- Conflict is OK - people can disagree.
- If things bog down, don't get in a fight where someone must win and someone must lose.
- Choose the next alternative that everyone can live with.

Plan a family puzzle night. Work together as a team to complete one big puzzle with lots of pieces.



**LEVEL ►** Fifth Grade

## TRAIL TO FAMILY AND COMMUNITY

**PROJECT ► CLOTHING AND CULTURE**

**PURPOSE ►** Children explore how people and cultures use clothing as a means of self-expression and how people can use clothing to stereotype or judge others.

**MEETING PLANS ►**

Wardrobes Around the World  
Are We Really What We Wear?  
Children's Choice

**YOUTH OUTCOMES ►**

- Recognizes and respects values of others (3.10).
- Acts with the knowledge of how one's actions impact others (7.26).
- Is knowledgeable of values and culture of one's community (8.31).
- Practices good oral, language and written communication skills (12.37).

**REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

Wardrobes Around the World	LA 1.1, LA 7.1, LA 9.4
Are We Really What We Wear?	LA 1.1, B 1.1, B 1.3
Children's Choice	LA 8.9

**TIPS FOR GROUP LEADERS ►**

- At this age, children depend on clothing as a means of personal self-expression. Some children select clothing that sets them apart, others prefer to wear clothing that makes them feel a part of a group. Becoming aware about what their own clothing choices mean can help children better understand clothing as a way to express culture.
- Think about any negative stereotypes you may hold about certain groups of people - how they dress or behave. Your role as a leader is to encourage children and adults to be open-minded to all differences in the ways culture is expressed. Use questions to encourage the children to examine their own opinions and assumptions. Ask the children why they think something is true or how they know what they have just stated is fact. Show through example how everyone's viewpoints and opinions are valued and how cultural values should be respected.

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

**MEETING PLAN ► WARDROBES AROUND THE WORLD****PROJECT ► CLOTHING AND CULTURE****LEVEL ►** Fifth Grade**PURPOSE ►** Children understand how clothing communicates many things about people and cultures.**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.**MATERIALS ►**

- Magazines and books with pictures of men, women and children from a variety of cultures at different times in history wearing different kinds of clothing (Ask a librarian at the public library to help you find these.)
- 5" x 7" index cards
- Markers
- Pencils
- Tracing paper
- Glue

**BACKGROUND INFORMATION ►**

Clothing has long been a "second language" spoken fluently by cultural groups around the world. In fact, all societies use some method of personal decoration. Through what they wear and how they decorate their bodies, humans have always communicated who they are and how they belong.

Although the language of clothing is universal, it is one that is spoken in many different dialects. Each cultural group has its own wardrobe of symbolic meaning to the clothes worn by its members. Clothing can be clues to a culture's environment, social structures, gender roles and values.

At this age, children are very attuned to the language of clothing in their own social groups. What is worn and who is wearing it becomes more and more important as children enter early adolescence. Children also use clothing to judge the status and values of others, especially if someone's clothing varies widely from the norm. Learning more about the place clothing plays in cultures can help children better understand how to interpret and accept cultural differences.

**ACTIVITY ►**

Ask the children to describe some of their favorite articles of clothing (or ask them to each bring a favorite article of clothing to this meeting.) Discuss such questions as the following: When do you wear this piece of clothing? Why is it your favorite thing to wear? What do you think it tells other people about you when you wear this piece of clothing?

Explain that clothing is one of the ways that people communicate their membership in a group. These groups can be gender groups (male or female), social groups (school friends), organizational groups (Camp Fire) or national groups (U.S. citizen.) Ask the children for examples of clothing that is typically worn by each of these groups.

Divide the children into groups of five each. Provide each group with books and magazines that show people dressed in different ways. Ask the children to cut out pictures from magazines or trace them from books and paste these onto 5" x 7" index cards to make a set of clothing "flash" cards. Ask each group to make at least five cards. Ask the children to use the resources in which they found the pictures to write information on the back of each card about the people, the clothing they are wearing and the date.

Gather the whole group together and ask each of the small groups to show its clothing flash cards one by one. Have the other children try to guess information about the people on the cards based on what they are wearing. Such information might include who the people are, what nationality they are, what they do for a living and what is important to them.

Then have the children provide any accurate information they may have discovered about the people and their clothing. Point out differences in what the children guessed about the people on the flash cards and the factual information provided. Discuss the reasons that individuals dress differently. These differences could be a result of climate, the availability of different materials, the roles males and females play in a society or the status an individual has in a society. Discuss how clothing can communicate different messages and how these messages are not always so easily understood or interpreted by others.

**PLAYBACK: POINTS TO REINFORCE ►**

- How can your own clothing be an expression of who you are?
- What are some ways in which people dress differently depending upon gender, age, culture, nationality, membership in a group or status in society?
- Why do these differences exist?
- What messages can clothing communicate about an individual?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**MEETING PLAN ► ARE WE REALLY WHAT WE WEAR?****PROJECT ► CLOTHING AND CULTURE****LEVEL ► Fifth Grade**

**PURPOSE ►** Children explore the concepts of clothing, culture, and stereotypes.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- A wide variety of clothing items, including clothing for men, women and children of different ages, clothing from different time periods and popular clothing for this age group
- Accessories, such as hats, jewelry and shoes
- Index cards
- Pencils

**BACKGROUND ►**

Ask the children if they know what the word stereotype means. Tell them that a stereotype is a mental picture of a group that often represents an oversimplified opinion or a prejudiced attitude. Ask them for examples of a stereotype.

Remind them of the last meeting's discussions. Ask the children to give examples of how people use clothing to stereotype others at school. Discuss how stereotyping people based on what they are wearing can lead to misunderstandings or even biased thinking. Review with the children how clothing is used to communicate cultural information. Remind them of the consequences of using clothing to stereotype or judge people without getting to know them (they have a mistaken idea of who people really are).

**ACTIVITY ►**

Put on display the clothing items you have collected. Explain to the children that they are going to put on a show to demonstrate how the messages that people read into clothing may not be totally correct. Divide the children into groups of four each. Tell the children to select several clothing items to put together in outfits, one per each person in the small group. If there is a limited amount of clothing, the group can choose one or more outfits for one or more children to wear.

Ask each group to write a script describing each outfit and the person who is wearing the outfit. Explain that the scripts should include information about each person that goes against the stereotyped message that the clothing would typically communicate (for example, choose a "sloppy"-looking outfit for a person who is the student leader of the school). Encourage the children to come up with descriptions that might surprise or stump the others. Give the children time to select their clothing items, put together their outfits and develop their descriptions.



Conduct the show. As each child displays his or her outfit, ask the other members to guess what the clothing communicates about that person. Then have the group read the description it wrote about the outfit and the child who is wearing it. Point out differences in what the whole group guessed and what the small group was trying to communicate about the person through the clothing.

**PLAYBACK: POINTS TO REINFORCE**

- How do people use clothing to stereotype other people?
- What can happen when you judge other people based only on appearances?
- Why are there differences between what you think is being communicated by clothing and what the wearer really means to communicate?
- What can you do to avoid using clothing to stereotype or label people?
- How can you encourage family members or friends to avoid labeling or stereotyping others?
- Do the boys and girls in your group differ in their interpretation of how clothing communicates?

**CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES**

► Decide as a group what you would like to communicate about your group through what you wear. Select and decorate a special item of clothing, such as a T-shirt, hat or vest to wear when you are together as a group.

Interview a person who works in the clothing industry, such as fashion designer or a buyer for a retail clothing store. Find out what this person thinks about how people use clothing as a means of self-expression. Ask for examples of these ideas in current fashions.

Visit a historical museum where clothing from different time periods in the history of your community is on display. Ask a museum guide to tell you more about these clothing items, such as how they were worn and who wore them.



**MEETING PLAN ► CHILDREN'S CHOICE****PROJECT ► CLOTHING AND CULTURE****LEVEL ► Fifth Grade**

**PURPOSE ►** Children apply their knowledge of clothing and culture to a real-world situation.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Paper
- Pencils or pens

**ACTIVITY ►**

Review with the children what they have learned from the two previous meetings. Ask them which of the following activities they would prefer to do to complete the project.

Select the best of the "fashion statements" from the previous meeting to develop a little further. Put them together in a presentation for other groups of children to teach them about clothing and what it can communicate about culture. Use the presentation to demonstrate to other children about the danger of using clothing to stereotype or label others.

*or*

Visit an ethnic festival in your community where participants are wearing clothing that represents their countries of origin. Talk to several representatives about their clothing, what it is made of, how and when it is worn and what it communicates. Or invite members of an ethnic group in your community to come to a group meeting and bring items of clothing to discuss.

**PLAYBACK: POINTS TO REINFORCE ►**

- There are many opportunities to observe people's cultural background by the clothes they wear.
- While a person's clothing might reflect their culture or background, it doesn't necessarily reveal anything about their individual personality.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Continue to observe clothing customs of various ethnic groups and make a scrapbook of pictures that represent these cultural forms of expression.



## FAMILY TAKE-HOME PAGE

"Clothing and Culture" is a project on the Trail to Family and Community

As a result of the project:

- Children explore how people and cultures use clothing as a means of self-expression and how people can use clothing to stereotype or judge others.
- Children understand how clothing communicates many things about people and cultures.
- Children explore the concepts of clothing, culture, and stereotypes.

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

- Recognizes and respects values of others.
- Acts with the knowledge of how his or her actions impact others.
- Is knowledgeable of values and culture of one's community.
- Practices good oral, language and written communication skills.

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

### AT HOME ►

Ask older family members to share pictures of themselves in different styles of dress at different times of their lives. Talk about what was fashionable in the past for boys and girls. Compare these fashions to what young people are wearing today.

Visit an ethnic festival in your community where participants are wearing clothing that represents their countries of origin. Ask them to talk about the history and background of the clothing.

Take a family trip to historical museum that has clothing from different time periods. Ask a museum guide to provide some background on the clothing.

**LEVEL ►** Fifth Grade

## TRAIL TO FAMILY AND COMMUNITY

**PROJECT ► A GIFT OF GIVING**

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

**MEETING PLANS ►**

We Can Make a Difference  
What Needs to Be Done?  
Just Do It!

**YOUTH OUTCOMES ►**

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

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

We Can Make a Difference	LA 4.1, LA 7.1
What Needs to Be Done?	LA 4.1, B 3.1
Just Do It!	B 1.1, B 2.6

**TIPS FOR GROUP LEADERS ►**

- This project may take longer than three meeting plans, depending on the type of project chosen and the amount of time needed for planning and preparation.
- Make sure that the children understand the community need or problem they have chosen to address. It is important that they understand how their service project is helping people in the community. You could invite someone who is involved in the issue to come to a meeting and talk about it.
- Reflection gives children the opportunity to think about their service experience. Use the opening and closing times during each meeting for the children to reflect on their service experiences.
- Recruit extra family members, volunteers or teens to work with the on the project.
- Remember to have permission slips signed by parents or guardians if you leave the meeting place. If you are at a child care center, also notify the center of your plans.

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

**MEETING PLAN ►****WE CAN MAKE  
A DIFFERENCE****PROJECT ►****A GIFT OF GIVING****LEVEL ►**

Fifth Grade

**PURPOSE ►**

Children choose a service learning project.

**OPENING ►**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Chart paper
- Markers
- Newspaper articles
- People *Who Make a Difference* form for each child

**PREPARATION ►**

Before the meeting, identify two or three community needs or problems in the neighborhood or community with which the children could help. Community or school organizations are good resources to help identify problems or needs for which children could help provide solutions. They may already be doing projects in which the children could participate.

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

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

**ACTIVITIES ►****What Is Volunteering?**

Explain to the children that they are going to be volunteers. Point out that volunteering is one way that people can take action on the things they care about. Explain that volunteering should be something they do because they want to. Ask the children what volunteering means to them. Encourage the group to share any service experiences.

Point out that service is an opportunity for children to help people in the community solve problems. It is also an opportunity to help people to better understand and communicate with different groups of people in the community.

Ask the group to name some communities (city, county, school, neighborhood, state, country, etc.). Make a list of service projects that the children have done or heard about. Write beside each project the community in which it was completed.

Using two or three examples from the list, point out what they cared about and what they did to help. For example, if they collected toys for needy children, they showed that they care about children. Or if they visited a nursing home, they showed that they care what happens to older adults.

Explain that volunteering is good for people. People who provide service receive benefits from their volunteer work, as well.

Ask the group to name some benefits they can receive from volunteering (feel good, make friends, personal satisfaction, gain confidence knowing they can make a difference, pursue possible career interests and learn new skills, gain experience in a certain field that may help them get a job later on).

### Making a Difference

Ask the children how people can make a difference in any community. Ask the children if it has to be doing something big. Sometimes the people who do the most important and meaningful things are not famous or well known. Many people make important contributions to society that are not even recognized in their lifetimes.

Have a few of the children give examples of friends, teachers or relatives who did something that made a difference to them or the community. Share some newspaper articles or stories of people who made a difference in the community.

Divide the children into groups. Ask them who comes to mind when they think of someone who has made a difference. Give each group a copy of the People Who Make a Difference form.

Encourage the group to think of a historical figure, someone in their school or neighborhood or someone in their own lives who has made a difference. This personal hero might be a friend, family member or teacher. Be sure to have the children tell why they believe each of these people made a difference. Let each group name some of the people on their lists and why they were chosen.

### Choosing the Project

Remind the group that before this meeting, they were asked to identify problems or needs in their community. Ask the children to share this information with the group. Write down their ideas for community needs or problems on chart paper. Have them add problems or needs in any of the communities that were discussed earlier in this meeting. Briefly talk about each problem or need to make sure the children understand. Ask the group to give a few ideas on how they might help solve some of these problems or needs.

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

Have each group present its ideas on ways to help with these needs or problems. Write the ideas on the chart paper and help the children determine realistically which ones they might be able to do.

Let the group vote on the project. Keep a tally of the votes on the chart paper.

Here are examples of needs or problems to help stimulate ideas when the children are suggesting ways to solve a problem or need.

**Homelessness:** Get a list of homeless shelters in the area. Where is the closest one located? How many homeless people are there in your area? Call the people who manage the shelter. Find out what the people at the shelter need and who is helping them now. What could the group do to help?



**Hunger:** Find out the names of the important people in the agricultural community. Ask what they are doing to help with world and local problems of hunger. Write letters thanking them for what they are doing and urge them to do more. Find out if they are involved in a project that the group could help them complete.

**Energy Conservation:** Prepare a skit or play about energy conservation. Use puppets or act out a skit. Design a setting and simple props. Present the production to another group. Stress ways in which youth can cut down on consumption of energy resources in their everyday lives.

**Interest Children in Reading:** Plan story hours for young children. Choose books that are fun and have lots of pictures. Select a book or group of books by a special author or on a special topic. Make posters or bookmarks to help the younger children become interested in reading.

**Neighborhood Drug Use:** Plan programs or create activities that teach the dangers of alcohol and drugs for children in the neighborhood. Make posters and place in local neighborhood community centers and school classrooms on the dangers of using alcohol and drugs.

#### **Getting Organized**

Once the group has determined which problem or need to focus on, help them decide what preparations are needed to complete the project. What are the different parts of the project? When are they going to do the project? Who is going to do what? What supplies are needed to complete the project? Where will they get the supplies?

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

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

#### **PLAYBACK: POINTS TO REINFORCE**

- How does volunteering make a person feel?
- What makes a person want to volunteer in his or her community?
- What need or problem is the group's service project addressing in the community?
- What is the goal of the service project?

Be sure that the children thoroughly understand the community need they chose to address. They also should be able to understand how the service project is going to help fill that need.

#### **CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

#### **ADDITIONAL ACTIVITIES**

##### **Visitor**

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

##### **Pen Pals**

Correspond with a Camp Fire group in another city, state or country. Make things to exchange with the group. Or take some photos or draw pictures of places in your community. Tell the group about doing a service project and encourage them to participate in service projects in their community.

## BRAINSTORMING PROJECT IDEAS

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

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

Family  
Neighborhood  
School  
City  
State  
Country

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

Examples:

### Neighborhood

Elderly neighbors need help.

Area around the meeting place was not very attractive.

Litter is thrown on the ground.

### City

Many children are living in the homeless shelters.

Park is run down and has a lot of litter.

### School

Library needs new books.

Need to do something special for the volunteers at the school.

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

Ask each group to identify a reporter to record ideas and report to the larger group. While the children are generating ideas for projects, circulate among the groups to help with ideas and keep the discussion moving.



## PEOPLE WHO MAKE A DIFFERENCE

Identify people in the following communities and write in what they did and why it's important.

	Who	What They Did	Why It's Important
Family			
School			
Neighborhood			
City			
Country			

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

**PURPOSE ►** Children plan and prepare for the service project.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Chart paper
- Markers
- Telephone
- Stationary
- *Letter form*
- *Telephone form*

**PREPARATION ►**

Make copies of the telephone and letter forms.

**ACTIVITY ►**

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

Divide the children into groups according to the jobs they are doing. Pass out the materials that each group needs to complete its assignment.

Introduce the GREAT formula to children. This will help them through the planning process.

Write the answers on chart paper, discussing each question with the group.

G...Goal statement: What is the goal of the project?

R...Restate in action terms: What are we going to do to accomplish the goal?

E...Enlist possible resources: Who in the community or at the school might help with the project? (Family members, businesses, community agencies, etc.)

A...Assign jobs: Make a list of jobs and who is doing each job. Match jobs with interests and abilities.

T...Target action: When are we going to do the project? How much time is it going to take us? What supplies are needed for the project? How do we plan ahead to deal with things that may go wrong?

Below are some helpful hints for the children if they are raising money or writing letters. Included are forms that may be helpful for the children to use as they complete the project.



## Raising Money

Follow council procedures and guidelines for handling and raising money.

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

## Using the Telephone

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

## Making Speeches or Performing a Skit

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

## Writing Letters

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

### PLAYBACK: POINTS TO REINFORCE ➤

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

### CLOSING ➤ Choose from the suggestions on page 237 or develop one of your own.

## TELEPHONE FORM

"Hello. May I please speak to

\_\_\_\_\_ ?  
(Contact name)

\_\_\_\_\_  
Your name

\_\_\_\_\_  
Date of call

My name is \_\_\_\_\_ ,  
(Your name)

\_\_\_\_\_  
Contact's name

and I'm from \_\_\_\_\_ ."

\_\_\_\_\_  
Contact's phone

**Why you are calling and what to say:**

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**Write down what your contact says:**

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*(Attach more paper if necessary)*

"Thank you very much."

## LETTER FORM

Today's Date

Name of Person

Title of Person

Name of Newspaper, Office or Company

Street Address

City, State Zip Code

Dear (Name of Person):

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Sincerely,

Your Name and grade

Group Leader's Name

Group Leader's Address

City, State, Zip Code

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

**PURPOSE ►** Children participate in a service project.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**PREPARATION ►**

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

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

**ACTIVITIES ►****Let the Project Happen!**

Recruit extra parents, volunteers or teens to participate with you.

Ask everyone to help with the cleanup and give the children lots of positive feedback for their hard work, good manners and enthusiasm. Congratulate them for a job well done. When things don't go exactly as planned or get chaotic, stay calm and encourage the children to do the same. When things go wrong, encourage the children to be positive and resourceful. Remind them that in adult projects, unexpected problems come up, too.

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

Collect keepsakes from the project to place in a scrapbook or on a bulletin board. Encourage the group to help you collect these items. Ask one of the extra volunteers to take pictures or videotape the event.

Plan time to spend with the group after the service project. If things did not go as planned and the children feel discouraged, reflecting on the experience can help them to learn that sometimes the unexpected happens.

Plan some time for the children to express their thoughts, feelings and outcomes of the project in some tangible way. They need to think about why they did the project, how they decided to do it and whether they were happy with the results. Sometimes service can be an emotionally challenging experience (for example, working at a homeless shelter or visiting a nursing home). A reflection activity can help the children communicate their feelings and questions.

#### **PLAYBACK: POINTS TO REINFORCE**

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

- Why did you do the project?
- Who did it help?
- Was the project a success? Why or why not?
- Did you work as a team?
- What did you like best or remember most about the project?
- What did you learn?
- How did it make you feel?
- Was it difficult or easy to do? Both?
- How would you do it differently if you did it again?
- Did anything about the project surprise you?
- Did you feel proud of what you did? Why or why not?
- Did you learn anything new about anyone involved in the project including yourself?
- Did this project give you any ideas for other projects?
- Did this project give you ideas of other ways to help in the various communities?
- What does making a difference mean to you?

**CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

#### **ADDITIONAL ACTIVITIES**

##### **Interviews**

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

##### **Writing**

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

##### **Scrapbook**

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

##### **Banners or a Mural**

Make a banner or a mural for the school describing the project. Ask the children to draw a picture and write a few words below the picture to express how they feel, or as a group, do a mural on giving service to display in a hallway. Have the children paste photographs taken on project day into a scrapbook or on a large sheet of poster board. Ask the children to write under photographs how they felt about the project.





## FAMILY TAKE-HOME PAGE

"A Gift of Giving" is a project on the Trail to Family and Community.

As a result of the project:  
Children choose, plan and implement a service project and reflect on their actions.

This project supports Camp Fire outcomes.

We hope that your child:

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

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

### AT HOME ►

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

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

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

FAMILY



**LEVEL ►** Fifth Grade

## TRAIL TO FAMILY AND COMMUNITY

**PROJECT ► CITIZENSHIP**

**PURPOSE ►** Children learn the rights and responsibilities of being a United States citizen.

**MEETING PLANS ►**

Who Wants to Be a Citizen?  
Rights  
Responsibilities

**YOUTH OUTCOMES ►**

- Believes that an individual has the power to change something (2.4).
- Recognizes and respects values of others (3.10).
- Has a sense of value as a person who contributes to a community and believes in the power of individual action (4.16).
- Explores alternative actions and ideas (6.21).
- Participates effectively in individual, group and community activities (8.30).
- Practices good oral, language and written communication skills (12.37).

**REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

Who Wants to Be a Citizen?	LA 8.16, B 1.1
Rights	LA 7.1, L 8.9, B 4.1
Responsibilities	LA 7.1, LA 9.1

**TIPS FOR GROUP LEADERS ►**

This project can bring democracy to life.

- Children don't often have a chance to experience the benefits of living in a free country. Do you know anyone who has lived in another country with limited rights? Talk with this person before your meeting to become more aware of the freedoms Americans often take for granted.
- Locate speakers who have become U.S. citizens who will tell their stories.

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

**MEETING PLAN ► WHO WANTS TO BE A CITIZEN?****PROJECT ► CITIZENSHIP****LEVEL ► Fifth Grade**

**PURPOSE ►** Children are introduced to the concept of citizenship and learn how one becomes a citizen.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Index cards
- Pencils
- Chart paper
- Markers
- World map or globe

**PREPARATION ►**

Arrange ahead of time for an immigrant from another country, who has recently become a U.S. citizen, to attend the club meeting and speak to the children about his or her experiences. Or find a book or a video tape or do a phone interview. Locate a world map - perhaps a teacher will let you use his or hers.

**BACKGROUND ►**

Children participate in groups in many ways. They participate in family life when they do chores. They participate in community life when they go to school and do service projects. To be a good citizen, people must also participate in the government of the country.

The government of the United States is a democracy. In a democracy, every citizen is entitled to certain rights and freedoms. An American citizen is a person who was born in the United States or who has chosen to move here and become a citizen. The rights of U.S. citizens are described in the Bill of Rights. The Bill of Rights is made up of the first 10 amendments to the U.S. Constitution. These rights and freedoms come with some responsibility. Each citizen who is entitled to these rights also must uphold them. For a democracy to work, every citizen must participate in it. There are many ways to participate as a citizen. One way is to know more about what it means to be a citizen.

**ACTIVITY ►**

Ask the children what it means to them to be a citizen of a country. Explain that a citizen is a person who is born in a country or who chooses to become a member of a nation. Ask the children what they know about their own families and how they became citizens of the United States. Use the following questions: Did they or their parents, grandparents or great grandparents come from another country to become citizens here? Why did they come? Where did they arrive and where did they end up? Were some of their family members already here when other people arrived?

Have children point out on a globe where their original families came from. Explain that citizens owe loyalty to their nation and are given certain rights by its government. Citizenship is the condition of having the rights, privileges and duties of a citizen. Point out that when people are born in a country and automatically become citizens, these rights and duties often are taken for granted. People who come from other places and become citizens of the United States often are much more aware of what it means to be a citizen.

Ask the children to write down on index cards questions that they would like to ask a person who is a brand new U.S. citizen. Collect the cards.

Introduce the guest speaker (someone who has moved from another part of the world to the United States and has recently become a U.S. citizen) to the group. Have this person tell the children why he or she chose to come to the United States and to describe the process of becoming a citizen. Ask this person to describe the differences between being a citizen in his or her country of origin and being a U.S. citizen. Have the person answer the questions that the children wrote down ahead of time. Ask for additional questions from the group.

Ask the children to describe the privileges and duties of a U.S. citizen, based on what they know already and what they learned from the guest speaker. List them on chart paper. Tell the children that at the next few meetings they will learn more about the rights and responsibilities of good citizens.

**PLAYBACK: POINTS TO REINFORCE ►**

- What does it mean to be a citizen?
- How do people become citizens?
- What are some of the differences between being a U.S. citizen and a citizen of another country?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**MEETING PLAN ► RIGHTS****PROJECT ► CITIZENSHIP****LEVEL ► Fifth Grade**

**PURPOSE ►** Children discover how the Bill of Rights affects their own lives.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Copies of the Bill of Rights, one per person
- Chart paper
- Markers
- Slips of paper
- Pencils

**BACKGROUND ►**

With the publication of the Declaration of Independence and victory in the War of Independence, a new country was born: the United States of America. The founders of this country quickly got to work writing the United States Constitution, which described how the government in this new country would work.

The Constitution introduced a new form of government that did not exist anywhere else in the world at that time: "citizenship by the consent of the governed." This meant that the citizens themselves had a voice in how laws would be made and enforced. At the time, however, not everyone's voice was heard. Black people who were slaves at that time could not vote. Neither could women.

The writers of the Constitution realized that there needed to be a way for the people to make changes in this document as the new nation grew and changed. So they included a process for changing the Constitution. They also saw the need for safeguarding the rights of citizens in this new form of government. So they added the first 10 amendments, which are known as the Bill of Rights. These amendments were approved on December 15, 1791.

**ACTIVITY ►**

Hand out copies of the Bill of Rights to the children and have them read it silently. Then, help the children think about the meaning of the legal language. Make a simpler list of citizen's rights. The list should include the following rights:

- People can worship as they please.
- People can speak freely.
- People can gather in groups and let their opinions be known.
- People can publish ideas freely.
- People have the right to own guns.
- The government cannot make you have soldiers living in your house.
- People have protection from an unreasonable search of their belongings and/or the seizure of their property.
- People have a right to certain protections when they are accused of crimes.
- People have a right to a fair and timely trial before a jury of their peers when they are accused of crimes.
- People have the right to go to court to settle disputes over money or property.
- The people retain any rights not given to the government.
- The federal government has only the powers given to it in the Bill of Rights and the people, represented by their states, have all the rest.

Compare this list with the list of citizens' rights that the group developed earlier and point out the similarities and differences.

Explain that while all of the amendments in the Bill of Rights are important and affect our citizens' lives in some way, it is the first amendment that people are most familiar with and the one the children are going to examine more closely right now.

Read the following situation to the group: "The fifth grade class of your school has decided to put together a school newspaper and distribute it to every one in the school. You have received permission to do this from the school principal only if she can read it and approve the contents before it is published. Everyone in the class is very excited about the idea of publishing a newspaper, and everyone has lots of ideas for articles. Two members of the class conduct a survey and write an article about what students like about their school and what they hate. When the principal reads the article, she decides that printing a list of what students don't like about their school is inappropriate, and she says that that part of the article cannot be included in the newspaper when it is published."

Ask the children to identify which amendment addresses this situation (the 1st amendment granting freedom of speech and of the press). Ask the children to identify the two different points of view in this situation - that of the students who want to express their opinions, and that of the administration who does not want criticisms of the school made public.

Tell the children that they are going to debate both sides of this issue. Divide the children into two groups by having them draw slips of paper with the words "principal" or "student" on them. Ask each of the groups to meet together and come up with a list of reasons why the whole article should or should not be published in the school newspaper. Give the groups time to develop their arguments.

Arrange the tables and chairs in two rows facing each other. Label one group of tables "students" and the other group "administration." When the groups are seated and ready, explain the ground rules for the debate:

- Each group will have three minutes to present its main points. During this time, the other group must listen and not interrupt.
- After each group has presented its point of view, each group can meet for five minutes and come up with arguments against what the other group presented. This is called a rebuttal.
- Each group presents its rebuttal arguments, again, without interruption.
- After the rebuttal arguments have been presented, each group then can ask the other group questions about the points that have been made. One person (the Camp Fire leader) will call on people in each group who have questions, alternating between groups.
- Conduct the debate following the rules.

After the debate is over, discuss what happened. Use the following questions: What arguments were most convincing? How would you choose who was right in this situation? What is your choice in this situation? How did hearing both sides of the situation help you make a choice?

Point out that even though the privileges given to our citizens in the Bill of Rights sound very simple, the situations they are applied to can be very complex, and there are often valid points of view for both sides. Explain that the issue of freedom of the press in school newspapers has been argued all the way up to the Supreme Court several times, and decisions have been made to give students more rights in some cases and less rights in other cases.

#### PLAYBACK: POINTS TO REINFORCE ►

- What are the privileges given to U.S. citizens in the Bill of Rights?
- What are some of the ways that these rights apply to children?
- What are some of the different points of view that people might have about a right or privilege?
- What are some of the ways decisions are made about which point of view prevails?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

## BILL OF RIGHTS

### THE FIRST 10 AMENDMENTS TO THE CONSTITUTION AS RATIFIED BY THE STATES

The following text is a transcription of the first 10 amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

#### Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

#### Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

#### Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

#### Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

#### Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor

shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

#### Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

#### Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

#### Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

#### Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

#### Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

**MEETING PLAN ► RESPONSIBILITIES****PROJECT ► CITIZENSHIP****LEVEL ► Fifth Grade**

**PURPOSE ►** Children decide what they can do to become responsible citizens.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Current issues of the newspaper
- Markers
- Chart paper

**BACKGROUND ►**

In a democracy, the people elect the government and are responsible for what their government does. If the government does something wrong, the people have the power to change it. It is the responsibility of every citizen to participate in his or her government to keep it working correctly.

Brainstorm a list of things that good citizens are responsible for. The list could include:

- Being informed by reading newspapers or listening to discussions of important issues
- Voting
- Obeying the law
- Paying taxes
- Participating in jury duty
- Serving in the Armed Forces
- Doing public service

Explain that most of these responsibilities don't apply until people reach a certain age, which is usually 18 years old, but staying informed and giving public service are things people can do at any age.

**ACTIVITY ►**

Explain to the children that they are going to make a decision on a service project they can do that would benefit people in the community. Divide the children into several smaller groups. Give each group bright-colored markers and several issues of different newspapers published daily or weekly in the community. Ask the groups to circle items in the newspaper that could lead to a service project idea.

After the small groups are finished with their research in the newspapers, ask them to report on what they found. Record these ideas on chart paper and discuss how each of these ideas would benefit the community.

Use the consensus decision making process to select a service project from the list of ideas. If time allows, begin planning how to carry out the service project.

**PLAYBACK: POINTS TO REINFORCE**

- What are the responsibilities of being a citizen?
- What can children do to be good citizens?
- What does your community need from its citizens?
- What can you do to help your community?

**CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES**

Do the project *A Gift of Giving* on page 110 through page 124 to offer children a chance to improve their community.

Attend the induction ceremony for new citizens in your community. Afterward, talk to the new citizens about their experiences in becoming U.S. citizens.

Read the newspaper or watch the news to find out more about Supreme Court decisions that interpret the Bill of Rights. Discuss your own opinions about these issues.

Attend a public hearing or town meeting about an issue that is important to the children in your community. Afterward, discuss what you learned and decide where you stand on the issue.





## FAMILY TAKE-HOME PAGE

"Citizenship" is a project on the Trail to Family and Community.

As a result of the project:

- Children learn the rights and responsibilities of being a United States citizen.
- Children are introduced to the concept of citizenship and learn how one becomes a citizen.
- Children discover how the Bill of Rights affects their own lives.
- Children decide what they can do to become responsible citizens.

This project supports Camp Fire outcomes.

We hope that your child:

- Believes that an individual has the power to change something.
- Recognizes and respects values of others.
- Has a sense of value as a person who contributes to a community and believes in the power of individual action.
- Explores alternative actions and ideas.
- Participates effectively in individual, group, and community activities.
- Practices good oral, language and written communication skills.

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

### AT HOME ►

As a family, watch a debate between political candidates or between people that are on different sides of an issue. Discuss the different viewpoints that were presented and poll family members to find out which side each person is on and why.

Make a family plan to become more informed about current events in the community. You could watch the news together or read the local newspaper.

Use the Internet or check books out of the library to learn how a person becomes a citizen of the United States.

FAMILY



**LEVEL ►** Fifth Grade

## TRAIL TO CREATIVITY

**PROJECT ► BUILDING ART**

**PURPOSE ►** Children learn how art and architecture combine to make buildings more interesting and enjoyable to view.

**MEETING PLANS ►**

Art and Architecture Walk \$  
Dry Wall Relief Sculpture \$  
Gargoyles \$  
Sweet Symbols \$

**YOUTH OUTCOMES ►**

- Assesses a situation and makes choices based on desired consequences (6.22).
- Is knowledgeable of values and culture of one's community (8.31).
- Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).
- Uses critical thinking skills to solve problems (10.34).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

Art and Architecture	
Walk	LA 8.12, LW 1.1
Dry Wall Relief	
Sculpture	M 4.1
Gargoyles	LA 8.12, LW 1.2
Sweet Symbols	M 4.1

**TIPS FOR GROUP LEADERS ►**

- If access to different kinds of architecture is not available in your neighborhood, take a trip to the library to find books and magazines that illustrate ways in which buildings can be decorated. The information librarian can help you find books. You can download pictures from the Internet. Search under key words architecture or styles.
- These activities are designed to help children create their own interpretations of the architectural art they have observed, rather than to just copy a design or form. Encourage the children to use their imaginations rather than attempt to merely copy what they see.
- Have extra supplies on hand so that if children are not satisfied with their first attempts, they can try again.
- Try these activities out yourself ahead of time so that you can give clear instructions to the group.

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

**MEETING PLAN ►****ART AND ARCHITECTURE WALK****PROJECT ►****BUILDING ART****LEVEL ►**

Fifth Grade

**PURPOSE ►**

Children observe how design and sculpture are used to add interesting decoration to the architecture of buildings.

**OPENING ►**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Sketchbooks (one for each child, if possible)
- Pencils for each child
- Scissors
- Large sheet of butcher paper (paper on a roll)
- Architecture book from library or sample picture from Internet

**BACKGROUND ►**

Art isn't just something that is found hanging on walls inside a building. It is often an important part of the building's exterior design. Carved figures and geometric designs made of stone, wood and other building materials have been used for centuries to add interest and beauty to architecture.

**ACTIVITY ►**

Take a walk in the neighborhood near the group's meeting place. Have the children look for evidence of the use of designs or sculpture to decorate the exteriors of houses and businesses in the neighborhood. Things to look for may include the following:

- Patterns in brickwork
- Repetitive designs above porches and around doors and windows
- Stone carvings on the outside of buildings
- Designs in roof tiles
- Designs in window grills or ironwork

Ask the children to record their observations by making paper and pencil sketches of what they see. When the group members return to the meeting place, spread the drawings out on the floor and look for similarities and differences in the designs. Use a book on architectural design to show the children pictures of different kinds of decorative features used on the outside of buildings throughout history.

Using their drawings as reference points, have the children draw pictures of buildings and decorate them with designs they observed on their hike. Or their favorite example from books (Victorian, modern, classical, etc.)

Have the children cut out their buildings and arrange them on a long piece of paper in a pleasing pattern. Label the paper "Architecture in the Neighborhood" and post it for others to see. Have children explain the designs to a younger group.

**PLAYBACK: POINTS TO REINFORCE ►**

- What kinds of designs are used to decorate building exteriors?
- What kinds of materials are used to create these designs?
- What do these architectural features add to the building's appearance?

**CLOSING ►**

Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITY ►**

Invite to a meeting a person who has knowledge about the neighborhood, its original builders, or architecture of a previous time. Ask this person to talk about what the buildings in the neighborhood used to look like.

**MEETING PLAN ► DRY WALL RELIEF SCULPTURE****PROJECT ► BUILDING ART****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn about relief sculpture as an architectural element and create their own relief sculptures in dry wall.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- 12" x 12" pieces of dry wall or smaller (one piece for each child)
- Water
- Spray bottles
- Popsicle sticks
- Pencils
- Glue
- Paint
- U.S. coins
- Architectural books or sample pictures from the Internet

**PREPARATION ►**

If you have any examples of relief sculpture bring them to the meeting. Make the drywall seal mix. See below.)

**BACKGROUND ►**

Explain that relief sculpture is a form of dimensional art that is often used to decorate a flat surface. In relief sculpture, the form or figure projects out from the flat surface, giving the appearance of a third dimension. The relief sculptures should be viewed from one direction, rather than from all four directions.

Relief sculptures can be found everywhere, on plates, coins, jewelry boxes and walls, as well as on the sides of buildings. They can be carved from wood, cast in metal or made of stone. Some famous relief sculptures are thousands of years old.

Carving away parts of the flat surface around the design or figure so that it stands higher than the surrounding surface creates one form of relief sculpture. In high relief, the forms stand far out from the background. In low relief, (best known as bas-relief), they are shallow.

Have the children look at the U.S. coins for examples of relief sculpture. Find pictures in architectural books of relief sculptures on the walls of famous buildings. Or, identify buildings in your own community that have relief sculptures on their exterior walls.

Have the children review the drawings they made on the art and architecture walk from the previous meeting. Ask them to use these ideas to develop a design or picture they would like to make into a relief sculpture. Have their children shade their drawings, indicating which areas of the design will be carved away and which will remain as is.

**ACTIVITY ►****Dry Wall Relief Sculpture**

To prepare the dry wall, spray it with water until damp. Then, peel the top layer of paper off of the topside of the piece of dry wall. The topside of the dry wall is the side that tapers down at the edges. The bottom side usually has the manufacturer's name printed on it. Spray cautiously. The wetter the dry wall becomes, the more easily it will crack or break. Once the paper is removed, glue the piece of dry wall to a piece of cardboard or wood for added strength.

Then, have the children transfer their designs from paper to the surface of dry wall and carve directly into the dry wall, using Popsicle sticks. If the dry wall is too hard, soften it by spraying some more water on it.

When the relief design is fully carved, let the piece of dry wall dry out. The children either can leave it as it is or paint different parts of the design in different colors to make them stand out.

To seal the dry wall, make a fixative by mixing one cup of white glue with one-fourth cup of water. Put this mixture into a spray bottle. Or use hairspray or spray varnish as a fixative.

Encourage the children to experiment with different shapes and depths in their relief sculpture as well as the use of different colors to emphasize different parts of the design.

**PLAYBACK: POINTS TO REINFORCE ►**

- What parts of the design must be carved away to create the relief sculpture?
- What parts of the design must stay as they are to create the relief sculpture?
- How can color be used to accent the relief sculpture?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**MEETING PLAN ► GARGOYLES****PROJECT ► BUILDING ART****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn about the use of stone carvings as architectural elements and create their own gargoyles using paper mache.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Carryout coffee trays, one for each child (cardboard trays used at most fast-food restaurants)
- Egg cartons, one for each group of six
- Masking or packing tape
- 1 piece of 12" x 12" cardboard per gargoyle
- Papier-mâché pulp (see recipe below)
- Sand and glue
- Water based paint
- Paintbrushes
- Architecture book
- Water and containers for water
- Newspaper to cover work area

**PREPARATION ►**

This meeting will take two weeks. Make the papier-mâché and design your own gargoyle before the meeting. Use it to show the children what they will be making.

Make the papier-mâché pulp ahead of the meeting. You will need shredded paper or newspaper, a quart of hot water, a microwave-safe bowl, spoon, colander or wire strainer, and 1 cup wallpaper paste. In place of the wallpaper paste, you can substitute 1 cup of white glue or 1 cup of water and 1 cup of flour mixed together. This recipe will make enough papier-mâché for six children.

Put the pieces of shredded paper into a bowl until it is almost full. Slowly pour hot water

over the paper, stirring constantly. When the paper is soaked, it should be just covered with water. Put the bowl in the microwave and cook for about 10 minutes. Remove and let stand. Repeat every hour for about 5 hours. Using a wire strainer, squeeze the excess water out of the pulp, leaving just a little bit of water. Add the glue or wallpaper paste and mix well. Store in a plastic bag in the refrigerator. If you are pressed for time, you can buy papier-mâché pulp at craft stores.

**Alternatives**

Dryer lint pulp: Add water and glue or wallpaper paste to dryer lint for a sticky mixture that will dry as solid as a rock.

Sawdust pulp: Mix 2 cups of sawdust, 1 cup of wallpaper paste and water until you have a thick mixture. You can sand this mixture like wood after it has dried.

**BACKGROUND ►**

A gargoyle is a grotesquely carved human or animal figure found on churches and buildings built in medieval times. Gargoyles, which were carved out of stone, originally were designed as spouts to drain rainwater away from the side of the building. They later became strictly ornamental and assumed many forms. The word gargoyle comes from the French "gargouille," which means "throat or pipe." If possible, show the children pictures of gargoyles found on the sides of medieval churches.

**ACTIVITY ►**

Explain the origins of gargoyles to the children. Ask if they have seen any on buildings, fountains or people's homes.

Cut a carry out coffee tray in half and then cut one half of the tray in half again. Take the half piece and bend it in the middle so that it curves outward. Tape this piece down in the center of the cardboard square. This will form the basis of the eyes and nose of the gargoyle.

Next, take the two quarter pieces, stack them on one another and place them at the bottom of the piece you just taped down, allowing the pieces to overlap slightly. This will form the basis for the mouth of the gargoyle. Use the egg carton cups to make horns at the top of gargoyle's head. Tape over every opening to prevent the papier-mâché pulp from getting into any tiny holes.

Using the papier-mâché pulp, slowly build a gargoyle face, following the natural shapes of the carry out trays. Look closely for shapes that suggest the gargoyle's eyes, nose and mouth. Build up the face in several stages. You also can add wet papier-mâché to areas that have dried. When the entire face is complete, allow it to air dry for several days.

Encourage the children to experiment with different shapes, forms and textures in their creation and decoration of their gargoyles.

At the next meeting, the children can decorate their gargoyles in a variety of ways, including the following: use markers or paint to color the gargoyle, brush a layer of glue on the gargoyle and add sand to give it a "stony" look or seal the finished piece with a water-based sealer. You may use a store-bought granite-look spray paint to give the gargoyle an appearance of real stone. Spray the gargoyles outside or in a well-ventilated space.

**PLAYBACK: POINTS TO REINFORCE ►**

- In the past gargoyles served both a practical need, keeping rainwater away from the foundations of buildings, and the artistic needs of humans to adorn their living environment.
- Gargoyles are imaginative, scary, grotesque and fun. Where can we find them today?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Visit a museum to look at examples of medieval and relief sculptures.

Invite someone from the community who is knowledgeable about architecture to take the group on a tour of buildings that have special decorative features.

Hold an art show for families and friends and demonstrate what the group has learned about sculpture and design on buildings. Mount the relief sculptures and gargoyle carvings in interesting ways that show how they can be used as building decoration.

Make up poems or stories to go with the relief sculptures and gargoyles.


**MEETING PLAN ► SWEET SYMBOLS**
**PROJECT ► BUILDING ARTS**
**LEVEL ► Fifth Grade**

**PURPOSE ►** Children experience personal expression and creativity through food preparation.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Ingredients for Gingerbread Totems and frosting
- Paper
- Pencils
- Decoration options
- Cups, cookie sheets or trays to divide gingerbread panels (3 per totem pole)
- Aluminum foil
- Sharp knives
- Spatulas
- Rulers
- Sugar
- Food coloring
- Resealable plastic bags
- Thick, 8-inch pretzel sticks (optional)

**PREPARATION ►**

An oven will be needed. The Gingerbread Totems can be made in one or two meeting plans.

- Meeting Plan #1: Make gingerbread panels and colored sugar at home ahead of time in order to take only one meeting to decorate the Gingerbread Totems.
- Meeting Plan #2: Make dough ahead of time; cut out dough, bake totem panels and make colored sugar at the first meeting; then, decorate Gingerbread Totems at the second meeting.

Obtain books from the library that have illustrations of totems from Native American cultures.

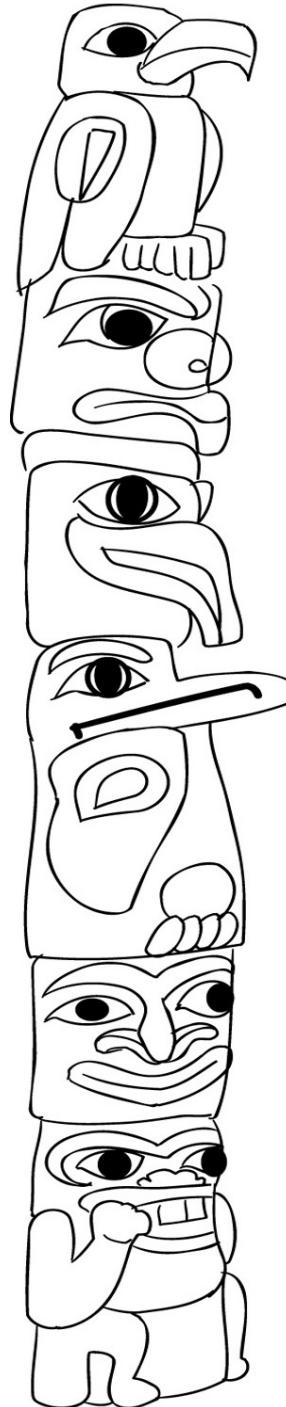
Totems have been used in many Native American cultures to visually represent what the family or clan believed.

**ACTIVITIES ►**

Begin this session with a discussion of totem poles. Ask the children if they ever have seen a totem pole. Show pictures. Let the children decide if they want to work alone or with someone else.

Ask the following questions:

- Will the totems tell about you, your family or Camp Fire?
- Where will you display your totems?



SWEET SYMBOLS

Follow the hand washing methods outlined in the Baking Resource Section in the appendix. Have the children roll out the dough, measure and cut out the panels (each panel should measure  $2\frac{1}{2}$ " x  $10\frac{1}{2}$ "). Bake according to directions. Use three panels per child or team to show their story or message.

Prepare the frostings and colored sugars and divide these and the other decors among the teams or individuals. Have the children create their totem designs on paper. When they finish their designs, have the children decorate their panels, dry and store or display them. Totems will stand if three panels are put together with frosting to form a 3-D triangular structure.

**Option:** Use a thick 8-inch pretzel stick in the center of the totem and attached to the base for support.

#### Rainbow Colored Sugar Dust

1. Put  $\frac{1}{2}$  cup sugar in a resealable plastic bag.
2. Pick a color from the chart and add the food colors to sugar.
3. Squeeze sugar in bag until it becomes completely colored. Store in sealed bags.

Color	Number of Drops Liquid Food Color
Orange	2 drops yellow + 2 drops red
Peach	4 drops yellow + 1 drop red
Lime Green	3 drops yellow + 1 drop green
Turquoise blue	3 drops blue + 1 drop green
Baby blue	2 drops blue
Purple	3 drops red + 2 drops blue
Red	10 drops red
Rose	5 drops red + 1 drop blue
Pink	1 drop red

Source: Gold Medal Flour

#### Gingerbread Totems

*Makes 18 totem panels*

Three  $15\frac{1}{2}$ " x  $10\frac{1}{2}$ " x 1" jelly roll pans  
 1 cup packed brown sugar  
 $\frac{1}{2}$  cup shortening  
 $1\frac{1}{2}$  cups full-flavor molasses  
 $\frac{2}{3}$  cup water  
 7 cups all-purpose flour (may be half whole-wheat flour)  
 2 teaspoons baking soda  
 1 teaspoon salt  
 2 teaspoons ground ginger  
 1 teaspoon ground allspice  
 1 teaspoon ground cloves  
 1 teaspoon ground cinnamon  
 Gingerbread House frosting  
 Prepared frosting  
 Assorted decorations: Variety baking chips, candy, cookie pieces, licorice strings, pretzel shapes.



1. Preheat oven to 350° F.
2. Grease three 15½" x 10½" x 1" jellyroll pans.
3. In a large bowl, stir together brown sugar, shortening and molasses.
4. In a separate bowl, use a wire whisk to combine the flour, soda, salt and spices.
5. Stir cold water into molasses mixture. Stir in flour mixture. Divide dough into three pieces. Press one piece in each pan.
6. Bake one pan of dough at a time, about 15 minutes or until no indentation remains when touched in center.
7. Cool gingerbread five minutes; cut each pan into six (2½ x 10½-inch) pieces. Remove from pan and cool completely.
8. Store wrapped in foil or plastic wrap until ready to decorate.

**Frosting**

6 cups powdered sugar  
1 cup shortening  
 $\frac{1}{3}$  cup light corn syrup  
 $\frac{1}{4}$  cup milk  
Food colorings, if desired

1. By hand or with mixer, beat on low speed all ingredients (except food coloring) until smooth enough to spread, beating in additional milk as needed.
2. Leave most of the frosting white; tint small amounts with food coloring for decorating.
3. Use frosting to hold panels of totem poles together and to attach to base.
4. Check out [www.bettycrocker.com](http://www.bettycrocker.com) for more ideas.

*Source: [www.bettycrocker.com](http://www.bettycrocker.com)*

**PLAYBACK: POINTS TO REINFORCE** ►

- How did children decide on their designs?
- On what other items have children seen totems displayed?

**CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

SWEET SYMBOLS

## Gingerbread Totems

### Nutrition Facts

Serving Size (105g)

Servings Per Container 18

#### Amount Per Serving

**Calories** 340      **Calories from Fat** 60

#### % Daily Value\*

**Total Fat** 6g

10%

Saturated Fat 1.5g

9%

**Cholesterol** 0mg

0%

**Sodium** 290mg

12%

**Total Carbohydrate** 68g

23%

Dietary Fiber 1g

6%

Sugars 31g

**Protein** 5g

Vitamin A 0% • Vitamin C 0%

Calcium 15% • Iron 35%

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

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

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



## FAMILY TAKE-HOME PAGE

"Building Art" is a project on the Trail to Creativity.

As a result of the project:

- Children learn how art and architecture combine to make buildings more interesting and enjoyable to view.
- Children observe how design and sculpture are used to add interesting decoration to the architecture of buildings.
- Children learn about relief sculpture as an architectural element and create their own relief sculptures in dry wall.
- Children learn about the use of stone carvings as architectural elements and create their own gargoyles using paper mache.
- Children experience personal expression and creativity through food preparation.
- This project supports Camp Fire outcomes.  
We hope that your child:
  - Assesses a situation and makes choices based on desired consequences.
  - Is knowledgeable of values and culture of one's community.
  - Demonstrates artistic ability in the mediums of visual and/or performing arts.
  - Uses critical thinking skills to solve problems.

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

### AT HOME ►

Take a family walk or drive to look at the outside of buildings and houses that are designed or decorated in unusual ways. Often government buildings, such as city hall or the county courthouse, exhibit interesting architectural designs.

Discuss ways that your family members might decorate the exterior of your home to reflect something personal about the family. It may be as simple as making something to place on the front door.

FAMILY





LEVEL ► Fifth Grade

## TRAIL TO CREATIVITY

### PROJECT ► MUSIC VIDEO

**PURPOSE ►** Children learn the basics of video production and practice the skills to plan and implement a project together.

#### MEETING PLANS ►

- The Treatment
- Developing the Storyboard
- The Video

#### YOUTH OUTCOMES ►

- Participates effectively in consensus building process (4.17).
- Practices positive feedback when giving and receiving criticism (5.20).
- Assesses a situation and makes choices based on desired consequences (6.22).
- Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).
- Uses critical thinking skills to solve problems (10.34).
- Practices good oral, language and written communication skills (12.37).

#### REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

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

#### EDUCATIONAL STANDARDS ►

The Treatment	LA 4.1, LA 4.4
Developing the Storyboard	LA 1.1, LA 1.6, LA 4.4
The Video	LA 4.4, B 3.1

#### TIPS FOR GROUP LEADERS ►

- While this project is outlined here for three meetings, you may want to spread out the activities over several more meetings. This will give the children more opportunity to thoroughly develop their plans and experiment with different ways to create the video.
- An important outcome of this project is for children to learn and practice project-planning skills. While it might be easier for you to "direct the action," your role is to step in only when the action seems to have bogged down. Allow time for the children to work out their own problems and resolve their own conflicts.
- Children today are quite media-savvy and are accustomed to very sophisticated special effects in videos and movies. Their "reach" may exceed their technical ability and the group's budget on this project. Encourage group members to keep their selections of music and portrayal of scenes simple.
- If their plans become too elaborate or costly, challenge them to come up with different approaches that require less staging, costumes or props.
- Additional resources for planning and producing videos can be found from a search on the internet:

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

MUSIC  
VIDEO

**MEETING PLAN ► THE TREATMENT****PROJECT ► MUSIC VIDEO****LEVEL ► Fifth Grade**

**PURPOSE ►** Children engage in the process of translating music into visual themes, describing those themes in words, and then organizing their ideas in a logical sequence.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Chart paper, one piece for each child
- Markers for each child
- Different styles of music videos and a way to play them
- Masking tape

**PREPARATION ►**

Instruct group members to bring their favorite music selections.

**BACKGROUND ►**

A "treatment" is a short summary of a story written to present the idea for a movie, television program or music video. A music video treatment describes the action, setting, look and any specific film techniques that will be used.

Writing a "treatment" forces the translation of music into visual images and gives order to a person's random thoughts so that they can be communicated to others.

Music videos generally follow one or two organizational formats. Some music videos are "cinematic," which means that they tell a story much like a movie or television show. Some musical selections tell a story through lyrics, and the music video can portray that story visually. Or sometimes, the music itself can suggest a story (such as several of the sequences in the Disney video, "Fantasia"). In a video that uses the cinematic format, there is a beginning and an ending to the story. Events follow each other in a logical sequence - something happens, then the next thing happens and then something else happens - and this tells a story that makes sense.

Another format for music videos is what is called a photographic format. This kind of video does not follow a logical story line or sequence of events. Photographic videos may include a series of images that are totally unrelated or use symbols or abstract patterns or designs, all of which are in some way suggested by the music. Music videos in the photographic style are very popular. Many music videos use a combination of the photographic and cinematic styles.

Ask the children who brought music selections to play them for everyone and to tell why they think their selection would be the best to use for a music video. If there are a large number of musical selections to choose from, or if the group is large, you may want to divide the children into smaller groups and let each small group listen to selections and make preliminary choices. Then, have them present their choices to the larger group. In the larger group, discuss the various musical choices and select one that the children wish to use for their video production.

Note: Depending on the children's diversity in musical tastes, the selection of music for the video may take more time than anticipated. You may want to hold this discussion and make this decision at an earlier meeting to allow more time at this meeting for developing the treatment.

**ACTIVITY ►**

Explain to the children that the first step in creating a music video is to develop a treatment. Explain what a treatment is, using the background information, and that the goal of this meeting is to outline a treatment for a music video using the musical selection they have chosen.

Hand out sheets of chart paper and markers to each child. Have the children listen to the music they chose and draw whatever comes to mind as they listen. This might be words, pictures, patterns or shapes. Play the musical selection several times, allowing the children to draw.

Post the children's drawings on the wall. Ask the children to look for common ideas presented on the different drawings. Look for similarities in the use of colors, patterns, pictures, or common themes. Use these ideas to begin brainstorming a list of themes, ideas, and story lines that the music suggests to the children.

Describe the two different styles or formats for music videos: cinematic and photographic. If possible, show examples of each style. Using the group's list of concepts and ideas, begin to develop the treatment for your music video. Decide whether to use a cinematic or photographic format for the video.

Outline what the children want to include in the music video: the action, the setting, the characters, the visual images and the special effects. Encourage the children to keep it simple by consolidating their ideas into no more than three or four scenes or photographic representations.

Continue to play the musical selection several more times to help the children develop the video treatment. Write down the outline on chart paper, and tell the children that you will bring the outline to the next meeting.

**PLAYBACK: POINTS TO REINFORCE ►**

- What are the different ways that music, which is a listening experience, is translated into visual images - things that you can see?
- Is it easy to take something that you can see and describe it in words? Explain how this can be done.
- What are the different ways that you can organize a visual presentation of a musical selection?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**MEETING PLAN ►****DEVELOPING THE STORYBOARD****PROJECT ►****MUSIC VIDEO****LEVEL ►**

Fifth Grade

**PURPOSE ►**

Children learn how to break down a general plan into specific details and determine what tasks need to be accomplished to get the job done.

**OPENING ►**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Chart paper
- Markers
- Paper
- Pencils
- Musical selections and a way to play them

**BACKGROUND ►**

The storyboard is a sequential series of drawings that illustrate key scenes in the music video. The storyboard is a much more detailed version of the treatment and looks similar to a comic strip. It provides specific information about each scene's characters, actions, costumes, locations and props.

There are a variety of methods used to develop storyboards. Some video directors may draw each scene in great detail, while others may make rough sketches and include the details in written notes. The storyboard is an important step in the process of planning a music video because it helps the director know in advance what kinds of locations, costumes, characters and props will be needed to shoot the video.

There are a variety of jobs people do to produce a music video. The following list names some of the more common ones:

1. Producer: Is responsible for the planning, scheduling, budgeting, hiring and overall management of the production.
2. Director: Is like the ringmaster at a circus. He or she is directly responsible for communicating the wishes of the producer to the crew. The director makes decisions about everything that takes place during the shooting of the video, including scheduling the scenes, making sure that everyone and everything appears on the set, managing the movement of the players and directing the actions of the crew.
3. Production Designer: Works closely with the director and producer to put together all of the design elements of the video, including sets, costuming and props.
4. Camera Operator: Supervises the operation of the camera, including any movement, as well as the composition of each scene.
5. Gaffer: The chief electrician who supervises the placement of the lighting for each scene.



6. Key Grip: Works with the lighting and camera crew to solve on-set problems, including the placement of equipment, moving sets and cameras, setting the lights, etc.
7. Property Master: The person responsible for acquiring, preparing and having available on the set any of the items that will be used by performers in the music video.
8. Set Director: Is responsible for acquiring and placing all of the furnishings and objects on the set.
9. Costume Designer: The person who develops the characters' personalities by assembling the costumes (the clothing and accessories) of the characters.

#### **ACTIVITY ►**

Play the group's musical selection while the children review the video treatment developed at the last meeting. Add any ideas that the children may have to the outline.

Explain to the children how a video director uses storyboards to plan the music video. Explain that the goal of this meeting is to develop storyboards for the group's musical video. Divide the treatment into smaller sections (look for logical breaks in the action).

Divide the large group into the same number of smaller groups as there are sections of the treatment - two or three children per section. Provide each of these groups with their supplies. Instruct the small groups to develop a storyboard for their assigned section of the treatment. Ask them to "think like a director," providing as much detail as possible about the scene to be shot. They should decide where the scene is located, who is in the scene, where they should stand, what they are wearing, what they are doing and other things in the scene. Encourage the children to use drawings and words and to describe their scenes in detail.

Continue to play the musical selection in the background to provide additional inspiration for the children as they work. Once the small groups have developed their individual scenes, post them on the wall in the order suggested by the treatment. Ask each small group to present its ideas for the assigned scene to the larger group, discuss them together and add any suggestions from individuals in the group. Discuss how transitions from one scene to another will be handled. The end result should be a detailed storyboard that covers all of the scenes that will be included in the music video.

Discuss all of the different jobs people do to produce a music video. Have the children decide who will do what jobs. Or, you may let the children draw for the different jobs. If the group is large, more than one child may be assigned to the same job.

Provide additional time for the children to meet and continue planning the video. The following are some planning tasks that need to be accomplished:

- The producer, director and production designer should meet to review, discuss and finalize the storyboard and to identify what people are needed to play the parts.
- The camera operator, gaffer and key grip should meet to review the storyboard and begin planning the shooting of each of the scenes. This includes deciding if the shots will be:
  - Close-up: A tight shot that shows only a single face, or detail of an object.
  - Medium shot: Shows more of the upper body and some of the physical surroundings.
  - Long or wide shot: Includes the entire body of the subject and much of the background.
  - Tracking shot: A shot that moves in the same direction and at the same speed as its subject.
  - Reverse angle: A medium or close shot that presents the opposite point of view from the shot that precedes it, such as switching from one person to another when filming a dialogue.
- The property master, set director and costume designer should meet and review the storyboard and identify all of the props, set furnishings and costumes that will be needed in the video.

Meet briefly as a large group and have each of the smaller groups share its plans and ideas. The producer and director have the final say if there are any disagreements between groups.

**PLAYBACK: POINTS TO REINFORCE**

- What kinds of detailed information are needed to develop the storyboard for a video?
- What tasks need to be accomplished to get all the work done?
- Who are the people who will do the work?

**CLOSING**

► Choose from the suggestions on page 237 or develop one of your own.



## MEETING PLAN ► THE VIDEO

### PROJECT ► MUSIC VIDEO

#### LEVEL ► Fifth Grade

**PURPOSE ►** Children work together as a team to produce the music video.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

#### MATERIALS ►

- Camera with a built-in microphone
- Camera tripod (if needed)
- Computer
- Treatment and storyboard from previous meeting
- Props
- Costumes and sets as determined by the group from the previous planning meeting(s)
- Musical selection and a way to play it

#### PREPARATION ►

Prepare for this meeting by helping the children assemble all of the props, costumes and sets they identified in the previous planning meeting. Try to borrow equipment from someone in the group or the school. Invite the owner to attend the meeting to make sure that the equipment is used properly. Take care of the equipment and store it securely before and after the meeting.

#### ACTIVITY ►

##### The Video

Review with the children the different jobs. Have the director and producer describe the performing roles that will be needed for the music video. Allow the children to decide among themselves who will perform these roles. Make sure everyone has the opportunity to work as a crewmember for the video or to perform in it.

##### It's show time!

- The producer, director, and production designer must work together to direct the set up and shooting of each cinematic scene or photographic representation.
- The camera operator, gaffer and key grip are responsible for operating the camera as directed.
- The costume designer, set director and property master are responsible for getting the performers in costume, providing them with the props they need and setting up whatever scenery is required.
- Have different group members step in to perform as needed.

Note: It may take the children several attempts to tape each scene until they are satisfied with the result. To cut down on the possibility of group members becoming too frustrated, you may want to spread out the taping sessions over several meetings.

Once the music video is complete, review it as a group, using the following questions:

- What did you like about the video?
- What is needed to improve the video?
- How did you work together to decide what jobs needed to be done? How did you get the work accomplished?
- How were you able to resolve differences of opinion within the group and come to a decision that everyone liked?
- What different leadership roles were played during the making of the video?
- What did you learn through this experience?
- Would you like to do this again?

#### PLAYBACK: POINTS TO REINFORCE ►

- What planning activities helped the group get ready for and complete the video shoot?
- What helped group members work well together while shooting the video?
- What problems did the group members encounter while shooting the video?
- How were these problems handled?
- What did the group learn about making videos?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

#### ADDITIONAL ACTIVITIES ►

Plan and put on a showing of the music video for an outside audience, such as another Camp Fire group or family members.

Plan and produce videos for other purposes. For example, the group could make a video promoting membership in Camp Fire and show it to children who are not members. Or, the children could use video to document a special group event, such as a camping trip or a ceremony.

Talk to a professional in the video or music industry. Find out how this person got started in his or her profession and what the challenges and rewards of the job are.



## FAMILY TAKE-HOME PAGE

"Music Video" is a project on the Trail to Creativity.

As a result of the project:

- Children learn the basics of video production and practice the skills to plan and implement a project together.
- Children engage in the process of translating music into visual themes, describing those themes in words and then organizing their ideas in a logical sequence.
- Children learn how to break down a general plan into specific details and determine what tasks need to be accomplished to get the job done.
- Children work together as a team to produce the music video.

This project supports Camp Fire outcomes.

We hope that your child:

- Participates effectively in consensus building process.
- Practices positive feedback when giving and receiving criticism.
- Assesses a situation and makes choices based on desired consequences.
- Demonstrates artistic ability in the mediums of visual and/or performing arts.
- Uses critical thinking skills to solve problems.
- Practices good oral, language and written communication skills.

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

### AT HOME ►

Watch a music video with your child. Talk about how it was produced and the different ways that music, which is a listening experience, is translated into visual images - things that you can see.

Work together as a family to produce a video. The video could highlight historical events in your family, document a special event or focus on favorite music.

FAMILY



**LEVEL ►** Fifth Grade

## TRAIL TO CREATIVITY

**PROJECT ►** WOODEN STORAGE CASE**PURPOSE ►** Children apply introductory skills and knowledge of woodworking to create an item for personal use.**MEETING PLANS ►**

Introduction \$  
Assembly \$  
Design and Decorate \$

**YOUTH OUTCOMES ►**

- Meets developmental milestones for one's age (1.1).
- Has confidence in one's ability to accomplish a goal (2.3).
- Is willing to risk making mistakes in order to learn (6.24).
- Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).
- Follows verbal directions (12.40).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

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

**EDUCATIONAL STANDARDS ►**

Introduction	LA 8.12, LW 1.1
Assembly	LA 8.12, LW 1.1, M 4.1
Design and	
Decorate	M 4.3, M 4.7, LW 1.1

**TIPS FOR GROUP LEADERS ►**

- Keep in mind the varying degrees of motor skills that children have at this age. Invite additional volunteers to help the less experienced or less coordinated children. This is a great project with which to get the help of older siblings or dads who are not typically involved as volunteers.
- Let the children make mistakes. The leader's job is to provide a supportive environment in which children are free to practice their new skills with less than perfect results. If a child is happy with his or her product, it is perfect in that child's eyes. Some children will be frustrated that they cannot do a better job. It is appropriate to offer assistance after the children have "done their best."
- Allow plenty of time to complete each step of the project. It will take longer than you think because children do not work as fast by themselves as they do with adult help.

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

**MEETING PLAN ► INTRODUCTION****PROJECT ► WOODEN STORAGE CASE****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn and practice the use of wood working tools.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Hammer for each child
- Four nails for each child
- Scrap wood of any size, one piece per child
- Copy of the project plan for each child
- Large sheet of paper
- Sandpaper #100,  $\frac{1}{2}$  sheet per child
- Masking tape
- Marker

**PREPARATION ►**

Make a sample case using the instructions below. Secure enough hammers for each child. It is important for each child to have one for this meeting and the next one. Find a workspace that can be used by the children without damaging floors or furniture. Cardboard boxes can be opened flat on the floor to create a secure space.

Arrange to have extra volunteers attend to supervise work groups.

**BACKGROUND ►**

Children love to make things that they can use. Their sense of accomplishment feeds their need to begin to know what they are good at and what their interests are.

There are three steps to any design project:

1. The children first need to understand what the project is and what needs to be done. Seeing a finished sample can help them to visualize the project.
2. The children need to plan their work before they begin. This prevents unnecessary mistakes.
3. The children execute the plan.

**ACTIVITIES ►**

Tell the children they are going to make a wooden case that they can use for storage. Ask them to think about what they might want to use their cases for. (Examples include storing CDs, game boxes or a collection or making it as a gift.) This project will require children to sand and nail wood. Demonstrate for the children how to sand a piece of wood, using long, even strokes.

Introduce the children to the appropriate use of a hammer. Demonstrate the right way to hammer a nail. (Raise the hammer no more than 10 inches away from the surface. Use light pressure to begin and heavier strokes after the nail takes hold, trying not to dimple the wood by hitting too hard or driving the nail in too far.)



Let the children make a list of safety rules to which they agree. These might be: working at least one foot away from other people, not raising the hammer over their heads, using the hammer only to pound nails into the wood. Write the list on the large piece of paper and post it on the wall for them to see. Remind them that if they don't follow the rules, they will not be able to complete the project.

Have each child choose a piece of wood and prepare his or her workspace to protect the floor and furniture. Distribute nails and hammers to the children and let them practice nailing their boards. Demonstrate how to take a nail out of the wood, using the prong side of the hammer. Then, have the children remove all the nails from the wood, using their hammers.

Collect the boards and ask the children what they liked about hammering the nails. Point out the danger of exposed nails (they can injure people), and talk about ways of dealing with them (either pull the nails out or hammer them into the wood so that sharp edges are not exposed).

Pass out the project plan for the wooden crate. Show the children the sample. Tell the group that it is important to have a precise design so that they can be sure the plan will work. Explain the details of the plan, and answer any questions they may have. Have the children put their names on their plans and collect them to use at the next meeting.

**PLAYBACK: POINTS TO REINFORCE ►**

- What are the three steps to a design project?
- Why is each step necessary?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

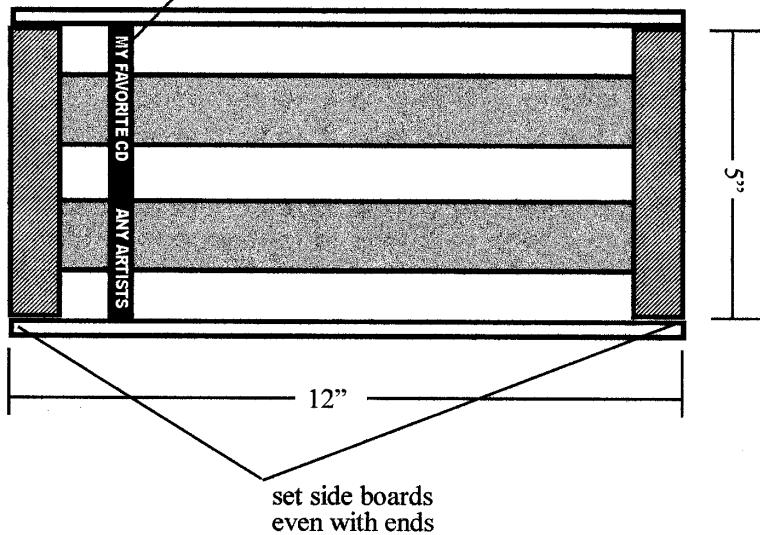
**ADDITIONAL ACTIVITY ►**

Invite someone from a home supply or hardware store to come and demonstrate other useful tools.

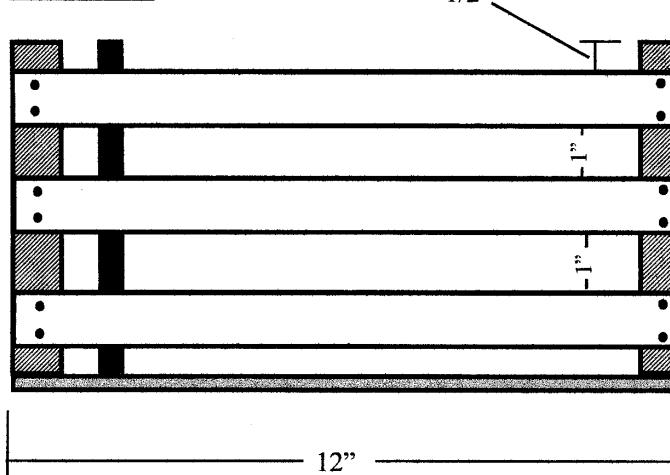
NITRODUCTON

**TOP VIEW**

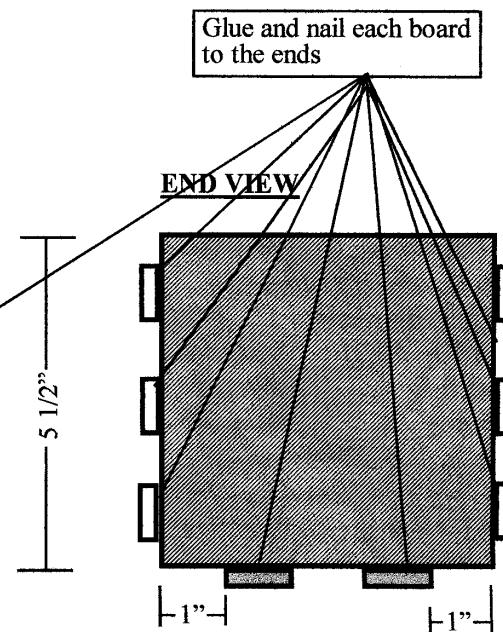
CD jewel box sets in  
crate with title edge up

**Pieces needed per crate**

2 ends  $\frac{3}{4}$ " x 5" x  $5\frac{1}{2}$ "  
2 bottom boards  $\frac{1}{4}$ " x 12" x 1"  
6 side boards  $\frac{1}{4}$ " x 12" x 1"  
white glue  
36 #4 finish nails

**SIDE VIEW**

Bottom boards are flush  
with outside edge of ends

**END VIEW**



Camp Fire



**MEETING PLAN ► ASSEMBLY****PROJECT ► WOODEN STORAGE CASE****LEVEL ►** Fifth Grade**PURPOSE ►** Children assemble a project.**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.**MATERIALS \$ ►**

- PRECUT pieces needed for each crate (use soft wood with no knots)
  - 2 ends  $\frac{3}{4}$ " x 5" x  $\frac{1}{2}$ "
  - 2 bottom boards  $\frac{1}{4}$ " x 12" x 1"
  - 6 side boards  $\frac{1}{4}$ " x 12" x 1"
- 36 #4 finish nails per crate
- #2 pencil with eraser for each child
- Small bottles of white glue
- Hammers for each child
- Sandpaper, #100 (one-half sheet per child)
- Grocery store plastic shopping bags (one for each child)
- Permanent marker
- Rulers
- Tape measure

**PREPARATION ►**

Secure supplies at a home improvement center or lumberyard. It may help to go at a time when they are not busy so that you can explain the project you are making with the children. Take the project plan with you. Ask if they would be willing to cut the pieces to the needed specifications.

Have additional volunteers at the meeting to help the children as needed. One helper for each work group of four children would be good.

Divide the wood into ends, bottom boards and sideboards and put each in a box.

Post the safety rules from the last meeting.

**ACTIVITIES ►**

Review the three steps to a design:

1. The children first need to understand what the project is and what needs to be done. Seeing a finished sample can help them to visualize the project.
2. The children need to plan their work before they begin. This prevents unnecessary mistakes.
3. The children execute the plan. Point out the group's safety rules that are posted.

Divide children into work groups of four, and have them prepare their work areas. Have each group come to the boxes of wood and take the pieces they need. Tell them to use their project plans to determine how many pieces they need. Have them measure each piece of wood and write down the measurements. Ask them to estimate in feet and inches how many inches the finished case will be. (12 inches = one foot) Have them write down their estimate.



Hand out hammers and nails to each work group, and explain that you are going to go through the steps together. When every group has its wood pieces and sandpaper, give the following instructions, one at a time. Wait until a majority of the children are finished with one step before going on to the next step. Children can help one another, if desired.

**Assembly instructions:**

1. Sand ends and sides to smooth; sand corners and edges so they are not sharp.
2. Measure with a ruler (and mark lightly with a pencil) side 1 slat(s) positions on end pieces. MEASURE TWICE AND MAKE SURE MARKS ON EACH END MATCH.
3. Repeat procedure for slats on side 2.
4. Repeat procedure for bottom slats.
5. Line up top slat side 1 with one end; glue and nail, being careful to avoid glue drips.
6. Glue and nail on other end.
7. Repeat procedure for remaining 2 slats on side 1.
8. Repeat steps 2 through 5 for bottom slats.

Fifteen minutes before the end of the meeting, have the children finish with whatever stages they are in. Have them clean their work areas, marking the boards that have not been nailed lightly with their initials (in pencil). Provide plastic bags for each child to carefully put his or her work in. Have them put their names on the outside of the bags. Have the children pick up and sweep the area. They will finish the crates at the next meeting.

**PLAYBACK: POINTS TO REINFORCE** ►

- Why is it important to measure twice before you cut the wood?
- Why is it necessary to glue and nail the wood? (for added strength)

**CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

ASSEMBLY

**MEETING PLAN ►****DESIGN AND DECORATE****PROJECT ►****WOODEN STORAGE CASE****LEVEL ►**

Fifth Grade

**PURPOSE ►**

Children create designs and apply them to a project.

**OPENING ►**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Hammers (if some of the children did not finish their work at the last meeting)
- Markers/tempera paints in a variety of colors
- Stickers or decals
- Construction paper
- Scissors
- Rulers (one for each child)
- All-purpose white glue (one bottle for each group of four children)
- Graph paper (one piece per child plus extras)

**PREPARATION ►**

Prepare the work surface. Arrange to have extra volunteers attend to supervise work groups.

**ACTIVITIES ►**

Remind the children of the three steps needed for a design project.

1. The children first need to understand what the project is and what needs to be done. Seeing a finished sample can help them to visualize the project.
2. The children need to plan their work before they begin. This prevents unnecessary mistakes.
3. The children execute the plan.

Explain to the children that they will be finishing their crates at this meeting. After all the boards have been sanded, glued and nailed, they will each create a design for the end of the box. Tell them that they will first plan their design on graph paper (at the end of this meeting plan). This will help them make sure the design is in the right place on their crate.



Hand out graph paper and pencils to the children. Explain that each square is 5 inches wide and 5½ inches high. Have them write at the top of the paper what they will use their storage cases for. (Examples include using them for CDs or game boxes, for a collection, or to give as a gift.) Ask them to think about what designs they want to create and how they want to arrange them on the ends of the cases. Allow 10 minutes for the children to plan their designs.

Distribute the projects from the last meeting. After the children finish assembling the crates, they can put their designs on the ends. Tell them to transfer the design square by square so that the design on the graph paper corresponds to the end of the box.

Make art supplies available to children who finish early. Invite them to design other items that they think would be useful. Have them sketch the items on pieces of regular paper and then use graph paper to show the actual dimensions.

Have them make designs of their own that they would like to do at home.

**PLAYBACK: POINTS TO REINFORCE ►**

- What other kinds of projects might they be able to do?
- Where would they look for other designs?
- Planning a design before drawing eliminates many mistakes?
- Every person's interests are reflected in the personal designs they create.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Take a field trip to the hardware store and ask someone to explain how hardware stores can help people with design projects.

Find out how people protect original designs and inventions with patents.

DESIGN AND





## FAMILY TAKE-HOME PAGE

"Wooden Storage Case" is a project on the Trail to Creativity.

As a result of the project:

- o Children apply introductory skills and knowledge of woodworking to create an item for personal use.
- Children use sandpaper and hammers.
- Children assemble a project.
- Children create designs and apply them to a project.

This project supports Camp Fire outcomes.

We hope that your child:

- Meets developmental milestones for one's age.
- Has confidence in one's ability to accomplish a goal.
- Is willing to risk making mistakes in order to learn.
- Demonstrates artistic ability in the mediums of visual and/or performing arts.
- Follows verbal directions.

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

### AT HOME ►

Take your child to the local hardware store and ask an employee to explain how hardware stores can help people with projects.

Plan and design a family project that involves making something that can be used by another person, or even the family pet. It could be a simple project, such as making a picture frame out of wood. If you have the tools available, the project might involve building a wooden birdhouse or even a new house for the dog.

Let your child help repair a piece of furniture or a small appliance that is broken. Use tools that the child is familiar with or introduce new ones.



**LEVEL ►** Fifth Grade

## TRAIL TO THE ENVIRONMENT

**PROJECT ► NATURE**

**PURPOSE ►** Children increase their appreciation of the natural world around them and gain a further understanding of nature and the wise use of its natural resources.

**MEETING PLANS ►**

Nature's Candid Camera \$  
Our Amazing Earth  
When You Breathe, You Feed the Trees \$  
Pizza Power

**YOUTH OUTCOMES ►**

- Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).
- Respectfully explores the environment to develop a sense of appreciation of the natural world (11.35).
- Learns about and uses natural resources wisely (11.36).
- Follows verbal directions (12.40).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

Each child receives a brown bead for each meeting in which he or she participates and earns recognition emblem #B-54600 for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

**EDUCATIONAL STANDARDS ►**

Nature's Candid Camera	S 5.2, S 6.3
Our Amazing Earth	M 5.7, S 6.3
When You Breathe,	
You Feed the Trees	S 6.1
Pizza Power	M 4.1

**TIPS FOR GROUP LEADERS ►**

- Several of these environmental activities include outdoor walks around the neighborhood or to a nearby playground or park.
- Permission slips, a mobile phone, a portable first-aid kit and additional adults to go along are advisable. Know where the nearest available restrooms are located. As with any field trip, at least two adults are necessary. Be knowledgeable about any allergies or health restrictions of children and adults.
- To be prepared, walk the planned route ahead of time. Remember to check for sidewalks, crosswalks and any potential hazards along the route or at your final destination.
- For this project, children may choose either an environmental service project or a field trip. Good resources may include the following: parks and recreation staff, naturalists, veterinarians, environmental engineers, urban planners, landscape architects, zoo staff, horticulturists, nature center staff, animal control officers, conservation specialists, gardeners, county extension agents, lawn and garden experts, greenhouse owners, landscape experts, camp or environmental education center staff and local conservation, bird watching or hiking group members.

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

**MEETING PLAN ► NATURE'S CANDID CAMERA****PROJECT ► NATURE****LEVEL ► Fifth Grade**

**PURPOSE ►** Children photograph and frame the beauty of the natural world.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- One disposable camera for every two group members
- Cardboard cut into frame size for the developed pictures
- Natural objects, such as moss, leaves, acorns, seeds or bark
- Glue
- Scissors

**PREPARATION ►**

Make a sample frame before the meeting. This would be a great meeting to have a photographer come and talk to your group about taking good nature photographs. It would be even better if he or she could accompany your group members on the nature hike while they actually take their photos.

Decide if you want the children to have 3"x5", 4"x6", or 5"x7" photographs. Cut the cardboard into the desired size. Make a one-inch border around the opening, and make a back piece for each frame.

**ACTIVITIES ►****Nature Photo Hike**

After discussing how to take interesting photographs of plants, animals and people in their natural environment, divide the group into pairs. Each pair will have one disposable camera and will need to take turns taking pictures until they have used all the film. Have the pairs of children look for interesting shapes, shadows and natural combinations for their photos. Each child should take several photos of his or her partner in natural surroundings.



The natural surroundings in a schoolyard, playground, neighborhood street or park offer many unique opportunities for interesting photographs. Once all their photographs have been taken, the children need to gather some nature objects for the photo frames. These objects could include the following: moss, acorns, seeds, leaves, pine needles and bark.

### Nature Picture Frame

Tell the children to arrange the nature objects around the edges of the cardboard frames and glue the objects securely with glue.

Have the children glue the two frame pieces together along the bottom and sides of the frame. Use some extra cardboard to fashion a frame stand if you will be setting the frame on a table or cabinet, instead of hanging it on the wall. Allow the frames to dry until the next club meeting.

### PLAYBACK: POINTS TO REINFORCE ▶

- What makes a good photograph of nature?
- What other materials would be good for making frames?

**CLOSING** ▶ Choose from the suggestions on page 237 or develop one of your own.

### ADDITIONAL ACTIVITY ▶

#### Making photo albums

##### Materials

- Construction paper
- Yarn
- Scissors
- Glue
- Markers

Develop the photos by the next meeting. Make sure you order the correct size prints to fit the frames. Each child can choose his or her favorite photograph to go into the nature frame made from the nature objects gathered on the hike the week before. Discuss the photos that were taken. Each child may make a photo album by tying together several sheets of construction paper with yarn. Just punch several holes along the side of the pages and tie yarn through them. Glue photos onto the pages. Include captions under the pictures to make the album interesting.

**MEETING PLAN ► OUR AMAZING EARTH****PROJECT ► NATURE****LEVEL ►** Fifth Grade**PURPOSE ►** Children draw a map of a natural environment.**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.**MATERIALS ►**

- One box lid for each child (11" x 18"; ask for shirt boxes at a department store)
- Several cardboard paper towel rolls
- Tissue paper rolls
- Wrapping paper rolls
- Several sheets of recycled copy paper
- Transparent tape (one dispenser for each group member.)
- Scissors,
- Markers
- 11" x 18" paper
- Pencils
- One marble for each member
- Sample map
- Tempera paint
- Brushes

**PREPARATION ►**

Ask families to save the cardboard rolls for several months ahead of time. Cut some of the rolls in half lengthwise before of the meeting to save time in the creative process. Obtain a sample map with a compass rose, and markings of north, south, east and west on the map.

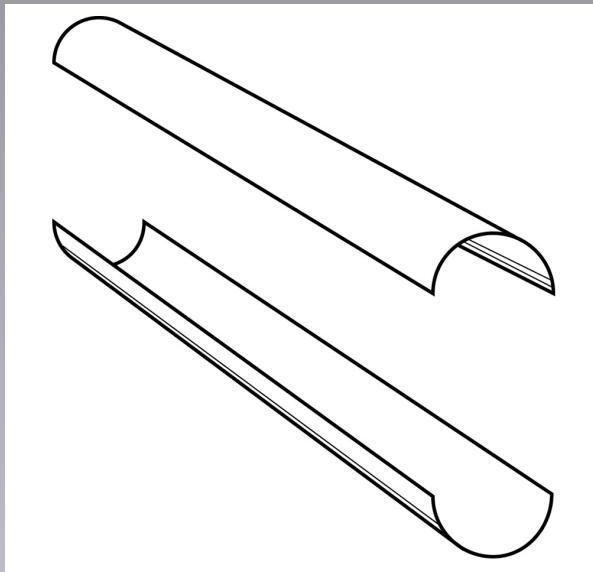
**OPENING: ►** Choose from the suggestions on page 237 or develop one of your own.**ACTIVITY ►****Mapping a Piece of the Earth**

Have each child choose a section of the natural world near the meeting place or close to his or her home and draw a map on a piece of 11" x 18" paper. They need to figure out which direction is north, which is south, which is east and which is west on their maps and draw a compass rose.

Each object will be represented by a "map key." For example, flowers could be marked by "xxx." Have the children draw map keys at the bottom of their maps. Have them include as many natural objects as possible on their maps. The map keys should explain all the symbols the children used. Once the maps are finished, have the children glue the maps in the bottoms of the box lids.

### **Designing an Amazing Earth Marble Maze**

Tell the children they will design three-dimensional mazes to go at the top of their nature maps. Cut some cardboard tubes in half vertically.



You can watch the marbles travel through these tubes. Also use some tubes whole.

Using the tubes, have each child design a maze by taping the tubes together. After they have taped two or three tubes together, have them make supports to go under the tubes. This will elevate the tubes for the marbles to roll down. Sheets of recycled paper rolled into small rods will work well as supports for the mazes. Tape the supports under the tubes.

Encourage the children to have fun and be creative. When the mazes are finished, the children can paint them with tempera paint. Try them out! Do they work?

Share the maps and demonstrate the marble mazes.

**PLAYBACK: POINTS TO REINFORCE** ►

- What maze designs work best? Why?
- Do all map have map keys?

**CLOSING** ► Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITY** ►

Make other maps. Have the children draw detailed maps of their bedrooms from memory. Include compass roses and map keys on the room maps. Have the children draw maps of an escape route from their house or their school in case of a fire.

**MEETING PLAN ►****WHEN YOU BREATHE,  
YOU FEED THE TREES****PROJECT ►****NATURE****LEVEL ►**

Fifth Grade

**PURPOSE ►**

Children gain appreciation for the beauty of nature and demonstrate their artistic abilities in the visual arts.

**OPENING ►**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- One white T-shirt for each child
- Fabric paints
- Tree leaves
- Pieces of cardboard to put inside each shirt
- Plastic bags for gathering leaves
- Paint smocks or shirts
- Paint brushes
- Fruit and nuts for snack

**PREPARATION ►**

Make your leaf print T-shirt ahead of time as an example. Remind the children that fabric paints smear easily and do not wash out.

**BACKGROUND ►**

What do leaves do for trees? Green plants, such as trees, can make their own food. Their leaves contain chlorophyll, a substance that gives plants their green color and helps them make food. A leaf has to have water, light and carbon dioxide to make food for the tree.

Sunlight enters through the surface of the leaf. Carbon dioxide comes in through tiny holes on the surface of the leaf. Water moves up the tree from the roots, through the trunk and branches and through the stem into the leaf. Water carries nutrients in it. The leaf uses the sunlight for power or energy. The chlorophyll in the leaf changes water and carbon dioxide into food for the tree and gives off oxygen in the process. This process is called photosynthesis.

There are basically three types of trees:

1. Deciduous trees have broad, green leaves and lose their leaves in the fall and winter.
2. Needle-leaf or evergreen trees have green needles for leaves year-round. They may also be called conifers because they have cones.
3. Palm trees are tropical evergreen trees, shrubs or woody vines with unbranched trunks and a crown of palmate leaves.

**ACTIVITIES ►****Nature Hike**

Go on a nature hike and collect good tree leaf specimens. Complete leaves with good stems and veins are best. The children will need a lot of good leaves, as some leaves may only print well one time. Take only a few leaves from each tree unless it is fall and the trees are losing their leaves. Carefully lay the leaves in the collection bags so that they remain intact.

**When You Breathe,  
You Feed the Trees T-Shirts**

Explain that fabric paint is permanent and can't be removed from clothing. Each person needs to cover his or her clothes to protect him or her. Have the children decide which side of their T-shirts they want to decorate (one side only, since paint will take a while to dry and you don't want it to smear.). Have them lay out the leaves in the patterns they want to use before applying the fabric paint. Tell them to carefully paint the sides of the leaves that have the best veins, and to try to get the paint on evenly. Have them place a piece of cardboard inside their T-shirts to create a smooth, solid surface for the paint.

Have the children print the leaves onto the shirts and press them carefully. (Have the leaves remain down until all of them have been pressed.) Some leaves may print more than once; others will not work well a second time. If in doubt, try it on scratch paper first. Encourage the children to be creative. They can write the slogan, "When you breathe, you feed the trees" on their shirts if they like. Also, have the children sign their creations with their names. Fabric paints take some time to dry, so shirts will need to dry until the next meeting. You will need somewhere to store them flat.

**PLAYBACK: POINTS TO REINFORCE ►**

- What does the T-shirt slogan, "When you breathe, you feed the trees" mean?
- Why do we need trees?
- What do trees provide for us?
- What do the leaves do for trees?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.**ADDITIONAL ACTIVITIES ►**

Pass out a wide variety of fresh fruit as snacks. List as many fruits and nuts as you can think of that we get from trees.

Take a field trip to an orchard, tree farm, large greenhouse that sells trees or a Christmas tree farm.

Find a place that needs a tree. Research the best kind of tree to plant in that location and climate. Raise money for the tree. Purchase the tree and plant it. Take care of it all year-round.



## FAMILY TAKE-HOME PAGE

"Nature" is a project on the Trail to the Environment.

As a result of the project:

- Children increase their appreciation of the natural world around them and gain a further understanding of nature and the wise use of its natural resources.
- Children photograph and frame the beauty of the natural world.
- Children draw a map of a natural environment.
- Children gain appreciation for the beauty of nature and demonstrate their artistic abilities in the visual arts.

This project supports Camp Fire outcomes.

We hope that your child:

- Demonstrates artistic ability in the mediums of visual and/or performing arts.
- Respectfully explores the environment to develop a sense of appreciation of the natural world.
- Learns about and uses natural resources wisely.
- Follows verbal directions.

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

### AT HOME ►

Take a family nature hike in your neighborhood, in a local park or at your council's camp. Don't forget to bring a camera and a picnic lunch along.

Plant flowers in your yard or create a family garden. If you don't have a yard find out if there is a community garden in your neighborhood.

Help your child learn about the state flower. Go to the library or use the Internet or books to locate information about it. Try to find the actual flower outdoors.

Take a trip to an orchard, tree farm or a nursery. Learn what kinds of trees grow in your area.

Use the Internet to learn about Arbor Day and why it is celebrated.

FAMILY



**LEVEL ►** Fifth Grade

## TRAIL TO THE ENVIRONMENT

### PROJECT ► PRECIOUS RESOURCES

**PURPOSE ►** Children develop an appreciation for natural and human resources and learn ways to conserve them.

#### MEETING PLANS ►

It's a Cycle  
Don't Waste the Water  
Pizza Power \$

#### YOUTH OUTCOMES ►

- Participates effectively in individual, group and community activities (8.30).
- Uses critical thinking skills to solve problems (10.34).
- Respectfully explores the environment to develop a sense of appreciation of the natural world (11.35).
- Learns about and uses natural resources wisely (11.36).
- Understands and applies concepts of science and mathematics (12.38).

#### REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

Each child receives a brown bead for each meeting in which he or she participates and earns recognition emblem #B-54600 for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

#### EDUCATIONAL STANDARDS ►

It's a Cycle	M 4.1
Don't Waste the Water	M 4.7, S 12.3
Pizza Power	M 4.1

#### TIPS FOR GROUP LEADERS ►

- A hot plate or stove is needed for "It's a Cycle." Because hot steam is dangerous and can cause significant burns, make sure an adult is in charge of this activity.
- This is a great project to do when the weather is warm. A trip to the pool would be a great follow-up activity.
- An oven is needed for "Pizza Power."
- For "Pizza Power," let children make the pizzas, providing support and help only as needed.

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

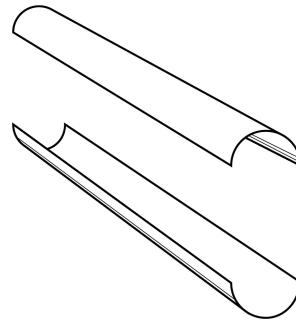
**MEETING PLAN ► IT'S A CYCLE****PROJECT ► PRECIOUS RESOURCES****LEVEL ► Fifth Grade**

**PURPOSE ►** Children understand precipitation and irrigation as important functions of water.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Hot plate or stove
- Teakettle with a spout that steams
- 2 large metal (aluminum) baking pans
- Tray of ice cubes
- 4 green plants
- Approximately 8 gift-wrap tubes, cut in half lengthwise



- Duct tape
- Ruler
- Aluminum foil
- Garden watering container

**BACKGROUND ►**

The water cycle is the continuous movement of the earth's water from the oceans to the air and then back to the oceans or land. The sun (heat) evaporates the water from the land and oceans. The water vapor condenses into water droplets or ice crystals, depending on the air temperature. The water droplets or ice crystals (rain or snow) fall to the land or oceans. This is called precipitation.

**ACTIVITY ►**

Demonstrate how condensation works for the children. Heat the water in the teakettle to boiling. Ask the children what steam is made of. (Water vapor. The water is evaporating as it boils.) Have the children fill aluminum baking pans with ice cubes. Place the pan of ice cubes over the teakettle spout. Ask the children to watch and notice what is happening. Water droplets will appear underneath the pan. This is condensation.

When enough droplets appear, shake the pan downward. Ask the children what it looks like (rain). Notice how this cycle continues to repeat itself.



Tell the children that the amount of rain received in the United States varies from state to state. Crops are grown in many states and need an adequate supply of water to grow. Many agricultural areas do not have adequate rainfall to assure enough moisture throughout the growing season. Since the beginning of civilization, people have transported water into dry areas for the production of crops. Irrigation allows people to expand gardens into large crop fields.

Divide the group into four teams. Each team will design an irrigation system to get water from the source (a garden watering container) to a plant. Have them tape the tubes together and wrap them with foil. Use tables, chairs or pieces of wood to elevate one end of the irrigation canal. When they are ready, one person pours a small amount of water into the canal. The water is carried to the plant. Have the teams measure the heights needed to make the water flow.

In crop fields, the irrigation canals have small holes that allow the water to be evenly distributed to the entire field.

**PLAYBACK: POINTS TO REINFORCE ►**

- Is irrigation used for growing crops in your area?
- How much height was needed to make the irrigation water flow to the plants.
- Did each team have the same result?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITY ►**

Take a field trip to a local swimming pool and learn how the water is kept safe and clean for swimming.

IT'S A CYCLE

**MEETING PLAN ►****DON'T WASTE  
THE WATER****PROJECT ►****PRECIOUS RESOURCES****LEVEL ►**

Fifth Grade

**PURPOSE ►**

Children know how to conserve water in their daily lives.

**OPENING ►**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Large bucket
- Watch or stop watch
- Measuring container (liter or cup or quart)
- Paper
- Pens
- Markers
- Crayons

**BACKGROUND ►**

Conservation of water is increasingly important in the United States as our population grows and competition for the use of water increases. Most people are unaware of how much water is wasted as a matter of routine. One example of wasting water is running the hot water tap until it gets warm. Many hot water tanks are located far from where the water is used.

**ACTIVITY ►**

Locate a sink with a hot water faucet. Invite the children to predict how much water will be wasted until the water is warm. Have each child write down a prediction. Put a pail under the hot water tap. Turn on the faucet and collect the water. Continue this until the water is warm. Measure the amount of water collected. Write it down and compare your prediction to actual amount. Then have children multiply the amount of water wasted by the number of people in the group. This shows the large amount of water that is wasted every day in our country. Discuss ways to solve this problem.

Have children think 50 years into the future. Imagine that water is so limited that people have to buy it to use in cooking, like we buy gasoline for our cars. Have the children work on teams as scientists that have discovered a scientific breakthrough that would allow people to use salt water to drink, cook and bathe with. Have them create a commercial to advertise this new product. They need to include the price, the advantages of the product and how it works. Have each group present its commercial.

**PLAYBACK: POINTS TO REINFORCE ►**

- Water is a renewable resource, but overuse of ground water could limit the supply available to people in the future.
- Salt water cannot be used for crops and cooking. Is it practical to find a way to remove the salt? What happens to the salt when it evaporates from the ocean, condenses and falls to the ground as rain or snow?

**CLOSING ►**

Choose from the suggestions on page 237 or develop one of your own.



Camp Fire

**MEETING PLAN ► PIZZA POWER****PROJECT ► PRECIOUS RESOURCES****LEVEL ► Fifth Grade**

**PURPOSE ►** Children explore personal resources to become more self-sufficient.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Ingredients for Basic Pizza Crust
- Additional ingredients to make one medium half-baked pizza crust for each child to take home
- Mixing bowls
- Stirring spoons
- Measuring utensils
- Pan spray or oil
- Wire cooling racks
- Two-gallon food storage bags or plastic wrap
- Towels
- Eating utensils
- Napkins
- Nutrition labels from similar purchased pizzas

**PREPARATION ►**

An oven will be needed. The week prior to this meeting, look over the ingredients needed to make the pizzas and assign children to bring different ingredients. Also ask each child to bring one medium (14-inch) pizza pan or baking sheet pan, mixing bowl and spoon. Provide extras, in case someone isn't able to bring one.

**ACTIVITIES ►**

Tell the children that this meeting is about their own resourcefulness. Discuss "resourcefulness" and what it means to the children. Resourcefulness is a result of people using their own skills and abilities to accomplish something. Ask the children if they could make pizza at home at least once a week, if they would save their families' resources. Discuss the nutritional labels (at the end of this meeting plan) and costs of similar purchased pizzas. Tell the children that two homemade 14-inch pizzas will cost about \$5.10 to make (based on the recipes here and energy costs). What would the pizzas cost if they were purchased? Ask the children what additional benefits they might enjoy from making their own pizzas.

**Basic Pizza Crust**

*Makes two (14-inch) thin crust pizzas*

2½ to 3 cups all purpose flour  
(may be part whole wheat flour)  
1 pkg. (¼ oz.) or 2¼ teaspoons  
fast-acting dry yeast  
½ teaspoon salt  
1 cup very warm water  
(125 to 130° F)  
2 tablespoons vegetable oil  
1 tablespoon corn meal

1. In large bowl, combine two cups flour, yeast and salt. Mix the water and oil together and add to flour mixture. Stir until ingredients are blended. Add small amounts of additional flour until dough forms a rough ball and pulls away from sides of bowl.
2. Knead in bowl or on clean, lightly floured pan until dough is smooth, about four to six minutes. Divide into two even pieces and shape into smooth balls.
3. Place bowl over dough pieces and allow to sit 10 minutes.
4. Prepare toppings.
5. Lightly oil cookie sheets or pizza pans. Sprinkle with cornmeal. Use hands to pat dough pieces into flat round crusts on each pan. Pinch to form an edge.
6. Preheat oven to 400° F.
7. Using a fork, prick the crust surface every few inches. Sprinkle with garlic powder. Partially bake crusts or add toppings.
8. Select toppings. Spread ½ can sauce over each crust, top with 4 oz. meat, 2 tablespoons of each vegetable topping and ¾ cup (3 oz.) shredded cheese.
9. Bake at 400° F for 20 to 25 minutes or until crust is golden brown.

**Toppings:**

*(Two 14-inch pizzas)*

1 (14-oz.) can tomato/pizza sauce  
¼ lb. (4 oz.) browned and drained  
sausage or ground meat  
¼ lb. (4 oz.) ham, deli meat,  
pepperoni (reduced fat)  
1½ cups shredded mozzarella  
or blended cheeses

*Source: Home Baking Association*

**PLAYBACK: POINTS TO REINFORCE ►**

- How much money could a family save if they made homemade pizza instead of store-bought pizza?
- How many grams of fat are found in one piece of pizza?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

## Nutrition Facts

Serving Size (158g)

Servings Per Container

### Amount Per Serving

**Calories** 380      **Calories from Fat** 70

% Daily Value\*

<b>Total Fat</b> 8g	<b>12%</b>
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Saturated Fat 1g	6%
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<b>Cholesterol</b> 0mg	<b>0%</b>
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<b>Sodium</b> 300mg	<b>12%</b>
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<b>Total Carbohydrate</b> 67g	<b>22%</b>
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Dietary Fiber 7g	26%
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Sugars 2g	
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<b>Protein</b> 11g	
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Vitamin A 0%	•	Vitamin C 0%
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Calcium 2%	•	Iron 25%
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\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

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

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



## FAMILY TAKE-HOME PAGE

"Precious Resources" is a project on the Trail to the Environment.

As a result of the project:

- Children develop an appreciation of natural and human resources and learn ways to conserve them.
- Children understand precipitation and irrigation as important functions of water.
- Children know how to conserve water in their daily lives.
- Children explore personal resources to become more self-sufficient.

This project supports Camp Fire outcomes.

We hope that your child:

- Participates effectively in individual, group and community activities.
- Uses critical thinking skills to solve problems.
- Respectfully explores the environment to develop a sense of appreciation of the natural world.
- Learns about and uses natural resources wisely.
- Understands and applies concepts of science and mathematics.

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

### AT HOME ►

Talk about ways family members can save water. Plan and put a family "water saving" plan into action.

Use the Internet to help your child learn how the family gets their drinking water. A good source for this information is the Environmental Protection Agency Web site ([www.epa.gov](http://www.epa.gov)).

FAMILY





Camp Fire

LEVEL ► Fifth Grade

## TRAIL TO THE FUTURE

PROJECT ► BASKETBALL

PURPOSE ► Children learn and practice essential basketball techniques.

MEETING PLANS ►

Guard Me!  
Rebound that Basketball  
Putting It All Together

YOUTH OUTCOMES ►

- Meets developmental milestones for one's age (1.1).
- Has confidence in one's ability to accomplish a goal (2.3).
- Follows verbal directions (12.40).

REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►

Each child receives a red bead for each meeting in which he or she participates and earns recognition emblem #B-54700 for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

EDUCATIONAL STANDARDS ►

Guard Me!	B 3.1, B 3.3
Rebound that Basketball	B 3.1, B 3.3
Putting It All Together	B 3.1, B 3.3

TIPS FOR GROUP LEADERS ►

- Read each drill and practice for understanding.
- Use children who are more advanced to assist in the demonstrations.
- Remind the children to wear comfortable clothes and athletic shoes.
- Have the parents or guardians sign a release form for each child because the children will be engaged in physical activity. This can be a letter that describes what will be done as part of the project. Add a signature line and date to indicate their permission.
- Recognize the varying physical abilities of the children and make adjustments to accommodate the physical needs of children who cannot run or who are challenged to keep up.
- Review the rules, terminology, warm-up and conditioning exercises. These are included at the end of the meeting plans.

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

**MEETING PLAN ► GUARD ME!****PROJECT ► BASKETBALL****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn body position and feet movement while guarding an opponent.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Large open area (social hall, gymnasium, playground, etc.)
- Masking tape (if not using a gym floor)
- Basketballs (one for every player if possible)

**PREPARATION ►**

Read background information for third and fourth grade projects.

**ACTIVITY ►****Defense**

Explain defense to the children. One way for a team to gain control of the ball is to guard an opponent. The defense players do not have control of the basketball, but if a player is guarded closely, the defensive team can steal the ball back. Remember, a team needs the ball to score.

A player's body position and footwork are important when guarding an opponent. Body position on the floor should be between the basketball goal and the opponent when guarding. Wherever the opponent goes, the person guarding goes, too. Even if a player does not have the ball, he or she should still be guarded closely, because the player could gain possession of the ball at some point. The idea is to stop the player from shooting the ball. It is important to guard a player closely, but it is also important to avoid getting too close. The guard is not allowed to trip, hit or hold players on the opposite team. This could cause a foul to be called.

The defensive stance is an important component to guarding a player. First, the defensive player should be facing toward his or her opponent. The legs should be bent at the knees, and the body should lean slightly forward. The feet should always be moving. Hold the arms out to the side of the body, with the hands approximately at chest level.

The eyes should be looking toward the opponent's waist and not at the ball. In this way, a player will know what is happening with the ball. If a player stops dribbling, the guard should move as close as possible to the opponent without fouling. It is important to stay low and close to the player, to keep the feet moving and to stay between the player and the goal.



### Zigzag Drill

Ask the players to get into pairs. The first time through, have the children walk while performing this drill. In all activities, allow time for each child to perform the drill at least twice before moving to the next activity.

Have all the players line up at one end of the floor. This drill allows the children to practice both dribbling and guarding. Have the teams decide who will dribble the ball first and who will guard first. The player with the ball begins on the baseline, facing the opposite end of the floor. The guard will face the player with the ball and be positioned three or four feet away. The guard will be moving down the floor backwards.

The player with the ball will begin dribbling right-handed for two or three dribbles and then will switch to the left hand. The player should be protecting the ball by keeping his or her body turned slightly. For example, if a player is dribbling with the right hand, his or her body should be turned slightly to the right. Check for body position on defense, and make sure the player who is dribbling is alternating hands. Instruct the children to go from one baseline to the other in this way, then have them switch roles. Allow approximately 10 minutes for each drill. Have the players move at a quicker pace than walking, or have the defensive players place their arms behind their backs.

Ask the children the get into groups of three or four. Have each group design a drill that uses passing, dribbling and shooting. Let them demonstrate the drill to the whole group.

#### PLAYBACK: POINTS TO REINFORCE ►

- Good defensive moves are important and allow a team to reclaim the ball and score.
- It takes a lot of practice to coordinate dribbling, passing, guarding and shooting.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

GUARD ME!

**MEETING PLAN****REBOUND THAT BASKETBALL****PROJECT****BASKETBALL****LEVEL**

Level: Fifth grade

**PURPOSE**

Children learn how to position themselves for a rebound to gain possession of the ball.

**OPENING**

Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS**

- Large open area (gymnasium, social hall, etc.)
- Basketballs (one for every player, if possible)
- Basketball goals
- Masking tape (if not using a gym floor)

**PREPARATION**

Read each drill from the previous meeting and practice it for understanding. Use children that are more advanced to assist in the demonstrations.

Remind the children to wear comfortable clothing and athletic shoes.

**BACKGROUND**

During the basketball game, shots will be missed, and the ball will rebound off the rim or the backboard. One way for a team to gain control of the ball is to rebound. Two things are happening when a ball is rebounded. First, a player is shooting the basketball, and second, an opponent is positioning his or her body to rebound the ball. This is called boxing out, which means that the player getting ready to rebound is positioning his or her body between the basket and the player shooting the ball. The timing of boxing out is the key to a successful rebound.

When the defensive player is guarding the player with the ball, the opponent turns toward the basketball goal and waits for the ball to hit the rim or the backboard. The opponent prepares to rebound by standing with feet shoulder-width apart and with arms bent at the elbows and held up high in front of the body. The player's head looks toward the goal with eyes on the ball.

Once a player establishes the rebound position, timing the jump is important. A player jumps in the direction of the ball when it hits the backboard or rim. Then, the player grabs the ball with both hands, brings it to waist level and gets ready to pass or dribble the ball. There will be a lot of players trying to grab the ball, so it is important to pay attention to the ball.

**ACTIVITIES ►**

Assign the children partners, and give each pair a basketball. Have each pair find a space on the wall and decide who will be the shooter and who will rebound. Have the shooter imagine a basketball goal on the wall about 10 feet high. The shooter will shoot the ball toward the spot, while the player rebounding will practice the rebound-ready position and try to gain control of the ball.

Then ask the players to get into groups of three. As in the drill above, have two players rebounding while one player shoots the ball.

Have the children get back into pairs. Let them use the basketball goals to practice the first drill listed above. If possible, have only two pairs at each goal.

Ask the children to get into different pairs, and have everyone line up at one of the baselines. Have each pair choose a shooter and a player who will rebound. The shooter will start with the ball and dribble down to the other end of the court while the rebounder guards. Once the pair arrives at the basket, the shooter can shoot the ball. The guard should try to rebound the ball.

Have the children get into groups of three or four and design rebound drills. Let them demonstrate the drills to the larger group and let everyone practice the drills.

**PLAYBACK: POINTS TO REINFORCE ►**

- Rebounding is an important skill that is necessary to practice for proficiency.
- Encourage cooperation and teamwork for every drill and practice session.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

REBOUND THAT

**MEETING PLAN ► PUTTING IT ALL TOGETHER****PROJECT ► BASKETBALL****LEVEL ► Fifth Grade****PURPOSE ►** Children play a game of basketball.**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.**MATERIALS ►**

- Copies of the *Court Diagram* for each child
- Basketball for each child, if possible
- Large open area (a social hall, a playground or, preferably, a gymnasium)
- Masking tape, if a gym is not available
- Whistle for the adult leader
- Timer (a kitchen timer is OK)

**PREPARATION ►**

Read through the previous basketball meeting plans. Have the children do about five minutes of warm-up exercises and practice the basketball skills that they already have learned.

**BACKGROUND ►**

This meeting allows the participants the opportunity to put the skills they have learned to work. Divide them into equal groups by height and skills. Have them play for five minutes each; rotate new players in and switch teams if you have more than two teams. Sometimes it is best to divide the teams into two squads and rotate the new players in after five minutes.

It is best to have time not only for warm-up and cool-down, but also to practice the skills learned in previous lessons, such as the dribble and the pass. Basketball has become a contact sport in that certain defense skills and plays allow for some contact. Be aware of any children who are pushing and shoving or who are not allowing the other children to play with the ball.

**ACTIVITIES ►**

Review rules and terminology with children (see page 198). Hand out the *Court Diagram*, and ask the children to identify the names of the lines and areas marked on the page. As a group, ask them to name the lines.

Remind children of the importance of warming up before playing an active sport like basketball. Lead children through a series of warm-up exercises (jumping jacks, leg stretches, leg crossovers, etc.). Select a few of the children to lead the exercises.

Have the children line up at one of the baselines and run them through some of the examples. These exercises will get their hearts pumping and their legs moving. Have them do conditioning exercises for about three minutes.

Ask the children to get into pairs with one basketball per pair. Have them practice the passes they have learned.

Have the members also practice dribbling from one baseline to the other and allow time for them to practice their shooting skills.

When the players are ready to play a game, divide them up into equal groups by height and skills. Pick five for each team to begin the game. Begin with a jump ball at the center circle. Use the whistle to call fouls or traveling, or any time you want to stop the game. Using the timer, let each team play for five minutes. When the time is up, rotate in the players who were sitting on the side, and play for another five minutes. The game can continue until five minutes before the meeting is to end. Then the players need to cool down. They can walk around the court for five minutes and stretch any muscles that feel tired.

This lesson allows for much variation. The children can play longer if the leader shortens the warming-up time. Or, if you have them work on more of their skills, the playing time will be shorter.

**PLAYBACK: POINTS TO REINFORCE ►**

- Children learn the importance of teamwork as they play a game.
- Practice is essential to skill building.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITY ►**

Go to the video store and check out a basketball video of a professional player. The library also has videos on the game of basketball.

## BASKETBALL RULES AND TERMINOLOGY

**Court dimensions:** The length of the basketball court is 94 feet and the width is 50 feet.

**Offense:** The team that has possession of the ball.

**Defense:** The team without the ball.

**Jump ball:** Used at the beginning of the game to see which team gets possession of the ball first. At this level it also occurs when two players who are from different teams hold the ball at the same time.

**Dribble:** One way of moving the ball up and down the court by pushing the ball to the ground with your hand. You can be running, walking or standing with the ball.

**Pass:** Another way of moving the ball up and down the court by throwing the ball to a teammate.

**Shot:** A throw to the basket in order to score points.

**Rebound:** A ball that bounces off the backboard or rim and is taken by a player.

**Foul:** Occurs when a rule is broken or a player has illegal contact with another player on the opposite team.

**Center:** One of the positions, usually filled by the player who begins the game with the jump ball. This player could be the tallest, but isn't always.

**Forward:** Another position. A team has two forwards. A forward helps with shooting and rebounding.

**Guard:** The final position. A team has two guards, who are the ball handlers. They bring the ball down court and pass the ball to the forward and center. They also try to keep their opponents from scoring by blocking shots.

**Out-of-bounds:** The area that is on the outside of the baselines and sidelines.

**In-bounds pass:** Once the ball has gone out-of-bounds, it must be thrown back into bounds. The team that touched the ball before it went out-of-bounds does not get to throw the ball back in-bounds. The ball goes to the other team.

**Blocked shot:** When a defensive player hits the ball or blocks the shot of an opponent.

**Field goal:** Means that the team with the ball has made a basket. The goal can be worth two points if the player was inside the three-point line, or it can be worth three points if the player was on the outside the three-point line.

**Back-court:** The side of the court that is away from the offensive basket. Play in the backcourt occurs when the team with the ball moves toward its goal and crosses the half-court line.

**Double dribble:** Occurs when a player uses two hands to dribble the ball or stops dribbling the ball and then starts dribbling again without passing the ball.

**Violation:** Occurs when a player has broken one of the rules.

**Traveling:** Occurs when the player in possession of the ball takes two or more steps without passing or dribbling the ball.

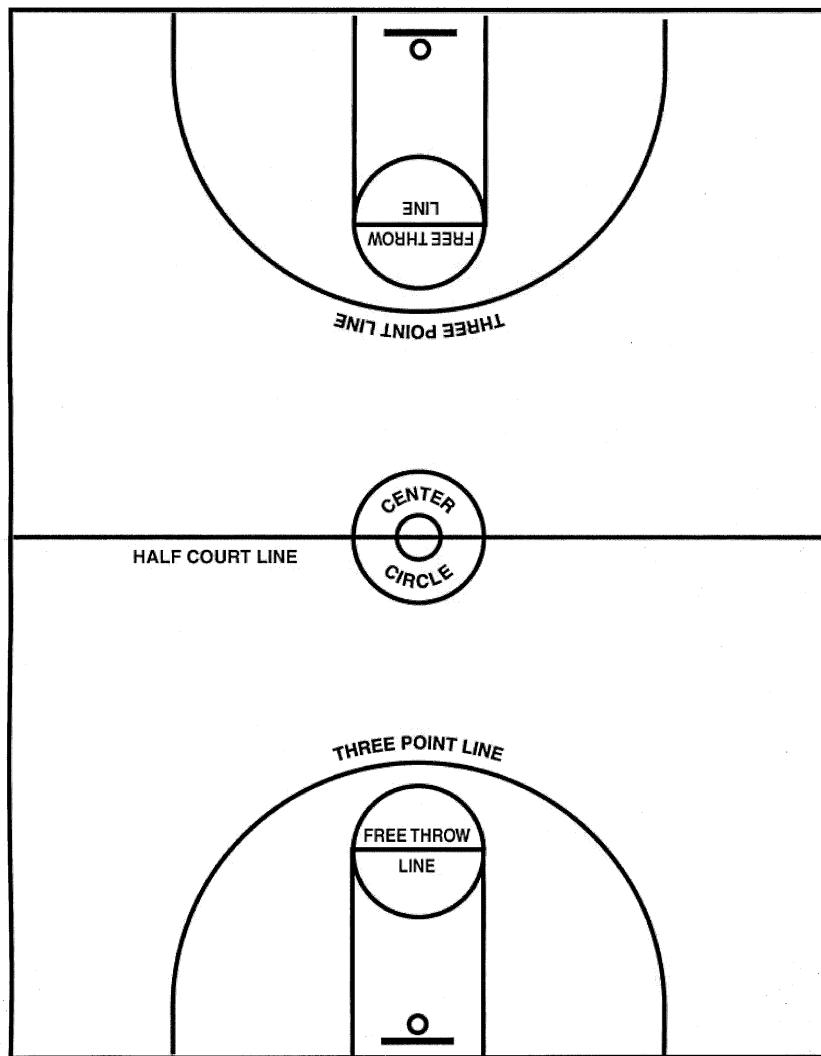
## **WARM-UP AND CONDITIONING EXERCISES**

### **Warm-up exercises**

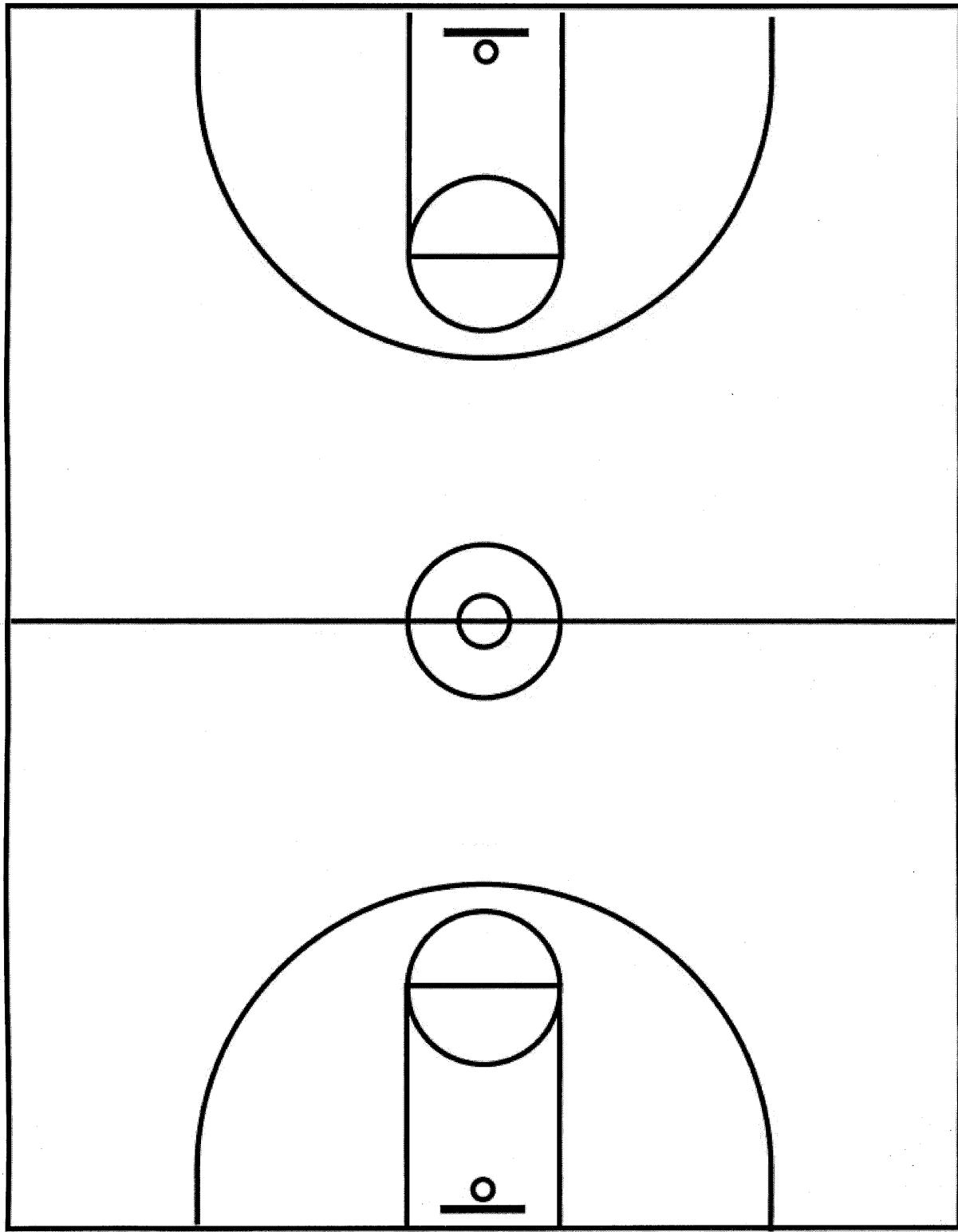
- Jumping jacks
- Toe touches from a standing position, etc.
- Leg stretches from a sitting position - Have the children position their legs out in front of them and touch their toes. Have them put their legs in a "v" position and touch one foot at a time.
- Leg cross over - In a sitting position with legs in front, have the children cross right legs over their left legs, bending their right legs and looking back over their right shoulders.
- Trunk twists in a standing position.

### **Conditioning exercises**

- Line running - Baseline to free throw line to baseline to mid-court, etc.
- Follow the leader - Leader gets in ready position, moves legs as though running and moves forward, backward and side-to-side.
- Sit-ups.
- Push-ups.
- Step-ups - Use bleachers to have players step up on the lowest bleacher with one foot following the other, then same motion stepping down.
- Jump rope for 15 seconds and work up to a minute.



PUTTING IT ALL





## FAMILY TAKE-HOME PAGE

"Basketball" is a project on the Trail to the Future.

As a result of the project:

- o Children learn and practice essential basketball techniques.
- Children learn body position and feet movement while guarding an opponent.
- Children learn how to position themselves for a rebound to gain possession of the ball.
- Children play a game of basketball.

This project supports Camp Fire outcomes.

We hope that your child:

- Meets developmental milestones for one's age.
- Has confidence in one's ability to accomplish a goal.
- Follows verbal directions.

In addition, the project reinforces the educational standards of behavioral studies.

For more information about this standard, contact your child's group leader.

### AT HOME ▶

Attend a high school or college basketball game with your child.

Ask your child to show you the basketball skills he or she learned. Practice shooting basketballs with him or her.

Visit a store that sells sports equipment. Talk with your child about the various kinds of equipment and look at the safety features of the different types of equipment.

Watch a sporting event on television with your child.

FAMILY





Camp Fire

LEVEL ► Fifth Grade

## TRAIL TO THE FUTURE

PROJECT ► SPACE

PURPOSE ► Children become aware of the physical properties of outer space.

MEETING PLANS ►

Shine on Brightly

Star Power \$

Attractive Settings \$

YOUTH OUTCOMES ►

- Is receptive to new ideas, new duties and responsibilities (2.6).
- Uses critical thinking skills to solve problems (10.34).
- Follows verbal directions (12.40).

REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►

Each child receives a red bead for each meeting in which he or she participates and earns recognition emblem #B-54700 for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

EDUCATIONAL STANDARDS ►

Shine on Brightly

S 3.3

Star Power

S 3.3, S 3.4

Attractive Settings

S 12.3

TIPS FOR GROUP LEADERS ►

- For more information about space and astronomy, search the Internet using the key words aerospace, education or astronomy.
- Invite a high school science club to introduce other projects to the children.

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

SPACE

**MEETING PLAN ► SHINE ON BRIGHTLY****PROJECT ► SPACE****LEVEL ► Fifth Grade**

**PURPOSE ►** Children create constellation patterns in order to develop an understanding of the star patterns.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Sharp pencils
- One glass or plastic bowl per group
- Silver cake decoration balls
- An old LP record album per group
- One clean, dry handkerchief per group
- Black sheets of construction paper
- Large flashlights (9-volt size)
- One 10-inch latex balloon per group
- Permanent markers

**PREPARATION ►**

Find information about the constellations and the legends that have been developed for the Big Dipper, Orion, etc. Go to the library for a book on astronomy or search the Internet, under astronomy, as a resource to find these legends. Choose one to share with the group.

**ACTIVITY ►****The Legends**

Ask the children what stars they know about. Ask them if they know about the legends for each constellation. Share the legend of Orion.

Perhaps second only to the Big Dipper, the constellation of Orion, the great hunter, is one of the most recognizable patterns of stars in the northern sky.

From the Northern Hemisphere, the three bright stars in a straight line that form Orion's Belt are easily visible on the southern horizon in winter evenings. Hanging down from Orion's belt is his sword that is made up of three fainter stars. Orion, the hunter, stands by a river and is accompanied by his faithful dogs. Together they hunt various celestials. According to Greek mythology, Orion was in love with Merope, but Merope would have nothing to do with him. Orion's tragic life ended when he stepped on a scorpion. The gods felt sorry for him, so they put him and his dogs in the sky as constellations. They also put all of the animals he hunted up there near him. Scorpius, however, was placed on the opposite side of the sky so that Orion would never be hurt by it again.

Ask the children how they think these legends were created.

### Seeing Stars

Tell the children that they will create constellation patterns. Give each group of four children a record and several silver balls. Tell each group to rub the record briskly with the handkerchief. (It will gain a static charge that will help to create the constellation patterns out of the "stars" - the silver balls.)

Have them immediately put their records on top of the bowls. Have the stars ready to distribute on top of the records. Allow the children to drop a few of the stars on the records. The stars will roll around on the records and then suddenly stop. Some parts of the records will actually have more force, called static electricity, to keep the stars in place.

Tell the children that this is like the invisible forces that seem to keep the stars in the sky. After the stars have stopped, have the children draw the patterns that the stars make on a sheet of paper. Ask them to look at the pattern from all angles, name their constellation and create a legend about it. Tell children that they have just become astronomers.

Next, give each group a sheet of construction paper and have the children draw the constellations on the paper. (Children may have to scale down the size of their constellations in order to fit it over the ends of the flashlights.) Have the children use their pencils to carefully poke small holes in the construction paper where the "stars" are. Have them put the papers in front of the flashlights. Turn off the lights in the room and turn on the flashlights. Allow the children to show off their constellations.

### PLAYBACK: POINTS TO REINFORCE ►

- Constellations are patterns in the sky created by stars and our imaginations.
- Many cultures have given the same groups of stars different names throughout the centuries.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

### ADDITIONAL ACTIVITIES ►

Take the children outside in an area where they can see the night sky. Have them match their constellations to the stars in the sky. See if they can find a pattern close to the one created on the records.

### Blowing Up Our Universe

Our universe is expanding every day. The stars are all moving away from each other at a very slow rate. To show how astronomers know that the universe is expanding, try this activity.

Give each child a balloon and a permanent marker. Tell the children to draw different size dots all over the balloon before blowing it up, being sure to leave plenty of uncovered spaces. Have the children slowly blow up the balloons. Do not tie the balloons; just hold them closed. Have the children watch how the dot "stars" move away from each other as the space expands between them. This simulates the appearance of the universe expanding.

**MEETING PLAN ► STAR POWER****PROJECT ► SPACE****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn how astronomers measure the distance of stars.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- Tealight candles, two per child (Small candles in self-contained aluminum container. Large bags of these can be purchased at discount hobby supply stores or party supply stores. Tower flashlights can be used, but candles are more scientific.)
- Wooden matches or lighter
- Fire extinguisher
- A large room
- Fire-resistant table or floor surface
- Small mirrors
- Paper
- Flashlight
- Pencil for recorder

**PREPARATION ►**

Locate a safe area and obtain permission to light the candles. The activity needs to be closely supervised. Ask additional parents to help supervise the project. Children this age are able to light wooden matches and should be allowed to do so, if they follow instructions. If there are children who are unable to light a match safely, they can be assigned the important jobs of recorder and light monitor. If you are not confident that the group can handle the matches, have a leader do the lighting.

**BACKGROUND ►**

Distances to nearby stars are measured by the parallax method. As the earth circles the sun, our viewpoint changes slightly. By measuring how much it shifts, we can work out how far away it is. A nearby star seems to shift a little, compared to the stars farther away.

The further a star is away from us, the dimmer it looks. But not all stars burn at the same brightness. So how do astronomers tell whether the star is far away or just weak? They can tell by the color of the star.

Our sun is an ordinary yellow star. It is much bigger than a red dwarf star. Red dwarfs are half as hot as yellow stars. A blue-colored star is called a blue giant. It is at least four times hotter than a yellow star like our sun. If the earth were the same distance from a blue star as we are from our sun, there would be no life on earth. It would be too hot. A red super giant is five hundred times the size of our sun.

**ACTIVITY ►****Star Power**

Explain the background information on how star distances are measured. Give each child one tealight candle. Have them place the unlit candles at different distances from each other around the room, either on tables or on the floor (a fireproof surface). Have the light monitor stand next to the light switch. The leader should go to the farthest candle from the group and light it. Have the light switch monitor turn off all of the lights. Using his or her flashlight to see, the recorder writes down the children's observations. Turn the lights back on, and light another candle. Turn out the lights and repeat the process. Continue with all of the candles. Then, double up all of the candles at different distances and repeat the process again.

The farther away a candle is from the group, the dimmer it will look (or should look) to the children. When astronomers study stars, they use the same method to judge the distance of stars.

**PLAYBACK: POINTS TO REINFORCE ►**

- The dimmer the star, the farther away it is.
- What color star is the sun? (yellow)

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Instead of moving the candles together to increase candle power, use mirrors. By placing a mirror behind the farthest lit candle and facing it towards the group the children should see the increase in the lighting. Next, use another mirror at a right angle. Does having a second mirror double, triple or increase the lighting even more?

If there is extra time, do one of the additional activities from the "Shine on Brightly" meeting plan.

**MEETING PLAN ► ATTRACTIVE SETTINGS****PROJECT ► SPACE****LEVEL ► Fifth Grade**

**PURPOSE ►** Children learn how astronauts have to use magnetized silverware in space.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS \$ ►**

- One piece of thrift store silverware for each child (forks, spoons or knives)
- One metal serving plate for each child
- Magnets, one for each group
- Snack that requires using silverware for each child

**PREPARATION ►**

Do this activity before the meeting to make sure that the magnets are strong enough to magnetize the silverware.

**ACTIVITIES ►****Attractive Settings**

Give each child one piece silverware and one plate. Have children work together in small groups of four to magnetize the silverware and the plate. Tell them to rub a magnet across the knife in a single direction.

Demonstrate how to rub the magnet in one direction, pressing down on the knife, moving away from the body and lifting it up and away from the knife as they bring the magnet back towards the body. Continue to rub the magnet on the "silverware" in one direction for at least twenty strokes. This action aligns all of the particles of electrons in the metal "silverware" in the same direction. When they are all aligned they become magnetic, and the silverware will be magnetized.

Do the same thing with all of the pieces of place settings. Ask the children to tell you where magnetized silverware might be useful (for example, in outer space where there is no gravity).

Most food taken into space is dried. It is dried to cut the weight of the food and to save space. Water is added to the food when it is heated. When the food is put onto the plate, the astronauts have to hold the food on the plate. If the astronauts do not secure the food, it will float away.

At this time, wash the silverware carefully so as not to de-magnetize it. Give the children their snacks. Have them put the silverware down each time they take bites. This will give them the experience of eating with "attractive silverware."

**PLAYBACK: POINTS TO REINFORCE ►**

- A magnetic condition is created by aligning all particles of electrons in the object in the same direction.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.



## FAMILY TAKE-HOME PAGE

"Space" is a project on the Trail to the Future.

As a result of the project:

- Children become aware of the physical properties of outer space.
- Children create constellation patterns in order to develop an understanding of the star patterns
- Children learn how astronomers measure the distance of stars.
- Children learn how astronauts have to use magnetized silverware in space.

This project supports Camp Fire outcomes.

We hope that your child:

- Is receptive to new ideas, new duties and responsibilities.
- Uses critical thinking skills to solve problems.
- Follows verbal directions.

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

### AT HOME ►

Take your child to the planetarium to learn about the solar system.

Take a family walk at night and look at all the star patterns in the sky.

Help your child find the National Aeronautics and Space Administration Web site ([www.nasa.gov/kids](http://www.nasa.gov/kids)) so that he or she can learn more about space and the solar system.

FAMILY

**LEVEL ►** Fifth Grade

## TRAIL TO THE FUTURE

**PROJECT ► MACHINES****PURPOSE ►** Children develop an understanding of technology and some of its uses.**MEETING PLANS ►**

Tech Timelines

Gears

Catapults

**YOUTH OUTCOMES ►**

- Is receptive to new ideas, new duties and responsibilities (2.6).
- Uses critical thinking skills to solve problems (10.34).
- Practices good oral, language and written communication skills (12.37).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

Each child receives a red bead for each meeting in which he or she participates and earns recognition emblem #B-54700 for the completion of these two meeting and an additional meeting. These can be altered or substituted according to the needs, interests and ideas of the group.

**EDUCATIONAL STANDARDS ►**

Tech Timelines	LA 1.1, LA 1.6
Gears	LA 8.12, S 10.5
Catapults	S 10.5, S 10.6

**TIPS FOR GROUP LEADERS ►**

- Allow plenty of time for children to work with the gears and catapults. The hands-on experience is very important to learning.
- If you want more background on gears and catapults, search the Internet, using science education as the key words.

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

**MEETING PLAN ► TECH TIMELINES****PROJECT ► MACHINES****LEVEL ► Fifth grade**

**PURPOSE ►** Children develop a respect for appropriate uses of technology.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Glue
- Long roll of paper (approximately three feet long) or pieces of chart paper taped together
- Masking tape

**BACKGROUND ►**

Children are growing up in an increasingly technological world. Most people think of technology as electronics, but it is much more than that. Most of the things found in our homes have been developed with new technologies. Even pencils, pens and inks have been enhanced by technology. As new technologies are developed, it will be important to be able to decide what information is necessary and what is not. The technology discussed in this activity is based only on things that have changed our home lives. It does not include medical technological changes, aerospace advances, automotive advances, appliance advances, etc., which are directly related to technology.

**PREPARATION ►**

Have a variety of items that reflect various technologies on display. This might include wireless telephones, a laptop computer, portable radio, calculator, pager, camera or a compact disc player.

Look in magazines, mail order catalogs and newspaper ads to find photos of the same things, along with other kinds of technology and any other kind of electronic device available to consumers such as phones, cameras, videocassette recorders, televisions and tape players. Cut the pictures out and put them all in a box. You will need approximately 25 photos - duplicate pictures of the same item are fine, as long as you have photos of at least 15 different items.

Lay the long roll of paper on the floor. Write "Technology Time Line" on the top. Divide the paper into four sections. Label the first section at the top "Before 1950," the second section "1950 - 1974," the third section "1975 - 1990," and the fourth section "1991 - present."

**ACTIVITY ►**

Explain to the children that the meeting is about technology. Ask if anyone can explain what technology is. Do they think it is good or bad? (It is neither good nor bad, but how it is used is what matters.) Allow each child to select one picture from the photo box. After each child has one picture, pass the box around again and have the children continue to select them until all the photos are passed out.

Place the Technology Time Line on the floor. Ask the children to sort the pictures into a natural time line of technological development. To do this, they will take their pictures to the technology timeline and place them where they think they go. After everyone has placed his or her item, discuss any inconsistency. For example, someone might have a camera before 1950 that is accurate. But a digital camera would be after 1991.

Allow the group to agree on where the picture belongs, without getting too exact about its date of invention. After all the pictures are sorted, have the children glue them into a timeline. Below each picture, have the children write one use for the technology. Tell the children that technology changes all of the time. Ask children to think about how they will use all the information that will be available to them in the future. Will it change the way they study and take tests? Will it still be important to memorize information? Will it be enough if they know how to find out what they need to know? Ask children if it is cheating to use technology to do their homework. Is it OK to use a calculator during a test? What about putting answers to a test in a pocket computer? When is it appropriate to use mobile phones?

Divide the group into four small groups. Have each group think up an idea for a new machine and use their bodies to make it operate. After each group demonstrates its machine, have the large group brainstorm new "technologies" that could improve the machines.

**PLAYBACK: POINTS TO REINFORCE ►**

- Which technological advance pictured in this activity came first? Second? Third?
- Can we really tell which one came first?
- How does technology help us?
- How does it hurt us?
- Is there a time when we should use technology? When and why?
- When should we not use technology? Why?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITY ►**

Do the same type of activity with pictures of household appliances or with different types of transportation.

**MEETING PLAN ► GEARS**
**PROJECT ► MACHINES**
**LEVEL ► Fifth grade**

**PURPOSE ►** Children learn how gears reduce work effort.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Bicycles
- Streamer ribbons
- Deck of old cards
- Tape
- Clothespins
- Old wind up toys
- Spring watches or clocks
- Venetian blinds
- Fish tank air pumps
- Old fans, or other broken gear-related household items, that can be taken apart
- Screw drivers (one for each child is ideal)

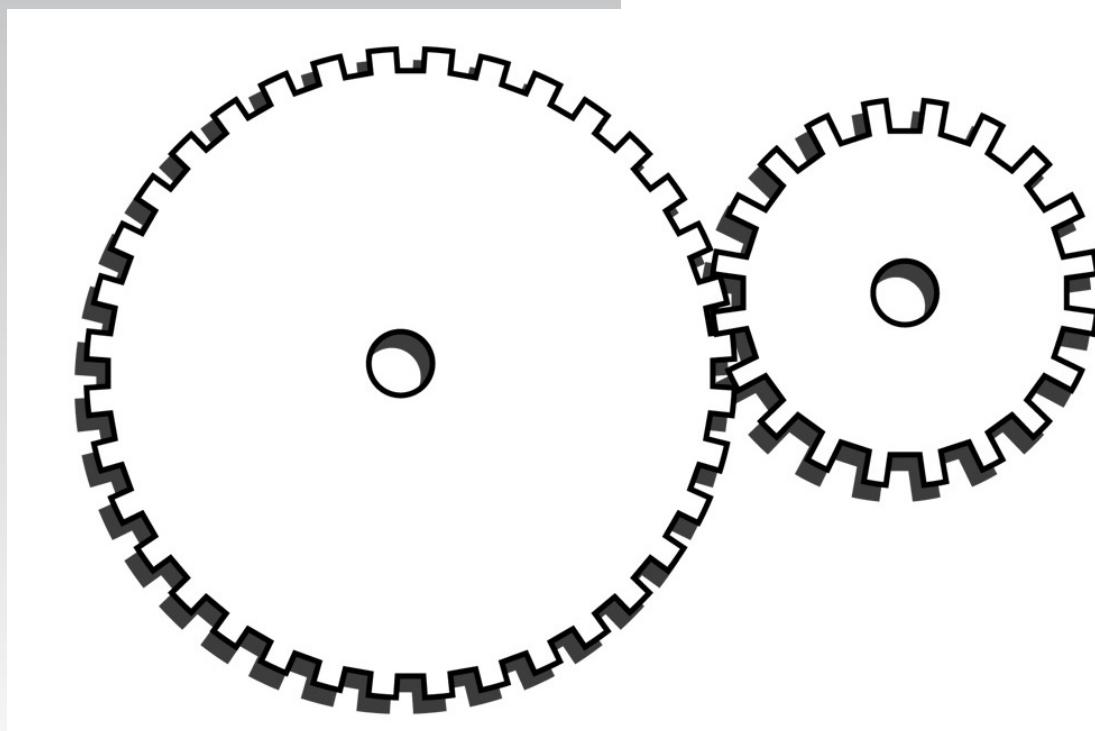
**PREPARATION ►**

Ask the children who have bicycles to bring them to the meeting. Provide a few extras if possible so that the children can work in small groups.

**BACKGROUND ►**

The pedal wheel cogs on a bicycle wheel don't actually touch. They work together with the chain that connects them. The chain goes over the teeth on each wheel and enables one wheel to turn the other.

Machine gears work together as the teeth interlock with each other. As one wheel turns, the energy is transferred to the other wheel when the pressure of the first wheel's teeth push on the teeth of the second. Gears reduce work by spreading the amount of effort needed to complete a job. This can make it easier for you to sharpen a pencil, ride a bike up a hill or keep a clock set right. Gears are a pair of wheels. These wheels are usually different sizes and edged with teeth that fit into each other (interlock). One wheel turns the other.



# GEARS

**ACTIVITIES ►****Get in Gear**

Divide the children into small groups based on the number of bicycles you have. Have each group turn its bike upside down. The bikes will be resting on their handlebars and seats.

Give each group a role of streamer ribbon. Have the children weave the streamers into their wheel spokes. As the members work on these decorations, have them turn the wheel by using the pedal. Discuss with them how the gears work. (See Background section above.) Show them how the teeth and the chain work together.

**Take Apart**

Give the broken machines to the children, either individually or in groups. Allow them to take the items apart and study how they fit together. Tell them to explore the materials and experiment with them to create new technology ideas.

**PLAYBACK: POINTS TO REINFORCE ►**

- What other things use gears to operate? (pencil sharpener, clock, wind-up toys)
- How do gears work? (They reduce work by spreading the amount of effort needed to complete a job.)

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**ADDITIONAL ACTIVITY ►**

If space allows, have a bicycle relay. Allow the children to make up the rules.

**MEETING PLAN ► CATAPULTS**
**PROJECT ► MACHINES**
**LEVEL ►** Fifth grade

**PURPOSE ►** Children understand and apply the basic laws of motion.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

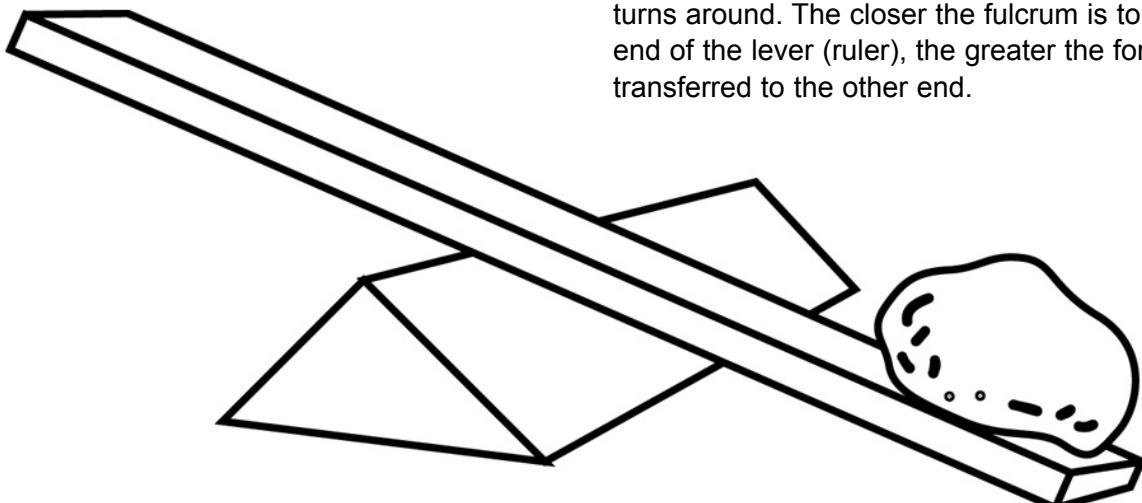
- One small wooden block for each group of two to three children
- One ruler for each group
- One eraser for each group (or other small safe item)
- Pencil and paper for each group
- Table space for everyone
- Blocks of different sizes, additional safe small objects
- Group observation chart

**BACKGROUND ►**

A catapult is a device used to throw or launch an object. Historically, catapults were used as weapons to throw stones and other items at castle walls. People had to know how to set catapults in such a way that they would hit their targets.

The catapult demonstrates the standard scientific laws of motion: First, a stationary object will stay in place and a moving object will keep moving until acted upon by an outside force. This force is called inertia. Second, the effect that an outside force has on an object depends on the amount of force and the mass of the object itself. Third, applying force to an object results in an equal amount of force being applied in the opposite direction.

This activity also demonstrates that every action has an equal and opposite reaction (third law). So the amount of energy from the thrust or push from the lever (ruler) in the downward direction is transferred into the eraser in the opposite direction. The wooden block acts as a fulcrum that is the transfer point for the energy from one end to the other end of the ruler. When the fulcrum of a simple tool is moved from the center toward one end or the other of a lever, the distance and the speed of a launched item (catapult) will change. A fulcrum is a support that a lever turns around. The closer the fulcrum is to the end of the lever (ruler), the greater the force transferred to the other end.



**PREPARATION ►**

This activity will require close supervision. Practice it at home before the meeting. Find a place that has plenty of floor space, as children will be launching objects into the air. Ideally, set up long tables about eight feet in front of a wall. Children will work in groups of two or three.

Make a group observation chart using the pattern following the activities

Invite a science teacher as a guest speaker to answer questions.

**ACTIVITIES ►**

Ask the children if they know what the word catapult means. Tell them the definition (see Background) and use the example of someone diving from a diving board, catapulting himself or herself into the water.

Explain that today they are going to catapult objects, using the standard laws of motion. Tell the children that it is very important for them to follow directions in order for this activity to be safe.

Give each group a block, a ruler, an eraser, paper and a pencil. Tell each group to place its block on the table. Have them put the rulers on top of the blocks. They need to make sure they are centered on the blocks. Have the children place the erasers on the ends of the rulers. Make sure every group has its catapult set up properly before the first try. Tell the children to sharply push the other end down to the table. Both ends of the ruler will travel the same distance but the eraser will continue to travel forming an arch as it falls to the ground.

Ask each group to measure the distance the eraser was thrown and to record the information on their paper. Ask the group to share their distances and put them on the group observation chart.

Next, have them move the ruler so that there is about two inches more of it on the 'launching' side of the catapult. The ruler will rest at an angle. Put the eraser on the end of the ruler that is touching the table. Check each catapult to make sure it is set up properly. Tell children to sharply push the short end of the ruler that is up in the air all the way down to the tabletop. Notice how far the end of the ruler with the eraser moves this time. Tell them to record this observation. Tell them to measure the distance the eraser was thrown, record the information and compare it to the information from before. Ask the group when the eraser traveled the farthest? Ask them why there is a difference. Ask them how can they make it travel farther.

Introduce the children to the following laws of motion to explain what they observed.



### The Laws of Motion

First, a stationary object will stay in place and a moving object will keep moving, until acted upon by an outside force. This force is called inertia. Second, the effect that an outside force has on an object depends on the amount of force and the mass of the object itself. Third, applying force to an object results in an equal amount of force being applied in the opposite direction.

Other points to consider during this activity are that every action has an equal and opposite reaction (third law). So, the amount of energy from the thrust or push from the ruler in the downward direction is transferred into the eraser in the opposite direction. The wooden block acts as a fulcrum that is the transfer point for the energy from one end of the ruler to the other end. The closer the fulcrum is to the end of the ruler (lever), the greater the force transferred to the other end.

Continue trying different ruler lengths, sizes of blocks and objects. Change the eraser and test the way it affects the distance traveled. Change the length of the ruler and continue to test the catapult. Change the size of the blocks. Set up a specific target and have the children create a catapult that hits the bulls-eye.

### PLAYBACK: POINTS TO REINFORCE ►

- How were catapults originally used? (As weapons to throw stones.)
- Was it difficult to set a target and hit it with a catapult?

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

### ADDITIONAL ACTIVITY ►

Invite members of a high school science club to come to a meeting and use other activities to demonstrate the laws of motion.

CATAPULTS

**GROUP OBSERVATION CHART**

DISTANCE:	Catapult #1	Catapult #2	Catapult #3



## MEETING PLAN ► BAKING BREAD

### PROJECT ► MACHINES

#### LEVEL ► Fifth Grade

**PURPOSE** ► Children learn the safe use of one or two small baking appliances (mixer, bread machine).

**OPENING** ► Choose from the suggestions on page 237 or develop one of your own.

#### MATERIALS ►

- Copies of recipe
- Bread machine
- Hand held mixer with beaters
- Stand-up mixer with beaters
- Mixing bowls
- Spoons
- Owner manuals for mixers and bread machines, if possible
- Enough ingredients to prepare recipe by three or four methods
- Variety of baking sheets
- Paper to record observations
- Tape
- Towels
- Cleaning solution for tables

#### PREPARATION ►

This meeting will take a minimum of 1½ to 2 hours. Make sure you have enough time to complete the baking. Set up baking stations before the children arrive. Place a different appliance at each station (bread machine, handheld mixer, stand-up mixer or mix-by-hand station) along with its owner's manual. Place the ingredients on a different table.

#### ACTIVITIES ►

Divide the group into four teams, or the same number of teams as available appliances. Have the teams read the recipe and different methods. Review the safe use of each appliance with the group. Show step-by-step instructions and safety guides with details from the manuals, if available.

Have each team record its observations while preparing the dough using their method and equipment. Have the groups divide the tasks among its members:

1. Gather measured ingredients.
2. Properly place bowls or beaters/paddles and other set-up details.
3. Combine ingredients as instructed to form dough.
4. Divide dough and cover it.
5. Prepare pans for baking.
6. Place baking racks properly and preheat oven.
7. Record what kind of baking sheet is used.

Have the teams shape and bake dinosaurs as directed. Compare the results with the teams, discussing overall quality of the product, crust color, etc. Ask each team to give an oral report to the larger group discussing the group's results and observations about the equipment, methods and final products.

\***Egg wash:** 1 egg whisked together with 1 tablespoon water.

### Dinosaur Dough

Makes approximately 6 dinosaurs.

1 cup water  
2 tablespoons vegetable oil  
1 egg  
3 tablespoons sugar  
1 teaspoon salt  
3  $\frac{1}{3}$  cups bread flour  
1 pkg. ( $\frac{1}{4}$  oz.) fast rising yeast

### Bread Machine Method

Have all ingredients at room temperature and place in a pan in the order listed. Select dough/manual cycle. At the end of the kneading cycle, press STOP/CLEAR; remove dough; proceed with rising, shaping and baking directions.

### Mixer Method

1. Combine yeast, 1 cup flour, sugar and salt. Combine water and oil and heat to 120 to 130° F.
- 2 In mixing bowl, combine dry mixture and liquid ingredients on low speed. Add egg. Beat two to three minutes on medium speed. By hand, stir in enough remaining flour to make a firm dough. Knead on floured surface five to seven minutes or until smooth and elastic. (See Baking Resource Section in the appendix for tips.)

### Stand Mixer Method

1. Combine yeast, 1 cup flour, sugar and salt. Combine water and oil and heat to 120 to 130° F.
2. Attach paddle or beaters and combine dry mixture and liquids in mixing bowl on medium speed for four minutes. Add egg and beat one minute. Gradually add remaining flour and knead with dough hook(s) five to seven minutes until smooth and elastic.

**By hand:** Prepare as for hand held mixer, but use a large spoon in place of the mixer.

### Rising, Shaping, Baking

Divide dough in six equal pieces  
Cover; let rise 20 minutes



Use imagination - shape a dinosaur. Use forks and kitchen scissors to cut or prick dough for pronounced features. Place on lightly greased baking sheet; cover and let rise 20 minutes. Preheat oven to 375° F. Egg wash shapes and bake 15 to 20 minutes until golden brown. Cool on wire rack for 15 minutes.

*Source: Red Star Yeast*

### Sweet Option

½ cup sugar  
 2 teaspoons ground cinnamon  
     or ¾ cup cinnamon chips  
 ½ cup chopped nuts  
 1 cup chopped fruit (canned and drained; fresh or frozen)

### Savory Option

1 cup shredded cheese  
 ½ cup finely chopped onion  
 ¼ cup chopped olives  
 ¼ teaspoon garlic powder or dried herb,  
     to taste

1. Take dough from the plastic bag or bowl.
2. Using blunt table knife, dough scraper or kitchen scissors chop or cut up the dough into small pieces (size of golf balls).
3. Put dough pieces into the bag.
4. Add the beaten egg, plus either the savory ingredients or the sweet. Squeeze out the air, fasten the top and mix the ingredients with the dough by squeezing.
5. Grease a 13" x 9" pan. Spread dough mixture in pan.
6. Cover lightly with plastic wrap. Let rise 20 minutes. Preheat oven to 375° F. Remove the plastic wrap and bake 20 minutes, or until golden brown. Cool 10 minutes. Enjoy!

*Source: Kansas Wheat Commission*

### PLAYBACK: POINTS TO REINFORCE

- Baking bread from scratch required time for the yeast to work. It's important to be patient with the process. Warm water activates the yeast and causes it to expand. It works best if the yeast has enough time to fully expand before being mixed with the flour.
- There are many different results from the same recipe, depending on the method used, the accuracy of measurement, etc.

**CLOSING** ▶ Choose from the suggestions on page 237 or develop one of your own.

BAKING BREAD

## Dinosaur Dough

### Nutrition Facts

Serving Size (125g)		
Servings Per Container	6	
<hr/>		
Amount Per Serving		
<b>Calories</b>	310      Calories from Fat 45	
	% Daily Value*	
<b>Total Fat</b> 5g	8%	
Saturated Fat 1g	4%	
<b>Cholesterol</b> 0mg	0%	
<b>Sodium</b> 400mg	17%	
<b>Total Carbohydrate</b> 57g	19%	
Dietary Fiber 2g	9%	
Sugars 7g		
<b>Protein</b> 9g		
Vitamin A 0%	•      Vitamin C 0%	
Calcium 2%	•      Iron 20%	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:		
Calories: 2,000      2,500		
Total Fat	Less than 65g	80g
Saturated Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4		



## FAMILY TAKE-HOME PAGE

"Machines" is a project on the Trail to the Future.

As a result of the project:

- Children develop an understanding of technology and some of its uses.
- Children develop a respect for appropriate uses of technology.
- Children learn how gears reduce work effort.
- Children understand and apply the basic laws of motion.
- Children learn the safe use of one or two small baking appliances (mixer, bread machine).

This project supports Camp Fire outcomes.

We hope that your child:

- Is receptive to new ideas, new duties and responsibilities.
- Uses critical thinking skills to solve problems.
- Practices good oral, language and written communication skills.

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

### AT HOME ►

Take your child to an electronics or computer store to look at all the new kinds of technology.

Play games on the computer with your child. There are many Web sites that have many interactive games for children to play. Just key in "games kids" to find a listing of sites.

Let your child help you repair a broken appliance. Point out how the machine's parts work and fit together.

Have your child identify all the machines that are in your house. Talk about how they help make things easier. Think of new ways to do things if all of sudden the machines were gone.

FAMILY

**LEVEL ►** Fifth Grade

## TRAIL TO THE FUTURE

**PROJECT ►** FUN AND GAMES**PURPOSE ►** Children solve group challenges by using cooperation and problem solving.**MEETING PLANS ►**

Ice Age Breakers  
Just Trust Me!  
More Heads Are Better Than One

**YOUTH OUTCOMES ►**

- Has confidence in one's ability to accomplish a goal (2.3).
- Appreciates the value of self and others (2.5).
- Is willing to engage in personal growth activities (2.7).
- Recognizes and respects values of others (3.10).
- Is aware of and respects other's feelings (3.12).
- Practices good oral, language and written communication skills (12.37).
- Follows verbal directions (12.40).

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

Each child receives a red bead for each meeting in which he or she participates and earns recognition emblem #B-54700 for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

**EDUCATIONAL STANDARDS ►**

Ice Age Breakers	LA 8.8, LA 8.9
Just Trust Me!	LA 8.9, B 2.4
More Heads Are Better Than One	LA 8.8, LA 8.9, B 2.4

**TIPS FOR GROUP LEADERS ►**

- This project requires a large area where members can complete the games and activities.
- Obtain cones or markers to establish boundaries.
- Have plenty of adults to help supervise the group.
- Invite other children to join in the Ice Age Breakers.
- The activities in "Just Trust Me!" require the children to take physical and emotional risks. Be aware of children who will not feel comfortable participating. This meeting teaches valuable lessons about interdependence. If you choose not to do this meeting plan, you may substitute any other games that promote trust and working together.

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

**MEETING PLAN ► ICE AGE BREAKERS****PROJECT ► FUN AND GAMES****LEVEL ►** Level: Fifth Grade**PURPOSE ►** Children learn about individual and team effort from each participant.**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.**MATERIALS \$ ►**

Cones or markers for boundaries.

**PREPARATION ►**

Establish the playing area. The larger number of children playing, the more area required. Children enjoy playing many types of games, including individual or team sports, board games, video games and games they learned when they were younger. Ice Age Breakers is a series of games that enable the children to participate in a noncompetitive manner. In Ice Age Breakers, there are no winners and no losers. The games are active and limited in time.

All Ice Age Breakers have four basic rules:

1. Play Hard - Give all your effort.
2. Play Fair - Follow the rules for each game.
3. Play Safe - Show respect for other people's safety.
4. Have Fun - By following all of the other basic rules, everyone can have fun.

**ACTIVITIES ►****One to One**

Have the children pair up with each other. It doesn't matter who they are with because they are going to switch to another partner. When the leaders calls out a command, the set of partners must do the action. For example, when the leader says "elbow to elbow," the partners need to touch one or both elbows to each other's elbows. Next, the leader may say "head to knee," where one partner's knee must touch the other partner's head.

After several actions, the leader will call "One to One" and the children need to switch partners. The game starts over again with new commands.

**Suggestions:**

Head to elbow	Elbow to elbow
Head to knee	Elbow to knee
Head to toe	Elbow to toe
Head to head	Elbow to ear
Shoulder to elbow	Knee to knee
Shoulder to knee	Knee to toe
Shoulder to toe	Toe to toe
Shoulder to shoulder	Hip to hip
Back to back	

**Ask the children:**

- What skills are needed for this game? (Listening and communicating with your partner.)
- Was it easy or difficult to change partners?
- Working effectively with a partner is an important skill. Were you satisfied with the results?

**Fishy, Fishy**

The playing field for this activity should be a rectangular area where the children have enough space to move around. The sides are considered out-of-bounds and the children become "seaweed." The object of the game is to avoid being tagged by the "sharks."

The game begins with two or three children being sharks. The sharks are in the middle of the playing field or "ocean." The rest of the group (the fish) is lined up along the front line or boundary.

The sharks should talk among themselves and choose a color. They then call out "Fishy, fishy, come and swim my ocean blue." The fish that are wearing the particular color (blue, in this case) have to run from one end of the playing field to the other. Those who are not wearing the color that is chosen will wait until another color is called. The sharks continue to select different colors until everyone is on the other side of the playing field or have been tagged. The seaweed will turn and face the new direction, while the sharks select another round of colors.

The game continues until two or three fish are able to swim by the seaweed and the sharks. They will become the sharks of the next game.

**Ask the children:**

- Do you prefer to be a shark or a fish?
- In everyday life, sometimes you are "chasing" and sometimes you are "chased," which do you prefer?
- What are some examples of each? (A teacher can be a "shark," you might be a "fish" on the playground.)



### Lemonade Stand

The object of this game is to guess your opponents' actions and avoid being tagged.

Divide the children into two groups. Ask each group to line up on opposite ends of the playing field, facing each other. One team will select a unique occupation (such as elephant washing) to pantomime for the other team. Upon selection, both teams face each other and begin walking toward each other by saying the following:

Team One:

Thump, thump, thump, here we come.  
(Take six steps forward.)

Team Two:

Where are you from?  
(Take four steps forward.)

Team One:

Give a location.  
(Take two steps.)

Team Two:

What is your trade?  
(Take four steps.)

Team One:

Lemonade.  
(Take three steps.)

Team Two:

Show us some if you're not afraid.  
(Take three steps.)

Team One then pantomimes the job to the other team. Team Two tries to guess the action. When the answer is correctly given,

Team One runs toward home while Team Two chases after them. If a child gets tagged, he or she joins the other team.

Team Two then selects and pantomimes a new occupation.

Ask the children:

- Was it hard for a team to communicate as a whole group?
- What made it possible to come up with the right occupation?

#### PLAYBACK: POINTS TO REINFORCE ▶

- Including all children in a game is important.
- Sometimes, the rules need to be changed to allow for individuals who are physically challenged.

#### CLOSING ▶ Choose from the suggestions on page 237 or develop one of your own.

**MEETING PLAN ► JUST TRUST ME****PROJECT ► FUN AND GAMES****LEVEL ► Fifth Grade**

**PURPOSE ►** Children accomplish physical activities that involve trust among individuals and the entire team.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Bench or table
- Mattress or soft area

**PREPARATION ►**

Trust is a mental and emotional response between two or more individuals. Trust is something that develops over time and needs to be reinforced constantly. Trust activities are the first stage in developing an effective problem-solving team.

After each activity, it is important to have a discussion so the individuals can express or share their thoughts and feelings about their experiences. This develops a sense of common ground among the individuals and for the team as a whole.

**ACTIVITIES ►****Light As a Cloud, Stiff As a Board**

One child volunteers to be elevated by the entire group. This child lays down on the group and becomes stiff or rigid. The group surrounds the selected child and each person places both hands underneath the child. The leader cradles the child's head with both forearms and hands under the child's shoulders. It is important that most of the children's hands are under the main section of the body instead of at the ends.

On the count of three, the entire group lifts the child to waist level. It is important that the child remains stiff or the center of gravity will be shifted to one spot. The lead person then commands the group to lift the child to shoulder height. If it is safe and possible to do so, the group may lift the child above their heads.

After reaching the suggested height, the lead person commands the group to lower the child to waist level and then to ground level. It is important for the entire group to follow through to the end, or the person in the middle could fall.

The group then rotates around so that the next child can be the "elevated" person. The group should encourage each other and respect the concerns of those who do not want to do the activity.

For younger children, use a sheet or blanket for the "elevated" person to lay on. The group will hold onto the edges of the sheet or blanket and will lift the child as high as possible.

After the activity, have a discussion with the children and address the following questions:

- How did you feel before doing the activity? After the activity?
- How did it feel to have support or encouragement from your teammates?
- Would you do it again?
- Why was it important for the partners to work together?
- Why was it important for the elevated person to remain stiff?
- What safety concerns were there and how did the teammates handle them?
- Why was it important for the teammates to lower the person the same way as lifting the person?

#### Just Lean Back

Divide the children into pairs. One child is selected to be the fall guy and the other child becomes the "catcher." The fall guy becomes very stiff. The catcher holds two hands (one hand behind the head or neck and the other on the middle of the back) behind the fall guy, barely touching the person. The catcher asks the fall guy if he or she is ready and then commands the fall guy to fall backwards. With bent knees, the catcher catches the fall guy a few inches from the standing position. The catcher then lifts the person back to the standing position.

Do the activity again with the catcher five or six inches away from the fall guy. Repeat the activity with the catcher about a foot away, and then about two feet away. It is important that the fall guy doesn't fall too much or the catcher will have a hard time catching the person.

The children should then switch positions and then repeat the activity.

After the activity, have a discussion with the children and address the following questions:

- How did it feel to have support or encouragement from your partner?
- Would you do it again? Why?
- Why was it important for the partners to work together?
- Why was it important for the fall guy to remain stiff?
- What safety concerns were there and how did the partners handle them?
- Why was it important for the partner to lift the person the same way as catching the person?

#### Zipper Trust

Divide the children into two groups. Have both groups face each other in a straight line. Each child will have his or her arms out, placing their arms in an alternating sequence (like the teeth of a zipper). It is very important that the children are close together, side by side and facing each other because they are going to support the weight of another person on their arms.

The leader of the group will choose one child as the fall guy. The object is for the fall guy to fall backwards onto the zipper while being straight as a board. The zipper group must catch the fall guy without dropping the person on the ground. The leader should make sure that the children are close together and forming the proper zipper so that the activity is safe. Then, the leader will call out "falling," and will gently push the fall guy backward onto the zipper. The fall guy should land on the arms of the children without falling through. The leader will then instruct the group of children to lower the feet of the fall guy so that the person can stand up easily. Then, another child is selected to be the fall guy.

\*Hint: Have the groups of children rotate around the circle so everyone can experience the different positions. The group should encourage each other and respect the concerns of those who do not want to do the activity.

After the activity, have a discussion with the children and address the following questions:

- How did you feel before doing the activity? After the activity?
- How did it feel to have support and encouragement from your teammates?
- Would you do it again? Why?
- Why was it important for the partners to work together?
- Why was it important for the fall guy to remain stiff?
- What safety concerns were there and how did the teammates handle them?
- Why was it important for the teammates to lower the person the same way as catching the person?

#### PLAYBACK: POINTS TO REINFORCE ►

- It's important to communicate and work together as a team so that people will feel safe and will be willing to trust you.
- Think about safety each time you play a game.
- Be aware that some people might be nervous about taking a risk.

**CLOSING ►** Choose from the suggestions on page 237 or develop one of your own.

**MEETING PLAN ► MORE HEADS ARE BETTER THAN ONE****PROJECT ► FUN AND GAMES****LEVEL ► Fifth Grade**

**PURPOSE ►** Children accomplish activities that involve teamwork, problem solving and team processing.

**OPENING ►** Choose from the suggestions on page 237 or develop one of your own.

**MATERIALS ►**

- Hula hoop with thin rope
- Two poles
- Two ropes
- Blocks of wood
- Two #10 cans
- Elastic band with seven to eight pieces of string
- Two roped areas

**PREPARATION ►**

The following activities enable the children to work as a team, without using too much discussion and planning. These activities are short and fun, but they do require talking about the skills after each activity.

**ACTIVITIES ►****Time Portal**

This activity is similar to Light as a Cloud, Stiff as a Board. The object of the activity is for the group to lift a person and transfer him or her through a "portal." Once through the portal, that person has to help others through, but cannot go around the portal. The challenge is for the group to communicate and to problem solve the procession of "time travelers."

Set up the playing area by using a hula hoop or a large tire as the time portal. The height of the portal should be waist high for the children. Explain the rules of the activity and give the children time to discuss their plan of action. There are no correct or incorrect ideas. The leader is an observer, not an active discussion leader or participant.

The group will start with the first person to go through the portal. The first person must be lifted by the group and carefully passed through the portal. Any major touches, by anyone, on the portal, and the entire group has to start over again. As the children are being passed through (by the entire group), both sides are lifting and lowering the children carefully. The last person has to be able to enter the portal without any help. The rest of the group has to help as much as possible so the last person doesn't touch the portal.

After the activity, discuss these questions:

- What were some of the difficulties of doing this activity? What were the reasons for these difficulties?
- What did the group learn that could have made this task easier?
- How did you feel after making many mistakes?
- How did you feel when the group finally accomplished the task?
- What were some of the safety concerns for the group? How did the group handle these concerns?
- What was your input in the decision making process? How could you have handled the planning stage better?

### Fudge River

The object of this activity is for the members to cross an imaginary fudge river, as a team, by using "marshmallows" (the blocks of wood). Set up the playing field with the two ropes (two feet for every student). Each rope represents the edge of the river.

Inform the children that they have to cross the hot, steamy, fudge river using the "marshmallows." If the marshmallow is touching the fudge and is not touched by a child, the current will take the marshmallow down river. The entire group must cross the river. If one person touches the hot fudge, the entire group must start over. When a marshmallow is on the other side, it cannot be sent back.

After explaining the rules, have the children brainstorm their ideas about crossing the river and make their attempt to cross. The instructor should watch the marshmallows and the feet of the children. He or she collects any floating marshmallows, or sends the group back to the beginning.

If a group is sent back, have them discuss their mistakes and change their plans.

If the children are arguing over the order, rearrange the group members. If the children are having difficulty in solving this challenge, sit down with the group and discuss the positive points. Then, encourage the children to suggest other ways of solving these conflicts.

After the activity, discuss these questions:

- What were some of the ideas? What was the idea that finally worked for the group?
- What made it possible for this plan to work?
- What mistakes were made? How were they corrected?
- What did the group do to make this challenge a team effort? What were the different roles of the group? Did everyone have an important role? Explain.
- What were some of the safety concerns of this challenge?



### Acid Pour

The object of this activity is for the team to move a container of liquid from one location to another without spilling any of the contents. Place the cans in the middle of each of the large areas. Tell the children that they need to transfer the "acid" in one can to the safety of the other can. Nothing can touch the acid can except the special tool (such as a pair of old tongs).

If there is a large number of children present, half of the children must lift the acid and then hand off the tool and acid to the second group across a barrier. The children must transport the acid to the other area without dropping any water and pour the acid into the new container. Then, the children return the can back to its original position. Allow the children to decide on a plan in their teams and then attempt to do the activity.

After the activity, have a discussion with the children and address the following questions:

- Did everyone have a chance to share his or her ideas? Was everyone listening, or were there other children more interested in doing the activity?
- How did the group decide which ideas to use?
- What made it possible for this plan to work?
- What mistakes were made? How were they corrected?
- What did the group do to make this challenge a team effort? What were the different roles of the group? Did everyone have an important role? Explain.

### PLAYBACK: POINTS TO REINFORCE ▶

- Teamwork enables a group of individuals to share ideas (based on past experiences), discuss possible steps, execute the action plan, and to learn from the mistakes and accomplishments of the entire group.
- Teamwork may require the role of a leader who is willing to support all possible ideas and to make decisions that enable the group to accomplish the given task.
- Teamwork requires all members of the group to listen to each other and support the decisions that are made by the leader and the team.

### CLOSING ▶

Choose from the suggestions on page 237 or develop one of your own.



## FAMILY TAKE-HOME PAGE

"Fun and Games" is a project on the Trail to the Future.

As a result of the project:

- Children solve group challenges by using cooperation and problem solving.
- Children learn about individual and team effort from each participant.
- Children accomplish physical activities that involve trust among individuals and the entire team.
- Children accomplish activities that involve teamwork, problem solving and team processing.

This project supports Camp Fire outcomes.

We hope that your child:

- Has confidence in one's ability to accomplish a goal.
- Appreciates the value of self and others.
- Is willing to engage in personal growth activities.
- Recognizes and respects values of others.
- Is aware of and respects others' feelings.
- Practices good oral, language and written communication skills.
- Follows verbal directions.

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

### AT HOME ►

Ask your child to explain one of the games they learned. Play the game together as a family.

Teach your child one of the games you played when you were young.

Ask older family members to share favorite games they played when they were young. They can talk about their experiences playing the games and why they enjoyed them.

Play games on the computer with your child. There are many Web sites that have many interactive games for children to play. Just key in "games kids" to find a listing of sites.

FAMILY





## MEETING OPENINGS AND CLOSINGS

An opening is an activity that formally signals the beginning of the meeting. It is a special ceremony that often becomes a tradition. Groups might consider using the same opening and closing for a specific project. For example, if the group is working on a project on the Trail to the Environment, they could use the same opening and closing for each meeting in that project.

A closing is an activity that signals the end of the meeting. It should be a special time that draws the meeting to an end on a positive note. Make the closing quiet and fun as well as a little serious and meaningful. It should be something the children will remember until the next meeting.

### Traditional Openings and Closings

- Have a flag ceremony.
- Recite the "Pledge of Allegiance."
- Have the children form a friendship circle by crossing their right arms over their left arms and joining hands with the children on each side. Each person squeezes the hand of a neighbor as a sign of good wishes or friendship. Pass the good wishes or gentle squeeze on until it has gone all around the circle.
- Sing a Camp Fire song or a familiar song such as "Make New Friends." You could also use the tunes of one of these songs and make up new words.
- Create special handshakes. As the children leave, have them shake hands with each other and say something nice to each person with whom they shake hands.
- Form a good-bye bridge. Partners line up and make a bridge to the door. The pair farthest from the door starts under the bridge to the door, saying good-bye, followed by other pairs in turn. The last pair can exit under the arms of the adults who are leading the meeting.
- Light a candle and have the children make silent wishes.

### Additional Ideas

The following activities can be combined with the traditional Camp Fire group openings and closings:

- Assign family members of the children the task of creating and leading opening and closing activities for the meetings.
- Invite family members of the children to teach their favorite songs or a game to the children as part of the opening or closing.
- Make a banner out of fabric, a tablecloth or a sheet. Before the children leave each meeting, have them use fabric markers to print a few words or draw a picture on the banner describing what they liked most about the meeting. It may be an activity, something they learned or just being with their friends. Hang the banner on the wall during each meeting. When the banner is full, present it to a younger Adventure group to show those children all of the fun things they will get to do someday.
- Drawing imaginary pictures is a good exercise to relax the children and help them begin to focus on what is ahead in the meeting. Have the children stand several feet apart. Lead the group in pretending to draw large circles, first with one hand and then with both hands. Create other designs, moving up, down and from side to side. Make sure the children move the upper arms and shoulders. Use elbows, shoulders, wrists and hands to make the imaginary pictures in the air. Let the children take turns leading the group. End the exercise with the children drawing an imaginary picture of the Camp Fire logo high in the air.

- Help the children relax at the end of the meeting. Have them close their eyes, take a long, deep breath and let it out slowly. Then have them breathe out, pretending the air is flowing out the ends of their fingers. The next time they do the breathing exercise, have each one of them pretend to be a balloon with air coming out of it.
- Let the children spend time talking and sharing in a "Chat Circle."
- Play a familiar or new game before the meeting. Each week ask a child to teach or lead the game.

## ADDITIONAL MEETING SUPPLIES

Equipment	Tools	Miscellaneous
Balls	Acrylic paint	Baby powder
Calculators	Cleaning supplies	Balloons
Camera w/ film	Cooking utensils	Balls of string
Camping equipment	Cookware	Baby wipes
Canvas (3'x5')	Electrical tape	Birthstone chart
CD player	Extension cord	Braille alphabet cards
Containers with lids	Flashlight	Cardboard tubes
Dowels	Garden hose	Cement
Hula hoops	Glue gun	Clothes pins
Jump ropes	Hammer	Corrugated cardboard
Kites	Map/Globe	Crossword puzzles
Mirrors	Paint thinner	Deck of playing cards
Paper bags	Popcorn popper	Dry plaster mix
Plastic bags	Sand paper	Envelopes
Postage stamps	Stove/heating element	Face paint
Radio	Tape measure	Face wipes
Scale	Varnish	Flower seeds
Stop watch	Wood	Fruit & Vegetable seeds
Styrofoam balls	Wood stain	Graph paper
Tacky cloth		Hair spray
Tape recorder		Ink
Wooden skewer sticks		Large black poster board
Yardsticks		Large calendar
		Lava soap
		Old Camp Fire manuals
		Old magazines
		Petroleum jelly
		Pillow cases
		Plastic table cloths
		Potting soil
		Queen-size sheet
		Ribbon
		Samples of family trees
		Sawdust
		Small vine plants w/ roots
		Sponge or rubber balls
		Straws
		Surgical gloves
		Toothpicks
		Tracing paper

## BAKING RESOURCE SECTION

Camp Fire appreciates the contribution of baking projects developed by the Home Baking Association. These resources provide support information for the baking activities in this book.

### Food safety tips:

- Food safety starts with washing hands before handling food and after handling raw meat, eggs or other foods that can cross-contaminate ready-to-eat products.
- A good sanitizing spray or rinse for cleaning counters/tables is: 1-teaspoon bleach to 1-quart water. Prepare fresh mixture daily.
- Always wash utensils or counters that come in contact with raw eggs, meat, poultry or fish before you use them for ready-to-eat foods such as deli meats, vegetables or baked goods.
- Refrigerate eggs, milk and other perishable ingredients when not being used at 40° F or less.

## TEN TIPS FOR BAKING SUCCESS WITH KIDS

*More questions?  
Visit [www.homebaking.org](http://www.homebaking.org)*

1. Always wash hands and countertops before starting.
2. Stay safe! Have an adult show how to do the following age-appropriate baking tasks:

### K-2nd graders (ages 6-8):

- Clean surfaces before and after; washing fruits or veggies.
- Gather ingredients, pans; grease baking pans.
- Stir dry ingredients, spoon into dry measure cup; level off.
- Measure liquid ingredients.
- Add measured dry and liquid ingredients into mixing bowl.
- Crack eggs.
- Cut fruit, margarine or butter sticks with plastic or table knife on cutting board; grate cheese.
- Stir batters (pancakes, muffins)-a thick dough may be too stiff.
- Knead dough.
- Preheat the oven. (Adults help to load products in hot oven.)
- Wash dishes, put away ingredients or utensils.
- **Get adult help** with sharp knives or peelers, opening cans/bottles, stirring thick mixtures, loading and unloading the oven and handling baking pans.

### 3rd-6th graders (ages 9-12):

- Learn safe knife skills for chopping and cutting.
- Handle food equipment safely-place oven racks and load oven, operate mixer, microwave, bread machine and food processor.

- Follow a recipe, measure accurately and prepare a product

- Read and interpret ingredient and food labels.

- Handle and store food ingredients and finished products safely.

- Clean up.

3. **Read the recipe top to bottom first-** together with an adult or on your own. Be sure you:

- a) Understand the steps and methods
- b) Have all the ingredients and equipment
- c) Take it one step at a time, finish each step and double check to be sure nothing was left out.

4. **Gather all the ingredients and equipment.** Make sure ingredients are fresh.

5. **Use the right tools.** Use measuring spoons (not eating utensils) for small amounts. Stir dry ingredients (flours, sugars, cornmeal, cocoa) and spoon into dry measuring cups and level off with a flat edged utensil. Pour liquids (water, oil, milk, honey, corn syrup) in a clear liquid measuring cup placed on the countertop.

6. **Use a food thermometer to measure liquid temperatures before adding to yeast.** Always cover bread dough and place it to rise at room temperature (or about 80 degree F). Be sure to punch it down when it doubles in size.

7. **Ingredients tips:** Use large eggs in home baking. Use only butter or margarine (read the package label), not a spread or reduced fat product.

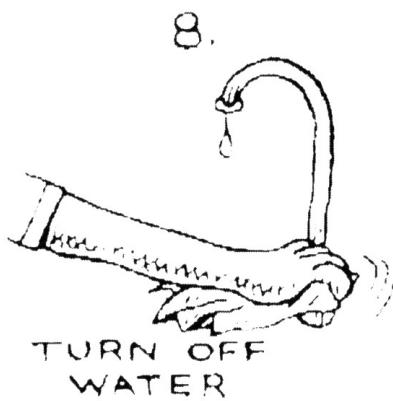
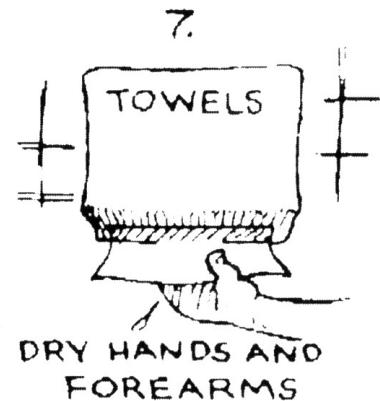
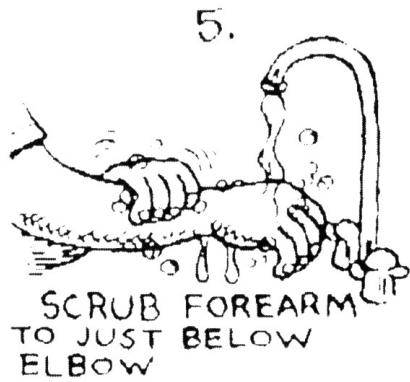
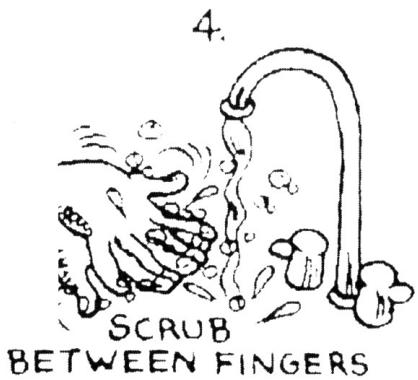
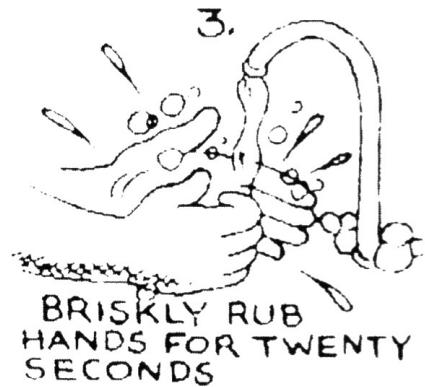
8. **Use the size of pan the recipe recommends for best results.** (For substitutions, see pan substitution chart at [www.homebaking.org](http://www.homebaking.org).)

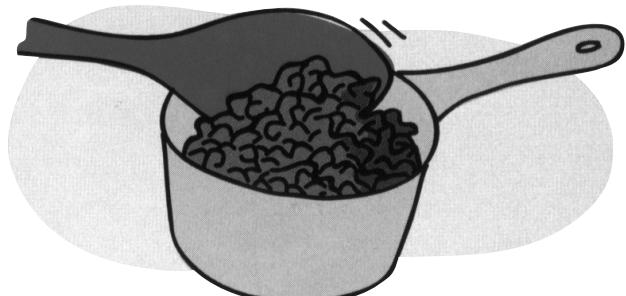
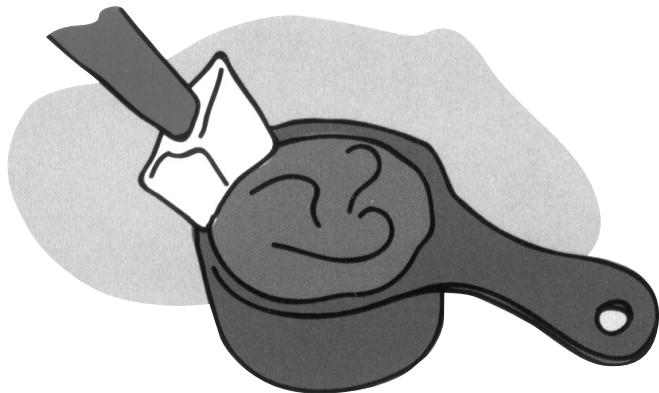
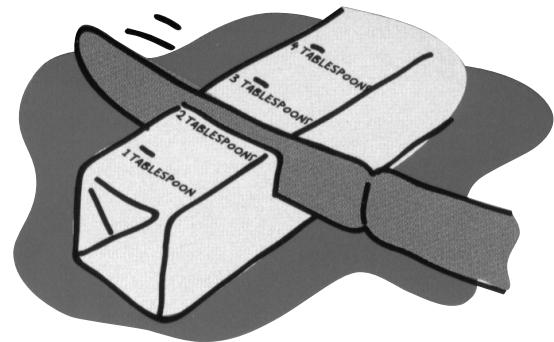
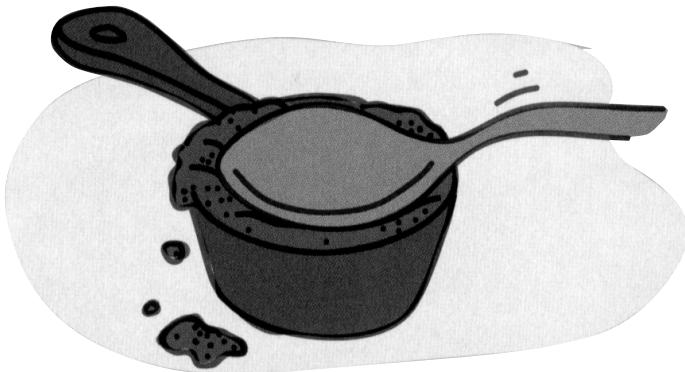
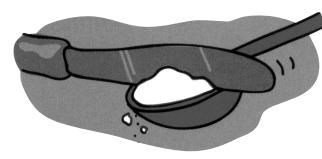
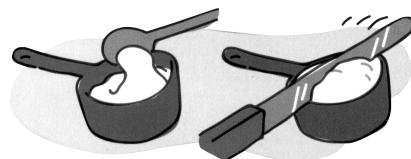
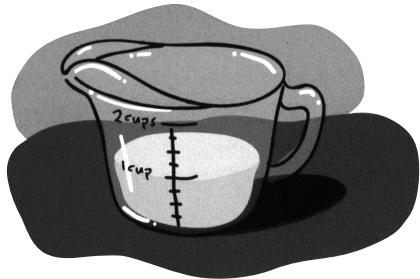
**9. 1-2-3-4-5 in the Oven:**

1. Make sure the oven racks are in the right place. Move them while the oven is cold.
2. Always preheat the oven as the recipe directs.
3. Place pans in the oven so they are not touching each other or the oven sides. Do not place pans on racks right above or under another pan.
4. Keep dry oven mitts or pads close by.
5. Have a wire cooling rack ready for the pans and to cool the baked food on.

**10. Clean up spills immediately. While the product bakes, finish cleanup.**

# HAND WASHING GUIDE





## ADDITIONAL RESOURCES

**Amazing Wheat,**  
 Kansas Wheat Commission/Wheat Foods Council, 1999.  
 Activities for grades 4th through 6th.  
 Videos are also available.  
 Telephone: 785 539 0255

Wheat Foods Council  
 Telephone: 303 840 8787  
[www.wheatfoods.com](http://www.wheatfoods.com)

**A Romance with Baking,**  
 Redfern Hamper, Karol,  
 Redfern Books, 2000.  
 Pictorial U.S. history of milling  
 and baking with recipes.  
 ISBN 0-9674772-0-4.

Baking Fun at Camp Cookie  
 Land O'Lakes, PO Box 4000,  
 Monticello, Minnesota  
 Land O' Lakes games, recipes and fun.

**Baking Resource Guide,**  
 Home Baking Association, 1999.  
 Guide to tested and reliable recipes,  
 cookbooks, videos, posters and baking tips.  
 Order from the HBA while supplies last.  
[www.homebaking.org](http://www.homebaking.org).

**Betty Crocker's Kids Cook!**  
 Betty Crocker Kitchens,  
 Macmillan Publishing, New York, 1999.  
 ISBN 0-02-863406-3.  
[www.bettycrocker.com](http://www.bettycrocker.com) or [www.mgr.com](http://www.mgr.com)  
 (Macmillan Publishing)

**Bread Bread Bread,** Morris, Ann, and Heyman, Ken, William Morrow & Co., New York, 1989.  
 Pictorial celebration of the many different kinds of bread and how they are enjoyed around the world.  
 (Also look for the *Reading Rainbow* videotaped version at your public library.) ISBN 0-688-12275-2.

**Bread in a Bag** series.  
 A variety of breads prepared in bag. Great for classrooms and after-school programs.  
 Idaho Wheat Commission  
 Telephone: 208 334 2353.

**Bread for Youth Groups,**  
 Red Star Yeast, 1997.  
 Carol Stevens  
 Telephone: 800 445 4746.

**Celebrating Our Mothers' Kitchens,**  
 The National Council of Negro Women, Inc., 1996.  
 Simon & Schuster  
 Telephone: 800 223 2336.

How to Teach Nutrition to Kids. Evers, Connie Liakos, Carrot Press, Tigard, 1995.  
 An integrated, creative approach to nutrition education for children ages 6-10.  
 ISBN:0-9647970-3-8

**Journey Cake Hol**  
 Sawyer, Ruth, Viking, 1953.

**Rising to the Occasion.**  
 Fleischmann's Yeast, 1999.  
 (Also-Rolling in the Dough;  
 Exploring the North Roll;  
 It's in the Bag, for ages 9-18.)  
 Telephone: 800 777 4959  
[www.breadworld.com](http://www.breadworld.com)

***Latkes and Applesauce. A Hanukkah Story.*** Manuushkin, Fran, Scholastic, Inc., New York, 1990. ISBN: 0-590-42261-8

***Loaves of Fun.*** Harbison, Elizabeth M., Chicago Review Press, 1997. A history of bread with activities and recipes from around the world. ISBN: 1-55652-311-4

***Tony's Bread.*** De Paola, Tomie, A Whitebird Book, G.P. Putnam & Sons, New York, 1989. ISBN: 0-399-21693-6

***The Magic School Bus Gets Baked in a Cake.*** Cole, Joanna, Scholastic, Inc., New York, 1995. A book about kitchen chemistry. ISBN 0-590-22295-3

***Marvin and the Great North Woods,*** Lasky, Kathryn, Harcourt Brace & Co., New York, 1997. ISBN: 0-15-200104-2

***The Rainbow Bakery. A Color-full Adventure Children's Cookbook,*** Gold Medal Flour, 1998. 33 flour-based craft and baking projects for children. PO Box 2052, Milaca, Minnesota 56353-2052

***Walter the Baker,*** Carle, Eric, Scholastic, Inc, New York, 1996. Young readers explore how the pretzel may first have been made. ISBN 0-590-44452-2.

***Yoko,*** Wells, Rosemary, Hyperion Books for Children, New York, 1998. ISBN: 0-439-10472-6

## TOOLS FOR BAKING WITH KIDS

### ***Kidz Baking Klub***, by Chicago Metallic.

Creative activities (painting, drawing, stamping, stenciling, cutting, eating) translated to Kake & Kookie Decorating. Designed for kids ages 5-12.

Mail: Kidz Baking Club, c/o Chicago Metallic, PO Box 1139, Lake Zurich, Illinois 60047  
[www.kidzbakingklub.com](http://www.kidzbakingklub.com)

### ***"My First Bake Set,"*** by Doughmakers Bakeware.

PO Box 10034, Terra Haute, Indiana 47801

Telephone: 888 386 8517

### **Home Baking Association Videos:** (Each 20-minute video includes lesson plans.)

#### ***Baking for Success***

A video/curriculum set complete w/lesson plans & three baking vignettes. (1998) \$15.00

Library of all 5 lessons, 4 videos. Includes all the lesson plan books (*Pancakes; Yeast Breads and Baking Powder Biscuits; Pizza; and Cookies*) and the Baking Basics manual. \$95.00

#### ***Pancakes & Muffins***

A lesson in basic batter for pancakes and muffins. (1995) \$29.00

#### ***Pizza Basics***

*A lesson in making pizza from scratch and much more.* (1994) \$ 29.00

#### ***Smart Cookie!***

A lesson in basic cookies from scratch, quickly and easily. (1996) \$29.00

#### ***Yeast Bread & Baking Powder Biscuits***

A double lesson in basic preparation and leavening of yeast breads & baking powder biscuits. (1995) \$29.00

**Order Home Baking Videos by calling 303 840 8787 or by E-mailing**

***wfc@wheatfoods.org*** or by visiting [www.homebaking.org](http://www.homebaking.org).

Add \$5.00 Shipping & Handling Charges. See many additional videos and resources available by visiting the web-sites listed.

## HOME BAKING ASSOCIATION MEMBERS AND LINKS

[www.homebaking.org](http://www.homebaking.org)

**American Egg Board**

E-mail: [aeb@aub.org](mailto:aeb@aub.org)

[www.aeb.org](http://www.aeb.org)

**\*American White Wheat Producers**

E-mail: [info@awwp.org](mailto:info@awwp.org)

**Astaris** (leavening ingredient company)

**Bemis Company, Inc.**

(manufacturers packaging)

[www.bemis.com](http://www.bemis.com)

**\*Bob's Red Mill Natural Foods**

[www.bobsredmill.com](http://www.bobsredmill.com)

**Chicago Metallic**

[www.bakingpans.com](http://www.bakingpans.com)

[www.kidzbakingklub.com](http://www.kidzbakingklub.com)

**Clabber Girl**

[www.bakewithlove.com](http://www.bakewithlove.com)

**Doughmakers Bakeware**

[www.doughmakers.com](http://www.doughmakers.com)

**Fleischmann's Yeast**

[www.breadworld.com](http://www.breadworld.com)

Telephone: 800 777 4959

**\*Gold Medal Flour**

[www.bettycrocker.com](http://www.bettycrocker.com)

**Hershey Foods Corporation**

[www.hersheys.com](http://www.hersheys.com)

**History Cooks—Mary Gunderson**

[www.historycooks.com](http://www.historycooks.com)

**\*Hodgson Mill, Inc –**

(Whole Grain-Good Food)

[www.hodgsonmill.com](http://www.hodgsonmill.com)

Telephone: 800 347 0105

**\*Idaho Wheat Commission**

[www.idahograins.org](http://www.idahograins.org)

**John B. Sanfilippo& Son—Fisher Nuts**

[www.jbssinc.com](http://www.jbssinc.com)

[www.fishernuts.com](http://www.fishernuts.com)

[www.evonsnuts.com](http://www.evonsnuts.com)

**\*Kansas Wheat Commission**

[www.kswheat.com](http://www.kswheat.com)

**Karol Redfern Hamper** (author\*)

[www.aromancewithbaking.com](http://www.aromancewithbaking.com)

**Land O'Lakes**

[www.landolakes.com](http://www.landolakes.com)

Telephone: 800 328 4155

**\*Martha White Foods**

[www.marthawhite.com](http://www.marthawhite.com)

**\*Midstate Mills, Inc.**

Telephone: 828 464 1611

**Mirro/Wearever Company**

[www.wearever.com](http://www.wearever.com)

[www.mirro.com](http://www.mirro.com)

**\*Morrison Milling Company**

[www.morrisonmilling.com](http://www.morrisonmilling.com)

**Morton Salt**

[www.mortonsalt.com](http://www.mortonsalt.com)

**Nancy Baggett** (Author/teacher)

[www.kitchenlane.com](http://www.kitchenlane.com)

**\*The Pillsbury Company**

[www.pillsbury.com](http://www.pillsbury.com)

**Red Star Yeast**

[www.redstaryeast.com](http://www.redstaryeast.com)

Telephone: 877 677 7000

**Rhodia, Inc.**

(leavening ingredient company)

[www.food.us.rhodia.com](http://www.food.us.rhodia.com)

**SAF Consumer Company** (yeast)

[www.safyeast.com](http://www.safyeast.com)

**Sarah Philips**

(baking web-site/author\*)

E-mail: [sarah@baking911.com](mailto:sarah@baking911.com)

[www.baking911.com](http://www.baking911.com)

**\*Shawnee Milling Company**

[www.shawneemilling.com](http://www.shawneemilling.com)

Telephone: 800 654 2600

**USDA/HHS 2000 Dietary Guidelines**

[www.nutrition.gov](http://www.nutrition.gov)

**The Sugar Association**

[www.sugar.org](http://www.sugar.org)

**\*The Wheat Foods Council**

[www.wheatfoods.com](http://www.wheatfoods.com)

**World Kitchen, Inc.** (bakeware & utensils)

[www.worldkitchen.com](http://www.worldkitchen.com)

\*Grain, flours, mixes & ingredient information for baking



## LEVEL ► FIFTH GRADE

### TRAIL TO FAMILY AND COMMUNITY

#### PROJECT ► OUR GROUP

**PURPOSE ►** Children develop an understanding of Camp Fire and begin to establish a cohesive group.

#### MEETING PLANS ►

Getting to Know You  
Camp Fire Banner

#### YOUTH OUTCOMES ►

- Knows one's role in a group situation (4.13).
- Establishes personal friendships and intimate relationships (7.28).
- Knows how to engage in conversation with adults (7.29).

#### EDUCATIONAL STANDARDS ►

Getting to Know You	B 2.2
Camp Fire Banner	B 2.2; B 2.4

#### REQUIREMENTS FOR EARNING A ► RECOGNITION ITEM

Children complete three meeting plans. Each child who completes three meeting plans receives recognition emblem #B51900 or certificate #T52000.

#### TIPS FOR GROUP LEADERS ►

- Many leaders use this popular project to introduce Camp Fire to their newly formed group.
- The “Our Group” project is only completed once, when a child or a group of children first joins the organization.
- There may be more activities in the meeting plan than you can do. However, it's better to be overprepared than to not have enough to do. If the children really enjoy an activity, or it takes longer than you expected, carry over an activity to the following meeting.
- Provide refreshments for each meeting.
- You can choose to present the Camp Fire identification emblem (#B10000) to each child at the beginning of the first meeting, or at the close of a project.
- When new children join the group, invite other children to explain Camp Fire. Link-up the new children to members who can make sure all of their questions are answered and that they understand what Camp Fire is.
- Mix and match the activities as needed. They are geared for children of various ages. Feel free to modify them to better meet the needs of older children.

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

OUR GROUP

**MEETING PLAN ► GETTING TO KNOW YOU****PROJECT ► OUR GROUP****LEVEL ► Fifth Grade**

**PURPOSE ►** Children create a sense of belonging to a group.

**OPENING ►** Give each child a name tag.

Welcome group members and introduce yourself. Play a get-acquainted ball game. Ask members to stand in a circle. Gently throw or roll a ball to one member. As that child gets the ball, ask the child to say his or her name. With older children, also ask them to share something unique about themselves. Ask that the ball be returned to you. Repeat until each child is introduced.

**MATERIALS ►**

Index cards or pieces of paper for name tags, beach or sponge ball, Camp Fire logo outline (included on page 218), large sheet of paper, markers, scissors, scarf, Camp Fire vest with identification emblem and recognition items, other recognition display items (such as the add-an-emblem design featured in the *Camp Fire Official Merchandise Catalog*) and trail certificates.

**PREPARATION ►**

Print off a color photo of the Camp Fire logo at [www.campfire.org](http://www.campfire.org). Make name tags for the children or have them make their own at the meeting. For younger children, attach a piece of yarn so the name tag can be put on over the head.

**ACTIVITIES ►**

Sit in a circle with the children to discuss what a Camp Fire group is. Camp Fire helps both boys and girls learn new things in a fun way. It is also fun to do things together and for others. Talk about how the group will work together, plan things, share ideas and grow as leaders. Ask children if they have been in a Camp Fire group before. Ask what it means to belong to a group. Compare their ideas to what their Camp Fire group will do.

Explain that there will be some business to take care of at each meeting. Demonstrate by calling roll and collecting dues from each member (if applicable).

Talk about how friends work together in Camp Fire. Friends depend on each other for help, ideas and fun. Divide the children into pairs. Space the pairs around the room. If there is an uneven number, a leader can pair with the extra child.

Explain that when given a direction, the partners perform the task or act out the option together. As an example, demonstrate “swimming through gelatin.” Ask one of the children to help you think of different ways to get through the gelatin.

Give some of the following directions to start the game:

- Play baseball with your friend.
- Be very small with your friend.
- Sit on the floor back to back, bend knees, hook arms and try to stand up.
- Balance on a log without falling off.
- Put your thumbs together and dance up and down.
- Hold up your left foot and hop with your friend.

Change partners several times during the game so all children have a chance to work with each other.

**Tour of Meeting Area**

Give the children a tour of the meeting area. Share your ground rules about where they can go and what they can do in the meeting area. Describe areas which are off limits. Show the children where



to put their belongings. Let them know which bathroom facilities they can use. Point out exit doors and emergency exit routes. Identify an emergency meeting place outside in case there is a fire. Talk about safety rules, especially for situations when you are not in your regular meeting place. Basic rules include:

- Walk in pairs.
- Stay with the group.
- Know what the adults are wearing (to identify the leaders).

Ask the children if there are other situations that might require safety rules, outside of the meeting place (busy streets, driveways, alleys, dogs, poisonous plants, flowers, etc.).

Write down these rules for use when a field trip is planned.

### Camp Fire Logo

Explain that the Camp Fire logo is a view of a campfire from above. The logo also represents a spark that ignites the fire from within.

### Giggle, Giggle Game (for young children)

Stand in a circle. Have one child throw a scarf in the air. As long as the scarf is in the air, everyone giggles. As soon as the scarf hits the floor, everyone stops giggling. The next time, have the children wiggle their noses or clap their hands. Have them stop when the scarf touches the ground.

Give several children a chance to lead the game. Explain that being a leader in a game will help them be a good leader in their group.

### Camp Fire Recognition

Show the group the uniform vest with identification emblem and recognition items sewn on. Explain to children that as they participate in Camp Fire activities, they earn awards to display on a vest, add-an-emblem design or other items of clothing.

### Group Mural

Spread a large sheet of paper on the floor. Give each child colored markers or other drawing materials. Ask the children to find a space on the paper and write their names or draw their handprints. Have them draw pictures of things they like to do. Ask what games they like to play, what they do with their friends, what they do to help someone, etc. Encourage older children to work together on their drawings. Ask each child to talk about what he or she drew. Pay attention to what they mention, as you can use the information about their interests when planning future meetings. Cut apart the mural and let the children take home their sections. Be sure to draw something about yourself. This helps the children become better acquainted with you.

### PLAYBACK: POINTS TO REINFORCE

- How would you describe Camp Fire?
- What are the Camp Fire logo mean to you?
- What did you want to do in Camp Fire?
- \* What did you learn about being a friend?

### CLOSING

Use a friendship circle to close the meeting. Have the children stand in a circle and cross their right arms over their left arms and join hands with the person on each side. Explain that a friendship squeeze will be passed around the circle. Ask a child to gently squeeze the hand of a neighbor as a sign of good wishes. Pass the good wishes (the gentle squeeze) around the circle. Say something nice about the meeting today. Wish them a safe and happy week.



# Camp Fire

Light the fire within

**MEETING PLAN ► CAMP FIRE BANNER****PROJECT ► OUR GROUP****LEVEL ►** Fifth Grade

**PURPOSE ►** Children create a sense of group identity.

**OPENING ►** Welcome the children. Have the flag and pledge leaders bring in the flag and say the pledge. Say the Camp Fire Wish. Have the children repeat the first two lines after you.

**MATERIALS ►** Strips of paper, two large sheets of paper, two small sacks or cans, ideas for club name, copies of the Camp Fire Wish, materials for a group banner (felt, paper, sheets or fabric), materials to glue, staple or iron on material, paint or magic markers, Wohelo printed on large paper.

**PREPARATION ►**

Write each child's name on a strip of paper. On large paper, list the following jobs: flag, pledge, Wish, roll, dues, refreshments, clean-up and squeeze. Decorate two cans or sacks if desired. Label one "today" and the other "another time." If children can read, write the Camp Fire Wish on a large sheet of paper. Post the list of jobs.

**ACTIVITIES ►****Business**

Have the roll leader call roll and the dues leader collect dues. Briefly go over the rules discussed at the last meeting that are posted on the wall.

Make a poster of simple meeting rules (children will have the chance to add to the list). Rules might include:

- One person talks at a time.
- Ask a leader when you need to leave the room.
- Be quiet when asked.
- Take turns.
- Respect other people and ideas.
- Think about appropriate consequences of breaking the rules, keeping in mind a reasonable expectation of what children can be expected to do.

**Camp Fire Wish (*Starflight*)**

To have fun

To learn to make things

To remember to finish what I begin

To keep my temper most of the time

To learn about nature and living outdoors

To have adventures with people, places and things

To make friends

**Business**

Call roll and collect dues (if applicable). Explain that every group has rules that allow everyone to participate in a safe and positive way. Ask what rules they have at home, at school or while playing games. Show your list of rules or just talk about each one. Demonstrate a quiet sign by raising one hand into the air. When others see a hand in the air, they stop talking and put their hands up, until everyone is quiet. Ask if the children want to add any new rules. Talk about what would happen if rules were broken. Emphasize that if they are considerate of others and follow the rules, their meetings will be fun and productive.

### Officers

Explain that one way a group accomplishes things is with helpers. They can be called officers or leaders. Everyone will have a chance to have a leadership job during their time with Camp Fire. Here are some examples:

- Flag leader carries the flag.
- Pledge leader starts the Pledge of Allegiance.
- Supply leader helps the adults distribute and collect supplies.
- Clean-up leader gets everyone involved in clean-up.
- Roll leader checks to be certain that everyone is present.
- Dues leader collects dues.
- Refreshment leader helps prepare and clean up refreshments.
- Squeeze leader starts the squeeze in the closing friendship circle.

Make a list of the jobs for the group.

### Trails

Explain that Camp Fire activities are found in five trails:

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

Play a game in the Trail to the Future from any of the level project books. Tell children that there will be trail activities at each meeting.

### Group Name

Sit in a circle. Explain that the first thing people ask when they meet is, "What's your name?" Ask why names are important. Explain that just as each person has a name, so do Camp Fire groups. Tell the children they are going to choose a name for their group. Explain that a name says something about the members of the group. Just as people have first and last names, their group's last name will be "Camp Fire group." They are choosing a first name now, like Flying Tigers Camp Fire Group. Make sure the names are positive and good for Camp Fire's public image.

Stimulate ideas for the group name by asking questions. Ask what they want to do together. Compare the group to an animal and ask what kind of animals they are like. Write down three or four popular ideas for everyone to see. Talk about the ideas. Have the children raise their hands to vote for their favorites. If it's hard to make a decision, assure them that they can change the name any time they want.

Introduce Camp Fire's watchword, Wohelo. Explain that this word is used as a greeting or at the end of a letter to a friend. Explain that it is a word created by the first two letters of three separate words: work, health and love.

### Group Banner

Present the materials you have brought to make a group banner. Decide who will print the group name on the banner and how the group wants to decorate it. Tracing letters on construction paper is a good way to do it. To hang the banner, make two holes at the top and thread yarn through the holes.

Explain to children that the banner will be in their room during group meetings. Point out that the banner is special because each person contributed to it. It tells everyone they are a group and proud of it.

### PLAYBACK: POINTS TO REINFORCE ►

- What jobs could also be done at home to help your family?
- What special meaning does the group name have?
- Why did you make a banner?

**CLOSING ►** Use a friendship circle to close the meeting. Have the children stand in a circle and cross their right arms over their left arms and join hands with the person on each side. Explain that a friendship squeeze will be passed around the circle. Ask the squeeze leader to gently squeeze the hand of the neighbor as a sign of good wishes. Pass the good wishes (the gentle squeeze) around the circle. Say something nice about the meeting today. Wish them a safe and happy week. Dismiss the meeting with a "Wohelo."

## OUTCOMES AND DEVELOPMENTAL ASSETS

Trail	Outcome	Developmental Asset*
<b>Knowing Me</b>	<p>1. Reinforced motor skills and physical development</p> <p>1.1 Meets developmental milestones for one's age.</p> <p>2. Greater self-awareness (identity, self-esteem)</p> <p>2.2 Expresses feelings and emotions in a positive, constructive manner.</p> <p>2.3 Has confidence in one's ability to accomplish a goal.</p> <p>2.4 Believes that an individual has the power to change something.</p> <p>2.5 Appreciates the value of self and others.</p> <p>2.6 Is receptive to new ideas, new duties and responsibilities.</p> <p>2.7 Is willing to engage in personal growth activities.</p> <p>2.8 Is aware of and able to express personal needs.</p> <p>3. Increased appreciation and respect for others</p> <p>3.9 Is aware of personal values.</p> <p>3.10 Recognizes and respects values of others.</p> <p>3.11 Acts in ways that respect differences.</p> <p>3.12 Is aware of and respects other's feelings.</p>	<p>Physical development is measured against accepted standards of child development</p> <p>Positive identity Positive values</p> <p>Positive values Social competencies</p>
		<p>* As identified by the Search Institute of Minneapolis. Adapted with permission from Nancy Leffert, Ph.D.; Peter L. Benson, Ph.D.; Jolene L. Roehlkepartian, <i>Starting Out Right: Developmental Assets for Children</i>, 1997. All rights reserved by Search Institute, Minneapolis, MN 800/888-7828</p>

Trail	Outcome	Developmental Asset*
	<p>4. Increased knowledge and application of governance process and teamwork</p> <p><b>4.13</b> Knows one's role in a group situation.</p> <p><b>4.14</b> Is aware that opinions and thoughts impact others.</p> <p><b>4.15</b> Is respectful of others' ideas.</p> <p><b>4.16</b> Has a sense of value as a person who contributes to a community and believes in the power of individual action.</p> <p><b>4.17</b> Participates effectively in consensus building process.</p>	Positive values
	<p>5. Youth apply rules for "Fair Play" and conflict resolution</p> <p><b>5.18</b> Chooses alternatives to violence.</p> <p><b>5.19</b> Is able to leave potentially violent or dangerous situations.</p> <p><b>5.20</b> Practices positive feedback when giving and receiving criticism.</p>	Social competencies
	<p>6. Youth make program choices and plan sequentially</p> <p><b>6.21</b> Explores alternative actions and ideas.</p> <p><b>6.22</b> Assesses a situation and makes choices based on desired consequences.</p> <p><b>6.23</b> Recognizes a situation that requires a decision, looks at alternatives, and is willing and able to take action.</p> <p><b>6.24</b> Is willing to risk making mistakes in order to learn.</p>	Social competencies

Trail	Outcome	Developmental Asset*
<b>Family and Community</b>	<p>7. Extended friendship circles</p> <p>7.25 Is aware of others and their needs.</p> <p>7.26 Acts with the knowledge of how one's actions impact others.</p> <p>7.27 Is aware of one's needs and how they can be met through other people: peers, family, adults.</p> <p>7.28 Establishes personal friendships and intimate relationships.</p> <p>7.29 Knows how to engage in conversation with adults.</p>	Support
<b>Creativity</b>	<p>8. Greater sense of belonging</p> <p>8.30 Participates effectively in individual, group, and community activities.</p> <p>8.31 Is knowledgeable of values and culture of one's community.</p>	Support
<b>Family and Community</b>	<p>9. Strengthened family ties</p> <p>9.32 Families spend time together on activities of mutual interest.</p>	Support
<b>Creativity</b>	<p>10. Increased personal creativity</p> <p>10.33 Demonstrates artistic ability in the mediums of visual and/or performing arts.</p> <p>10.34 Uses critical thinking skills to solve problems.</p>	Constructive use of time

Trail	Outcome	Developmental Asset*
Environment	<p><b>11.</b> Increased appreciation and Understanding of nature</p> <p><b>11.35</b> Respectfully explores the environment to develop a sense of appreciation of the natural world.</p> <p><b>11.36</b> Learns about and uses natural resources wisely.</p>	Empowerment Positive Values
Future	<p><b>12.</b> Increased competency in and appropriate application of basic learning skills</p> <p><b>12.37</b> Practices good oral, language and written communication skills.</p> <p><b>12.38</b> Understands and applies concepts of mathematics and science.</p> <p><b>12.39</b> Reads and comprehends a variety of written materials.</p> <p><b>12.40</b> Follows verbal directions.</p>	Commitment to Learning

## MCREL EDUCATIONAL STANDARDS

This list includes the educational standards included in the Adventure program. For more information and a complete list of these standards contact:

Mid-continent Research for Education and Learning  
2550 South Parker Road, Suite 500  
Aurora, Colorado 80014  
Telephone: 303 337 0990  
[www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks)

## LANGUAGE ARTS STANDARDS AND BENCHMARKS

### Writing

- Standard 1: Uses the general skills and strategies of the writing process.
- 1.1 Prewriting: Uses prewriting strategies to plan written work.
  - 1.6 Uses writing and other methods to describe familiar persons, places, objects or experiences.
  - 1.7 Writes in a variety of forms or genres.
- Standard 4: Gathers and uses information for research purposes.
- 4.1 Generates questions about topics of personal interest.
  - 4.2 Uses a variety of sources to gather information.

### Reading

- Standard 5: Uses the general skills and strategies of the reading process.
- 5.1 Understands that print conveys meaning.
- Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts.
- 6.1 Uses reading skills and strategies to understand a variety of familiar literary passages and texts.
  - 6.2 Knows setting, main characters, main events, sequence, and problems in stories.
  - 6.3 Makes simple inferences regarding the order of events and possible outcomes.
  - 6.4 Knows the main ideas or theme of a story.
  - 6.5 Relates stories to personal experiences.

**Standard 7:** Uses reading skills and strategies to understand and interpret a variety of informational texts.

7.1 Uses reading skills and strategies to understand a variety of informational texts.

7.4 Relates new information to prior knowledge and experience.

### **Listening and Speaking**

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

8.1 Makes contributions in class and group discussions.

8.2 Asks and responds to questions.

8.3 Follows rules of conversation.

8.6 Gives and responds to oral directions

8.7 Recites and responds to familiar stories, poems, and rhymes with patterns.

8.8 Listens and responds to a variety of media.

8.9 Knows the differences between language used at home and language used in school.

### **Viewing**

**Standard 9:** Uses viewing skills and strategies to understand and interpret visual media.

9.1 Understands the main idea or message in visual media.

9.4 Knows different features.

9.5 Knows different elements from films, videos, television, and other visual media that appeal to him or her.

9.6 Understands the similarities and differences between real life and life depicted in visual media.

### **Media**

**Standard 10:** Understands the characteristics and components of the media.

10.1 Knows the various types of media.

10.4 Understands that media messages and products are created by people.



## Mathematics Standards and Benchmarks

- Standard 1: Uses a variety of strategies in the problem-solving process.
- 1.1 Draws pictures to represent problems.
  - 1.2 Uses discussions with teachers and other students to understand problems.
- Standard 2: Understands and applies basic and advanced properties of the concepts of numbers.
- 2.2 Counts whole numbers.
  - 2.5 Understands the concept of a unit and its subdivision into equal parts.
- Standard 3: Uses basic and advanced procedures while performing the process of computation.
- 3.1 Adds and subtracts whole numbers.
  - 3.2 Solves real-world problems involving addition and subtraction of whole numbers.
  - 3.3 Understands basic estimation strategies.
- Standard 4: Understands and applies basic and advanced properties of the concepts of measurement.
- 4.1 Understands the basic measures length, width, height, weight, and temperature.
  - 4.2 Understands the concept of time and how it is measured.
  - 4.3 Knows processes for telling time, counting money, and measuring length, weight, and temperature, using basic standard and non-standard units.
- Standard 5: Understands and applies basic and advanced properties of the concepts of geometry.
- 5.1 Understands the basic properties of and similarities and differences between simple geometric shapes.
  - 5.4 Understands that patterns can be made by putting different shapes together or taking them apart.

- Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis.
- 6.1 Understands that observations about objects or events can be organized and displayed in simple graphs.
- Standard 7: Understands and applies basic and advanced concepts of probability.
- 7.1 Understands that some events are more likely to happen than others.

## **SCIENCE STANDARDS AND BENCHMARKS**

### **Earth and Space Sciences**

- Standard 1: Understands atmospheric processes and the water cycle.
- 1.1 Knows that short-term weather conditions can change daily, and weather patterns change over the seasons.
- Standard 2: Understands Earth's composition and structure.
- 2.1 Knows that Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere.
  - 2.2 Knows that rocks come in many different shapes and sizes.
- Standard 3: Understands the composition and structure of the universe and the Earth's place in it.
- 3.1 Knows basic patterns of the Sun and Moon.
  - 3.2 Knows that the stars are innumerable, unevenly dispersed and of unequal brightness.

### **Life Sciences**

- Standard 4: Understands the principles of heredity and related concepts.
- 4.1 Knows that plants and animals closely resemble their parents.



- Standard 5: Understands the structure and function of cells and organisms.
- 5.1 Knows the basic needs of plants and animals.
  - 5.2 Knows that plants and animals have features that help them live in different environments.
- Standard 6: Understands the relationships among organisms and their physical environment.
- 6.1 Knows that plants and animals need certain resources for energy and growth.
  - 6.2 Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals.
- Standard 7: Understands biological evolution and the diversity of life.
- 7.1 Knows that some kinds of organisms that once lived on the Earth have completely disappeared.
  - 7.2 Knows that there are similarities and differences in the appearance and behavior of plants and animals.

## Physical Sciences

Standard 8: Understands the structure and properties of matter.

- 8.1 Knows that different objects are made up of many different types of materials and have many different observable properties.
- 8.2 Knows that things can be done to materials to change some of their properties, but not all materials respond the same way to what is done to them.

Standard 9: Understands the sources and properties of energy.

- 9.1 Knows that the Sun supplies heat and light to Earth.
- 9.3 Knows that electricity in circuits can produce light, heat, sound, and magnetic effects.
- 9.4 Knows that sound is produced by vibrating objects.
- 9.5 Knows that light travels in a straight line until it strikes an object.

Standard 10: Understands forces and motion.

10.1 Knows that magnets can be used to make some things move without being touched.

10.3 Knows that the position of an object can be described by locating it relative to another object or the background.

10.4 Knows that the position and motion of an object can be changed by pushing or pulling.

10.5 Knows that things move in many different ways.

### Nature of Sciences

Standard 12: Understands the nature of scientific inquiry.

12.1 Knows that learning can come from careful observations and simple experiments.

12.2 Knows that tools can be used to gather information and extend the senses.

Standard 13: Understands the scientific enterprise.

13.1 Knows that in science it is helpful to work with a team and share findings with others.

13.3 Knows that scientists and engineers often work in teams to accomplish a task.

### LIFE WORK STANDARDS AND BENCHMARKS

Standard 1: Makes effective use of basic tools.

1.1 Uses hammers, screwdrivers, clamps, rulers, scissors, and hard lenses; operates ordinary audio equipment.

1.2 Assembles, describes, takes apart, and reassembles constructions using interlocking blocks, erector sets and the like.

1.3 Makes something out of paper, cardboard, wood, plastic, metal, or existing objects that can be used to perform a task.

## BEHAVIORAL STUDIES STANDARDS AND BENCHMARKS

- Standard 1: Understands that group and cultural influences contribute to human development, identity, and behavior.
- 1.1 Understands that people are alike in many ways and different in many ways.
  - 1.2 Understands that different families and classrooms have different rules and patterns of behavior, but there are some behaviors that are not accepted in most families or schools.
  - 1.3 Understands that people often choose to do the same kinds of things that their friends do, but that people also often choose to do certain things their own ways.
  - 1.4 Understands that the groups to which a person belongs influence in varying degrees how she or he thinks and acts.
- Standard 2: Understands various meanings of social group, general implications of group membership, and different ways that groups function.
- 2.2 Knows unique features of different groups to which she or he belongs, and also features of these groups that overlap with other groups.
  - 2.3 Understands that different groups, societies, and cultures have some similar wants and needs.
  - 2.4 Knows that people tend to live in families and communities in which individuals have different roles.
- Standard 3: Understands that interactions among learning, inheritance, and physical development affect human behavior.
- 3.1 Knows that people use their senses to find out about their surroundings and themselves and that different senses provide different information.
  - 3.4 Understands that practice helps people to improve, and that how well a person learns sometimes depends on how she or he does it as well as how often and how hard she or he tries to learn.
  - 3.5 Knows that people can learn from each other in many ways.

- Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.
- 4.2 Understands that some ways of dealing with disagreements work better than others, and that people who are not involved in an argument may be helpful in solving it.
- 4.3 Understands that rules at home, at school, and in the community let individuals know what to expect and so can reduce the number of disputes.

## ADDITIONAL FAMILY ACTIVITIES

- Family members can be role models to help shape children's attitudes about exercise. Children need regular physical activity. Plan some outdoor activities with your child and other family members. The activities can be as simple as taking a walk, going to the park, playing games in the yard or going on a bike ride. Allow each family member a choice in the physical activity.
- Find out if there is a community garden. Help the people plant and weed the garden and pick their produce. Or, find out if your family can have a plot in the garden in which to grow food.
- Make a birdfeeder and hang it in the backyard. Put some seed in the feeder and record the kinds of birds that come to visit. Check out a book from the library that contains a lot of bird pictures and information. Learn to identify the visitors that come to the feeder.
- Create a family plan to beautify your yard by planting some flowers or trees.
- Spend time talking about how to conserve water or electricity in your home. Choose one new conservation activity a month to practice at home.

- Make a first aid kit for your home. Contact the local American Red Cross to find out what items to put in the kit.
- Plan a family picnic and eat at the park or in the backyard. Invite a new neighbor, or a child in the Camp Fire group who has just moved into the area, to the picnic.
- Visit places in your community that provide services to people, such as the fire department, police department, hospital or library. Learn how they help people in the community and what services they offer.
- Learn what kinds of transportation are available in your community. Ride a bus, subway, train or other form of transportation in your community.
- Make a Family Fun Box. Decorate a shoebox with construction paper and magic markers. Family members write on small pieces of paper the things that they would like to do (go to movies, eat out, play games, make a special meal at home, draw pictures together, sing songs together). Discuss the activities each member writes down. As a family, choose the activities that are possible to do. Put these activities in the box. Each week or month, take an activity out of the box and do it together as a family. The activities that are not possible for the family to do at this time can be put in an envelope marked "In the Future."

## ADVENTURE RESOURCES

The following government agencies provide information on topics ranging from space and science to health, safety and the environment. Many of the Web sites have activities and information that can be used to enhance a variety of topics addressed in the Adventure curriculum.

The Web site [www.govspot.com](http://www.govspot.com) is an information portal to the Web, highlighting and reviewing government sites for youth and adults.

### Agencies

United States Department of Health and Human Services  
200 Independence Avenue, Southwest Washington, DC 20201  
[www.hhs.gov](http://www.hhs.gov)  
[www.fda.gov/kids](http://www.fda.gov/kids)

United States Consumer Product Safety Commission  
Office of Information and Public Affairs  
Washington, DC 20207  
Telephone: 800 638 2772  
[www.cps.gov](http://www.cps.gov)

United States Department of Agriculture Information Division  
1400 Independence Avenue, Southwest Washington, DC 20250  
Telephone: 202 720 2791  
[www.usda.gov](http://www.usda.gov)

Federal Emergency Management Agency (FEMA)

P.O. Box 2012  
Jessup, Maryland 20794-2012  
Telephone: 800 480 2520  
[fema.gov/kids](http://fema.gov/kids)

National Wildlife Federation  
8925 Leesburg Pike  
Vienna, Virginia 22184  
Telephone: 703 790 4000  
[www.nwf.org/Kids](http://www.nwf.org/Kids)

National Aeronautics and Space Administration  
Washington, DC 20546-0001  
[www.kids.msfc.nasa.gov](http://www.kids.msfc.nasa.gov)

The White House  
[www.whitehouse.gov](http://www.whitehouse.gov)

**Keywords or phrases to use in searching the Internet for additional resources and activities for Adventure projects:**

- games kids
- activities kids
- kids activities
- teacher lesson plans
- volunteering kids
- science kids
- kids nature activities
- safety activities kids
- education activities kids
- art activities kids
- music activities kids
- art lesson plans
- safe kids
- family crafts
- kids gardening

## PUBLICATIONS

The following books are additional resources that can be used to enrich the activities in the Adventure program. Check the local or school library for these publications.

### Trail to Knowing Me

**365 After School Activities**, by Marilee Robin Burton, Kelly Milner Halls, Lise Hoffman, Publications International, Ltd., 1999.

A variety of activities allowing children to use creative thinking skills as well as life skills.

**Fun Food**, by Judy Bastyra, HarperCollins Publishers, Ltd., 1997.

Creative and easy ways to make food preparation fun.

### Trail to Family and Community

**The Kid's Guide to Service Projects**, by Barbara A. Lewis, Free Spirit Publishing, 1995.

More than 500 service ideas for young people who want to make a difference.

**The Helping Hands Handbook**, by Patricia Adams and Jean Marzollo, Random House, New York, 1992.

A guidebook for youth who want to help people and animals and the world in which they live.

**Views from Our Shoes, Growing up with a Brother or Sister with Special Needs**, edited by Donald Meyer, Woodbine House, 1997.

Young people from across the United States write about their lives with brothers and sisters who have special needs.

### Trail to Creativity

**Crafts for Kids Who Are Wild About Outer Space**, by Kathy Ross, Millbrook Press, 1997. A variety of crafts focusing on the solar system and space travel.

**Kid's Crazy Concoctions**, by Jill Frankel Hauser, Williamson Publishing Company, 1995.

Fifty mysterious mixtures for arts and crafts fun.

**Painting**, by Jane Bower, Franklin Watts, 1998.

Various techniques and methods for creating art through painting.

**Makin' Music with Camp Fire**, Camp Fire, 1991.

A collection of songs that Camp Fire members have enjoyed singing through the years. Camp Fire Official Merchandise Catalog item number D08000.

**Global Art**, by MaryAnn F. Kohl and Jean Potter, Gryphon House, Inc., 1998.

An activity book filled with more than 130 art ideas from 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 on the national board of directors of Camp Fire from 1967-1985 and served as president from 1981-1983.

***Earth-Friendly Outdoor Fun***, by George Pfiffner, John Wiley & Sons, Inc., 1996. A collection of outdoor activities to teach children about the environment.

***50 Nature Projects for Kids***, Cecilia Fitzsimmons, Anness Publishing Limited, 1995. Easy nature projects and activities that can be done both indoors and outdoors.

***Nature in Your Background***, by Susan S. Lang, Millbrook Press, 1995. Simple outdoor activities to help children learn about the environment.

***The Outdoor Book***, Camp Fire, 1980, reprinted 1996. A book for adults who want to provide children with opportunities to take part in special environmental experiences. Camp Fire Official Merchandise Catalog item number D07600.

## Trail to the Future

***Making Things Float and Sink***, by Upper Beech Books, Millbrook Press, 1995.

A collection of fun experiments about water and its properties.

***Science in Seconds for Kids***, by Jean Potter, John Wiley & Sons, Inc., Easy science experiments that do not require a lot of supplies or materials.

***Science Is...***, by Susan V. Bosak, Scholastic Canada Ltd., 1991. A source book of fascinating facts, projects and activities.

***Shocking, Slimy, Stinky, Shiny Science Experiments***, by Steven Parker, Sterling Publishing Company, 1998. Fun and unusual science experiments that will fascinate young people.

***Simple Machines***, Deborah Hodge, Kids Can Press Ltd., 1998. Thirteen hands-on activities to explore simple machines and how they make work easier.

## Family Activities

***Fun and Games for Family Gatherings***, by Adrienne Anderson, Reunion Research, 1996. A book with activities for families to participate in together.

***Families that Play Together Stay Together***, by Cameron and Donna Partow, Bethany House Publishers, 1996. Ideas for games and activities to do as a family.



Camp Fire



