Discovery: Trail Blazer Level Seven is an official national publication of Camp Fire USA that supports its national small group program for youth at the seventh grade level.

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

Writers include Michelle Bush, Beci Amy and Kathleen Hermes, and national staff Deanna Armstrong, Chief Program Officer; Andy Millikan, Director of Teen Programs and Service Learning; and Erin Duvall, Program Design Manager. Reviewers include Cheryl Keimig; Yolanda Santos, Camp Fire USA Lone Star Council, Dallas, Texas; Chandi Wagner, Camp Fire USA Oklahoma Green Country Council, Tulsa; Robin Hodges and Theresa Hogan.

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

Camp Fire USA is an equal opportunity and affirmative action employer.

© 2004 Camp Fire USA
All rights reserved.

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

Item No. D00006
Published by:
Camp Fire USA
National Headquarters
4601 Madison Avenue
Kansas City, Missouri 64112-1278
Telephone: 816 756 1950
Fax: 816 756 0258
Marketing and Communications Fax: 816 756 2650
E-mail: info@campfireusa.org
www.campfireusa.org

Funding for *Discovery: Trail Blazer Level Seven* was provided by the New York Life Foundation.

New York Life Foundation

FORWARD ▸ 1

SECTION I: INTRODUCTION ▸

Introduction to Discovery Trail Blazer 4

Discovery Program Framework 4
Camp Fire USA Trails & Youth Outcomes 5
Trail Activities 6
Trail Projects 6
Focus Areas 7
Camp Fire USA Recognition and Awards 8
Building Blocks 9
Overview of the *Discovery* Program 10
Other *Discovery* Options 10

SECTION II: ACTIVITIES AND PROJECTS ▸

Building Block Activities 11

- Communication 13
- People, Parents and Peers 20
- Planning, Goal Setting and Decision Making 33
- Problem Solving 41
- Safety 48

Trail to Knowing Me 59

- A Mixed Bag 59
- Here's to Your Health 83

Trail to Family and Community 127

- Family Fun 127
- Communities and Culture 159
- STAR Project 181

Trail to Creativity 199

- Art Attack 199
- Acting Out 223

Trail to the Environment 243

- WorldWise 243
- A Closer Look 273
- Gone to the Woods 305

Trail to the Future 331

- The Science of It 331
- Sporting Chance 373
- Cyberwise Generation 397

SECTION III: ADULT FACILITATOR GUIDE 411

Camp Fire USA Heritage 413

The Camp Fire USA Law 413

Symbolism of the Flame and Camp Fire USA Colors 414

Identification and Image 414

Overview of *Discovery* Program 415

- Torch Bearer Projects 415

Recognition 416

Your *Discovery* Group 417

Youth-Adult Partnership 417
As Youth Mature 417
Discovery Planning Method 418
Family Partnerships 424
Tips to Increase Family Support 424
Family Meeting 424
Getting Started 426
Meeting Plan 426
Planning Guide for Group Meetings 428
Your Group Calendar 429
Group Governance 429
Your Group Responsibilities 429
Supplias and Equipment 429
Tips for Success 430

Safety Concerns 431

Parent Permission 431
First Aid 431
Emergency Information 432
Safety Rules 432
Child Abuse 433
Leader Behavior 433

Youth Development 434

Needs of Early Adolescents 434
Youth in This Age Group 435
Developmental Characteristics 435
Race and Culture 436
Inclusiveness 436
Diverse Personalities 437
Key Points to Remember 438

How Is It Going? 439

Look to the Future 440

APPENDIX ▸ 441

Trail Project Playback 443

***Discovery* Score Card** 444

Activity/Trip Permission Form 445

Accident/Incident Report 446

Family Activities 447

Early Bird Activities, Mixers and Ice Breakers 448

Meeting Openings and Closings 450

Ten Tips for Baking Success with Kids 451

Camp Fire USA *Discovery* Outcomes 454

McRel Education Standards 455

Additional Baking Resources 461

Program Resources 463

National Organizations and Resources 466

Crisis Numbers 468

Glossary of Terms 469

OUR PROGRAM PHILOSOPHY

Nearly a century of experience as a leader in providing programs and services to youth and their families has allowed Camp Fire USA to carve out a unique niche in the youth development movement in America. In 1999 Camp Fire adopted a new mission statement and set of core values that firmly embrace our unique mission and assure that we continue to meet the needs of young people and families into the 21st century. Our mission: ***Camp Fire USA builds caring, confident youth and future leaders***.

We serve youth of all races, religions, socioeconomic status, disability, sexual orientation or other aspect of diversity. Camp Fire USA's coeducation programs help both girls and boys cultivate their unique talents and skills. More importantly, Camp Fire offers all families, whatever family may look like in today's society, life-enhancing experiences and the opportunity to serve, play and grow together. We believe that the best youth development takes place in small group environments where youth have an opportunity to interact with adults and other youth in a safe, fun environment that allows them to develop personal skills and ongoing relationships with others in the group.

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

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

OUR MISSION STATEMENT ▸

Camp Fire USA builds caring, confident youth and future leaders.

OUR CORE VALUES ▸

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

WE BUILD DEVELOPMENTAL ASSETS

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

The work of Search and others has shifted the focus of youth development away from problem solving to asset building. This positive view of children and youth is consistent with Camp Fire USA's beliefs. The clarity of the research and the philosophical similarity of the Search Institute's work to Camp Fire's mission and 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:

Camp Fire USA builds caring youth:

- 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

Camp Fire USA builds confident youth:

- 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

Camp Fire USA builds future leaders:

- Young person seeks to resolve conflict nonviolently
- Young person knows how to plan ahead and make choices
- Young person feels he or she has control over "things that happen to me"
- Young person reports having high self esteem
- Young person reports that "my life has a purpose"
- Young person is optimistic about his or her personal future

INTRODUCTION TO *DISCOVERY: TRAIL BLAZER LEVEL SEVEN*

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

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

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

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

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

THE *DISCOVERY* PROGRAM FRAMEWORK ▸

The *Discovery* Desire describes how youth cultivate friendships that come from sharing the same discoveries in Camp Fire USA. "I shall strive to discover myself at the fire of adventure and friendship, remembering that what I possess grows in value as I share it with others..." Because of the paths they find, youth acquire the skills to make the future better for both themselves and others.

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

Throughout the *Discovery* program, youth and adults work together in partnerships that encourage youth to play active roles in planning and decision making. Youth form lasting relationships and gain a sense of belonging as well as a feeling of emotional commitment from adults, both inside and outside the family circle. (See page 417 for more information about youth/adult partnerships.)

CAMP FIRE USA TRAILS & YOUTH OUTCOMES

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

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

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

In addition to these embedded standards, additional specific standards are addressed in each activity. See page 455 for a list of McRel Standards that the *Discovery Trail Blazer* curriculum addresses.

Camp Fire USA Trails and Youth Outcomes
Camp Fire USA has identified 17 outcomes it deems appropriate and necessary to develop caring, confident youth and future leaders for *Discovery*-age youth. Outcomes are grouped to support the themes of the five Camp Fire USA trails. Projects and activities in the trail relate to one or more of the outcomes.

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

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

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

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

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

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

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

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

Outcome:
- Youth will be able to communicate their points of view effectively.

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

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

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

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

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

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

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

The trails are not mutually exclusive. Many activities fall under more than one trail. The designations are made to help adult facilitators provide a balance of activities in their programs. Councils or chapters can determine the desired level of flexibility in how activities and projects fit into the trails. The most important thing is to have consistent guidelines that everyone follows.

Trail Activities

Any activity in the *Discovery: Trail Blazer Level Seven* may be done at any time. In addition to trail activities in each project, there are additional activities at the end of each trail.

Trail Projects

Within each trail, there are projects that contain anywhere from eight to 12 activities. Youth complete a project by completing four activities within that project. There are 12 trail projects in *Discovery Trail Blazer:*

Trail to Knowing Me
- A Mixed Bag
- Here's to Your Health
- Trail to Family and Community
- Family Fun
- Communities and Culture
- Trail to Creativity
- Art Attack
- Acting Out
- Trail to the Environment
- WorldWise
- A Closer Look
- Gone to the Woods
- Trail to the Future
- The Science of It
- Sporting Chance
- Cyberwise Generation

Trail emblems are available to recognize the completion of projects.

Trail to Knowing Me | Trail to Family and Community | Trail to Creativity

Trail to the Environment | Trail to the Future

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

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

Focus Areas

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

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

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

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

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

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

In other settings where youth may come or go more often, knowledge level activities may be more appropriate.

Format for Trail Projects

Each trail project is introduced using the same basic format:

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

Activities

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

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

Format for Activity Plans

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

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

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

Camp Fire USA Recognition and Awards

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

Official national recognition items are one of the features that make Camp Fire USA unique. All are designed to convey special messages through symbolism, color, design and shape. More information about these awards is included in on page 416.

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

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

Discovery Points can be used to earn *Discovery* beads (#B00133). Youth accumulate four points to earn one bead. Youth can keep track of the points they have earned on a scorecard (found in the *Discovery Record Book*). *Discovery* Points and scorecards are a way for each youth to keep a record of his or her achievements. Youth are challenged and encouraged to achieve their personal best, not to compete with other youth. *Discovery* Playback pages are provided in the *Discovery Record Book* for youth to reflect on what was learned in a project or activity.

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

Building Blocks

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

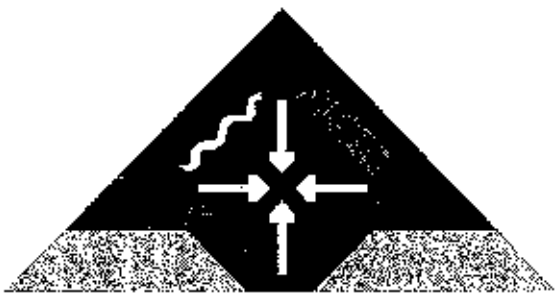
The five Building Blocks include:

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

Trail Blazer Award

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

Trail Stop 1	Complete at least one activity from each of the five categories of Building Blocks.
Trail Stop 2	Complete at least one Trail Project from the trail of your choice and one activity from each of the four remaining trails.
Trail Stop 3	Help plan and do a service project.
Trail Stop 4	Help at a council's product sale or fundraiser.
Trail Stop 5	Go camping or participate in an outdoor community event.
Trail Stop 6	Serve in a leadership role in Camp Fire USA or another organization.
Trail Stop 7	Complete a minimum of one Torch Bearer project.



The Trail Blazer award is recognized with an emblem (#B00119) or a pin (#B00116). If a youth chooses not to earn this award, he or she can still do all the activities with the group.

OVERVIEW OF THE *DISCOVERY* PROGRAM

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

Other *Discovery* Options

Some groups will work on projects and Building Blocks only, while other groups will do projects, Building Blocks and work toward awards. In addition to the Trail Blazer award, youth can earn activity beads (see *Activity Bead Book*, #D00105).

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

BUILDING BLOCKS

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

ACTIVITY CHOICES ▸

Building Block	Activity Name
Communication	One-Way, Two-Way Communication
Communication	Can You See With Your Ears?
Communication	Start Conversing
People, Parents and Peers	Talk Them Through It
People, Parents and Peers	Action, Response
People, Parents and Peers	In My Parents' Shoes
People, Parents and Peers	Can You Convince Them?
People, Parents and Peers	Stereotyping Gender Roles
Planning, Goal Setting and Decision Making	*Discovery* Planning Method
Planning, Goal Setting and Decision Making	Set a Goal and Reach It
Planning, Goal Setting and Decision Making	Leadership Styles
Problem Solving	It's Not Always Easy
Problem Solving	How Does It Rate?
Problem Solving	Think of the Consequences
Safety	The Name of the Game Is Safety
Safety	Don't Get Caught in the Web
Safety	Safety Out and About

YOUTH OUTCOMES ▸

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

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

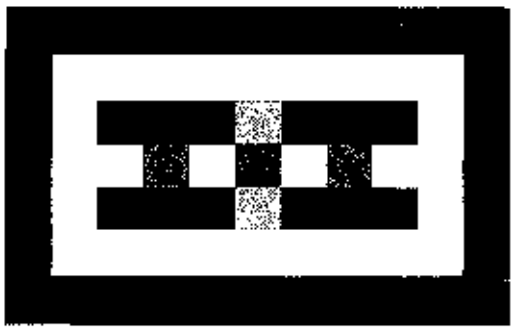
In addition, some activities support additional outcomes. These are noted within each activity, under the Youth Outcomes section.

EDUCATION STANDARDS

Building Block	Activity Name	Standards
Communication	One-Way, Two-Way Communication	B 3.8
Communication	Can You See With Your Ears?	B 3.8
Communication	Start Conversing	B 3.8
People, Parents and Peers	Talk Them Through It	M 1.2
People, Parents and Peers	Action, Response	LA 7.4, B 1.5, B 2.7
People, Parents and Peers	In My Parents' Shoes	LA 7.4, B 1.5
People, Parents and Peers	Can You Convince Them?	LA 7.4, LA 8.8
People, Parents and Peers	Stereotyping Gender Roles	LA 7.4, B 1.5, B 3.8
Planning, Goal Setting and Decision Making	*Discovery* Planning Method	LA 7.4
Planning, Goal Setting and Decision Making	Set a Goal and Reach It	LA 7.4, B 1.5, B 2.7
Planning, Goal Setting and Decision Making	Leadership Styles	LA 7.4
Problem Solving	It's Not Always Easy	LA 7.4, B 1.5, B 2.1
Problem Solving	How Does it Rate?	LA 7.4, B 1.5
Problem Solving	Think of the Consequences	LA 7.4
Safety	The Name of the Game is Safety	LA 7.4
Safety	Don't Get Caught in the Web	LA 7.4
Safety	Safety Out and About	LA 7.4

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least one activity from each Building Block category to earn a Building Block emblem (#B00108). Youth might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.



TIPS FOR ADULT FACILITATORS

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

ACTIVITY NAME ▶

BUILDING BLOCK ▶

LEVEL ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶

PREPARATION ▶

ACTIVITY ▶

Ask if the youth have ever noticed how sometimes conflicts can come up in groups because of simple misunderstandings that are not based on the truth. Often, these conflicts are the result of different people using different words to describe the same idea. Two-way communication allows individuals to clarify their ideas and thinking processes. This helps communicators overcome disagreements by asking clarifying questions, being active listeners, and giving useful feedback.

Ask participants to find a partner for a communication activity. Explain that there are two rounds. Tell participants to sit back to back with their partners during both rounds. Each round has a different set of rules.

Round One

Explain that one partner will give directions to the other partner about how to make a paper airplane. Hand out directions to one partner in each pair. Tell them that they will have five minutes to complete the task using only words to describe how to make the plane. They must follow these rules:

- No requests to repeat instructions.
- No gestures of any type.
- No help by the person who is describing.
- The partner folding can do ONLY what the other partner says to do.

Round Two

Ask the partners to switch roles so that the one who just finished describing the task will now be the one who tries to complete the task. Hand out directions to the other partner. Give the participants the new set of rules for this round:

- Participants must sit back to back and use only words to describe how to make the plane — no gestures or physical signals.
- The partner folding the plane may ask questions and may ask for instructions to be repeated.
- The person folding the plane may make suggestions to the other partner about how to give helpful instructions.

Have partners share the results from both rounds of plane making.

THINK ABOUT IT ▶

- What was it like to describe how to make a plane during round one?
- What rules made it hard to complete the task?
- What made it frustrating for you?
- Was round two easier? Why?
- During which round did your team make the best plane?
- Were you more comfortable doing the task during this round?

YOUTH OUTCOMES ▶

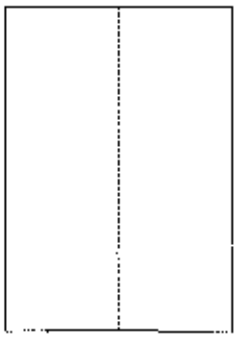
See page 11 for youth outcomes.

EDUCATION STANDARDS ▶

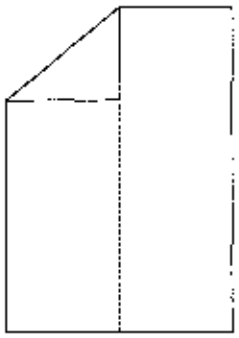
B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

MAKE A PAPER AIRPLANE

Using an 8 1/2" by 11" piece of paper:

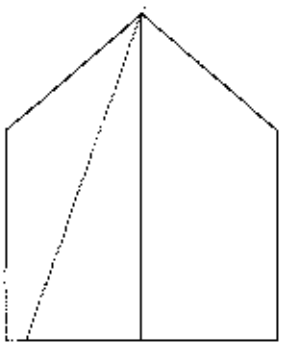


(Diagram A)

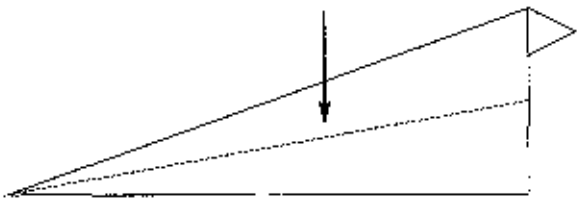


(Diagram B)

1. Fold your paper in half to form a rectangle.
2. Make a crease on the fold.
3. Open the paper back out.
4. Bring the top left corner to the center fold and crease. (See Diagram B.)
5. Repeat the process on the right.



(Diagram C)



Folded Edge (Diagram D)

6. Now bring the top left corner to the center fold and crease. (See Diagram C.)
7. Repeat the process on the right.
8. Fold the paper along the center fold and turn the paper lengthwise. (See Diagram D.)
9. Fold one side down to meet the bottom of the paper (folded edge); this will form a wing on one side.
10. Turn the paper over and repeat on the other side to create the other wing.

ACTIVITY NAME ▶

BUILDING BLOCK ▶

LEVEL ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶

PREPARATION ▶ Make a copy of *Sketch It Figures* for each participant. Do not allow youth to see these in advance.

ACTIVITY ▶

Communication consists of sending information and receiving information. Sending information can occur in written or verbal form. Receiving information involves reading the written information or listening. Most of us feel we can speak and do an adequate job of sending verbal information and listening. Ask the youth how their skills are in speaking and listening.

1. Review the list of skills for being a good listener.
2. Stop what you are doing.
3. Look at the person who is speaking.
4. Concentrate on what is being said. Ignore distractions.
5. Think about what you heard.
6. Use positive facial expressions and body language to show that you understand.
7. If you are asked a question, indicate that you have heard it by answering or nodding your head.
8. Ask questions if you do not understand or need additional information.
9. Repeat information to be sure you have the information correct.

Tell the youth they will do an activity that demonstrates some of the challenges involved with communication. Choose one of the *Sketch It Figures*. Ask for a volunteer to describe it to the rest of the group so they can draw it. Tell the person describing the drawing that they are not allowed to use their hands to describe the figure(s). They are only allowed to use words. Suggest that they attempt to describe the drawing in as much detail as possible. Let those who are listening and drawing know that they may raise their hands to ask questions when needed, but they are not to show the speaker their drawing and ask, "Is this right?"

When everyone has finished drawing, ask them to show the speaker what they have drawn to see how many participants recreated the drawing accurately. Then have the speaker show the group the drawing they were trying to describe.

Discuss what made the activity difficult for the speaker and the listeners. Have the youth make suggestions on how to improve the process for greater accuracy.

Select another speaker and give him or her another one of the *Sketch It Figures*. Invite different youth to be the speakers. Ask the speaker to try to improve his or her directions and the group's listening skills as you proceed from one drawing to the next.

Repeat this process for all six drawings, making sure everyone has a chance to be the speaker.

THINK ABOUT IT ▶

- For those who were trying to describe the drawing, was it is as easy as you thought it would be?
- For those who were listening and trying to draw the figure, is it frustrating to have to depend on verbal directions only?
- How does this activity relate to an experience in your personal life?

TIPS FOR ACTIVITY LEADER

If the speakers have trouble describing the drawing adequately enough for the others to draw it, suggest that the youth consider using such diractions as "on the right hand side of the page," "two inches from the left," "divide the page into four quadrants and in the bottom right quadrant draw ...," etc. Invite the youth to create their own drawings and then try to describe them to the others.

ADULT FACILITATOR NOTES

The main purpose of this activity is to allow the youth to use their listening and speaking skills. Some youth might be reluctant to try, due to their perceived lack of ability to draw. Let them all know that the finished products do not need to be works of art but their best attempts to listen and follow the directions.

YOUTH OUTCOMES

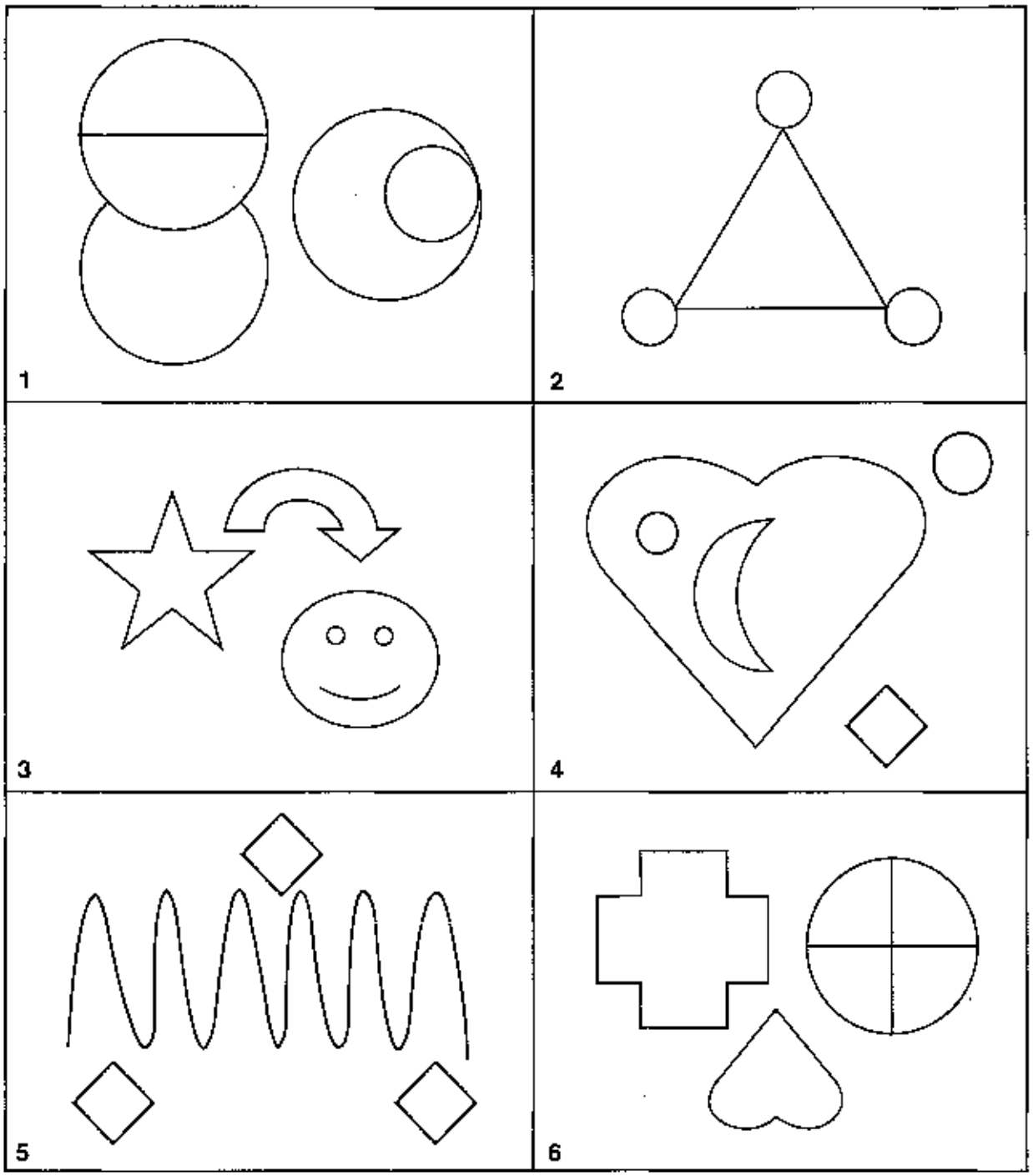
See page 11 for youth outcomes.

EDUCATION STANDARDS

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

© Camp Fire USA

SKETCH IT FIGURES



ACTIVITY NAME ▶ **START CONVERSING**

BUILDING BLOCK ▶ **COMMUNICATION**

LEVEL ▶ Seven

CODE ▶ G DP1

TIME ▶ 30 minutes

PURPOSE ▶ Learn how to start a conversation with a variety of people.

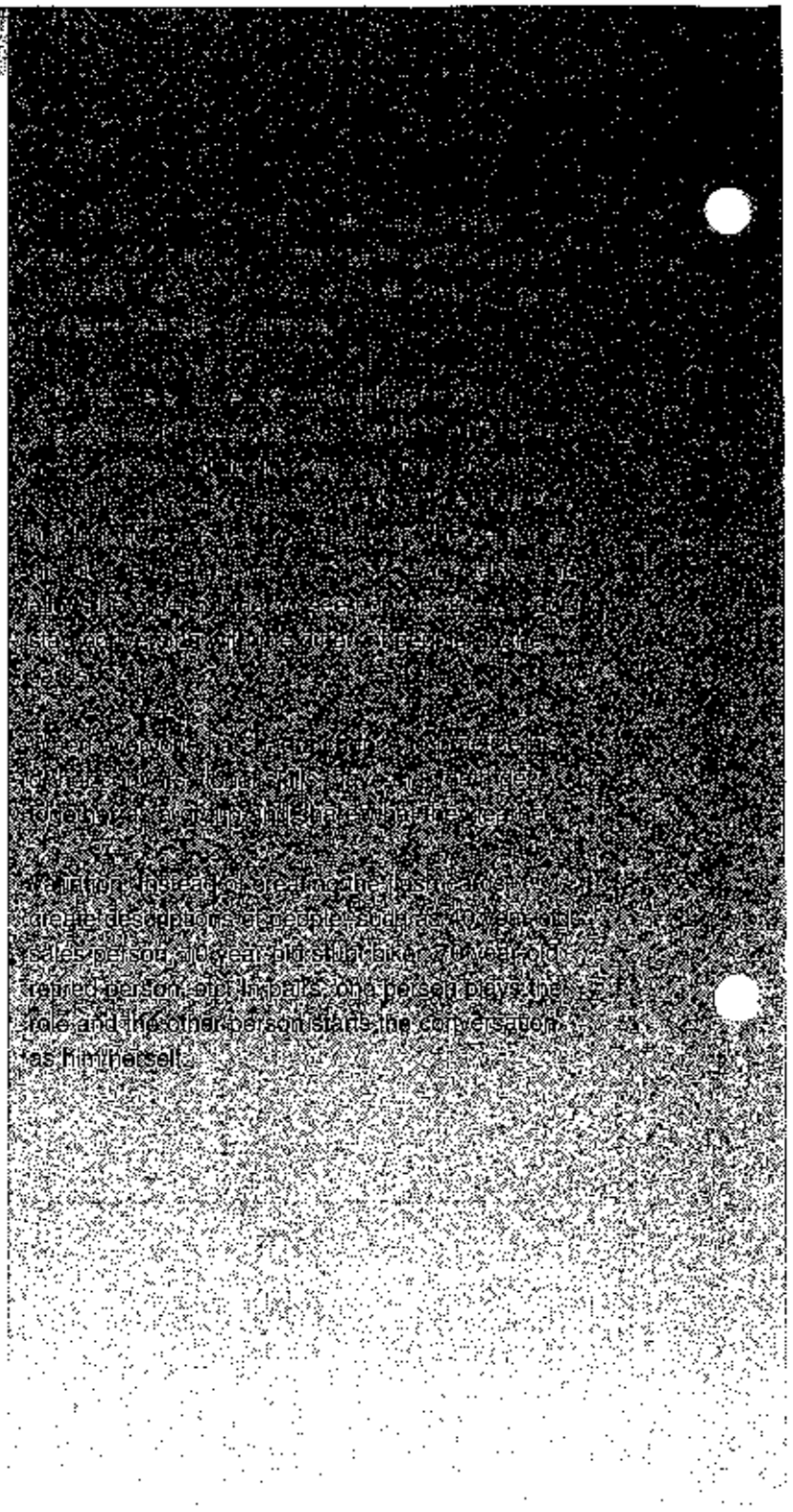
MATERIALS ▶ Nine inch x 12 inch construction paper cut in half, scissors, glue sticks, old magazines.

PREPARATION ▶ Cut paper in half.

ACTIVITY ▶

Starting a conversation is a skill that is basic to the ability to communicate with another person. In order to gather information from others, people first start a conversation with them. The ability to do this with confidence takes practice. The ability to converse with others, especially unfamiliar people, can help youth obtain jobs and be successful in other endeavors.

- Discuss the list of skills for starting a conversation with others.
- Face the person and establish eye contact.
- Greet the person with a polite greeting, such as "Hi, how are you doing?"
- Talk about something that might interest the other person.
- Determine if the other person is listening by his or her body language or comments.
- Start a discussion by asking a question or talking about such topics as the weather or the other person's interest.



THINK ABOUT IT ▸

ADDITIONAL ACTIVITY ▸

ADULT FACILITATOR NOTES ▸

When the youth are discussing the skills for starting a conversation, offer these suggestions:

- Face the person and establish eye contact.
- Smile. Avoid staring.
- Greet the person with a polite greeting — say hello, offer a handshake, compliment the person on his or her attire or an ability you are aware of.
- Make small talk. Look for things that interest the other person. For example, if he/she was talking to a grocery store manager, you might ask about the current sales or specials.
- Determine if the other person is listening. Is the other person looking at you, paying attention to what you are saying, nodding?
- Start a discussion by asking a question or talking about a topic such as the weather. Stick to neutral subjects, like the weather, how the local sports team is doing or something related to a school or the community.

YOUTH OUTCOMES ▸

See page 11 for youth outcomes.

EDUCATION STANDARDS ▸

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

ACTIVITY NAME ▶ **TALK THEM THROUGH IT**

BUILDING BLOCK ▶ **PEOPLE, PARENTS AND PEERS**

LEVEL ▶ Seven

CODE ▶ G and DP1

TIME ▶ 30 minutes

PURPOSE ▶ Learn the importance of trust in relationships.

MATERIALS ▶ Bandanas or pieces of cloth to use as blindfolds.

PREPARATION ▶ Have a meeting space that has enough room for people to spread out. Use chairs, ramps, tables, etc. to make obstacles, barriers as desired.

ACTIVITY ▶

Ask the youth if they have ever led or had someone lead them on a trust walk. A trust walk is one person leading another blindfolded person on a short hike. Partners hold hands to make sure they do not run into objects along the way.

Tell the youth that they are going to do a trust walk in a slightly different way. Divide the group into pairs. Give them the following instructions and then have them do the activity.

One person wears the blindfold and attempts to move from one place to another guided by his or her partner.
Guidelines and hints for the activity:

- You are to accomplish this without touching or holding your partner's hand.
- Use only verbal instructions.
- The safety and well being of you partner will be your top priority.
- You need to give very good, detailed instructions to your partner.

THINK ABOUT IT ▶

- How did it feel to be the blindfolded partner?
- Did you trust your partner the entire time?
- How did it feel being the partner responsible for your blindfolded friend, knowing that you could not offer a hand to help him or her find the way?
- How important is trust between two people who have a close relationship?

TIPS FOR ACTIVITY LEADER ▶

This activity may be done indoor or outdoor. An outdoor setting may offer more enjoyment for the participants.

YOUTH OUTCOMES ▶

See page 11 for youth outcomes.

EDUCATION STANDARDS ▶

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

ACTIVITY NAME ▸

BUILDING BLOCK ▸

LEVEL ▸

CODE ▸

TIME ▸

PURPOSE ▸

MATERIALS ▸

PREPARATION ▸ Write each of the following situations on a separate piece of paper.

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

ACTIVITY ▸

Explain the steps to decision making:

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

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

Divide participants into four groups. Give each group a sheet of paper and have them select one person from the group to be the recorder. Have them draw a line down the middle of the page to form two columns. Instruct them to write APPROPRIATE at the top of one column and INAPPROPRIATE at the top of the other. Give each group one of the situations listed on the paper. In their groups have them discuss the situation and list appropriate and inappropriate responses a person could have to the situation given. After all have finished, have each group share with the other groups the actions and then the appropriate and inappropriate responses they came up with. Discuss other ways a person could have responded to the situation.

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

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

Invite youth to discuss the role play situations and responses.

THINK ABOUT IT ▸

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

ADDITIONAL ACTIVITY

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

TIPS FOR ACTIVITY LEADER

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

YOUTH OUTCOMES

See page 11 for youth outcomes.

EDUCATION STANDARDS

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

Copyright 4-H USA

ACTIVITY NAME ▶

BUILDING BLOCK ▶

LEVEL ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶

PREPARATION ▶ Make one copy of the handout for each youth.

ACTIVITY ▶

Ask the youth if they think that their parents or guardians are strict or lenient with them. Why? What kinds of things or activities do they get in trouble doing the most often? Would they say that parents/guardians get more upset if there is a chance that youth would be hurt?

Share an experience from your past that will help youth realize we have all experienced trust issues. (Make sure the incident that you share has a positive outcome!) Ask for an example that the group can discuss together, perhaps something that happened at school.

Hand out *To Be Trusted* and tell the youth they are going to do an activity about trust. Have them write down the answers they are most likely to get from a parent/guardian. Ask the youth to put themselves in an adult's shoes for a moment. What is behind their reasons? Is it possible that they love and want to protect you?

Choose two of the four ideas from the *To Be Trusted* handout and write down an example of a time when you did not follow each of them. What was the result? Now write down how you could handle each situation differently.

THINK ABOUT IT ▶

- Why do you think it is difficult for parents/guardians to let you take on more responsibility?
- Did you learn anything new that you could carry over into other life situations?
- Why do they still treat me like I am a little kid?
- Why are they always asking me a zillion questions?
- Why can't I have any privacy, especially in my own room?
- Why do they sometimes embarrass me in front of my friends?

ADDITIONAL ACTIVITY ▶

Have youth create and act out role play situations. (DP1)

TIPS FOR ACTIVITY LEADER ▶

Youth will have a variety of responses about how parents/guardians treat them. Some will have legitimate examples of not being trusted for no fault of their own. Pay attention to signs that may indicate abuse. (See page 433 for discussion of abuse.) Report any questionable situations to adult facilitator and proper authorities. Encourage youth to express feelings and emotions in a positive, constructive manner.

ADULT FACILITATOR NOTES

Youth will have a variety of responses about how parents/guardians treat them. Some will have legitimate examples of not being trusted for no fault of their own. Pay attention to signs that may indicate abuse. (See page 433 for discussion of abuse.) Report any questionable situations to proper authorities. Encourage youth to express feelings and emotions in a positive, constructive manner.

YOUTH OUTCOMES

See page 11 for youth outcomes.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.

TO BE TRUSTED

The following are some things you can do to show adults that you really are responsible and can be trusted:

1. **Do what you say you are going to do.**
   Example: If you are asked to do chores around the house, then do them. Take responsibility for your own room or space you call your own by keeping it picked up. Adults will then be more likely to let you do the things you ask to do.

2. **Choose your battles wisely.**
   Example: The more you fight with your dad, the less likely he is to listen to you. Picking a fight because you are in a bad mood or over trivial things can cause adults to not take you seriously or to tune you out. Decide what is really important to you and communicate it effectively. Adults will be more likely to listen. Take a time out if you feel the urge to fight. Find something else to focus on until you lose the urge.

3. **When you break the rules, face the consequences.**
   Example: If you choose to break the rules, and it is a choice, eventually you will get caught. When you're busted, admit you were wrong and accept the punishment without all of the drama of kicking and screaming and crying.

4. **Show respect when talking to your parent(s)/guardian(s) and other authority figures (teachers, police, etc.).**
   Example: When talking to authority figures be respectful and state clearly what it is that you are feeling. It is important to talk to them calmly and respectfully when you feel like they are treating you wrong. To be treated like an adult, you must first prove that you can act like one. That includes following rules and using respectful words.

ACTIVITY NAME ▶ **CAN YOU CONVINCE THEM?**

BUILDING BLOCK ▶ **PEOPLE, PARENTS AND PEERS**

LEVEL ▶ Seven

CODE ▶ I or G DP1

TIME ▶ 30 minutes

PURPOSE ▶ Understand that peer pressure can be used to encourage positive behavior.

MATERIALS ▶ Pencils, copies of *Think About It* on page 28 and *Convincing Others* on page 29.

PREPARATION ▶ Make one copy of *Think About It* and *Convincing Others* for each youth.

ACTIVITY ▶

Persuading a peer to do the right thing is a courageous thing to do. It can lead to more harmonious and productive lives. It is not always easy to take a stand for what is right, much less to convince another person to do the right thing. Just like with anything else, having the tools and skills needed to accomplish the task makes it easier. And the more you practice the skills, the more likely you are to be successful when you try it in a real situation. Knowing what to say to a person to encourage him or her to do the right thing works the same way.

Situations:

- Getting ready for prom
- Arriving accused, convincing parents
- Not bullying another peer
- Saying no to cigarettes or alcohol

Ask each pair to share with the large group what they wrote. Compare the various alternatives. Point out that there are many ways to act and many reasons to choose them. Choose another situation and repeat the process. Use the story *Convincing Others* to practice the skills to convince others to do the right things. Read the story aloud and ask the group to fill in the blanks. Have them answer the questions at the end of the story.

Remind youth that influencing others to do the right thing could cause them grief from others. But listening to their inner voice and choosing to do the right thing is best.

THINK ABOUT IT

YOUTH OUTCOMES

See page 11 for youth outcomes.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentation.

TIPS FOR ACTIVITY LEADER

ADULT FACILITATOR NOTES

THINK ABOUT IT

Situation _____

_____

Why is it important to influence this situation? _____

_____

_____

_____

_____

_____

What are your ideas about it? _____

_____

_____

_____

_____

Can you think of an alternative? _____

_____

_____

_____

_____

Why is your alternative a good one? _____

_____

_____

_____

_____

CONVINCING OTHERS

Complete the story by providing the words requested. After all the words have been chosen, read the story.

Sam and Jason are best friends. They do everything together. When they were in the first grade, they started _____ (an activity). In the third grade, they both played _____ (a sport). They are juniors in high school now, and they are still best friends and participate in lot of activities together.

They even _____ (a verb) together. They play _____ (a sport) together; they like going to _____ (a place) together. If Sam likes a girl, then Jason likes her, too. If Jason listens to _____ (name of a band), Sam does, too. If Jason dislikes his _____ (name of a class) teacher, then Sam doesn't like him either.

One day Jason and Sam are at the mall. They are walking outside one of the large department stores. They pass a truck parked close to the store and see that the truck is delivering _____ (an electronic item) and _____ (another electronic item); several are setting on a ramp close to the back door. They notice a small box with a new _____ (another electronic item) sitting apart from the rest. No one appears to be around. Jason looks at Sam with an excited look of surprise on his face and says, "Let's take it!" Sam says, "No way."

Going through the four *Think About It* steps, explain what Sam might say next.

- Why does he want to convince Jason to do what is right?
- What does he do to approach Jason in a friendly way?
- What idea does Sam share with Jason as an alternative?
- How does he ask Jason his opinion about the alternate idea?
- What does Sam say to convince Jason that the alternate plan is a good idea?
- How does he get Jason to think about what he just said?

ACTIVITY NAME ▶ **STEREOTYPING GENDER ROLES**

BUILDING BLOCK ▶ **PEOPLE, PARENTS AND PEERS**

LEVEL ▶ Seven

CODE ▶ I or G DP1

TIME ▶ 45-60 minutes (could be two or more meetings)

PURPOSE ▶ Explore gender stereotypes.

MATERIALS ▶ Copies of *Gender-Role Stereotype Quiz* on page 32, pens or pencils, paper.

PREPARATION ▶ Make one copy of *Gender-Role Stereotype Quiz* for each youth.

ACTIVITY ▶

People express themselves in many ways, including body movements, voice tone, posture and facial expressions. These expressions can be subtle or obvious. Everyone has different characteristics that are both masculine and feminine as defined by society.

Society and culture influence how people see themselves. Our self-image can be shaped by society's views about gender roles, how we should act or what we should look like. Man or woman, the pressures from society to be a certain way are immense. Each of us belongs to at least one culture; cultures also exert influence on us to behave in certain ways. How many different cultures do youth belong to? Gender is one culture; race, ethnicity and religion are other cultures.

We are born male or female. How we express our masculinity or femininity, however, is something we learn, something largely taught by society. Males and females decide, at times, what they can and cannot accomplish based on what a society says is masculine or feminine. However, a girl who plays

THINK ABOUT IT ▶

- [illegible]
- [illegible] made fun of someone who possesses the gender-role [illegible]. How might that feel?
- What roles do males [illegible] and females [illegible] in your [illegible]?
- Have you been made fun of [illegible]?
- What conclusions about stereotypes can you make now, based on the discussion?

ADDITIONAL ACTIVITIES ▶

- Have the youth learn about a culture's customs and fashions as they relate to the roles of men and women by inviting a person from a different culture to your meeting. Or they could interview people from a different culture in your community, talk with a parent or an interested adult about his or her culture or find the information at the library or on the Internet. They might also gather information individually and then share the information with the group. (DP1)
- Research how stereotypes or jobs have changed through history, e.g., the history of women in the workforce since World War II or men in nontraditional jobs such as nursing. (DP1)

TIPS FOR ACTIVITY LEADER ▶

ADULT FACILITATOR NOTES ▶

YOUTH OUTCOMES ▶

See page 11 for youth outcomes.

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

GENDER-ROLE STEREOTYPE QUIZ

Instructions: Work in pairs to complete this quiz. Allow approximately 10–15 minutes. When completed, each pair shares the answers with the others in the group, along with any reasons for the rating given to each statement. There are no wrong answers! Allow 15–25 minutes for this process. After all have shared, discuss the various viewpoints. Allow approximately one hour for this activity.

Based on how you think ***society*** views men and women, rate the descriptions using a scale of 1 to 5 (1 is low ability or role, 5 is high). (Your ratings may or may not be what you think is true.)

	Men	Women		
1.	_____		Ingenious	Able to creatively solve problems.
2.	_____	_____	Fearful	Concerned about safety and afraid of new situations.
3.	_____	_____	Caring	Sensitive to the needs of others.
4.	_____	_____	A soldier	Able to fight and kill others.
5.	_____	_____	Creative	Tries new ideas, takes chances.
6.	_____	_____	Quiet	Able to sit peacefully and quietly.
7.	_____	_____	A teacher	Teaches children in school.
8.	_____	_____	Athletic	Coordinated and plays team sports.
9.	_____	_____	Dependable	Able to be counted on.
10.	_____	_____	Intelligent	Learns easily and gets "As" in school.
11.	_____	_____	Brave	Is courageous and can physically defend himself or herself.
12.	_____	_____	A firefighter	Fights fires, carries people to safety.
13.	_____	_____	An achiever	Accomplishes goals and earns a lot of money.
14.	_____	_____	A good driver	Knows how to operate a car and drive in traffic.
15.	_____	_____	Curious	Asks questions and experiments.
16.	_____	_____	Loving	Takes care of his or her family.
17.	_____	_____	Strong	Is physically able to work hard.
18.	_____	_____	A ballet star	Is graceful and has good timing.
19.	_____	_____	Emotional	Cries easily.
20.	_____	_____	President of the United States	Elected to lead the country.

(This quiz can be modified to check any stereotypes by gender, ethnicity, race, culture, lifestyle, etc.)

ACTIVITY NAME ▸

BUILDING BLOCK ▸

LEVEL ▸

CODE ▸

TIME ▸

PURPOSE ▸

MATERIALS ▸

PREPARATION ▸

ACTIVITY ▸

Ask the youth what they do when they want to have a party. Do they plan it or does some other member of the family plan it for them? Do they have a method they use to plan? Tell the youth that they are going to look at a planning method and practice using it.

Tell the youth that the group is going to plan an event or project. Review information in the *Discovery Planning Method* with the youth. Lead them through any of the activities you choose using examples given or others. You may use examples offered by the youth.

THINK ABOUT IT ▸

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

TIPS FOR ACTIVITY LEADER ▸

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

YOUTH OUTCOMES ▸

See page 11 for youth outcomes.

EDUCATION STANDARDS ▸

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

ACTIVITY NAME ▶ **SET A GOAL AND REACH IT**

BUILDING BLOCK ▶ **PLANNING, GOAL SETTING AND DECISION MAKING**

LEVEL ▶ Seven

CODE ▶ I or G DP1

TIME ▶ 45 minutes

PURPOSE ▶ Increase skills in goal setting.

MATERIALS ▶ Chart paper or poster board, markers, pens or pencils and writing paper, *The Points of Goal Setting* on page 37, *Set a Goal* on page 36.

PREPARATION ▶ Make one copy of *The Points of Goal Setting*, and *Set a Goal* for each youth.

ACTIVITY ▶

What does making a goal in sports mean? Give an example (score in football, basketball, hockey). What does the word goal mean? (purpose, target, ambition, object, aim, end) Goal setting is the process of making a plan to accomplish something specific, such as planning what you are going to do in the next 15 minutes, the next week, the next year, or the next 10 years. You are making a contract with yourself. What is a contract? (treaty, deal, bond, agreement, pact)

Give each youth a copy of the *Set a Goal* worksheet. Individually or as a group, ask youth to write down things that they would like to accomplish in the present, future and far future. Note: If these categories present a challenge, have them use categories such as today, this week, this month, this year and by the end of high school. Examples would be to gain better skills in sports, go to college, get a summer job, etc.

Have the youth [illegible] and write objectives.

Hand out and discuss *Points of Goal Setting*. After reviewing the information on the handout, ask the youth if there are any changes they could make to their goals or objectives. Have the youth sign their names on each goal/objective sheet to indicate their commitments to doing what is needed to reach their goals.

Ask the youth to share one of the goals they chose. Let them know that if others know what our goals are, they can help support us in achieving them. Discuss ways the group could encourage each other, to help them believe in the power they have to make their dreams come true.

Tell the youth that the first step in reaching a goal is making a plan to do so. Congratulate the youth for taking the first step. Encourage them to do what they say they are going to do and evaluate their progress along the way.

THINK ABOUT IT

ADDITIONAL ACTIVITY

TIPS FOR ACTIVITY LEADER

This activity can be done individually or as a group. Youth take and [illegible] attention to what goals the youth have chosen, [illegible] support and encourage them as accomplishing these goals.

ADULT FACILITATOR NOTES

Look at the goals the youth come up with. How can their Camp Fire USA group help them achieve their goals? Every couple of months, bring up the subject and check to see if the youth have made progress toward their goals.

YOUTH OUTCOMES

See page 11 for youth outcomes.

EDUCATION STANDARDS

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

SET A GOAL WORKSHEET

A goal is something you desire to achieve or accomplish. Think about things you would like to accomplish in your life — in the present, future and far future. List some of these goals.

Present _____

_____

_____

_____

_____

Future _____

_____

(in the next three years) _____

_____

_____

_____

Far Future _____

_____

(beyond three years) _____

_____

_____

_____

_____

Choose one goal from the Future category.

I have decided to _____.

What objectives will help you attain your goal? Objectives are the specific steps you take to achieve a goal.

What I will do	By when
1.	
2.	
3.	
4.	

Signed_____ Date_____

THE POINTS OF GOAL SETTING

One way to develop goals is to keep them SMART:

S pecific
M easurable
A ttainable
R ealistic
T imeline

Specific—A specific goal has a greater chance of being accomplished. Example: a general goal would be, "Do better in school." A specific goal would say, "Improve my grade in science by 5 points."

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

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

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

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

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

What are your values?

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

Begin with the end in mind.

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

Project yourself into the future.

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

Create your storyboard.

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

Choose the most important things.

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

Be willing to let it all go.

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

Reflection.

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

Reward your progress.

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

ACTIVITY NAME ▶ LEADERSHIP STYLES

BUILDING BLOCK ▶ PLANNING, GOAL SETTING AND DECISION MAKING

LEVEL ▶ Seven

CODE ▶ G DP1

TIME ▶ 45 minutes

PURPOSE ▶ Identify the characteristics of a good leader and learn about different styles of leadership.

MATERIALS ▶ Chart paper, markers, copies of *What's My Style?* on page 39, tape, copies of *Leadership Qualities and Quotes* on page 40, plastic bags of assorted items for each group. Items might include paper, tape, tinker toys, blocks, popsicle sticks, and other craft items.

PREPARATION ▶ Make one copy of *What's My Style?* and *Leadership Qualities and Quotes* for each youth.

ACTIVITY ▶

Ask the group to name people whom they believe are good leaders, along with what makes them good leaders.

Brainstorm in a large group the answer to the question "What makes a person a leader?" Write answers on chart paper.

Ask the youth if they feel leaders are born or are made. Some argue that leaders are born with certain innate qualities that enable them to influence, motivate and guide others. Others maintain that environment and training are more important for the development of leaders. While genetics may be important in determining physical attributes, environmental factors like motivation, nurturing from caring adults, education, training and practice do more to stimulate and develop leaders.

[illegible]

[illegible] items and the favours, tell the youth to show others on the [illegible] what's my style.

(This section of the activity will take approximately 30 minutes.)

THINK ABOUT IT ▶

- Did you learn anything new about yourself?
- Have you observed or been involved in a group with any of these leadership styles?
- What kind of leadership is happening in your group? With your friends?

ADULT FACILITATOR NOTES ▶

Consider doing this activity prior to youth working in committees.

YOUTH OUTCOMES ▶

See page 11 for youth outcomes.

EDUCATION STANDARDS ▶

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

WHAT'S MY STYLE?

Read the descriptions of Miguel, Natasha and Kim. Decide which might be your style of leadership. Ask several friends how they see your style of leadership. Is it the same as you see it? Do you take on different styles with different groups?

Role play with your group. There will be three rounds to demonstrate each leadership style. In your group decide who will be the first leader. The leader chooses a style and uses that style to instruct the group in building something with the items in the bag. Each turn should last about five minutes. Do you take on different styles with different groups?

After each time period, ask group members to guess which style of leadership the leader is using.

Discuss how you felt being the leader and being a group member. In your discussion, use the questions listed after each leadership description.

Miguel

Miguel is clearly the boss of his group. He makes all of the decisions without consulting anyone. According to Miguel, he knows what is best and expects everyone to follow his directions. By telling his group what to do and how to do it, he feels the power will rest with him alone, which is where it should be. This style of leadership is autocratic.

- Is there any freedom of action or self-expression in this group?
- Who feels frustrated? The leader or followers or both?
- When might this style of leadership be appropriate?

Natasha

Natasha is really "laid-back." Whatever her group wants to do is just fine with her. She doesn't want to take this leadership stuff too seriously. She wants those people in her group to have a good time and feels only the group itself can make decisions. She gives the group complete freedom to make its own decisions. If the group members need anything, they know where to find her. This style of leadership is laissez-faire.

- Who may feel frustrated in this group?
- What is the primary goal in the group?
- What might be the productivity in this group? High? Low? Non-existent?

Kim

Kim feels decision making is dependent on group discussion and ownership of what is to happen. Kim sees the group as a team with everyone having an equal voice. She sees herself as a facilitator of group decisions. This style of leadership is democratic.

- How is this style different from the other two?
- How is the leader helping the group achieve its goals?
- What does "having ownership" have to do with "making progress"?

LEADERSHIP QUALITIES AND QUOTES

Initiative—willingness to take the first step; the ability to make intelligent decisions.

Charisma—a likable personality.

Competence—the ability to do the job well; the ability to understand group dynamics and goals; excellent communication and listening skills.

Following are some interesting and insightful quotes about leadership from some individuals who know a lot about this topic:

"Set your goals high and work to achieve them—and never be afraid of failure, for the tragedy comes not in failing, but in never having tried to excel."

—Rosalyn Carter, former First Lady of the United States

"Men make history and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better."

—Harry S. Truman, former President of the United States

"I am only one; but still I am one. I cannot do everything, but still I can do something; I will not refuse to do something I can do."

—Helen Keller, Humanitarian

"Leadership is the ability to convince people that they want to do what you want them to do as if they thought of it themselves."

—Eileen O. Ford, Co-founder, Ford Model Agency

"Leadership is understanding people and involving them to help you do a job. That takes all of the good characteristics, like integrity, dedication of purpose, selflessness, knowledge, skill, implacability, as well as a determination not to accept failure."

—Admiral Arleigh Burke, U.S. Navy

ACTIVITY NAME ▶

BUILDING BLOCK ▶

LEVEL ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶

PREPARATION ▶

ACTIVITY ▶

Ask the group to form a circle. Stand in the center of the circle. Call one youth's name and toss the ball to him or her. Have him or her toss it back to the center. Continue this process around the entire circle. Ask the youth if there was anything difficult about this task.

Repeat the process using two balls. Call each youth's name and toss the balls at the same time. Discuss any difficulties they experienced.

Repeat the process tossing three balls at the same time. Chances are they won't catch more than two. Discuss any difficulties they experienced.

Have the youth work together in pairs or teams to catch three balls. Ask them if it was easier with help.

Ask the youth how catching all the balls at once is like problem solving. Is it easier to solve one problem at a time or try to solve all of them at once? What happens to us when we try to solve all our problems at once? Like different-size balls, problems come in different sizes.

Review the steps for problem solving, using *Steps to Problem Solving*. Have the group choose a topic that the group feels can have a lot of problems to solve: success in school, relationships with parents, etc. Write this topic on the chart paper.

Have the group brainstorm possible problems related to the topic. Example:

- Success in school
- Make passing grades in a difficult subject
- Relationships with good friends
- Bullies
- Difficult teachers

Point out how difficult it is to separate out problems from one another. They all can come together and seem like one huge problem.

Ask the youth to identify one problem, go through the steps to problem solving and choose a solution.

THINK ABOUT IT ▶

- How do you solve problems that come up?
- Where do you start when trying to solve a problem?
- Why is it important to separate one problem from another?

YOUTH OUTCOMES ▶

- Youth are willing to engage in personal growth activities.
- See page 11 for additional youth outcomes.

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

STEPS TO PROBLEM SOLVING

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

Identify the problem.
This can be the hardest part of problem solving. Ask yourself, "Where does this problem come from?" Answering the following questions can help:

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

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

List the advantages and disadvantages of each possible solution.
Name as many advantages and disadvantages to each solution as you can. One way to do this is to think about the consequences of each solution. Will it hurt anyone?

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

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

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

ACTIVITY NAME ▸

BUILDING BLOCK ▸

LEVEL ▸

CODE ▸

TIME ▸

PURPOSE ▸

MATERIALS ▸

PREPARATION ▸

ACTIVITY ▸

Ask the youth how we resolve conflicts in our lives. What kinds of things helps us resolve conflicts? Examples: personal values, parental values, consequences and self-esteem.

Each youth will work individually for this activity. Ask the youth to number a piece of paper 1 through 18. Next, have them cut apart the squares of *How Does It Rate?* Ask them to put the squares in order of importance to them. Use the "Other" square to add anything else to the list they choose. Also, let them know that they do not have to use all the squares, only the statements that apply to them. After they have placed the squares in order of importance, have them write the statements in order they have selected on the page numbered 1 through 18.

Tell the youth that they have created guides to help them when faced with a conflict or problem. The values that are high on their lists are more important than those placed lower on the lists. They can use the lists to decide how important something might be by noticing where it falls on their list. Example: If "not using alcohol" rates higher than "being accepted by my peers" on their lists, then that knowledge will help them say no to alcohol when that problem or conflict presents itself. Point out that it can be very difficult to act according to these values. A person might act inconsistently with his or her values for a number of reasons, including peer pressure.

Offer the following conflicts to the group and ask them to think about how they would resolve the conflicts using the lists they made as a guide for their decisions. After reading each scenario, have each youth write a response. Ask if anyone wants to share how he or she would handle it.

Conflict Scenarios:

Several of your friends want you to go to a concert. You are not very fond of the group that will be performing and your parents disapprove of the music that the band plays. What will you do?

An older sibling went to the mall after school and wants you to lie to your parents about where he or she was.

A good friend asks you to help him cheat on a test. You know that if the teacher finds out you will receive a lower grade on your test.

Remind the youth that there are no right or wrong answers. The right action for an individual is to act according to his or her values.

THINK ABOUT IT ▸

Learning what things are important to us helps us to resolve conflicts. For instance, if getting along with our family is high on our list, it might keep us from arguing with them about something that is not important and trying harder to work out our differences in a peaceful manner. Ask yourself, "How important is this?" before you begin to resolve issues.

- Why is it often difficult to act consistently with your values?
- Everyone has different priorities. How does that affect group decision making?
- What benefit is there to knowing what is important to you?

ADULT FACILITATOR NOTES ▸

The youth may not want to share how they would handle any of the conflict scenarios. If they do not, offer a couple of different possibilities to see if any of them would agree. Create your own scenarios about possible conflicts, if you choose. Remind the youth that the choices they have made may not always be clear according to how they rated the different items on their lists. The list is only a guide, and two or more of the things on their list may be of equal importance to them.

YOUTH OUTCOMES ▸

EDUCATION STANDARDS ▸

HOW DOES IT RATE?

Feeling good about the decisions I make	Other _____	Feeling good about myself
Being accepted by my peers	Being an honest person	Having a strong spiritual connection
Not using drugs	Not using alcohol	Having a good relationship with my parents
Having a good relationship with my siblings	Making good grades	Having a few close friends
Being popular	Having good health	Having a career or a job that supplies a large income
Having a career or job	Helping others	Helping my family

ACTIVITY NAME ▶ THINK OF THE CONSEQUENCES

BUILDING BLOCK ▶ PROBLEM SOLVING

LEVEL ▶ Seven

CODE ▶ I or G DP1

TIME ▶ 45 minutes

PURPOSE ▶ Understand the consequences of behavior and make better choices.

MATERIALS ▶ Pencil or pen, paper, copies of *Actions Lead to Consequences* on page 47.

PREPARATION ▶ Make one copy of *Actions Lead To Consequences* for each youth.

ACTIVITY ▶

Ask the youth if they have heard people say that you should think of the consequences of an action before you do it. Is this a good idea? Do they think about the consequences of all their actions?

Ask the youth to complete *Actions Lead to Consequences*. After they have finished, discuss their answers as a group.

The definition of *consequence* is "something that is the effect or result of an earlier occurrence." Nowhere in that definition does it say that consequences are negative or positive by nature. A consequence is simply the result of an action.

Now have the youth take a look at the consequences for other actions. On the back of the handout, have them list things that they might choose to do that would have different consequences. For example:

Studying rather than going out leads to ...
Solving problems peacefully leads to ...
Positive communication leads to ...
Staying in school leads to ...
Making good grades leads to ...

THINK ABOUT IT ▶

TIPS FOR ACTIVITY LEADER ▶

Encourage youth to express feelings and emotions in a positive, constructive manner. Actions and consequences are sensitive topics. Think of additional actions with consequences, if desired.

ADULT FACILITATOR NOTES ▶

Consider conducting this activity for situations when youth have not followed group ground rules or have struggled with difficult or dangerous decisions. Actions and consequences are sensitive topics. Be prepared to follow this activity with additional discussion, if necessary.

YOUTH OUTCOMES ▶

- Youth expresses feelings and emotions in a positive, constructive manner.
- Youth are willing to engage in personal growth activities.
- Youth will have preferences for safe choices.
- See page 11 for additional youth outcomes.

EDUCATION STANDARDS ▶

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

ACTIONS LEAD TO CONSEQUENCES

Read the actions and consequences below. Under each action, select possible consequences for that action and write them down. You may come up with other consequences not listed.

ACTION

Cheating can lead to:

Smoking can lead to:

Stealing can lead to:

The use of alcohol can lead to:

Sex can lead to:

The use of drugs can lead to:

Gang membership can lead to:

Getting into a fight can lead to:

POSSIBLE CONSEQUENCES

Bad reputation
Poor grades
Ill health
Jail
Death
No future
No money
Physical pain
Pregnancy
Not graduating
Disease
New unwanted responsibility
Being poor
School punishment
Arrest
No job
Failing a grade

ACTIVITY NAME ▶ **THE NAME OF THE GAME IS SAFETY**

BUILDING BLOCK ▶ **SAFETY**

LEVEL ▶ Seven

CODE ▶ I or G DP1

TIME ▶ 45 minutes

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

MATERIALS ▶ Chart paper or poster board, writing paper, masking tape, markers, pens or pencils.

PREPARATION ▶ Use the following information to make a *Social Safety Considerations* poster. Put it up on the wall for the meeting.

Social Safety Considerations

Name of activity chosen:
Should an adult be present when you participate in the activity?
Are there physical challenges?
Is there an age requirement for participation?
Is there danger?
Is there risk involved?
List all of the safety considerations that would apply for this activity:

ACTIVITY ▶

Tell youth that all group activities need some safety rules or guidelines. The group is going to create a set of safety rules to use whenever they go out in the community. Make a list of social situations that could threaten their safety (for instance, going to a party at a stranger's house).

THINK ABOUT IT ▶

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

TIPS FOR ACTIVITY LEADER ▸

YOUTH OUTCOMES ▸

EDUCATION STANDARDS ▸

- [illegible]
- [illegible] understands that variety [illegible] decisions [illegible]
- [illegible] understands that there are similarities and differences within groups as well as among groups

ACTIVITY NAME ▶ **DON'T GET CAUGHT IN THE WEB**

BUILDING BLOCK ▶ **SAFETY**

LEVEL ▶ Seven

CODE ▶ I or G DP1

TIME ▶ 45–60 minutes

PURPOSE ▶ Broaden awareness of safety concerns and increase ability to make safe choices while utilizing the Internet.

MATERIALS ▶ Chart paper, markers, copies of *Scenarios* on page 52, *Internet Guidelines for Adult Facilitator & Activity Leaders* on page 53, *Online Safety Rules and Risks* on page 54, and *Online Agreements* on page 55.

PREPARATION ▶ Make one copy of *Scenarios* and *Online Agreements* for each group of two to three. Separate the scenarios by cutting them apart. Make one copy of *Online Safety Rules and Risks* for each youth. Become familiar with *Internet Guidelines for Adult Facilitators and Activity Leaders, Online Safety Rules and Risks* and *Online Agreements.*

ACTIVITY ▶

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

- [illegible]
- [illegible]
- [illegible]

THINK ABOUT IT

- How important is your safety to you?
- Why is it easy to trust some people more than others?
- What would you do if someone is harassing, stalking, making physical threats or attempting to lure you to meet them?
- What would you do if while searching on the Internet, you find dangerous activities such as bomb-making, dangerous threats or ways of obtaining illegal weapons?

TIPS FOR ACTIVITY LEADER

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

See *Discovery: Path Finder Level Six* for Safety Building Blocks. The *Internet Guidelines for Adult Facilitators and Activity Leaders* and *Online Agreements* are the same. Some of the scenarios presented are different for each level.

ADULT FACILITATOR NOTES

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

YOUTH OUTCOMES

See page 11 for youth outcomes.

EDUCATION STANDARDS

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

SCENARIOS

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

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

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

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

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

Scenario 2: A group of youth regularly visit a chat room. You know some of the people personally and some you consider as e-mail friends. One of these e-mail friends wants to meet you. How would you handle it?

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

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

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

INTERNET GUIDELINES FOR ADULT FACILITATORS AND ACTIVITY LEADERS

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

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

Keep parents/guardians informed.

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

Internet Safety Rules

Familiarize yourself with Internet safety guidelines. (See *Online Safety Rules and Risks.*)

Additional Tips

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

ONLINE SAFETY RULES AND RISKS

Rules for Online Safety:

- I won't give out personal information such as my address, telephone number, parents' work address/telephone number, without my parents'/guardian's or adult facilitator's permission.
- I will tell my parents/guardians or adult facilitator right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I "meet" online without first checking with my parents/guardian or adult facilitator. If I agree to a meeting, I will be sure that it's in a public place, and I will bring my parents/guardians along.
- I will never send a person my picture or anything else without first checking with my parents/guardian.
- I won't respond to any messages that are mean or in any way make me feel uncomfortable. It isn't my fault if I get a message like that. If I do, I will tell my parents/guardians or adult facilitator right away so that they can contact the online service.
- I will talk with my parents/guardians or adult facilitator so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I won't access other areas or break these rules without their permission.
- I won't click onto ads that "pop up" on the screen when I am online.

Risks for Not Following These Rules:

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

ONLINE AGREEMENTS

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

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

Sample Online Agreement

I will not visit gambling sites or sites containing offensive or illegal material.
I will not disable any filtering software that has been put on the computer.
I will not buy or sell anything over the Internet without permission from the appropriate adult.
I will tell my adult facilitator or parents/guardians, before downloading any games, music files or software from the Internet.
I will not give out any personal information over the Internet.
I will only use monitored chat rooms for teens, and I will stay in the public area and not go off into private chat rooms with strangers.
I will only talk to people in instant messaging that I have met in person.
I will always behave responsibly and ethically when online. I will always use Netiquette when using instant messaging, chat rooms and e-mail.
I will tell my parents/guardians or adult facilitator right away if I get into any kind of trouble or if I feel uncomfortable in any situation on the Internet.
I will open e-mail only from people I know.

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

_____

_____

_____

Signed: _____

My Name _____ Date: _____

Parent or Guardian _____ Date: _____

Adult Facilitator _____ Date: _____

ACTIVITY NAME ▶ **SAFETY OUT AND ABOUT**

BUILDING BLOCK ▶ **SAFETY**

LEVEL ▶ Seven

CODE ▶ I or G DP1

TIME ▶ 30–45 minutes

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

MATERIALS ▶ Chart paper, tape, markers, *Safety Considerations* on page 57.

PREPARATION ▶ Make copies of *Safety Considerations* for each youth. Read *The Facts About Being Safe*.

ACTIVITY ▶

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

THINK ABOUT IT ▶

TIPS FOR ACTIVITY LEADER ▶

ADULT FACILITATOR NOTES ▶

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

YOUTH OUTCOMES ▶

- Youth will have preferences for safe choices.
- See page 11 for additional youth outcomes.

EDUCATION STANDARDS ▶

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

SAFETY CONSIDERATIONS

Don't Go Out Alone
There is safety in numbers, and this rule applies to everyone. We are always safer if we take someone else with us when we go to a mall or other public place.

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

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

What are some other safety considerations?

THE FACTS ABOUT BEING SAFE

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

The facts:

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

Why are teenagers so vulnerable? As adult facilitator/ activity leader for this age group, you see it yourself everyday.

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

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

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

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

TRAIL TO KNOWING ME

LEVEL ▶ Seven

PROJECT ▶ **A MIXED BAG**

PURPOSE ▶ Youth will examine the wide range of human feelings and emotions and will better understand their feelings and how to manage and express their emotions.

ACTIVITY CHOICES ▶

Activity Name	Focus
In Real Life	Knowledge
In Their Shoes	Knowledge
Bowl Them Over	Knowledge
Passing Emotions	Skill
Feelings Visors	Skill
What Bugs Me?	Skill
Lead Others	Leadership
Plan Your Own Project	Take It to the Limit

YOUTH OUTCOMES ▶

Outcome	Activity: In Real Life	In Their Shoes	Bowl Them Over	Passing Emotions	Feelings Visors	What Bugs Me?	Lead Others	Plan Your Own Project
Youth will be able to communicate their points of view effectively.	X	X		X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X				
Youth will be able to plan sequentially.							X	X
Youth will be able to resolve conflict in a healthy way.	X	X	X	X		X		

EDUCATION STANDARDS

Activity Name	Standards
In Real Life	B 1.5
In Their Shoes	B 1.5
Bowl Them Over	LA 8.11, B 1.1
Passing Emotions	B 1.2, B 1.5
Feelings Visors	B 1.1
What Bugs Me?	B 1.5
Lead Others	B 1.5, B 2.7
Plan Your Own Project	LA 8.0

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00113) or trail certificate (#T51000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATOR

- Discussions and other times when sharing takes place allow the youth and adult facilitators a chance to get to know one another. There will be times when the youth are tempted to all speak at once. Remind the youth to use respectful communication.
- Be sure to remind youth about what is appropriate to share and that what others say is confidential and should not be repeated outside the group.
- The youth may share confidential family information with other youth or adults working with the group. As an adult in a leadership position, you are mandated to report any alarming information concerning a youth's emotional well-being or physical health to the state's child abuse hotline for further investigation by the appropriate authorities.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶

PREPARATION ▶ Make copy of *Feelings List* and *Reactions* for each youth.

ACTIVITY ▶

- Ask the youth why people have feelings. Do they usually know how they feel? When they are experiencing a feeling are they able to identify (put a name to) the feeling? Do they know which feelings have a negative or positive influence on people?

  - Give each youth a copy of the *Feelings List* and ask them to:
  - Look at the list of feelings.
  - Put an X next to each feeling they have felt this past week
  - Put an X+ if they have felt that way a lot this past week.
  - Go back and circle the top five feelings that have been the strongest for them this past week.

Allow five to 10 minutes to do this then ask if anyone wants to share his or her responses.

Give each youth a copy of *Reactions*. Read the first situation (below). Have the youth write down the situation and think about how they would react to such a situation. Give them a few minutes to respond individually, and then discuss as a group.

Situations

1. Your parents and other adults are always comparing you with a brother or sister.
2. You have been selected to represent your school at a leadership event.
3. You just cut you hair, and you are not very happy with the results.
4. You have been dared to fight, and you think you could lose.
5. You have been dared to fight, and you think you could win.
6. You just found out your family is going to move to Hawaii.
7. A close relative died, and no one in you family appears to care.
8. Someone at school tells a teacher about something you did.

When the group is finished, discuss their responses. Choose as many situations as desired and repeat the process.

THINK ABOUT IT ▶

- Did everyone in the group have the same feelings in the same situation?
- Are one person's feelings in a situation right or wrong compared to others?
- What can you do to express negative feelings?
- Do people sometimes express themselves differently than how they actually feel? (For example, can a person act mad when his or her feelings are hurt?)

ADDITIONAL ACTIVITY ▶

Think of other "real-life" situations. Discuss them as a group. (DP1)

TIPS FOR ACTIVITY LEADER ▶

Create some "real-life" situations that are more closely related to your group, if necessary. Some youth might benefit from reading the list of feelings and explaining or acting out what each one means.

ADULT FACILITATOR NOTES ▶

Be sure that the youth leave knowing that all feelings are legitimate. Feelings are caused by a combination of a person's experiences and the way they translate those experiences. Acknowledging feelings paves the way for personal growth.

YOUTH OUTCOMES ▶

EDUCATION STANDARDS ▶

FEELINGS LIST

_____ Affectionate
_____ Afraid
_____ Aggressive
_____ Agonized
_____ Angry
_____ Anxious
_____ Apologetic
_____ Arrogant
_____ Ashamed
_____ Bored
_____ Calm
_____ Caring
_____ Cautious
_____ Confident
_____ Confused
_____ Content
_____ Curious
_____ Depressed
_____ Disappointed
_____ Disapproving
_____ Disgusted
_____ Apathetic
_____ Embarrassed
_____ Enraged
_____ Enthusiastic

_____ Excited
_____ Exhausted
_____ Frightened
_____ Frustrated
_____ Guilty
_____ Happy
_____ Hateful
_____ Helpful
_____ Heartbroken
_____ Homesick
_____ Hopeful
_____ Hurt
_____ Hysterical
_____ Impatient
_____ Indifferent
_____ Innocent
_____ Irritated
_____ Joyful
_____ Joyless
_____ Kind
_____ Lazy
_____ Lonely
_____ Loved/Loving
_____ Mischievous
_____ Nervous

_____ Numb
_____ Overwhelmed
_____ Passionate
_____ Playful
_____ Pressured
_____ Proud
_____ Rejected
_____ Relieved
_____ Resentful
_____ Respectfu
_____ Sad
_____ Safe
_____ Scared
_____ Shy
_____ Shocked
_____ Smug
_____ Stubborn
_____ Successful
_____ Surprised
_____ Suspicious
_____ Unhappy
_____ Withdrawn
_____ Wish things were like they used to be
_____ Worried

REACTIONS

	Situation	Feeling(s)	Positive or Negative	What Would You Do?	What Happens Next
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

ACTIVITY NAME ▸

PROJECT ▸

LEVEL ▸

FOCUS ▸

CODE ▸

TIME ▸

PURPOSE ▸

MATERIALS ▸

PREPARATION ▸

ACTIVITY ▸

Ask the youth why it is important to understand how other people feel. Do they know people who seem to be better at understanding and acknowledging other people's feelings? Do they appreciate it when another person lets them know they recognize a feeling? What would life be like if people did not show others that they understand how they feel?

Have the youth complete the activity page *In Their Shoes*.

After the youth have completed their lists, ask them to compare their lists with others in the group. Discuss any differences there are in how another person might feel in the same situation.

Ask the youth to go through the list again. This time, have them think about how they would want to be treated in that situation. Ask them to discuss each situation with the group. Compare the difference in how others might want to be treated.

Now that the youth have identified some of the feelings involved, ask them to think about what they might say to another person in one of the situations. Divide the youth into pairs and have them role-play what they might say to another person using the situations listed.

For example, "You have a math or science problem that you cannot figure out."

Person 1: "I notice that you are having trouble answering the math problems we received in class today. When that happens to me, I feel frustrated and sometimes angry. How about you?

Person 2: "Yes, I am so frustrated. I missed class two days last week because I was sick. Since I missed the information in class, I got behind, and now I am having trouble understanding any of the new stuff."

Person 1: "I know what you mean. I have trouble catching up whenever I miss more than a day of class, too. But usually within a week things start to get better. So, give it a few more days; you'll catch on."

Or

Person 1: "I notice that you are having trouble answering the math problems we received in class today. When that happens to me, I feel frustrated and sometimes angry. How about you?"

Person 2: "No, I'm okay with the math problems. I'm just having trouble concentrating on anything. Our dog disappeared two days ago, and I'm worried about what might have happened to him."

Person 1: "Oh, I'm sorry about your dog. I hope you find him soon."

Tips on dealing with the feelings of others:

- Not everyone feels the same in the same situation.
- Do not tell a person he or she should not feel a certain way. The important thing is to acknowledge others' feelings and let them know you care.

After each pair has taken turns role playing what they might say in different situations, get back together as a group and discuss the activity. Find out if there were things people said that were good ways to respond to the other person's feelings.

THINK ABOUT IT ▸

- The ability to acknowledge, understand and let others know that you understand how they might be feeling is a skill that has to be developed over time. How do you think it will help you in your relationships with friends and family?
- How could it help in any future endeavors, such as careers and dating?

YOUTH OUTCOMES ▸

EDUCATION STANDARDS ▸

IN THEIR SHOES

Write down how you would feel in each of the following situations. You can write down as many feelings for each situation as you wish, but place them in order of intensity.

You were the last one to be chosen for a team in gym class or after school activity.

_____

You read a report in front of the class for the first time.

_____

You have a math or science problem that you cannot figure out.

_____

You are the new student at school.

_____

Your team lost the softball game.

_____

You are given a note from your teacher to take home to your parents, and you do not know the contents.

_____

You are given a note from your teacher to take home to your parents, and you know the contents.

_____

You lose your lunch money on the way to school.

_____

You receive the lowest grade on a test in one of your favorite classes.

_____

You receive the lowest grade on a test in one of your least favorite classes.

_____

Someone steals your money while you are at a store in the mall.

_____

Your younger brother or sister goes everywhere with your parents.

_____

ACTIVITY NAME ▶

BUILDING BLOCK ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ [illegible]

MATERIALS ▶ [illegible] small plastic bottles with [illegible] cleaned and dried (pop, soda or water bottles work well), scissors, tape, [illegible] pens or markers (you will also need a small amount of sand, gravel or pebbles for each bottle, a small target this could be constructed from paper, 2 or 3 small balls (rubber or plastic baseball or softball size work well). (Purchased nametag labels could substitute for the paper, scissors and tape.)

PREPARATION ▶ Identify and prepare materials and select location for activity. Location should be large enough to roll balls at least 15–20 feet.

ACTIVITY ▶

Begin by asking the youth to describe negative feelings. Ask the youth which ones they have actually experienced. Ask them if they have ever lost hope about something or had self-doubt. Ask the youth if negative feelings can create problems with their relationships with friends, families or others. Example: Feeling impatient when a friend or family member will not do what the youth has asked him or her to do.

Tell the youth they will create a game that identifies negative feelings or qualities and then have some fun "knocking down" those feelings. As a group, decide the negative feelings or qualities the youth would like to conquer. List these on a piece of paper. The list might include fear, anger, stubbornness, irresponsibility, impatience, disrespect and laziness. Now write each one on a separate piece of paper (about 3 inches x 2 inches) and tape it to one of the bottles. Fill each bottle with a small amount of sand (about 2 inches, just enough to weight the bottle down). Once you have created all the bottles, play the game.

Line up the bottles in a triangular formation (like bowling pins) at one end of an open play area. Look at the list of negative feelings and decide a positive quality or feeling that would conquer one or more of the negatives. Name the ball a positive. Take turns rolling the balls to "knock down" the bottles and the negatives.

Discuss how, in real life, the positive feeling can actually take away the negative. Read through the following list of positive statements. Ask the youth to give an example of the negative thoughts or feelings these statements could replace.

- I can handle disappointments
- I am a strong person.
- I look forward to tomorrow.
- I can be happy even when I am alone.
- I am a lovable person.
- I can find humor in my mistakes.
- I am learning and changing.
- I can admit to, accept and correct my mistakes.
- I can be in control of my emotions.
- I do not have to be perfect to be competent.

THINK ABOUT IT ▶

- A "strike" for a batter is a negative thing. A "strike" for a pitcher is a good thing. A "strike" for a bowler is a very good thing. Negatives and positives depend a great deal on who we are and what situations we find ourselves in.
- What things can you do to change negative feelings into positive feelings when a difficult situation arises?
- Do you think it is better to show your real emotions, or should you keep some to yourself? Why?

TIPS FOR ACTIVITY LEADER ▶

Ensure that safety is considered when rolling balls.

YOUTH OUTCOMES ▶

EDUCATION STANDARDS ▶

ACTIVITY NAME ▸

PROJECT ▸

LEVEL ▸

FOCUS ▸

CODE ▸

TIME ▸

PURPOSE ▸

MATERIALS ▸

ACTIVITY ▸

[illegible] pass the ball to the next person and so on down the entire row. Start the ball at the beginning again, but this time ask participants to pass the ball using a certain emotion such as respect or anger. Have him or her pass it the first time without saying anything. Do it again using the same feeling, but this time youth are allowed to speak. Repeat the activity using the other emotions or values. Vary between positive and negative emotions each time the activity is repeated. Ask the group observing to notice the differences in the way the ball is passed each time to see if they can identify the emotion/feeling. Have the two groups switch places and repeat the activity using other emotions. Choose from the list of feelings/emotions below.

Affectionate	Excited	Nervous
Afraid	Exhausted	Numb
Aggressive	Frightened	Overwhelmed
Agonized	Frustrated	Passionate
Angry	Guilty	Playful
Anxious	Happy	Pressured
Apathetic	Hateful	Proud
Apologetic	Helpful	Rejected
Arrogant	Heartbroken	Relieved
Ashamed	Homesick	Resentful
Bored	Hopeful	Respectful
Calm	Hurt	Sad
Caring	Hysterical	Safe
Cautious	Impatient	Scared
Confident	Indifferent	Shy
Confused	Innocent	Shocked
Content	Irritated	Smug
Curious	Jealous	Sorry
Depressed	Joyful	Stubborn
Determined	Joyless	Successful
Disappointed	Kind	Surprised
Disapproving	Lazy	Suspicious
Disgusted	Lonely	Unhappy
Embarrassed	Loved/Loving	Withdrawn
Enraged	Mischievous	Worried
Enthusiastic		

If it is a very small group, this activity could be done in a circle. Only the first person would know the emotion. The rest would try to read the emotion displayed by the person handing them the ball and pass it to the next person using that emotion. After the ball has been around the circle, ask the group if they can identify the emotion. Discuss their responses. Discuss how the differences in how each person read the emotion might affect things like communication and problem solving.

THINK ABOUT IT ▸

- When you were one of the participants, did you feel differently when there was a positive emotion verses a negative one?
- Do you think other people's emotions can affect the way you feel?
- How did it feel or what were your observations when the ball was passed with positive feelings, such as joyful and respectful?
- As an observer, how did you figure out the emotion?

TIPS FOR ACTIVITY LEADER ▸

Use the list of feelings/emotions to get the activity started. Consider alternating between positive and negative feelings. Example: Joyful, sad, caring, angry. After the participants have an understanding of the activity, allow them to select their own feelings/emotions.

ADULT FACILITATOR NOTES ▸

Try to make sure youth use a good mix of positive and negative emotions. Be sure to use RESPECTFUL as one of the ways they are to pass the ball.

YOUTH OUTCOMES ▸

EDUCATION STANDARDS ▸

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶ [illegible] Poster board [illegible] Scissors [illegible] Elastic cord [illegible] Scissors [illegible] Felt-tip pens, stickers, sequins, beads, feathers, etc. [illegible] Newspaper to cover the activity area. Copies of visor pattern on paper's for each person.

PREPARATION ▶ Make copies of visor pattern. Cover the activity area to protect surfaces.

ACTIVITY ▶

Ask youth how hard or easy is it to ask for what they need when it involves feelings. When they are feeling down, do they not feel like talking and just want some time alone, or are they able to tell friends or family members how they feel and what they need? Have they ever had days that they were just feeling left out and wanted mom or dad to pay attention to them, but they were afraid to bother them? Do they tell their closest friends how they feel about things?

We often forget that people cannot read our minds and they do not know what we are thinking or feeling just by looking at us. Letting people know how you feel will help them respond to you in a more appropriate manner. This can improve relationships and reduce misunderstandings.

Tell youth that one way to let people know how they are feeling and to ask for what they need is to communicate in a nonverbal way. A fun way to do this is to create visors that describe their moods at different times. Below is a list of visors they could make. Use the visor pattern to trace and cut out several visors using poster board. Attach a length of elastic cord to each side of the visor so it can be worn. Label and decorate them according to the feelings youth choose. Have them share the visors with others in their families. They can wear them to let others know how they are feeling.

Create a visor that says:	*To let others know:*
Hugs	That it has been a bad day, and you could use a hug.
Celebrate with Me!	That something good has happened, and you could use a cheer.
TLC Please	That you need to be handled with care.
Let's Play	That your are happy and feel like being silly and playful.
No Talking Zone	That you do not feel like talking to anyone right now.
Lend Me Your Ears	That you have something you need to talk about.
Attention!	That you are feeling left out and need some attention.

Try using the visors with family, friends or other groups. As they use the visors, youth might think of others to make. After they have used the visors for a time, they may want to create something more permanent. They could make or gather various hats to symbolize different feelings. Fun hats can be made from grocery bags, or they could purchase various hats. Use baseball caps, visors or watch for hats at resale shops, thrift stores and garage sales.

Variation: Make bandanas or buttons with the feelings. Think of other ways to express feelings and needs in nonverbal, non-threatening ways.

Using a nonverbal way to ask for what you need from others is a first step to receiving it. Over time, try adding verbal communication when you wear the visors, hats or buttons. What do you think would happen when you communicate your needs and requests verbally? Soon you may find that you have learned how to comfortably let others know how you feel and what you would like for them to do.

THINK ABOUT IT ▸

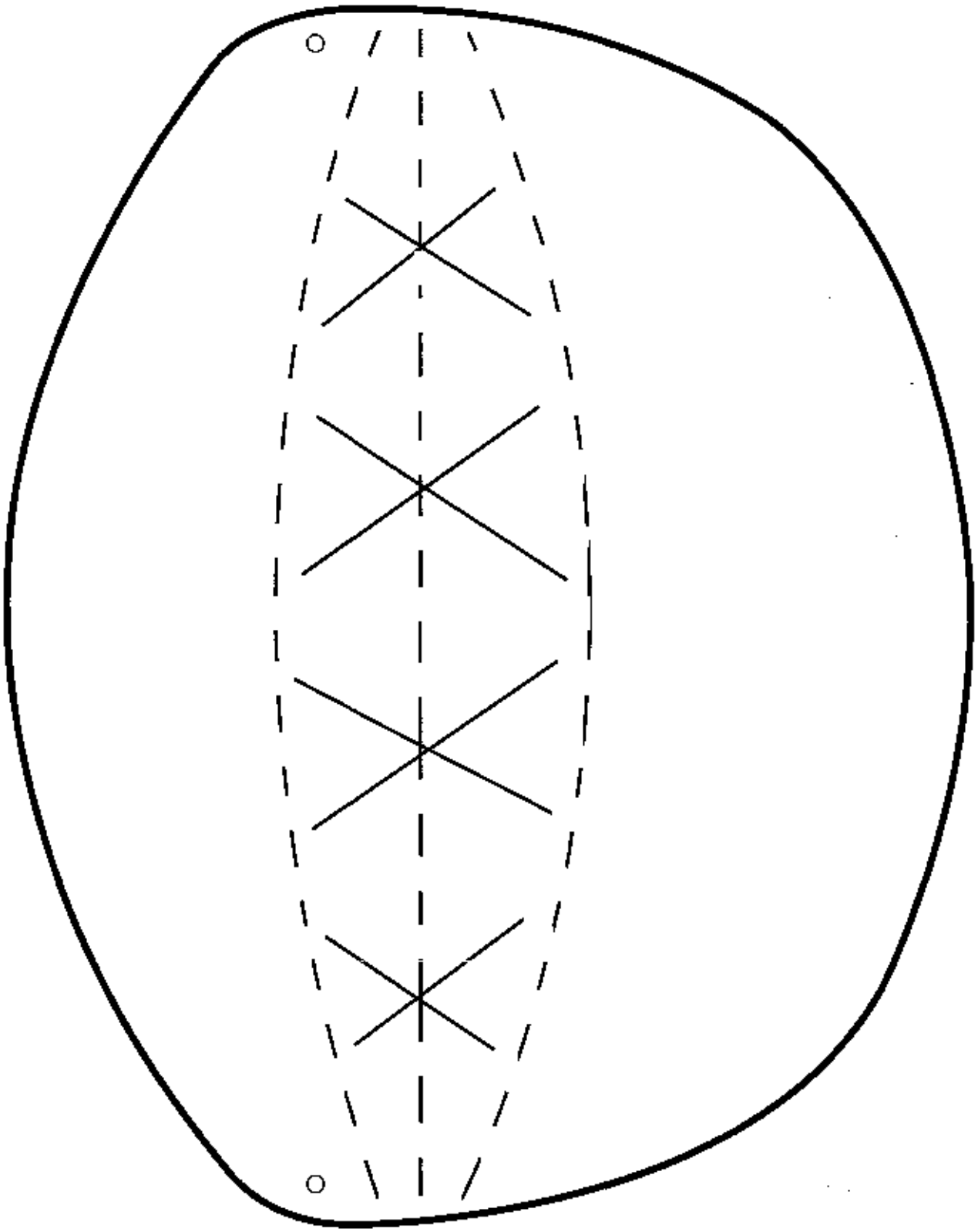
- Were you surprised at the feelings visors other people made?
- Did you enjoy expressing a feeling this way?
- What are some other nonverbal ways to express feelings?

TIPS FOR ACTIVITY LEADER ▸

Save the visors and hang them in the meeting room. Have each youth choose one to wear when sharing feelings.

YOUTH OUTCOMES ▸

EDUCATION STANDARDS ▸



Instructions

Copy the visor pattern on cardstock or cut out and use as a pattern to trace onto a scrap piece of poster board. Decorate the visor. (Do not decorate in the areas marked with X.) Allow the visor to dry if needed. Use a blunt pencil or pen cap to score along the dotted lined (one straight and two curved.) This will help you fold the poster board to shape the visor. When it is folded correctly, the two curved lines will meet. Punch a small hole with an ice pick or a 1/8-inch hole punch. String the elastic cord through the holes and knot them securely.

ACTIVITY NAME ▶ WHAT BUGS ME?

PROJECT ▶ A MIXED BAG

LEVEL ▶ Seven

FOCUS ▶ Skill

CODE ▶ I or G DP1

TIME ▶ 30 minutes

PURPOSE ▶ Identify situations that create feelings of anger and develop skills for dealing with it in a positive manner.

MATERIALS ▶ Paper, pen or pencil, copies of *Things That Make Me Angry* on page 77.

PREPARATION ▶ Make one copy of *Things That Make Me Angry* for each youth.

ACTIVITY ▶

Tell the youth they are going to use the *Discovery* Planning Method (on page 418) to plan and lead another group in an activity they have learned in the project about feelings.

Ask the youth what anger is and where it comes from. Have them discuss inappropriate ways people deal with their anger. What are some good ways to deal with anger?

Ask youth to think of five things that really make them mad, from being just annoyed to being very angry. Hand out *Things that Make Me Angry* and have youth list the things that make them angry. Now ask them to rank their five things, with one being slightly annoyed to five being very angry. Ask youth to tell the group about the thing that makes them the most angry and why. Discuss how things that bother people are different and how they are similar.

THINK ABOUT IT ▶

TIPS FOR ACTIVITY LEADER ▶

YOUTH OUTCOMES ▶

- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ▶

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

THINGS THAT MAKE ME ANGRY

Situation	1 Slightly Annoyed	2 Very Annoyed	3 Getting Angry	4 Angry	5 Very Angry
1.					
2.					
3.					
4.					
5.					

ACTIVITY NAME ▶ LEAD OTHERS

PROJECT ▶ A MIXED BAG

LEVEL ▶ Seven

FOCUS ▶ Leadership

CODE ▶ I or G DP2

TIME ▶ This activity will require two meetings; one to **Decide** and **Plan** and a second to **Lead** others in the activity selected by the youth. Each meeting may require between 30-45 minutes.

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

MATERIALS ▶ Paper, pens or pencils. Optional: large paper and markers to record group discussion, *Discovery Planning Method* on page 418.

PREPARATION ▶ First Meeting: None. Second Meeting: The youth will establish preparation needs during their planning process.

ACTIVITY ▶

Tell the youth they are going to use the *Discovery* Planning Method to plan for and lead another group in an activity they have learned in the project "A Mixed Bag."

Decide

Have the youth decide between the activities "Bowl Them Over" or "Passing Emotions" to teach to another group. They may choose to teach both. The group may be a younger Camp Fire USA group, their families or another group of their peers.

Have the youth determine the date, time and place to lead the activity with the other group. Remind them to consider things like size of the group and age level of the participants. Have them decide how to notify the other group.

THINK ABOUT IT ▶

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

TIPS FOR ACTIVITY LEADER ▸

[illegible]

ADULT FACILITATOR NOTES ▸

[illegible] understand the age and experience of the youth he will be leading. Ask his or her support and cooperation for understanding that this activity will be a learning process for your youth as well.

YOUTH OUTCOMES ▸

- Youth will be able to communicate their points of view effectively.
- Youth will be able to plan sequentially.

EDUCATION STANDARDS ▸

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

ACTIVITY NAME ▶ **PLAN YOUR OWN PROJECT**

BUILDING BLOCK ▶ **A MIXED BAG**

LEVEL ▶ Seven

FOCUS ▶ Take It to the Limit

CODE ▶ I or G DP4

PURPOSE ▶ Will vary according to the extent of the project: Develop skills in planning and implementing a project in the area of feelings.

MATERIALS ▶ *Discovery Planning Method* on page 418.

PREPARATION ▶ Make a copy of *Discovery Planning Method*.

ACTIVITY ▶

Tell the youth that they are going to use the *Discovery* Planning Method to plan a project or a series of activities that deals with the subject of feelings or emotions. Tell them the project can include any ideas they choose as long as they can show how they relate to the topic and the activities are within the resources of those involved.

If youth are not familiar with the *Discovery* Planning Method, go over it with them so that they learn the steps.

Follow the Decide, Plan, Do and Celebrate planning process to create a project in the area of feelings.

Complete the project according to the plan.

THINK ABOUT IT ▶

ADULT FACILITATOR NOTES ▶

YOUTH OUTCOMES ▶

EDUCATION STANDARDS ▶

A MIXED BAG
FAMILY TAKE-HOME PAGE

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

This project supports the following Camp Fire USA outcomes.

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

	Activity							
Outcome								
	In Real Life	In Their Shoes	Bowl Them Over	Passing Emotions	Feelings Visors	What Bugs Me?	Lead Others	Plan Your Own Project
Youth will be able to communicate their points of view effectively.	X	X		X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X				
Youth will be able to plan sequentially.							X	X
Youth will be able to resolve conflict in a healthy way.	X	X	X	X		X		

AT HOME

On Edge

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

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

Toss the Ball and Listen

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

TRAIL TO KNOWING ME

LEVEL ▶ Seven

PROJECT ▶ **HERE'S TO YOUR HEALTH**

PURPOSE ▶ Youth will understand various factors that contribute to one's overall health and well-being.

ACTIVITY CHOICES ▶

Activity Name	Focus
Calculating Calories	Knowledge
Taste Sensations	Knowledge
What's the Latest?	Knowledge
Cause and Effect	Knowledge
Time Track	Skill
Taste the Taste Sensations	Skill
Burn Out	Skill
Soda Pop	Skill
Ironman Triathlon	Leadership
Culture and Cuisine	Take It to the Limit
Torch Bearer in Healthy Living	Take It to the Limit

YOUTH OUTCOMES ▶

Outcome	Activity										
	Calculating Calories	Taste Sensations	What's the Latest	Cause and Effect	Time Tract	Taste the Taste Sensations	Burn Out	Soda Pop	Ironman Triathlon	Culture and Cuisine	Torch Bearer in Healthy Living
Youth will be culturally tolerant and will value representation from diverse populations.										X	
Youth will be able to communicate their points of view effectively.		X	X		X	X			X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	X	X	X
Youth will be able to plan sequentially.											X
Youth will be able to practically apply their academic learnings.											X
Youth will have preferences for safe choices.				X			X	X		X	
Youth will maximize their physical abilities to meet and overcome challenges.									X		
Youth are willing to engage in personal growth activities.					X		X			X	
Youth will have an opportunity to learn from mentoring adult relationships.										X	
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.										X	
Youth will appreciate being able to celebrate and share success.											X

EDUCATION STANDARDS

Activity Name	Standards
Calculating Calories	LA 7.4, S 4.5, M 3.3
Taste Sensations	LA 4.4, S 4.5, B 1.1, B 2.6, S 12.5
What's the Latest?	LA 4.4, LA 4.6, LA 7.4
Cause and Effect	B 1.5
Time Track	LA 7.4, B 1.4, B 1.5, B 3.3
Taste the Taste Sensations	LA 7.1, LA 7.4, M 2.5, M 3.3, B 1.1, B 2.8
Burn Out	LA 7.4, B 1.4, B 1.5, B 3.3
Soda Pop	LA 7.4, S 12.2, S 12.4, S 12.5, S 12.6
Ironman Triathlon	LA 7.4, B 3.3
Culture and Cuisine	LA 1.7, LA 4.6, B 2.6
Torch Bearer in Healthy Living	LA 7.4, B 1.5, B 3.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00113) or trail certificate (#T51000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATOR

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

ACTIVITY NAME ▸

PROJECT ▸

LEVEL ▸

FOCUS ▸

CODE ▸

TIME ▸

PURPOSE ▸

MATERIALS ▸ *Calculating Calories*, product labels, cookbook or other resources on calorie count for various foods.

PREPARATION ▸ Make one copy of *Calculating Calories* for each youth.

ACTIVITY ▸

Calories are the energy in food. Our bodies burn calories (food energy) to fuel activities. The number of calories people need depends on age, gender, height, weight, genetic makeup, body size and amount of activity. Calories are necessary for basal metabolism including heartbeat, breathing, blood circulation, elimination of waste and cell production. After people take in the calories in food and drink, the calories are burned in physical activity. The amount of calories burned depends on three things: the type of activity, the length of the activity and how strenuous the activity is.

To maintain a healthy weight, people must eat as many calories as they burn. We gain weight when we eat more calories than we burn. To lose weight, we must eat fewer calories than we burn. Some people seem to eat more than others of the same size and activity level without gaining weight.

Metabolism is affected by genetics, so each person's metabolic rate will differ. However, habits are a stronger influence than heredity.

Hand out *Calculating Calories.* As a large group or in smaller groups, have the youth review the information concerning how an individual can determine calorie requirements. Have each youth individually or in pairs determine his or her own calorie intake needs, using the formula in the handout. Have the youth use books and other information to choose the food combinations they could eat in a day in order to meet their calorie needs.

THINK ABOUT IT ▸

- Why is it important to know how to determine the amount of calories you need?
- What could you do if your food choices exceeded your calorie needs?

ADDITIONAL ACTIVITY ▸

Estimate calories taken in and calories expended for each day of a week and make a double-broken-line graph that shows the trend. (DP1)

YOUTH OUTCOMES ▸

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

EDUCATION STANDARDS ▸

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 4.5 Knows that the characteristics of an organism can be described in terms of a combination of traits: some are inherited and others result from interaction with the environment.
M 3.3 Selects and uses appropriate computational methods for a given situation.

CALCULATING CALORIES

Calorie charts indicate how many calories each food contains. Serving sizes and how the food was prepared affect the total calorie count. For example, green beans served from a can contain the number of calories listed; however, cooking them with bacon adds calories.

No two people need the same number of calories. The numbers below indicate an average calorie requirement for teens. The average range is indicated in parentheses. Within that range, the number of calories you need depends on basal metabolism and how active you are.

Average Calorie Requirements

	Calories	
Age	Females	Males
11–14	2,200 (1,500–3,000)	2,700 (2,000–3,700)
15–18	2,100 (1,200–3,000)	2,800 (2,100–3,900)

One way to calculate the number of calories you need when you are resting is to use the following equation.

Males 10–18 years (17.5 x weight in kilograms) + 651 = number of calories required

Females 10–18 years (12.2 x weight in kilograms) + 746 = number of calories required

To convert your weight to kilograms (kg), divide the amount in pounds by 2.2. Example: 125 pounds divided by 2.2 is 57 (rounded up from 56.82). Your weight 57 kg. Then use the equation to find the number of calories you need while at rest (also called your basal metabolism).

Example for a male: 17.5 x 57 kg = 997.5
997.5 + 651 = 1648.5 round up to 1648

Therefore a male between the ages of 10 and 18 years requires 1648 calories to meet his basal metabolic needs.

My weight is _____. That is _____ kilograms. (Divide your weight by 2.2 to determine kilograms.)

Males: Multiply 17.5 by your weight in kilograms 17.5 x _____ = _____ + 651 = _____
This is the number of calories required when your body is resting.

Females: Multiply 12.2 by your weight in kilograms 12.2 x _____ = _____ + 746 = _____
This is the number of calories required when your body is resting.

Next you add the calories needed for your activity level.

Activity Level	Activities	Calories needed for one hour at this level
Resting	Sleeping, reclining	Calories needed for basal metabolism
Very Light	Seated and standing activities, painting, driving, using the computer, cooking, playing card games, playing a musical instrument	80-100
Light	Walking on a level surface 2-3 mph, golfing, sailing, table tennis	110-160
Moderate	Walking 3-4 mph, yard work, cycling, skiing, tennis, dancing	170-240
Heavy	Walking with a load uphill, climbing, basketball, football, soccer	250-350
Very Heavy	Athletic training	350+

Therefore, if you engage in light activity for eight hours of the day, you could add 640–800 calories to the basic calorie need.

A male who weighs 125 pounds and engages in eight hours of light activity each day would need 1,648 + 640 calories, or 2,288 calories per day. Looking at the calorie chart, you can see how this falls within the range for teenage males.

ACTIVITY NAME ▶ **TASTE SENSATIONS**

PROJECT ▶ **HERE'S TO YOUR HEALTH**

LEVEL ▶ Seven

FOCUS ▶ Knowledge

CODE ▶ I or G DP1

TIME ▶ 45 minutes

PURPOSE ▶ Learn the physiological components of how people use their senses of taste and examine environmental factors affecting a person's sense of taste.

MATERIALS ▶ Four cotton swabs per participant, five glasses, salt, sugar, instant coffee, measuring spoons, lemon juice or cream of tartar, water, peppermint candies (wrapped), eggs, food coloring (red and blue or green), frying pan, utensils and containers for beating and dividing eggs, "Spicettes" brand gumdrops; powdered sugar; water or milk; flavorings — anise, peppermint, maple, orange or cherry; food coloring — yellow, red, orange, green; measuring cups and spoons; containers for mixing and dividing; a handheld mirror; paper and pens.

PREPARATION ▶ If you do not have access to a kitchen or stove, prepare the scrambled eggs in advance.

ACTIVITY ▶

Tell the youth that everyone's sense of taste is different. It is part of each person's unique make up and environment.

The five basic senses are seeing, hearing, smelling, tasting and touching. Today, scientists have discovered over 20 senses in animals and humans—others include sense of gravity, ultraviolet light, electricity and more. In addition to receptor cells (called taste buds), what the nose smells influences taste. If a person can't smell food

[illegible]

[illegible] Everyone's tongue looks alike (bright pink). What are alike are the hundreds of tiny bumps. The bumps are papillae—they are not the taste buds. The taste buds are in the gaps between the bumps and are cells so small you can't see them.

Tell youth they have thousands of taste buds, fewer than a baby, and more than their parents. Taste cells change over, about every 10 days. There are also taste buds on the throat, cheek and roof of the mouth, but mostly on the tongue.

Taste cells are specialized. Ask youth if they know the four tastes that humans taste. (Sweet, salt, sour and bitter) Scientists add two more, alkaline (soapy) and metallic. Ask youth which of these tastes are their favorites.

When we chew food, saliva helps the food cells go into the gaps between the bumps on the tongue to convey to the brain center what it senses. The mixtures of bitter, sweet, sour and salt that are sensed mean we have the ability to taste over 10,000 different flavors! The air flowing into the mouth also carries food molecules into the back of the throat and into the nose.

[illegible]

[illegible] spices to help mask any off-flavors of food spoilage. Many spices are also native to tropical/warm climates, making them more readily available. The aroma of herbaceous plants that have seeds, leaves, flowers, roots and bark used for seasoning are likely to have attracted people to include them in cooking (such as ginger root, sage, peppers, oregano, basil, and cilantro).

Taste Factoids

- A catfish is thought to have the most taste buds of any animal—175,000. (10 x those of humans!) Most are on the outside of its body!
- Chickens only have about 24 taste buds.
- Taste buds react most sensitively when food is 72 to 105 degrees F.

Explore Taste

Ask the youth to draw a diagram of their tongues. Have them guess which areas of the tongue are sensitive to salty, sweet, sour and bitter. Have them record this on their diagrams. (This is a hypothesis.)

Fill five glasses with 1 cup water in each. Label each glass and add the following accordingly:

1. Salty: 2 tablespoons salt
2. Sour: 2 tablespoons lemon juice OR cream of tartar
3. Bitter: 2 tablespoons instant coffee
4. Sweet: 2 tablespoons sugar
5. Neutral: water alone

Have the youth use a cotton swab (four per person) to see if they can distinguish the basic flavor on the section of the tongue they tried.

Have them dip the swab in each of the glasses and touch the taste to the area of the tongue they think corresponds.

Did their hypotheses prove to be true?

Aroma and Taste

Give each person a wrapped peppermint candy. Tell them not to unwrap the candy. Have the youth squeeze their nostrils tightly so no air is going into their noses. Adults assist with unwrapping the candy and placing it on youth's tongues. It will taste just sweet, without a specific flavor, until they are able to smell, too.

Taste with our eyes?

Remember Dr. Seuss's green eggs and ham? Ask the youth if they like foods that are really the wrong color. Do they taste the same? Prepare scrambled eggs, using food coloring to color half the eggs purple or green.

Scrambled eggs

One serving. Cooking time — 1 1/2 to 2 minutes. Beat two large eggs with two tablespoons of milk and a dash each of salt and pepper. Add a few drops of red and blue or green food coloring. Beat the food coloring into the eggs until they are thoroughly purple or green. Prepare a second batch with no food coloring. Beat until the eggs are all one color, no streaks.

[1] *The Magic School Bus Explores the Senses*. 1999. Joanna Cole and Bruce Degen. Scholastic, Inc.

Heat one tablespoon of butter or oil in a 10-inch non-stick skillet over high heat. Heat until butter foams, then swirl to coat bottom and sides of pan. Pour in eggs. With wooden spoon or heat-tolerant spatula, slowly push eggs from one side of pan to other, lifting and folding eggs as they form curds, until eggs are clumped—still slightly shiny—not dry. Source: American Egg Board—*www.aeb.org*.

Blindfold some members and have them taste the eggs. Can they distinguish a difference? If they can see the color, do they consider them good to eat?

More Impact of Color and Taste

Purchase "Spicettes" brand gumdrops. These are available at most grocery stores. They are not flavored like normal gumdrops. Have people predict what they should taste like from the color—then confirm the flavor after a taste.

Orange: actually orange
Red: actually anise flavored like black licorice
Purple: actually clove flavored
Green: actually spearmint
White: actually wintergreen
Yellow: actually cinnamon
Source: Sensory analysis lab, Kansas State University

Alternative: Make white frosting by mixing 1 1/2 cups powdered sugar with 1 tablespoon water or milk. Stir until smooth and fluid—adjust liquid as needed. Divide frosting into five small cups. Color each cup with a different color and flavor not associated with the color:

White (anise)
Yellow (peppermint)
Red (maple)
Orange (cherry)
Green (orange or lemon)

THINK ABOUT IT ▸

ADDITIONAL ACTIVITY ▸

TIPS FOR ACTIVITY LEADER ▸

Be sure you have a place that has access to kitchen facilities.

YOUTH OUTCOMES ▸

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

EDUCATION STANDARDS ▸

LA 4.4 Uses a variety of sources to gather information for research topics.
S 4.5 Knows that the characteristics of an organism can be described in terms of a combination of traits: some are inherited and others result from interaction with the environment.
B.1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ [illegible]

MATERIALS ▶ [illegible]

PREPARATION ▶ Gather a variety of recent publications that contain information about health and nutrition. Ask the youth to look for newspaper and magazine articles ahead of time. Articles might be about studies related to eating habits, the benefits or risks of certain foods, etc.

ACTIVITY ▶

The areas of health and nutrition are based in scientific research. Just like in medicine, researchers in these areas often find new information that can verify, alter or change the information one may currently have.

In the early 1980's, research was showing that eggs where high in cholesterol which could lead to heart disease. Based on that information, people were advised to limit the number of eggs they ate or use egg substitutes. In the 1990's, research showed eggs were an important source of protein that provide many essential amino acids. Our bodies absorb them easily, and they are used efficiently. People were encouraged to eat eggs because the benefits outweighed the risks.
Consider the recent debate concerning carbohydrates. Some diets encourage restricting a person's intake of carbohydrates to loose weight. Some doctors and nutritionists fear that people on these diets may not get the necessary carbohydrates needed to maintain good health. The key lies in knowing what carbohydrates do and where they come from. The carbohydrates in food provide energy to the body. Carbohydrates are found in a variety of foods like breads, cereals, fruits and vegetables. They are also found in processed foods like potato chips, candy and cookies. If a person's diet provides more carbohydrates than needed, the excess will be stored as fat in the body. Since people's energy levels and needs are different, the amount of carbohydrates needed will also be different. Activity level and age are two factors that can influence the amount of energy a body needs.

Have the youth look through magazines, newspapers and other publications to find articles that relate to the latest advances and research in the health and nutrition fields. Ask each youth to find one of interest to him or her. Have the youth form small groups and share the information they found in the articles. Suggest that the youth discuss the information with their families. Ask them to compare the information to what they already know and believe and use the information to make informed decisions.

THINK ABOUT IT ▶

- One theory concerning health and nutrition is to use moderation in all things. The idea of moderation means that a person should not do anything in excess (too much or too little). A person can eat any food in moderate amounts as long as a specific food item does not create a specific problem, such an allergy. Do you think doing things in moderation is a good way to live?
- Why do you think it would be important to know the latest advances in health and nutrition?
- Did you make a decision to improve or change anything about yourself as a result of this activity? If yes, what?

ADDITIONAL ACTIVITIES ▶

Have the youth look for more articles on current health and nutrition issues and keep these in a notebook. (DP1)

TIPS FOR ACTIVITY LEADER ▶

If desired, have the youth use the Internet to do their research.

ADULT FACILITATOR NOTES ▶

This activity completes requirement #11 for the Torch Bearer in Healthy Living. A description of Torch Bearer projects and list of requirements are in *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ▶

EDUCATION STANDARDS ▶

ACTIVITY NAME ▸

PROJECT ▸

LEVEL ▸

FOCUS ▸

CODE ▸

TIME ▸

PURPOSE ▸

MATERIALS ▸

PREPARATION ▸ Read "What Are Drugs of Abuse?"

ACTIVITY ▸

Although the minimum legal drinking age in most states is 21 years, alcohol use and problems it causes are commonplace among American adolescents. Recent surveys indicate that by the eighth grade, 70 percent of students have tried alcohol. Alcohol misuse presents a major risk for health and well-being throughout one's life span, but youth have a special vulnerability. Alcohol is the most widely used drug by adolescents. The vast majority of junior and senior high school students have already had some experience with drinking. For some, this may be one or two isolated occasions of youthful experimentation. But for others, alcohol use is excessive, placing the individual in danger of immediate adverse consequences such as accidental injury and alcohol poisoning; drinking may occur within a constellation of other high-risk behaviors, including unprotected sex. Moreover, for some youth, a pattern of heavy drinking established in adolescence and young adulthood will continue into an adult pattern of alcohol abuse. Remember that alcohol is an illegal drug to anyone under age 21.

Alcohol is a mind-altering drug that can alter moods and cause changes inside the body. It is a sedative because is depresses or slows down the central nervous system. Drinking too much can slow down reactions, slur speech and even produce unconsciousness or death. Every year, many people lose their lives in alcohol-related automobile collisions, drownings and suicides.

Divide the group into two or more teams. Have each team form a line. This is a relay game that illustrates the kind of impairment alcohol can have on performing simple tasks. Give the first person in line one bolt and one nut. At the signal to start, the first person in line threads the nut onto the bolt, unthreads it and passes it on to the person behind him or her. Each person threads and unthreads the nut and bolt, then passes it to the next person. If possible, time the team and record the amount of time it took to accomplish the task. Discuss what made this activity hard to do.

Begin the activity again, this time giving the first person a pair of gloves to wear while threading the nut onto the bolt. He or she then also passes the gloves along with the bolt and nut to the next person. Time the teams to compare how long each team takes to finish the task. Discuss the activity with your group. How did wearing the gloves affect the time? Explain that using gloves is similar to the effect alcohol might have on a person's ability to do simple tasks.

THINK ABOUT IT ▸

- How could this be like trying to do something under the influence of alcohol?
- What other simple tasks could be affected while a person is under the influence of alcohol?
- What examples of poor choices can you think of related to the use of alcohol?

ADDITIONAL ACTIVITIES ▶

Invite a substance abuse counselor to present information about the effects of alcohol on teens. (DP1)

TIPS FOR ACTIVITY LEADER ▶

As a leader, you play an important role in communicating to youth the importance of making the decision to avoid alcohol and other drugs.

ADULT FACILITATOR NOTES ▶

Parents, teachers, counselors and other concerned adults who work with youth have special opportunities to positively affect a young person's knowledge and attitudes about the abuse of alcohol and other drugs. Prevention education is the responsibility of everyone who cares about the future of our youth. Additional resource material can be obtained from the National Council on Alcohol and Drug Dependency *(www.ncadd.org)*. Use the school resource officer for assistance, if one is available.

YOUTH OUTCOMES ▶

EDUCATION STANDARDS ▶

WHAT ARE DRUGS OF ABUSE?

Drugs of abuse are chemical substances that exert a mood-altering effect on the brain and are capable of producing addiction. They are abused for the feelings they produce.

How Do Drugs of Abuse Differ from Other Drugs?

Drugs of abuse possess certain characteristics that other drugs do not:

- They produce an altered mood state such as sedation, relaxation or euphoria.
- These effects reinforce the drug use; that is, the feelings aroused by the drug make the user want to use it again.
- Compulsive use occurs; the user feels as though he or she must have the drug.
- Use continues despite the known, harmful effects. Many alcoholics, for example, continue to drink despite severe, irreversible liver damage.
- Regular and temporal patterns of use occur. Drug users tend to use drugs on a regular basis and at specific times during the day.

Why Do Adolescents Abuse Drugs?

Adolescence is defined as the period between the ages of 13 and 18. During this time, physical and psychological growth patterns undergo significant development, and hormonal changes accelerate sexual maturation. As a result of these rapidly changing states, adolescents tend to feel awkward and insecure. They feel inadequate about their appearence and popularity. Adolescence for many is a time of frustration, anger, and rebellion.

Peer affiliation and desire for peer acceptance are hallmarks of adolescence. They feel the need for acceptance, praise and approval by their peers more profoundly than in any other stage of life. Adolescents test limits and manipulate others. They tend to experiment with extremes of values and behaviors and are often confused and scared. One minute they demand total independence, and the next they cry out for protection from themselves and the world in which they live. They often experience anxiety and identity crises and commonly act out. Adolescence is a period of exploration. Risk-taking and sensation-seeking behaviors are normal. Experimenting with drugs is now also a part of many adolescents' worlds.

The Problem

The average ages of first alcohol use and first illicit drug use in the United States are 12 and 13 years, respectively. Well over one-half of American high school seniors have tried an illicit drug, and over one-third have used an illicit drug other than marijuana; nearly one in six seniors has tried cocaine. Close to one-half of fourth-through sixth-graders report pressure from other students to try alcohol, and over one-fourth of these children say there is pressure to try cocaine.

Accidents are the leading cause of death among adolescents. Of the 25,000 accidental deaths among them annually, 40 percent are alcohol related. Homicide is the second leading cause of adolescent deaths. Of the 5,500 adolescent homicide victims each year, 30 percent are intoxicated at the time of death. The suicide rate among drug-using adolescents is particularly high. Overall, drug abuse is one of the leading, if not the leading, cause of adolescent deaths. Less dramatic, but more insidious, are the developmental, emotional and social costs of adolescent drug abuse.

Alcohol and Other Drugs

Legal drugs are described by generic names and trade names. They are prescribed by physicians or sold over-the-counter. Many of them, especially some of the prescription drugs, are frequently abused. Generic names are related to the chemical structure of the drug. Every drug has a different chemical structure. Trade names, on the other hand, are names given to drugs by the pharmaceutical companies that manufacture them. When several companies manufacture the same drug, it will have more than one trade name. Generic names

traditionally begin with a lower case letter and trade names begin with an upper case letter.

Some 350,000 eighth-grade children are binge drinkers; this number climbs to 690,000 for 10th-graders. Problems caused by young people abusing alcohol include bad grades, school dropouts, accidents, assaults, rapes and death.

About one-third of youth who have committed serious crimes consumed alcohol just prior to the offense. Many teenage suicides involve frequent use of alcohol or other drugs. Alcohol is a factor in more than one-half of all rapes among college students. Nearly 40 percent of drownings and 75 percent of fatal accidents with all-terrain vehicles involve the use of alcohol.

Alcohol (ethanol) is usually abused in the forms of beer, wine and liquor or whiskey. Wine coolers, which contain about the same amount of alcohol as beer, have become popular drinks of adolescents. At around 5 percent, beer has the lowest alcohol content. Wines range from 9 to 12.5 percent, and liquors and whiskeys are the highest at 40 to 50 percent. A 12-ounce can of beer contains about the same amount of alcohol as a 5-ounce glass of wine and a shot (1.5 ounces) of liquor or whiskey; all are equally addicting.

The following are additional statistics relating to children and their drinking behaviors.

- Sixty-eight percent of eighth-graders and 85 percent of 10th-graders believe that alcohol is readily available to them for consumption.[1]
- Forty percent of ninth-grade students reported having consumed alcohol before they were age 13. In contrast, only 26.2 percent of ninth-graders reported having smoked cigarettes, and 11.6 percent reported having used marijuana before they were age 13.[2]
- Forty-one percent of ninth-grade students reported drinking in the past month, while only 24 percent reported smoking in the past month.[2]
- More than one-fifth of eighth-graders and 44 percent of 10th-graders have been drunk at least once.[1]
- Almost one-fourth of ninth-graders reported binge drinking (having had five or more drinks on one occasion) in the past month.[2]
- Rates of drinking differ among racial and ethnic minority groups. Among students in grades nine to 12, binge drinking was reported by 34 percent of non-Hispanic white students, 11 percent of African-American students, and 30 percent of Hispanic students.[2]
- The gap between alcohol use by boys and girls has closed. Among ninth-graders, girls consume alcohol and binge drink at rates almost equal to boys.[2]
- More than 40 percent of individuals who start drinking before the age of 13 will develop alcohol abuse or alcohol dependence at some point in their lives.[3]
- If drinking is delayed until age 21, a youth's risk of serious alcohol problems is decreased by 70 percent.[4]

Footnotes

[1] Johnston L.D., O'Malley P.M., Bachman J.G. 2003. (Monitoring the Future National Results on Adolescent Drug Use: Overview of Key Findings), 2002. Bethesda, MD: National Institute on Drug Abuse.

[2] Centers for Disease Control and Prevention. 2002. *Youth Risk Behavior Surveillance United States*, 2001. Morbidity and Mortality Weekly Report: CDC Surveillance Summaries 51(SS-4):1-64.

[3] Grant B.F., Dawson D.A. 1997. "Age at Onset of Alcohol Use and its Association with DSM-IV Alcohol Abuse and Dependence." Results from the National Longitudinal Alcohol Epidemiologic Survey. *Journal of Substance Abuse* 9:103-110.

[4] Calculated from information contained in: Grant B.F., Dawson D.A. 1997. "Age at Onset of Alcohol Use and its Association with DSM-IV Alcohol Abuse and Dependence." Results from the National Longitudinal Alcohol Epidemiologic Survey. *Journal of Substance Abuse* 9:103-110.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶

Make one copy of *A Day's Work* and *In Time* for each youth.

ACTIVITY ▶

Tell youth they are going to do an activity that deals with managing time. Divide youth into teams of three to five people each. After they are in their groups, tell them that the group is going to help a zoo manager decide what to do in one day. Hand out *A Day's Work* and ask the groups to prioritize the list and indicate how much time they think each activity would take. There will be a lot of discussion about the priorities, so allow about 20 minutes for groups to prioritize their lists.

Ask each group to report the top three things their group decided the zoo manager needed to do. Talk about how the differences between their lists show how each of us sets different priorities, even with the same list of things to do.

Ask youth what the benefits of learning how to manage one's time are. Write these on the chart paper. Some things they might think of include: the ability to get more done (school work, chores, etc.), ability to do the important things, possibly less stress, improved quality of effort, it feels good to be "on top of things," more time for leisure.

Time management can be fun because the rewards are immediate and the results are obvious.

Hand out *In Time* and ask youth to keep track of their activities over five days to discover how they currently use their time. Ask them to bring their time logs to the next meeting for discussion.

At the next meeting, have youth evaluate their logs individually and share with the group what, if any, changes they might like to make. Ask them to practice at least one of these changes, one or more times a day for another five days. An example might include limiting television viewing or talking on the telephone.

THINK ABOUT IT ▶

- What did you learn about how you spend your time?
- Did managing certain activities increase the time to do other activities you enjoy?
- What did you do with the time you saved?

TIPS FOR ACTIVITY LEADER

Invite a school counselor or time management specialist to share with the youth specific tips for managing time better.

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

A DAY'S WORK

Directions: You and your group are helping a zoo director decide what tasks to complete in his or her day. Below is a list of 14 tasks that a zoo director may complete in a day. Prioritize the task list below and indicate how much time you think each activity will take.

Priority (1-14)	Time Allotted to Complete Task	Task
		Call to schedule meeting with city inspector.
		Meet with zoo veterinarian for an update on the health of the animals.
		Talk to other zoos.
		A monkey has gotten out of his habitat.
		Finalize commercial promoting the zoo as a great family outing.
		E-mail RSVP to the director of PETA regarding benefit dinner.
		Fax invoice to fruit and seed vendor.
		Return phone call to local radio station regarding interview.
		Visit gift shop and buy a post card to send to your mom.
		Meet with sales representative from food vendor (he sells lion food) to see if he can save us money.
		Sign paychecks. Tomorrow is payday!
		Pay water bill.
		Attend animal curators meeting to discuss new acquisitions and dispositions of animals. (The curators make decisions about which species to bring into the collection, acquisition, and which ones to send to other zoos, disposition)
		Work with public relations department to draft a press release regarding the monkey escape.

IN TIME

Directions: Using the time log chart below, document how you spend your time for five days. Use as many copies of the time log as necessary.

Date: _____

Task	Time Spent on this Task

ACTIVITY NAME ▶ TASTE THE TASTE SENSATIONS

PROJECT ▶ HERE'S TO YOUR HEALTH

LEVEL ▶ Level

FOCUS ▶ Skill

CODE ▶ Code of Life

TIME ▶ Will vary according to what the youth choose to do. See individual recipes regarding times to help plan for the activity.

PURPOSE ▶ Explore new taste sensations.

MATERIALS ▶ See individual recipes for ingredients and supplies needed.

PREPARATION ▶ You will need a kitchen with a stovetop and/or oven, depending on activities chosen.

ACTIVITY ▶

Ask the youth if they have ever tried sweet and sour, ginger root, coriander, tumeric or cilantro? How do they describe these tastes?

Have the youth choose and prepare a new taste sensation, using the recipes beginning on page 103. Have them explore new tastes, trying at least one new flavor. They could prepare one or more of the recipes as a group. Or, let each person prepare a different recipe. As a group, taste and discuss each of the new taste sensations.

THINK ABOUT IT ▶

- What did you learn about taste?
- Did you try a new taste?
- Did you learn anything new about yourself?

ADDITIONAL ACTIVITY ▶

Explore the cultural aspects of nutrients (carbohydrates, fat and protein). How do Americans compare with other countries as to the quantities of fat, protein and carbohydrates they consume? Look at recipes from other cultures and see where the primary nutrients come from. What are the risks of not getting enough of a certain nutrient? (DP2)

TIPS FOR ACTIVITY LEADER ▶

Be aware of food allergies before beginning this activity. Consider and provide for all safety considerations when using ovens and stoves with the youth. If the group chooses to prepare each item as a group, this activity may be repeated each time the group meets and prepares a separate item. One *Discovery* Point may be earned each time.

ADULT FACILITATOR NOTES ▶

If the group decides to do *Taste Sensation* and *Taste the Taste Sensations*, the two activities could be divided over two or three short (one hour or less) sessions or combined into a longer session (two to three hours). Consider fixing a meal for the group's family members.

YOUTH OUTCOMES ▸

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

EDUCATION STANDARDS ▸

LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 2.5 Understands the concept of a unit and its subdivision into equal parts.
M 3.3 Selects and uses appropriate computational methods for a given situation.
B.1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 2.8 Understands that a large society may be made up of many groups. And these groups may contain many distinctly different subgroups.

HUNAN LEMON CHICKEN

Makes six servings

Sweet and sour sauces predominate in the Chinese Hunan province. Zesty, soothing and designed to have an intriguing contrast in textures, Lemon Chicken is not as fiery as some Hunan specialties.

Ingredients

3 large whole boneless chicken breasts
Vegetable oil
1/4 cup all purpose flour
1/4 cup water
1 egg
2 tablespoons cornstarch
2 tablespoons vegetable oil
1 teaspoon salt
1 teaspoon soy sauce
1/4 teaspoon baking soda

Lemon Sauce

1/2 cup water
1/2 teaspoon lemon peel
1/4 cup lemon juice
1/4 cup honey
1 tablespoon ketchup
1/2 teaspoon instant chicken bouillon
1/2 teaspoon salt
1 clove garlic, finely chopped
1 tablespoon cornstarch
1 tablespoon water
Garnish: 1/2 lemon, thinly sliced

Directions

Cut chicken breasts in half. Heat oil (one-two cups so that it is about 1 to 1 1/2 inches deep) to 360 degrees F. Beat remaining ingredients (up to lemon sauce and lemon slices) together. Dip chicken pieces one at a time into batter. Fry two pieces at a time until golden brown, turning once, about seven minutes. Drain on paper towels; repeat with remaining chicken. Cut chicken crosswise into 1/2-inch thick slices; arrange in single layer on heated platter. Keep warm. Prepare lemon sauce; pour over chicken. Garnish with lemon slices.

Prepare Lemon Sauce: Heat to boiling: 1/2 cup water, lemon peel, lemon juice, honey, ketchup, bouillon, salt and garlic. Mix cornstarch with 1 tablespoon water; stir into sauce. Cook and stir until thickened, about 30 seconds.

Nutrition Facts: Serves 6

One 7-ounce serving provides:
Calories: 330
Total fat: 16g
Saturated fat: 4g
Cholesterol: 110mg
Sodium: 680 mg
Total carbohydrate: 21g
Dietary fiber: 0g
Sugars: 12g
Protein: 26g
Vitamin A: 4%
Vitamin C: 10%
Calcium: 2%
Iron: 8%.

Source. *Betty Crocker's International Cookbook.* 1980. *www.bettycrocker.com.* Reprinted with permission of General Mills, Inc.

SUNBURST LEMON BARS

An American favorite "sweet and sour" dessert

Ingredients

2 cups unbleached all purpose flour
1/2 cup powdered sugar
1cup butter or margarine, softened

Preheat oven to 350 degrees F. Mix ingredients together for the base and press evenly into an ungreased 9-inch-by-13-inch pan. Bake for 20 to 30 minutes, or until golden brown.

Filling: While base bakes, in a large bowl, combine filling ingredients, except lemon juice; blend well. Stir in lemon juice. Remove base from oven, pour filling over warm base, return pan to oven and bake an additional 25 to 30 minutes. Top should be light golden brown. Cool one hour or until completely cooled.

Filling

4 eggs
2 cups sugar
1/4 cup all purpose flour
1 teaspoon baking powder
1/4 cup lemon juice

Glaze: 1 cup powdered sugar and enough lemon juice for glazing consistency. Blend and glaze cooled bars. Cut into 36 bars.

Source: Multifoods Corporation - *www.pillsbury.com.*

Nutrition Facts: Serves 36
One (1.3 oz) bar provides:
Calories: 120
Total fat: 3g
Saturated fat: 2g
Cholesterol: 35mg
Sodium: 55mg
Total Carbohydrate: 22g
Dietary fiber: 0g
Sugars: 16g
Protein: 2g
Vit.: A 6%
Vit.: C 2%
Iron: 2%
Calcium: 0%

ADDITIONAL ACTIVITY

Have the youth calculate the quantity of ingredients needed for a half batch of lemon bars. (DP1)

SAVORY LENTILS (DAL)

Lentils are among the most ancient of foods. There is no need to presoak them. Dal could be considered an ancient fast food. Dal describes a mildly spiced Indian or Southeast Asian dish. It is a protein-rich supplement to meat and vegetable dishes. Dal can made with farina, dried beans, split peas or lentils. Red brown or yellow lentils are the most popular. Saffron and turmeric are highly prized by chefs since ancient times for the rich golden color and flavor they add. Saffron is from the stigma of a crocus grown in southern Europe and Asia Minor; turmeric is derived from a south Asian native rhizome.

Ingredients

3 cups water
1 cup dried lentils—red, brown, yellow or green
1 teaspoon salt
1 teaspoon turmeric
1 medium onion, finely chopped
2 cloves garlic, finely chopped
1 teaspoon ground cumin
1/4 teaspoon ground cardamom
2 tablespoons ghee (butter oil) OR vegetable oil
Lime wedges

Directions

Heat water and lentils to boiling in 2-quart saucepan. Stir in salt and turmeric. Cover and simmer until lentils are tender, about 45 minutes. Cook and stir onion, garlic, cumin and cardamom in ghee until onion is tender; stir into lentils. Cook uncovered over low heat, stirring frequently, until consistency of refried beans, 20 to 30 minutes. Serve with lime wedges and rice or Naan flatbread.

Source: *Betty Crocker's International Cookbook*. 1980. Reprinted with permission of General Mills, Inc.

Nutrition Facts: Serves 5

One serving (7.6 oz) provides:
Calories: 180
Total fat: 5g
Saturated fat: 3g
Cholesterol: 15mg
Sodium: 490 mg
Total carbohydrate: 25g
Dietary fiber: 6g
Sugars: 3g
Protein: 9g
Vit. A: 4%
Vit. C: 4%
Iron: 15%
Calcium: 4%

MEXICAN HOT CHOCOLATE — MADE WITH 1% MILK

Makes eight 7 3/4-ounce servings

Sip the beverage of ancient royalty in Central America and Mexico. From the earliest records of the Aztecs and Incas, cocoa—derived from the cacao bean—has been a favored indulgence. Taste a shaving of unsweetened chocolate and one of bitter or semisweet chocolate to explore bitter and sweet flavors.

Ingredients

6 cups milk, lowfat
1/2 cup sugar
3 squares (3 ounces) unsweetened chocolate
1 teaspoon ground cinnamon
1/4 teaspoon salt
2 eggs, beaten
2 teaspoons vanilla

Directions

In a large saucepan, combine milk, sugar, chocolate, cinnamon and salt. Heat and stir over medium heat until almost boiling. Gradually stir about one cup of the hot mixture into the beaten eggs and return this mixture to the saucepan. Cook mixture three minutes longer to 160° F, but do not boil. Remove from heat. Add vanilla; beat with a rotary beater until frothy.

Source: *Let's Celebrate a World of Healthy Foods.* 1996. West Virginia Department of Education. 1996. 1900 Kanawha Boulevard, E., Charleston, West Virginia, 25305-0330. More beverages at *www.hersheyskitchens.com* or *www.verybestbaking.com*

Nutrition Facts

One 7 3/4 oz. serving provides:
Calories: 210
Total Fat: 9g
Saturated Fat: 5g
Cholesterol: 65 mg
Sodium: 190 mg
Potassium: 405 mg
Total Carbohydrate: 26g
Dietary Fiber: 2g
Sugars: 21 g
Protein: 9g
Vitamin A: 137 RE (10%)
Calcium: 219 mg (20%)
Vitamin C: 0%
Iron: 4%

© Certified Fire USA

HOT JALAPENO BREAD

Makes one loaf

Hot peppers and some fruits commonly used in some Latin American cuisines require careful handling. Their oils can burn the skin and make eyes sting. To prepare chilies, rinse, pull out stems and remove seeds. Wear rubber gloves or protect the hands with plastic bags.

Ingredients

7/8 cup warm (120 to 130 degrees F.) water
1 cup unbleached all purpose flour
1 to 1 1/4 cups bread flour
1 envelope (1/4 ounce) fast-acting dry yeast
2 tablespoons (or to taste) chopped jalapeno peppers
1/4 cup shredded Monterey Jack cheese
1 tablespoon sugar

Directions

In a large bowl, combine the water, all purpose flour and half the bread flour with the yeast, peppers, shredded cheese and sugar. Mix by hand or with mixer for three minutes. Stir or mix in with dough hooks enough remaining flour to form a rough dough ball. Knead by hand or with hook until smooth and elastic. Let dough rest 10 minutes, covered with the bowl. Grease an 8 1/2-inch loaf pan or round pan. Shape one loaf of bread accordingly. Cover and allow to double in size. Preheat oven to 350 degrees F. Bake for 25 to 30 minutes.

Source: Hodgson Mill—*www.HodgsonMill.com.*

Nutrition Facts

One of eight slices provides:
Calories: 138
Total fat: 2 g
Cholesterol: 0 mg
Protein: 5 g
Total carbohydrate: 23 g
Dietary fiber: > 1 gm
Sodium: 314 mg
Potassium: 44 mg
Calcium: 59 mg

NAAN (INDIAN FLAT BREAD)

Makes six to eight 2.4-ounce breads

Naan is popular in both India and Pakistan and is found throughout the central steppes of Asia. It goes especially well with barbecued meats and roast chicken with spiced yogurt. Often naan is served with yogurt or cheese and fresh fruit.

Ingredients

2 cups all purpose flour
1/4 cup unflavored yogurt
1 egg, slightly beaten
1 1/2 teaspoons baking powder
1 teaspoon sugar
1/4 teaspoon salt
1/8 teaspoon baking soda
About 1/2 cup milk
Ghee (see below) or vegetable oil
Poppy seed

Directions

Mix all ingredients except milk, ghee and poppy seed. Stir in enough milk to make a soft dough. Turn dough onto lightly floured surface; knead until smooth, about five minutes. Place in a greased bowl; turn greased side up. Cover and let rest in warm place (up to three hours). (While dough is resting, prepare ghee.) Without working the dough too much, divide it into six or eight equal parts. On a lightly floured surface, flatten each piece, rolling it into a 6 inch by 4 inch leaf shape about 1/4 inch thick. Brush with ghee; sprinkle with poppy seeds. Place baking sheet pans in oven; heat oven to 450 degrees F. Remove hot pans from the oven and place breads on the pans. Bake until firm, about six to eight minutes. Enjoy warm.

Nutrition Facts

Serving Size (68 g)
Calories per serving: 180
Calories from fat: 50
Total fat: 5 g
Saturated fat: 2.5 g
Cholesterol: 35 mg
Sodium: 220 mg
Total Carbohydrate: 27 g
Dietary Fiber: 1 g
Sugars: 2 g
Protein: 5 g
Vitamin A: 4%
Vitamin C: 0%
Calcium: 8%
Iron: 10%

Source: *Betty Crocker's International Cook Book.* 1980. Reprinted with permission of General Mills, Inc.

Ghee, sometimes called Indian butter oil, results from cooking and straining or skimming butter. It is somewhat similar to clarified butter. In India, spices are sometime cooked in ghee before other ingredients are added. The skimmings from ghee can be used as well for flavoring vegetables. Ghee is often stored in India without refrigerating and is also used in some desserts.

How to make ghee: In a medium saucepan, cut 1 pound unsalted butter into pieces. Heat over low heat until melted. Increase heat to medium; carefully heat to boiling. Immediately remove from heat and stir gently. Return to heat; slowly heat to simmering. Simmer uncovered until butter separates into a transparent substance on top and mix solids on the bottom, about 30 to 40 minutes. Remove from heat; let stand 5 minutes. Strain through a cheesecloth into container. Cover and refrigerate no longer than two months.

Source: *Betty Crocker's International Cookbook.* 1980. *www.bettycrocker.com.* Reprinted with permission of General Mills, Inc.

BLINI

Makes about 24 4-inch blini

"Without bread and salt, the gathering is not complete." (Russian proverb)

These Russian pancakes were once a part of the revelry and feasting done before Lent called Maslenitsa—"butter week." (Similar to us today, is "fat Tuesday" and Mardi Gras.) Other traditions related to this time were traced to superstitions about the sun and passing seasons. Above all, it became an excuse to break up the long dark winter days with some fun. What the Russians loved best during Maslenitsa was eating blini—which they did with great abandon before the beginning of Lenten fasting. No meat was allowed, thus the relish with which they consumed dairy products and fish.

Prepare ahead: Blini batter needs to ripen all day or overnight, so plan ahead!

The Sponge

Ingredients

1 1/3 cups (8 ounces) whole buckwheat flour
1 1/2 cups (12 ounces) warm (105 degrees F.) water
1/3 cup instant dry milk
1 1/2 teaspoons instant yeast

Directions

Mix these ingredients together in a medium-sized mixing bowl, cover, and set aside for up to 12 hours.

The Batter

Ingredients

2 eggs, room temperature, separated
1/2 cup (4 ounces) milk
1 teaspoon sugar
1/2 teaspoon salt
1/4 cup (2 ounces) butter, melted

Directions

Beat the egg yolks until light, then beat in the milk, sugar and salt. Blend this mixture into the sponge. Let rest 30 minutes. Melt the butter. Get together the items you'll serve with the blini—sour cream, melted butter, chopped hard-boiled egg, chopped onions, caviar or something sweet, like cherry jam. Beat the room temperature egg whites until they form peaks. Fold them into the batter. Whisk in the melted butter. Heat a heavy, well-seasoned frying pan or griddle over low to medium heat and grease the surface with butter or oil. Pour 2–3 tablespoons batter (about 4 inches in diameter) onto the griddle for each blini. Bake them on the griddle as you would pancakes, until bubbles appear on the surface and break. Flip over and cook until lightly browned. Stack on a warm plate in a warm oven until serving.

Serve with sour cream and cherry preserves or, for nonsweet choice, smoked salmon.

Nutrition Facts:
One of 24 (38g) ungarnished blini provides:
Calories: 66
Total fat: 3g
Cholesterol: 29mg
Total carbohydrate: 8g
Dietary fiber: 1g
Sodium: 86mg
Potassium: 80mg
Vit. A: 37 RE
Calcium: 34 mg.

Source: King Arthur Flour - *www.KingArthurFlour.com*

Buckwheat—Also known as saracen corn or beechwheat, buckwheat grows in great quantities in Northeast Europe. Thought to be a cereal, the triangular seed is actually an herb of the genus Fagopyrum. Buckwheat is the correct flour to use for Russian blini, small speckled, yeast risen pancakes that are traditionally eaten with caviar and sour cream. Buckwheat flour adds a hearty, distinctive flavor to pancakes, waffles, crepes Breton, and bread. Buckwheat is gluten-free. You may try substituting 1/3 to 1/2 cup of buckwheat flour per cup of higher gluten flour in any standard baking recipe. Buckwheat flour may vary in color depending on the percentage of seed hulls it contains. Buckwheat groats are the hulled crushed kernels and kasha is roasted buckwheat groats.

Great sources of buckwheat flour include *www.bobsredmill.com, www.hodgsonmill.com* and *www.KingArthur.com*.

CASHEW MACADAMIA CRUNCH

Ingredients

2 cups (11-ounce pkg.) HERSHEY'S Milk Chocolate Chips
3/4 cup coarsely chopped salted or unsalted cashews
3/4 cup coarsely chopped salted or unsalted macadamia nuts
1/2 cup (1 stick) butter, softened
1/2 cup sugar
2 tablespoons light corn syrup

Directions

Line 9-inch square pan with foil, extending foil over edges of pan; butter foil. Cover bottom of prepared pan with chocolate chips. Combine cashews, macadamia nuts, butter, sugar and corn syrup in large heavy skillet; cook over low heat, stirring constantly, until butter is melted and sugar is dissolved. Increase heat to medium; cook, stirring constantly, until mixture begins to cling together and turns golden brown. Pour mixture over chocolate chips in pan, spreading evenly. Cool until chocolate is firm. Remove from pan; peel off foil. Break into pieces. Store tightly covered in cool, dry place. Makes about 1/2 pound candy.

Nutrition Facts:
Serves 16.
One (1 oz) piece provides:
Calories: 170
Total fat: 12g
Saturated fat: 6g
Cholesterol: 15mg
Sodium: 40 mg
Total Carbohydrate: 15g
Dietary fiber: >one gram
Sugars: 12g
Protein: 2g
Vitamin A: 4%
Vitamin C: 0%
Calcium: 2%
Iron: 2%

Source: Hershey Foods—*www.hersheyskitchens.com.*

Macadamia nuts are native to Australia even though Hawaii is now the leading grower. They are used as snacks and in exotic dishes.

Cashews are native to South America and are now cultivated throughout the tropics: South America, Africa, Vietnam, and Eastern India. Cashews are among the most widely cultivated nut. They are a popular snack and are also used in confectionery and cooking.

Source: John B. Sanfilippo and Son—Q&A section, *www.fishernuts.com.*

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ 30 minutes

PURPOSE ▶ Determine stress level and learn ways to manage it.

MATERIALS ▶ Copies of *Stress Test*.

PREPARATION ▶ Make copies of *Stress Test* one for each participant.

ACTIVITY ▶

Ask the youth to define *stress*. Ask how they experience stress. Ask how much stress they have in their daily lives.

Stress is physical, mental or emotional strain or tension. Stress is also a term given to situations that result in physical, mental or emotional strain or tension. Hand out the *Stress Test*, and ask the youth to find out the levels of stress that they may be currently experiencing. Allow five to 10 minutes to complete the test. Ask the group how many have a "spark" or "fire." Ask how many are "burned out."

The circumstances of our lives cause our stress levels to fluctuate, often daily. Some days the stress is a spark and other days a fire. Health also affects how we respond to stress. If a person consistently finds himself or herself at the burnout level, there is cause for concern. The body does not function well when it is exposed to chronic stress. Staying at the burnout level over an extended period of time can lead to depression, substance abuse and long-term health problems.

Once people identify their stress levels, they can look at what might be creating excess stress and do things to reduce or eliminate it. Every person needs to find ways to manage unavoidable situations that cause stress.

Tips for reducing stress:

- Learn to plan.
- Recognize and accept limitations.
- Learn to relax (without drugs).
- Take time to play.
- Be a positive person.
- Learn to tolerate and forgive.
- Avoid unnecessary competition.
- Eat nutritious foods.
- Get regular physical exercise.
- Get plenty of sleep at night.
- Talk about your trouble with someone you trust.
- Change your thinking or beliefs.
- Laugh More!

Divide the group up into small groups of three youth. Ask each youth to choose one way to reduce stress that would work for him or her. Have each group discuss the tips they chose. In a large group ask for small groups to share the ones they find most helpful. Ask youth to think of ways to accomplish their chosen methods and how they might work to reduce stress. Have them discuss their plans in their small groups.

THINK ABOUT IT ▶

- How will these techniques help reduce stress?
- Will these same techniques work in unexpected stressful situations?
- What other methods can help deal with unexpected stress?

TIPS FOR ACTIVITY LEADER

More activity ideas can be found in the Torch Bearer in Healthy Living. (*Project Torch Bearer*, #D00010)

YOUTH OUTCOMES

- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have a preference for safe choices.
- Youth are willing to engage in personal growth activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values, and behavior patterns within a society and among different societies.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

STRESS TEST

Check all the statements that you would answer "yes" to.

1. _____ I am constantly tired.
2. _____ I feel sick a lot.
3. _____ I am bored with my duties, my family and my friends.
4. _____ I hate to get out of bed and dread starting my day.
5. _____ I frequently complain and worry about problems.
6. _____ I am restless and have difficulty relaxing or sleeping.
7. _____ I occupy myself with trivial activities to escape from important duties.
8. _____ I am easily irritated and have little patience with others.
9. _____ I feel hopeless and trapped in my life.
10. _____ I want to change my daily routine, but I feel threatened by change.
11. _____ My self-esteem is low.
12. _____ I am tempted to try alcohol and drugs.
13. _____ I am just going through the motions of life.
14. _____ I feel like I have no control over my circumstances.
15. _____ I used to care about others, now I am only concerned with myself.
16. _____ I am highly critical of others.
17. _____ I feel I have nothing more to give.
18. _____ I feel overwhelmed by problems and decisions.
19. _____ I don't want to hear about anyone else's problems.
20. _____ I have a hard time concentrating on specific tasks.
21. _____ I have lost my sense of purpose and enthusiasm.
22. _____ I put off making decisions because I don't think my decision will matter.
23. _____ I withdraw because working at solving problems seems hopeless.
24. _____ I often say things like, "Why bother" or "I don't care any more."
25. _____ I doubt that I truly make a difference to anyone.

If you checked five of the above statements, you have a spark of stress.
If you checked 10 of the above, you have a stress fire burning.
If you check 15 of the above, you are Burned Out!

ACTIVITY NAME SODA POP

PROJECT HERE'S TO YOUR HEALTH

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 30 minutes.

PURPOSE Learn about the effects of caffeine on memory.

MATERIALS Paper, pens or pencils, paper cups (enough to conduct experiments), markers, soda pop (caffeine and caffeine-free (enough for experiments), copy of *Memory Test* from page 115.

Read *The Effects of Caffeine* on page 116.

ACTIVITY

Tell the youth that caffeine is a well-known stimulant of the central nervous system. Research studies have linked caffeine with improved memory. Tell youth they will be participating in an experiment to test whether caffeine, found in most soft drinks, other beverages and foods, can improve memory.

Divide youth into two groups using marked slips of paper from a bag. One group will be subjects and the other will be a control group. Read the list from the *Memory Test* to the whole group. Have the youth write down all the words they can remember. Read the list again. Ask the youth to determine how many words they have correctly identified.

Serve the control group 8 ounces of caffeine-free soda. Serve the research group 8 ounces of caffeinated soda. Do not serve food with the soda. Share information with the youth from *The Effects of Caffeine*.

Ask the youth if they think the caffeine in the soda will affect their memory. Have them make a

THINK ABOUT IT

- Was there a difference between the two groups?
- What other factors might have a bearing on the test results?
- What limitations are there to this kind of experiment?
- Will the information about caffeine influence your habits?

TIPS FOR ACTIVITY LEADER

If there are caffeine-sensitive youth in the group, make sure these youth are part of the control group.

YOUTH OUTCOMES

- Youth will have preferences for safe choices.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 7:4 Uses new information to adjust and extend personal knowledge base.
S12.2 Understands that questioning, response to criticism, and open communication are integral to the process of science.
S 12.4 Knows that observation can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.
S 12.6 Establishes relationships based on evidence and logical argument.

MEMORY TEST

Test One	Test Two
Random	Evidence
Predict	Health
Soft	Bias
Argument	Chart
Research	Nervous
Time	Activity
Data	Heart
Test	Consume
Truth	Habit
Seven	Skill

THE EFFECTS OF CAFFEINE

Approximately 90 percent of Americans consume caffeine in one form or another every day. More than half of all American adults consume more than 300 milligrams of caffeine per day, making it America's most popular drug by far. Caffeine is a chemical compound comprised of hydrogen, nitrogen, carbon and oxygen. Chemically and medically it is known as trimethylxanthine. When isolated in pure form, caffeine is a white crystalline powder that tastes very bitter. The chief source of pure caffeine is the process of decaffeinating coffee and tea but caffeine can also be found in drinks, foods and pills, coffee beans, tea leaves, cacao beans and some over the counter medications such as alertness aids and aspirin compounds.

Medically, caffeine is useful as a cardiac stimulant and also as a mild diuretic (it increases urine production). Recreationally, it is used to boost energy and heightened alertness. In laboratory tests caffeine has been shown to improve the performance of simple, familiar, routine tasks and impair the accomplishment of complex, novel, unpracticed tasks. A number of studies have found that people who drink at least two portions of caffeinated beverages a day report improved moods, a better social disposition, more self-confidence and energy.

In a series of studies on caffeine and its effects on memory, results showed that while coffee helps people to feel less drowsy and fatigued and allows them to perform more effectively on manual tasks such as typing or calculating, it does not significantly alter numerical reasoning, short term memory or verbal fluency. In other words, caffeine helps you to stay awake, but it will not necessarily improve your intellectual skills.

As for caffeine's correlation with anxiety, restlessness, agitation, trepidation, studies have shown that only excessive caffeine use produces anxiety.

Caffeine is an addictive drug. Among its many actions, it operates using the same mechanisms that amphetamines, cocaine and heroin use to stimulate the brain. On a spectrum, caffeine's effects are more mild than amphetamines, cocaine and heroin, but it is manipulating the same channels and that is one of the things that gives caffeine its addictive qualities.

As a water soluble molecule, it passes easily through all cell membranes and is quickly absorbed from the stomach and intestines into the blood stream, which then gets carried to all the organs. This means, that after you finish your cup of coffee or tea, caffeine will be present in virtually every cell of your body.

Caffeine's stimulating effects largely depend on its power to infiltrate the central nervous system. The maximum concentrations of caffeine in the body, including in the blood circulating in the brain that is responsible for caffeine's major stimulating effects, is typically attained within an hour after consumption of a cup of coffee or tea. It is important to remember that the concentration of caffeine in any person's body is a function not only of the amount of caffeine consumed but of the person's body weight.

Caffeine and most other chemical compounds you ingest ultimately make their way to the liver; there it is metabolized or converted into secondary products called metabolites which are finally excreted in the urine. More than 98 percent of the caffeine you consume is converted by the body in this way, leaving the remainder to pass through your system unchanged.

Caffeine increases energy, improves mood and enhances the ability to think clearly for most people. It works by producing an effect on the cardiovascular, respiratory, renal and central and peripheral nervous systems. There are a few theories surrounding caffeine's mechanism of action.

Most who consume coffee, tea and cola never entertain the association between caffeine and drug use. However, excessive caffeine consumption can kill you. The value generally accepted for a fatal overdose is about 10 grams for the average adult, or, the aquivalent of 100 cups of coffee

This information is adapted from Weinberg, Alan & Bonnie Bealer. 2001. *The World of Caffeine*. New York: Routledge

ACTIVITY NAME ▶ IRONMAN TRIATHLON

PROJECT ▶ HERE'S TO YOUR HEALTH

LEVEL ▶ Seven

FOCUS ▶ Skill

CODE ▶ I or G DP2

TIME ▶ 45–60 minutes. This activity may require two meetings.

PURPOSE ▶ Use knowledge of fitness activities to create an event.

MATERIALS ▶ Paper, pens or pencils; other materials will vary according to what the youth choose to do.

PREPARATION ▶ Will vary according to what the youth choose to do.

ACTIVITY ▶

A triathlon is an athletic endurance competition involving three sports, usually swimming, cycling, and long-distance running. The distance for each of the three events will vary depending on the level of competition. The most famous triathlon, the annual Ironman Triathlon is held in Hawaii. The first official Ironman triathlon was held on the island of Oahu in 1978. It includes a 3.8 kilometer (2.4 mile) swim, a 179 kilometer (112 mile) bicycle race, and a marathon (42 kilometer, 195 meter /26 miles, 385 yards). Many other triathlons are held all over the world throughout the year. The majority of events involve distances shorter than those at the Ironman competition.

A triathlon demands a variety of skills from participants, and training is rigorous. Triathletes must be able to pace themselves during the long events and must develop extraordinary endurance. The goal for most competitors is simply to finish the triathlon and to improve on previous times.

[illegible]

Have the youth choose three fitness activities for the event, for instance, they could jump rope for a certain amount of time, bicycle, run or walk a certain distance (aerobic activity) and then do a certain amount of push-ups or sit-ups (strength). Or all of the activities could be aerobic activities such as walking, jogging, and sprinting. Any activity that promotes the improvedness of the participants will work.

Use the *Discovery Planning Method*, on page 418 to help with the planning process for the event.

THINK ABOUT IT ▶

- Why is it important to exercise and stay fit?
- How will making a habit of exercising now contribute to good health in your future?
- What type of exercise program do you think you will be doing 10 years from now?

TIPS FOR ACTIVITY LEADER

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME CULTURE AND CUISINE

PROJECT HERE'S TO YOUR HEALTH

LEVEL Seven

FOCUS Take It to the Limit

CODE I or G DP5

TIME 5 hours

PURPOSE Learn about food from other cultures.

MATERIALS Materials will vary according to activities chosen by the youth.

PREPARATION You may want to have a planning meeting to determine which activities the youth will do in order to plan for materials and make other preparations.

ACTIVITY

One of the easiest ways to experience other cultures is to experience the foods of that culture. Ask the youth to give example of foods they have eaten from different cultures. Discuss the differences that exist in how those foods are prepared, the ingredients used and how they are served. Ask the youth if they know anything about the nutritional value of cultural foods.

Have the youth choose three of the following options to complete this "Take It to the Limit" activity:

Use the *Discovery Planning Method* on page 418 to plan an ethnic food fair for another Camp Fire USA club. Each person should find a recipe and prepare one dish. Consider decorating the tables according to the different countries or cultures represented.

[illegible]

Use the *Discovery Planning Method* to design a catering business using recipes from one or more cultures. Develop a menu and set the prices for each item. Discuss how to market the catering business.

THINK ABOUT IT

- What are some examples of the cultural foods your family eats?
- What are your favorite foods? Why do you like those foods?
- What foods do you dislike? Why?
- Why is it important to understand people's food preferences?

TIPS FOR ACTIVITY LEADER

YOUTH OUTCOMES

- Youth will be able to [illegible]
- Youth will be able to [illegible]
- Youth will be able to [illegible]
- Youth will be able to [illegible]
- Youth will be able to [illegible]
- Youth will be able to [illegible]
- Youth will be able to [illegible]
- Youth will have an increased sense of family, community, school system and respection for authority of personal, that system.
- Youth will be able to [illegible] other points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 1.7 Writes narrative accounts, such as short stories.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.

ACTIVITY NAME ▶ TORCH BEARER IN HEALTHY LIVING

PROJECT ▶ HERE'S TO YOUR HEALTH

LEVEL ▶ Seven

FOCUS ▶ Take It to the Limit

CODE ▶ I or G DP0 (youth earn Torch Bearer emblem #B27100 instead of *Discovery* Points.)

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

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

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

PREPARATION ▶ Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in Camp Fire USA's publication *Project Torch Bearer* (#D00010).

ACTIVITY ▶

If the youth completed the activity, "What's the Latest?" they have completed one step toward a Torch Bearer in Healthy Living.

Have the youth choose the level that challenges them:, beginning, intermediate, or advanced. Select the activities for that level remembering to select the EXTREME activities needed. Have them record their activity selections and their progress on the Torch Bearer Planning Sheet (found in *Project Torch Bearer*). If youth completed Torch Bearer in Healthy Living previously on the beginning level, have them consider completing

TIPS FOR ACTIVITY LEADER ▶

ADULT FACILITATOR NOTES ▶

YOUTH OUTCOMES ▶

EDUCATION STANDARDS ▶

B.4.7.4 Uses new information to adjust and extend personal knowledge base.
B.1.5 Understands that various factors affect decisions that individuals make.
B.4.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

HERE'S TO YOUR HEALTH FAMILY TAKE-HOME PAGE

As a result of this project, youth will understand various factors that contribute to one's overall health and well-being.

This project supports the following Camp Fire USA outcomes.

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

	Activity										
Outcome											
	Calculating Calories	Taste Sensations	What's the Latest	Cause and Effect	Time Track	Taste the Taste Sensations	Burn Out	Soda Pop	Ironman Triathlon	Culture and Cuisine	Torch Bearer in Healthy Living
Youth will be culturally tolerant and will value representation from diverse populations.										X	
Youth will be able to communicate their points of view effectively.		X	X		X	X			X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	X	X	X
Youth will be able to plan sequentially.											X
Youth will be able to practically apply their academic learnings.											X
Youth will have preferences for safe choices.				X			X	X		X	
Youth will maximize their physical abilities to meet and overcome challenges.									X		
Youth are willing to engage in personal growth activities.					X		X			X	
Youth will have an opportunity to learn from mentoring adult relationships.										X	
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.										X	
Youth will appreciate being able to celebrate and share successes.											X

AT HOME

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

15 Ways to Manage Stress

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

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

ADDITIONAL TRAIL ACTIVITIES
TRAIL TO KNOWING ME

DP1 Individually or as a group, interview a parent(s), guardian, teacher or an adult whom you admire and ask how she or he set goals. Ask that person to tell you a story of one goal she or he set and accomplished. It helps if the group will decide the questions in advance and have one or two questions for each person to ask.

DP1 Think of a time when you were new to a school, camp or a neighborhood and you didn't know anyone. What were some of your feelings? What did you do? Make a list of things you do that helps you make new friends. For example: smiling, introducing yourself or telling a funny story. From the list, pick three things that you want to be better at doing. With a partner in your group, or with a friend or parent, practice doing each thing until you can without feeling uncomfortable.

DP2 Make a list of 10 things you like to do and ask yourself these questions: How many activities on your list do you spend time on every week? Which of the activities do you feel skilled or talented doing? Make another list of 10 things you would like to learn to do and ask yourself these questions about those 10 things: When will I be able to do these things? Consider the practicality of doing them. What is the first action I need to take to accomplish these things? Put your lists aside for one week. Choose 10 items from your lists that represent what you want to do in your life. Make sure that each activity is achievable for you. Make a collage that represents the 10 activities. Paste the answers to the questions above on the back of the collage. Share the collage with your family, Camp Fire USA group or adult facilitator.

DP2 Watch a movie, television story, surf the Internet, read an article, or watch a video about a famous person who overcame adversity to accomplish a goal. Examples are Booker T. Washington, educator; Sally Ride, astronaut; Caesar Chavez, union leader; or Sandra Day O'Connor, Supreme Court justice.

DP2 Collect songs, poetry, stories and/or pictures that you think describe what a friend should be. Do this over a one month period. Share with your group.

DP2 Keep a Feelings Log for a period of time. Use the knowledge you gain from the log to make improvements in your reactions to events and feelings. Discuss what you find with your group or a family member.

DP2 Visit a city, county or state public health agency with your group or family. Create a list of services provided by the agency. Explain how these services affect you. Share this information with your group.

DP2 Plan and prepare a nutritious meal for your family.

DP2 Check out fitness videos from your local library. View a variety of fitness styles to find one that you like best and might do as a lifelong fitness plan.

DP2 Visit a fitness facility with your group or your family. Find out what programs are available for people your age. Share this information with your group.

DP2 Read a book about a famous person who overcame adversity to accomplish a goal.

DP 2 Obtain nutritional information from three fast food restaurants (from the restaurants or from the Internet at *http://www.olen.com/food/*). Add the fat, calories, protein, cholesterol, and sodium intake for the most "typical" fast food meals. Compare these values to those for a typical frozen dinner and frozen skillet meal. What are the healthiest options? Do any of these meet the USDA's dietary guidelines? (Daily diet should be 60% carbohydrates, 10% protein, and 30% fat.)

DP 2 Participate in career exploration with your *Discovery* group or by yourself. Do one of the following:

- Attend a local career fair.
- Participate in a career class or club at your school.
- Invite people with different careers to visit your group.
- Choose two careers you are interested in and assess what skills you have and what skills you would need to enter those careers.

DP 2 Make a scrapbook of information on jobs that interest you. Make a group scrapbook of the jobs of the people who visited your group. Include information such as salary, benefits, and hours of employment or working conditions.

DP 2 Interview a person who currently holds a job that interests you, read an in-depth article about the job, find job information on the Internet or watch a video about the job. Place this information in the scrapbook. Share this information with your group, family and friends.

DP 3 Use the *Discovery* planning method to plan and give a party for your friends. In planning the party, include one activity or food for each person that is uniquely special for them. For example, Aaron loves shrimp; Paul likes deviled eggs; Cindy loves to dance. Make sure to socialize with every guest at your party. Try to open a conversation with each person about something important to them. When the party is over, evaluate it. Did everyone have fun? If not, why not? Could you have done anything different that would have been more helpful?

TRAIL TO FAMILY AND COMMUNITY

LEVEL Seven

PROJECT FAMILY FUN

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

ACTIVITY CHOICES

Activity Name	Focus
What Do I Value?	Knowledge
Family Treasure Hunt	Knowledge
It's a Tradition	Knowledge
Privileges	Knowledge
Family Crest	Skill
Creating My World	Skill
TV Families	Skill
Good News	Leadership
Stay Together, Play Together	Leadership
Lend a Hand to Other Families	Leadership
Help Those Who Are Helping Other Families	Take It to the Limit

YOUTH OUTCOMES

Outcome / Activity	What Do I Value?	Family Treasure Hunt	It's a Tradition	Privileges	Family Crest	Creating My World	TV Families	Good News	Stay Together, Play Together	Lend a Hand to Other Families	Help Those Who Are Helping Other Families
Youth will have an opportunity to learn from mentoring relationships with adults.	X									X	X
Youth will be culturally tolerant and will value representation from diverse populations.			X		X						
Youth will be able to communicate their points of view effectively.		X	X		X	X	X	X	X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X		X	X	X	X	X	X	X	X
Youth will have a commitment to helping others and to volunteerism.										X	X
Youth are willing to engage in personal growth activities.	X			X							
Youth expresses feelings and emotions in a positive, constructive manner				X							

EDUCATION STANDARDS

Activity Name	Standards
What Do I Value?	B 1.1, B 1.5, B 2.7
Family Treasure Hunt	LA 7.4, B 2.7
It's a Tradition	LA 7.4, B 1.1
Privileges	LA 7.4, B 1.5
Family Crest	B 1.1, B 2.7, V 5.3
Creating My World	LA 4.6, LA 7.4, B 1.5, V 5.3
TV Families	LA 7.4, B 2.7
Good News	LA 7.4
Stay Together, Play Together	B 1.1, B 1.5
Lend a Hand to Other Families	LA 7.1, B 2.7, M 1.2, M 2.5, M 3.3
Help Those Who Are Helping Other Families	LA 7.1, B 2.1, M 1.2, M 2.5, M 3.

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00114) or trail certificate (#T52000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133.) Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS

- Be sensitive to the variety of family types in our society today.
- It may be difficult for youth with family problems to talk about their families.
- Respect their privacy.
- Insure that you have community resources available to recommend to youth who may need those services (School Counselor, Youth Minister, Social Service Worker, etc.)

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ 45 minutes

PURPOSE ▶ Increase youth's understanding of their personal importance.

MATERIALS ▶ Pen and paper, materials to make a card game or board game, heavy cardboard, markers, paper, scissors, glue, stickers, other materials will vary depending on what the youth choose to make, optional: access to a computer for wordprocessing and clip art.

PREPARATION ▶ You may want to have the youth decide what they will make prior to the meeting where they will make the game pieces.

ACTIVITY ▶

What do peace, respect, tolerance, happiness, responsibility, cooperation, honesty and freedom all have in common? They are all values. Webster's Dictionary defines a value as "a standard or principle that is desirable or worthwhile." Values are expressed in spiritual settings or family behaviors and our beliefs often model them.

Tell the youth they are going to create a game for young children that reinforces positive values.

Have the youth start by brainstorming common games that could be modified to teach values. Example: a card game such as *Go Fish*, where the players try to get four cards with the same value. Each of the four cards informs the children of ways that a particular value is used in daily life.

RESPECT	RESPECT
I will respect my teachers and others who are trying to help me learn.	I will respect and care for the environment.
RESPECT	**RESPECT**
I will respect my parents. They have my best interest at heart.	I will respect others and treat them the way I would like to be treated.

A common board game could be modified to teach values. In the game the child moves a certain amount of spaces and then draws a card and follows the instructions. The card might read:
Your friend asks you to lie to your mother. You say, "No." Move forward three spaces.
A friend tells you they don't like your new shirt so you go home and change. Go back two spaces.

Youth could create a variety of dilemma cards.

After the youth have a list of possible games, they can decide if they want to create one or more of the games.

They should decide if they want to work individually, in pairs or as a group to make the game. Have them decide who will do what part of the game construction. Remind the youth to decide on an age group the game is for so they keep directions for the game, the language, and the graphics suitable for that age group.

THINK ABOUT IT ▶

- What have you learned about yourself and your values?
- Why are values important to you?
- Why is it difficult to follow them sometimes?
- Did you learn anything new about yourself from this activity? If yes, what?

ADDITIONAL ACTIVITY

Make a list of three values that you believe in. Pick a value that is most important to you and compose a song, write a story, create an artistic work or write a poem about the value. Share your work with your group and/or family and friends. (DP2)

TIPS FOR ACTIVITY LEADER

Consider that your own values may be different than the youth's. Be tolerant of other value systems when sharing your values.

ADULT FACILITATOR NOTES

Consider the values that may be learned in your group and emphasize them.

YOUTH OUTCOMES

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.

EDUCATION STANDARDS

B.1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ FAMILY FUN

LEVEL ▶

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ 120–30 minutes

PURPOSE ▶ Realize that every family has unique qualities.

MATERIALS ▶ Paper, pens or pencils.

ACTIVITY ▶

Ask each youth to think about what makes his or her family unique. What do their families have in common with one another?

Tell the youth they are going to go on a family treasure hunt. Divide the group into two, three or four teams (depending on the size of the group.) Try to have an equal number on each team. Ask each team to choose one person to keep score for the team. Give each scorekeeper a piece of paper to record the team's points. Read the following list, one item at a time, allowing time for discussion and scoring of each. The score keepers will keep track of the points for each item on the list.

- One point for each person living in your house.
- One point for each button on your clothing.
- One point for each team member and their immediate family members who were born out of this state.
- One point for each item of jewelry you are wearing (watches, rings, earrings [one point for each], etc.).
- One point for each pet in your family.
- One point for each older sibling you have.
- One point for each team who has flown on an airplane.
- One point for each of your family members with black hair.
- Three points for each of your family members with red hair.
- Two points for each family member with green eyes.
- One point for each member of your family who plays a musical instrument.
- One point for each team member wearing contact lenses or glasses.
- One point for each family member that currently plays a team sport.
- Three points for each family member who speaks a second language.
- Two points for every younger sibling you have.
- One point for each team member wearing shoelaces.
- Three points for each team member who has ridden on a train.
- One point for each team member whose family lives in an apartment complex.
- One point for each team member who does not have any part of his or her body pierced.

After the entire list has been read, have the teams add their scores. Create new teams and play the game again.

THINK ABOUT IT

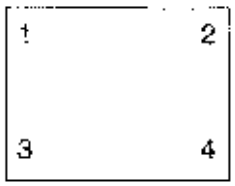
- How are people different? In what ways are they the same?
- How are families different? How are they the same?
- Are some differences more important than others?
- Can you know everything there is to know about a person by looking at him or her?
- Why is it important to our society to have different people and different families?

ADDITIONAL ACTIVITY

Sibling Sort

Tell the youth to move to different corners of the room, depending on the number of siblings each of them has.

Corner 1 for one sibling
Corner 2 for two siblings
Corner 3 for no siblings
Corner 4 for three or more siblings



Have the youth look around to see where others are standing. Have them notice those they have things in common with that they never thought they would ever have a common interest/quality. Is there someone that they have never stood with?

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ 30 minutes

PURPOSE ▶ Share the cultural backgrounds that define the group.

MATERIALS ▶ Chart paper, markers, personal pictures, or recipes from various cultures.

PREPARATION ▶ The meeting prior to this, tell youth that they will be sharing information about their families' cultures. Ask them to bring pictures, artifacts, remedies, or recipes that illustrate their cultural practices.

ACTIVITY ▶

Ask the youth how they define *culture* (background, traditions, ethnicity). On the chart paper have the youth create a list of cultures represented in the group.

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

Organize the youth into groups of four or five. Ask each member of the group to discuss things they do as a family that may have a cultural basis:

- Celebrate holidays (pick one or two).
- Traditional foods and eating patterns.
- How are household chores assigned?
- Observance of religious customs.
- Traditional family trips, vacations.
- Cures for common ailments like colds, flu.

Discuss one topic at a time. While one youth describes what his or her family does, the others listen and ask questions. Have them take turns until all topics are discussed. Have youth share anything they brought from home at the appropriate time.

THINK ABOUT IT ▶

- What are some ways that your families are similar?
- How are your families different from one another?
- How important is it to learn about other cultures?
- Did you learn anything new about yourself?

ADDITIONAL ACTIVITY ▶

Have the youth bring items from home and create a display that illustrates the cultural influence in their families. (DP1)

TIPS FOR ACTIVITY LEADER ▶

This activity is a good icebreaker and encourages new friendships. Pay attention to cultural bias and ensure that all youth are valued and appreciated.

ADULT FACILITATOR NOTES ▶

Share your own family customs with the youth.

YOUTH OUTCOMES ▶

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their points of view effectively.

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.

ACTIVITY NAME PRIVILEGES

PROJECT FAMILY FUN

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 30 minutes

PURPOSE Understand how privileges in a family environment are related to responsibilities.

MATERIALS Paper, pens or pencils, copies of *Do They Balance?* on page 135.

PREPARATION Make copies of *Do They Balance?*, one for each person.

ACTIVITY

Ask the youth to think about what responsibility means. What responsibilities do mothers have? What responsibilities do fathers have? What happens when parents or guardians do not fulfill their responsibilities? What responsibilities do youth have as members of the family? What contributions do youth make to the family? What contributions do youth feel proud of?

Give each youth a copy of *Do They Balance?* Ask them to look at the list of responsibilities and check the ones that apply to their responsibilities at home. Have them count the number of checks and place the total at the bottom. Next, have each youth look at the list of privileges and check the things he or she is given the opportunity to do or to have in the family. The youth then counts the number and records the total at the bottom of the list. Ask each youth to compare the total number on each side of the page. Are they equal? Are there more checks in one column than in the other? Why?

THINK ABOUT IT

- [illegible]
- [illegible] your [illegible]
- [illegible]
- [illegible] you [illegible]
- [illegible] you're [illegible] anything [illegible]
- [illegible] responsibilities [illegible]
- [illegible] what responsibilities will be important to you?
- How does this carry over to [illegible] responsibility at school?

TIPS FOR ACTIVITY LEADER

Remember that all families are different. If there is tension or dysfunction in a youth's family, this activity might be difficult. Pay attention to the subtle or not-so-subtle signs of discomfort. Do not put pressure on anyone to share his or her list.

YOUTH OUTCOMES

- Youth expresses feelings and emotions in a positive, constructive manner.
- Youth are willing to engage in personal growth activities.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.

DO THEY BALANCE?

Responsibilities

Put a checkmark by each responsibility or privilege you have.

_____ Make bed
_____ Pick up clothes
_____ Take out trash
_____ Clean bedroom
_____ Clean bathroom (after bathing)
_____ Clean kitchen (put dishes and food away)
_____ Help pick up around the house
_____ Mow lawn
_____ Put dirty clothes in appropriate place
_____ Avoid arguing with siblings
_____ Talk respectfully to parents (don't talk back)
_____ Help prepare meals
_____ Wake up on school days on your own
_____ Brush teeth/bath regularly
_____ Go to school every day/ attend all classes
_____ Arrive at school on time
_____ Stay away from conflict at school
_____ Talk respectfully to teachers
_____ Homework
_____ Follow class rules
_____ Attend school activities
_____ Introduce friends to parents
_____ Visiting friends obey house rules
_____ Friends avoid drugs and alcohol
_____ Select responsible friends
_____ Ask permission to go out
_____ Can be trusted to be where you say
_____ Comes home on time
_____ Tells parents where you are going and with whom

_____ total

Privileges

_____ Talk on telephone
_____ Have phone in room
_____ Watch TV
_____ Decorate own room
_____ Have special food or snacks
_____ Listen to stereo
_____ Go to school games, dances, etc.
_____ Have friends over
_____ Go over to friends
_____ Sleepover
_____ Ride bike
_____ Go places after school
_____ Get an allowance
_____ Get money for special things
_____ Wear hair like you want
_____ Go places on the weekend
_____ Go to movie
_____ Go skating (roller, ice, skateboard)
_____ Special activities (concert, game)
_____ Control your own money
_____ Buy something special
_____ Play video games
_____ Rent movies
_____ Stay up late
_____ Pick your own clothes
_____ Have a party
_____ Go to a party
_____ Participate in school sports

_____ total

Not all responsibilities result in privileges. Some things are expected as part of being in a household.

ACTIVITY NAME FAMILY CREST

PROJECT FAMILY FUN

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 30 minutes

PURPOSE Create a family crest or shield.

MATERIALS Chart paper or poster board, markers, construction paper, glue/tape, sample of a family crest, a book about family crests.

PREPARATION Cover the activity area to protect surfaces.

ACTIVITY

A personal or family crest tells a story about who you are. It contains symbols and words that describe admirable traits. The crest can be anything that represents the family. Show the youth the sample family crest and explain how it might be interpreted. Guide the youth in creating a personal or family crest, using poster board or piece of paper.Have them choose a basic shape for the crest and draw it in the center of the paper. Use a circle, square, rectangle or other shape. They could divide the basic shape into smaller sections. Above the crest have them write their name, their family name or a motto that represents them or their family. Choose a word from the following list or choose another word that best describes them or their family and write it below the crest.

Present the crest to a group of children or peers.

THINK ABOUT IT

- How do you and/or your family celebrate special days or events?
- What makes them memorable?
- Was it easy to choose symbols to represent you or your family?

ADDITIONAL ACTIVITY

TIPS FOR ACTIVITY LEADER

YOUTH OUTCOMES

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

EDUCATION STANDARDS

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures may elicit a variety of responses.

ACTIVITY NAME CREATING MY WORLD

PROJECT FAMILY FUN

LEVEL Seven

FOCUS Skill

CODE 1 or G DP1

TIME 45-60 minutes

PURPOSE Understand the rights and responsibilities of believing in something.

MATERIALS Assorted color paper, card stock, pens or pencils, markers, hole punch, yarn or twine, scissors, glue sticks, optional: assorted stickers, other small objects that could be used to decorate a book cover (sequins, paper punches, craft scissor to create borders, stickers, etc.)

PREPARATION Cover the activity area to protect surfaces.

ACTIVITY

Ask youth to close their eyes and think about what they believe in. Give them a few minutes to think about this. Ask them to respond to the following questions: Do they believe in peace? Do they believe in caring for the environment? Do they believe in being a good friend?

Believing in something involves taking responsibility. This means doing something about the things a person believes in. For instance, if people believe in caring for the environment and then throw candy wrappers on the ground, they are not consistent in their beliefs.

[illegible] youth choose a piece [illegible] paper [illegible] one of the papers [illegible] "I believe in ..." They complete the sentence. [illegible] choices from the list. [illegible] "I believe in peace." [illegible] the top of the page have youth write, "With this belief ..." and complete the sentence. Example: The page that states "I believe in caring for the environment" might say "I want the right to live in a clean world." Or, "I want the right to enjoy parks and other natural areas." Move down the page another third and write, "My responsibilities are ..." and complete the sentence. Example: "My responsibilities are to clean up after myself." Or, "My responsibilities are to take care of the parks and other natural places I visit." You can have as many "rights" and "responsibilities" statements for each thing you believe in as you choose. Repeat the steps using another "I believe" statement. Each belief is on a separate page. Add drawings or pictures from magazines to each belief page that reflect what you they believe in and how that belief could be acted upon. Use a piece of card stock to create a cover for the book. Decorate the cover in a way that represents youth and their beliefs. Punch holes in the pages and the cover. Bind the book together with twine or yarn.

THINK ABOUT IT

ADDITIONAL ACTIVITY

Each youth creates a *Creating Our World* book with his or her family. (DP1)

TIPS FOR ACTIVITY LEADER

Consider allowing youth to share their books with the group.

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures may elicit a variety of responses.

ACTIVITY NAME TV FAMILIES

PROJECT FAMILY FUN

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 45–60 minutes

PURPOSE Become aware of the ways that families are portrayed on television; recognize and accept the diversity of family experiences.

MATERIALS Paper, pens or pencils, markers, crayons, lots of index cards (five to ten per youth), optional: assorted color paints, paintbrushes and containers for water.

PREPARATION Cover the activity area to protect surfaces if using paint.

ACTIVITY

What is a family? What kinds of families are there? What do families do? Where do families live? How do people in families communicate? What do the various people in families look like?

Have the youth compile a list of what they know about families. Using the list and their answer to the opening questions, ask the youth to create a broad definition for a "real family."

Tell the youth they are going to be the producers and writers of a television show starring their family.

Ask the youth to paint or draw a picture of their family as they would appear on TV. They can be realistic or fiction. Tell youth to think about the set or background of the television show featuring their family. (For example, where will your family live — in a mansion, in a house or apartment, in a jungle, in outer space?

THINK ABOUT IT

- The representations made by the media regarding families always are true.
- How do family shows on TV differ from real life?
- Would their real family be a good family for a television show? Why or why not?
- Would you want your family to be on television? Why or why not?

ADDITIONAL ACTIVITY

Identify dysfunctional families from television and discuss how family members interact with each other. Watch 30 minutes of one of these shows. (DP1)

TIPS FOR ACTIVITY LEADER

There are many television shows about families available at a video store. You may want to consider showing a video of a television family and then having the group compare "TV" families to each other. Then compare the TV families with their own families. Have them look for similarities and differences. The discussion is not intended to compare family structures. Show respect for each person's family situation.

YOUTH OUTCOMES ▶

EDUCATION STANDARDS ▶

ACTIVITY NAME GOOD NEWS

PROJECT FAMILY FUN

LEVEL Seven

FOCUS Leadership

CODE I or G DP1

TIME 30 minutes

PURPOSE Increase positive communication within a family or group.

MATERIALS Poster board (one per participant), pencils, markers, paint pens, rulers or straight edge, small boxes (one per participant), wrapping paper, contact paper, tape, glue, paint, paint brushes, containers for water, assorted stickers, old magazines.

PREPARATION Cover the activity area to protect surfaces.

ACTIVITY

There are many ways to be a family. A family is made up of people. Families come in all forms, shapes, and sizes. There are families with two adults and two children. There are single parent families. There are families where grandparents, aunts/uncles or close friends are part of the family. Each person within a family has their own unique personality. Each person may be on a different schedule and have their own way of doing things. In a large the family, it may be harder to communicate and be heard. Sometimes families are so busy they do not take time to let each other know about good things that happen to them.

Ask the youth how they communicate with their families. How do family members find out about the good things that happen in the family? What does the family do when something good happens to a family member? Does the family discuss or

Have the youth draft a box that could be used as a "Good News" treasure box. Decorate a shoe box or other small box by covering it with wrapping paper or contact paper. Then they paint the box and add stickers, symbols or words about your family. Tell youth to find a place in the home to place the box.

Ask family members to put notes or clip headlines from newspapers and magazines that reflect the good things that happen from day to day. Example: Little brother or sister could write a note saying they received a passing grade on a assignment. Mom/Dad could drop in a letter received from a family member. Mom/Dad could write about something good that happened at work. Have the family choose a time once a week to open the Good News Treasure Box, read and discuss the good things that happened within the family.

THINK ABOUT IT ▶

TIPS FOR ACTIVITY LEADER ▶

ADULT FACILITATOR NOTES ▶

Perhaps a craft store would donate cups or plates that could be personalized. Each youth could make a special cup or plate for a family member to use on his or her special day.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

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

ACTIVITY NAME STAY TOGETHER, PLAY TOGETHER

PROJECT FAMILY FUN

LEVEL Seven

FOCUS Leadership

CODE I or G DP2

TIME 45 minutes

PURPOSE Plan activities for a family night.

MATERIALS Pen and paper.

ACTIVITY

It is difficult for families to find time to do things together these days. Everyone is busy with work, school, chores, grocery shopping, etc. Sometimes it is easier if someone makes the plan and invites the others to join in. The youth will be recreation directors for their families during this activity. Each family will have its own activity night.

Use the *Discovery Planning Method* on page 418 to plan a family night. Youth and their families might go bowling, play games or choose another fun activity. In their planning consider the following:

- Make sure the costs are low enough to include family participation.
- Make sure the activity is considerate of all ages.
- Make sure the activity happens at a time when all can attend.

As a group, brainstorm a list of low-cost and free activities that families could do. Invite the youth to share the results at the next meeting.

THINK ABOUT IT

TIPS FOR ACTIVITY LEADER

[illegible]

YOUTH OUTCOMES

- Youth will be able to [illegible] their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

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

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

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ [illegible]

PURPOSE ▶ [illegible] to family [illegible] community.

MATERIALS ▶ Will vary according to what the youth choose to do.

PREPARATION ▶ Will vary according to what the youth choose to do.

ACTIVITY ▶

Tell youth that they will do something to help an emergency family shelter. Learn more about local support services that assist in providing shelter for people at risk. Guide youth to develop plans, using the *Discovery Planning Method* on page 418 to offer assistance. Prepare products or offer a service that supports the shelter selected. Create and contribute kits that may be given when people or families check into the shelter. Choose items that will help them do something together, such as reading, preparing a meal or snack, or sharing an activity.

As a group, decide what youth want to put together to create gift packages. Here are some ideas for gift packages. (Recipes for each follow.)

- A cookie sheet, the book *If You Give a Mouse a Cookie*, cookie mix in a jar.
- Carrot cake (9-inch square pan), garden seed packets, potting soil for container gardening, and the book *The Gardener* by Sarah Stewart.
- Personal pan or large pizza pans, two crusts, and include the book *The Little Red Hen Makes Pizza*.
- Beverage mixes (tea, lemonade, etc.), Cheddar Shortbread Bites, crackers or snack mix and a deck of cards or a board game.
- Caramel corn, a family movie (Tip: pick out a used video for sale at a video store) and inexpensive slippers.

THINK ABOUT IT ▶

- How do you feel you improved the environment of your community?
- How could the project you did be improved?
- How did the group work together to create gift packages?

ADDITIONAL ACTIVITY ▶

Have the youth double a recipe or cut it in half, to reinforce math skills. (DP1)

TIPS FOR ACTIVITY LEADER ▶

Bring yellow pages and resources from local service agencies addressing the needs of people requiring emergency shelter. Request that a volunteer coordinator from a social service organization attend your meeting to discuss local needs. OR visit a homeless shelter to learn more about its services. Have members discuss what they might like to do. Get ideas going with some of the options below, adding their ideas to the mix. Ask youth to write, call or talk with the shelter about their ideas for being of service. Have them find out if it is acceptable and how and when to deliver their assistance. Ensure safety of youth by reviewing safety rules for use of ovens and stoves.

ADULT FACILITATOR NOTES ▶

You will need to plan for access to a kitchen for this activity.

YOUTH OUTCOMES ▶

EDUCATION STANDARDS ▶

[illegible]

[illegible]

[illegible]

COOKIE MIX IN A JAR

Supplies
1 wide-mouth quart-size canning jar per person
Rings and flat lids
Colorful print fabric to cut in 6-inch circles
Dry measuring cups
Paper, pencils, color markers to make labels
Tape or yarn to attach labels
Ingredients listed in recipe
Copies of recipe in box for each jar

Chocolate Cherry-Chocolate Mix
Ingredients
3/4 cup granulated sugar
1/3 cup baking cocoa
1/2 cup firmly packed brown sugar
1 1/2 cups dried cherries
1 cup semi-sweet or milk chocolate chips
1 3/4 cups all-purpose flour
1 teaspoon baking powder
1/2 teaspoon baking soda

Directions
Whisk together the flour, baking powder and soda. Layer ingredients in the order listed in a wide-mouth quart jar. Press after each layer before adding next. Prepare the label instructions in the box below to attach to jar.

Source: The Home Baking Association — *www.homebaking.org.*

Tips for Packing Mix Jars

- Use dry measuring cups and measure accurately.
- Do not assume a pasta sauce or mayonnaise jar is a quart.
- Blend the flour, baking powder, soda and salt with a wire whisk.
- Pack layers tightly in the order they are listed so all the ingredients will fit and will not get mixed up.
- If you want to keep two layers separate, cut a circle of wax paper and lay between.
- If baking cocoa is in the middle, wipe down the inside of the jar with a paper towel to prevent streaking.
- Place lid on to pack the last layer tightly .
- Lay fabric ring over lid and screw on the ring portion of the lid.
- Attach ingredient list and directions with tape or punch a hole and tie it on with yarn or ribbon.

CHOCOLATE CHERRY COOKIES

Makes 3 dozen

Directions
Empty jar of cookie mix into a large mixing bowl. Thoroughly blend the mix ingredients. Add: 3/4 cup butter (1 1/2 sticks) or margarine; 1 large egg, slightly beaten; and 1 teaspoon vanilla. Mix until completely blended - it will be a very stiff mix and may require hand mixing. Grease or line baking sheets with parchment paper. Preheat oven to 375 degrees F. Shape dough into balls the size of walnuts. Place 2 inches apart on baking sheets. Bake at 375 degrees F. for 12 to 15 minutes. Cool 5 minutes on a baking sheet. Remove to racks to finish cooling.

Ingredients: Enriched wheat flour, butter, granulated and brown sugars, dried cherries, chocolate chips, whole egg, vanilla extract, baking powder and soda.

Nutrition Facts: One of 36 cookies (1 ounce each) provides: 120 calories; Total fat, 6g; Saturated fat, 3.5g; Cholesterol, 15mg; Sodium, 75 mg; Total carbohydrate, 19g; Dietary fiber less than 1g; Sugars, 10g; Protein, 1g; Vitamin A, 8%; Iron 4%; 0% Vitamin C and Calcium.

CHEESE TOMATO PIZZA

Makes two 12-inch Pizzas

Dough

3 1/2 cups all-purpose flour
1 tablespoon sugar
1 package fast rising yeast
1 1/2 teaspoons salt
1 cup water
2 tablespoons vegetable or sunflower oil

Quick Tomato Sauce

Combine 1 (8-ounce) can tomato sauce and 1/4 cup tomato paste. Stir in 1/2 teaspoon each of crushed oregano and crushed basil.

Topping

1 1/2 cups mozzarella and provolone cheese blend
1/2 cup grated cheddar cheese
1/2 cup grated fresh Parmesan cheese

Directions

In large bowl, combine 2 cups flour, sugar, undissolved yeast, and salt. Heat water and oil until very warm (120 to 130 degrees F.). Gradually stir into dry ingredients. Stir in enough remaining flour to make stiff dough. Turn out onto floured surface. Knead until smooth and elastic, about 8 to 10 minutes. Cover; let rest 10 minutes. Divide dough in half. Shape each half into a ball. Roll each into a 12-inch circle. Place each on greased 12-inch pizza pans or baking sheets. Prick dough with fork; let rest 10 minutes. Bake at 450 degrees F. for five minutes. Remove from pans; place on wire cooling racks. Spread Quick Tomato Sauce evenly on each crust; sprinkle with cheese. Bake on wire racks at 450 degrees F. for 10 minutes or until done. Cut into wedges and serve immediately.

Nutrition Facts: One serving (1/24 of recipe) provides:

Calories: 120
Total fat: 4g
Saturated fat: 2g
Cholesterol: 10mg
Sodium: 310mg
Total carbohydrate: 15g
Dietary fiber: less than 1g
Protein: 5g.

Source: Fleischmann's Yeast—*www.breadworld.com.*

To include in a gift package, prebake the crusts and let them cool.

CHEDDAR SHORTBREAD (CRACKER) BITES

Makes 60

Ingredients

1 cup all-purpose flour
1/2 cup butter, softened
1/2 teaspoon salt
Dash ground red pepper (cayenne)
1 (8-ounce) package (2 cups) sharp cheddar cheese, shredded

Topping Ingredients

2 tablespoons poppy seeds
2 tablespoons sesame seeds
1 egg white
1 tablespoon water

Directions

Combine flour, butter, salt and red pepper in medium mixer bowl; beat at medium speed until dough forms (1 to 2 minutes). Add cheese; mix until a ball forms (1 to 2 minutes). Shape dough into circle; wrap in plastic food wrap. Refrigerate 2 hours or overnight. Heat oven to 350 degrees F. Roll out dough on lightly floured surface to 1/4-inch thickness. (It will be hard to roll at first, but will soften. Press together any cracks that form on edges of dough.) Cut dough with 1 1/2-inch cookie cutters or pizza cutter into desired shapes (squares, triangles, circles). Place onto ungreased baking sheets—or for ease, line with parchment paper. Combine poppy seeds and sesame seeds in small bowl. Beat egg white and water together in another small bowl. Brush cutouts with egg wash; sprinkle with seed mixture. Bake for 12 to 15 minutes or until very lightly browned around edges. Immediately loosen from pan; let cool on pan.

Nutrition Facts:

1 cracker of 60 provides:
Calories: 40
Total fat: 3 g
Cholesterol: 8 mg
Sodium: 60 mg
Carbohydrates: 1.5 g
Dietary fiber: 0 g
Protein: 1.5 g

Source: Land O'Lakes—*www.landolakes.com.*

OVEN CARAMEL CORN

Makes about 15 cups

Ingredients

12 cups popped popcorn
1 cup packed brown sugar
1/2 cup butter or margarine
1/4 cup light corn syrup
1/2 teaspoon salt
1/2 teaspoon baking soda
2 cups dried cherries or cranberries
1 1/2 cups white baking chips

Directions

Heat oven to 200 degrees F. Divide popcorn between two ungreased rectangular pans (13 x 9 x 2-inches). Heat brown sugar, butter, corn syrup and salt in a 3-quart saucepan over medium heat, stirring occasionally, until bubbly around edges. Cook five minutes longer, stirring occasionally; remove from heat. Stir in baking soda. Pour caramel mixture over popcorn mixture; stir until well coated. Divide cranberries and white baking chips between each pan of popcorn; toss until well coated. Bake one hour, stirring every 15 minutes. Spread on waxed paper or aluminum foil to cool. Store in airtight container.

Option: Add 1 cup unsalted roasted nuts, sunflower kernels or soy nuts.

Nutrition Facts

1 cup provides:
Calories: 340
Total fat: 13g
Saturated fat: 6g
Cholesterol: 5mg
Sodium: 160 mg
Carbohydrates: 51g
Dietary fiber: 2g
Protein: 3g
Vitamin C: 2%
Iron: 2%
Calcium: 6%.

Source: Gold Medal *Bake Sale Favorites—www.bettycrocker.com.* Reprinted with permission of General Mills, Inc.

SNACK MIX

Makes 12 cups

Ingredients

1/4 cup soy or vegetable margarine
4 teaspoons Worcestershire sauce
1 teaspoon garlic powder
1/2 teaspoon onion powder
1/4 teaspoon sugar
7 cups corn, rice and whole wheat cereal squares
2 1/2 cups soy nuts, peanuts, sunflower kernels
2 1/2 cups mini pretzels

Directions

Melt margarine. Stir in Worcestershire sauce, seasonings and sugar. Preheat the oven to 250 degrees F. In a large roaster or baking pan, mix the cereal, soy nuts, and pretzels. Drizzle the seasoned margarine over the cereal mixture, stirring to evenly coat. Bake 1 hour, stirring every 15 minutes. Spread on absorbent paper to cool. Store in an airtight container.

Nutrition Facts:

A one-cup (1.25-ounce) serving provides:
Calories: 143
Protein: 3g
Carbohydrates: 23g
Sugars: 3g
Fiber: 2g
Fat: 4g
Saturated fat: 1g
Cholesterol: 0mg
Potassium: 91 mg
Sodium: 410mg.

Source: Nebraska Soybean Board—*www.nesoybeans.unl.edu.*

ACTIVITY NAME HELP THOSE WHO ARE HELPING OTHER FAMILIES

PROJECT FAMILY FUN

LEVEL Seven

FOCUS Take It to the Limit

CORE I or G DP3

TIME Will vary according to what the youth choose to do.

PURPOSE Prepare products or offer a service that supports other organizations that help families.

MATERIALS Will vary according to what the youth choose to do.

PREPARATION Will vary according to what the youth choose to do.

ACTIVITY

In your community there are people helping people of all ages. One organization that does a great deal to help families is "Habitat for Humanity." What organizations in your community help build houses for families in need? What could you do to support the people involved with this type of project as they help other families?

Have the youth choose one of the following ways to help those who are helping other families. Use the *Discovery Planning Method* on page 418 to plan for any of the following options:

- Prepare a kitchen gift basket of supplies, gift mixes and bake ware. Deliver the basket on move-in day for the family. Use the recipes included with this activity or choose your own.
- Volunteer to prepare a snack or meal for the workers helping to build a local house. You may use the Taco Bake recipe on page 154 or choose a recipe of your own.
- Bake and wrap cookies, pies, fudge, etc.
- Create a "mini" [illegible] and place it with [illegible] in the neighborhood [illegible] the [illegible] and [illegible] the [illegible] [illegible]
- Contact your local [illegible] and announcements with a sample baked good to post near [illegible] radio and TV stations.
- Set up a food committee — [illegible] each member to bring what he/she will bring and where to deliver.
- Create a packaging committee. Make attractive individual snack packages for two as well as family-size packs of six to 12.
- Decorate the sale table and area with bright tablecloths.
- Print a huge "thank you" banner telling who is selling and why.
- Set prices for easy payment and change — (increments of 25 cents works well).
- Have bags for customers to easily carry home purchases.
- Print up order forms and take gift orders prior to or at the sale.
- Offer homemade mixes and non-sweet snacks.
- Prepare the products you will share. Package them attractively and provide all ingredient labels and instructions needed.

THINK ABOUT IT

- How did you help your community?
- How could the project you did be improved?
- What project would you do next?

TIPS FOR ACTIVITY LEADER

ADULT FACILITATOR NOTES

YOUTH OUTCOMES

- Youth will have opportunity to learn from maintaining relationships with adults.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

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

M 2.5 Understands the concept of a unit and it's subdivision into equal parts.

M 3.3 Selects and uses appropriate computational methods for a given situation.

TACO BAKE

(Makes 1 Taco Pie) Serves 6

A meal in one pan, and a different twist on tacos. Crushed corn chips add flavor and chewiness to the yeast crust. Serve wedges topped with cheese, lettuce and tomatoes.

Ingredients

Crust

2/3 cup water
2 tablespoons oil
2 teaspoons onions, finely chopped
1 tablespoon sugar
3/4 teaspoon salt
1/2 cup corn chips, coarsely crushed
2 cups bread flour
1 envelope (1/4 oz) or 2 1/4 teaspoons active dry yeast

Meat Filling

1 pound lean ground beef
1/2 cup onions, chopped
1 package Taco seasoning or
2 teaspoons instant minced onion
2 teaspoons each: garlic, cumin, chili powder
3/4 cup water

Topping

1 cup shredded Cheddar cheese
1 cup shredded lettuce
1 1/2 cups chopped tomatoes
1/2 teaspoon each corn starch & salt

Directions for Crust

Bread Machine Method: Have liquid ingredients at 80 degrees F. and all other ingredients at room temperature. Place crust ingredients in pan in the order specified in your owner's manual. Select dough/manual cycle. Check dough consistency after 5 minutes of kneading, making adjustments if necessary.

Mixer Method: To make crust, combine yeast, 1 cup flour, and other dry ingredients. Combine liquids and heat to 120 to 130 degrees F.
Hand-Held Mixer Method - Combine dry mixture and liquid ingredients in mixing bowl on low speed. Beat 2 to 3 minutes on medium speed. By hand, stir in enough remaining flour to make a firm dough. Knead on floured surface 5 to 7 minutes or until smooth and elastic. Use additional flour if necessary.

Stand Mixer Method - Combine dry mixture and liquid ingredients in mixing bowl with paddle or beaters for 4 minutes on medium speed. Gradually add remaining flour and knead with dough hook(s) 5 to 7 minutes until smooth and elastic.

Directions for Rising, Shaping and Baking Taco Bake

Place dough in lightly oiled bowl and turn to grease top. Cover; let rise until dough tests ripe. Place dough in a well-greased 10-inch pie pan. (A deep dish pie pan or quiche pan may also be used.) Let rise 10 minutes and prepare the meat filling. Prepare Meat Filling by browning ground beef with onions. Drain; add taco seasoning and water. Simmer 10 minutes. Spread meat filling over crust. Bake in preheated 375 degrees F. oven for 30 to 35 minutes or until edge is crisp and golden brown. Sprinkle with cheese, lettuce, and tomatoes. Serve immediately.

Source: Lesaffre/Red Star Yeast — *www.redstaryeast.com*

Nutrition Facts:

One (7.25 oz) serving provides:
Calories: 370
Total fat: 18g
Sat. Fat: 7g
Cholesterol: 70mg
Sodium: 380 mg
Total carbohydrate: 29g
Dietary fiber: 2g
Sugars: 4g
Protein: 25g
Vit. A: 15%
Vit. C: 15%
Calcium: 10%
Iron: 20%

UPSIDE DOWN PINEAPPLE CAKE

Makes 12 servings

A favorite at bake sales or to house warm a family!

Ingredients

1/4 cup butter or margarine
2/3 cup packed brown sugar
1 can (20 oz) sliced pineapple, drained
Maraschino cherries or dried cherries
1 1/3 cups all purpose flour
1 cup granulated sugar
1/3 cup shortening or vegetable oil
3/4 cup milk
1 1/2 teaspoons baking powder
1/2 teaspoon salt
1 egg

Directions

Heat oven to 350 degrees F. In the oven, heat butter in a round or square 9x9x2-inch pan until melted. Sprinkle brown sugar over the melted butter; arrange pineapple slices on top of the butter and brown sugar. Place a cherry (maraschino or whole dried) in the center of each slice. In a large bowl, beat remaining ingredients on low speed 30 seconds scraping bowl constantly. Beat on high speed 3 minutes, scraping bowl occasionally. Pour batter over the fruit carefully so it will stay arranged. Spread batter evenly. Bake about 45 to 50 minutes or until wooden pick comes out clean. Immediately turn the pan upside down Over a heat proof plate or aluminum foil covered large paper plate. Let the pan remain over the cake a few minutes. Remove carefully—serve warm if desired.

Source: Gold Medal Flour—*www.bettycrocker.com*. Reprinted with permission of General Mills, Inc.

Nutrition Facts:
One (4 1/4 oz) piece provides:
Calories: 300
Total fat: 12 g
Sat. fat: 4g
Cholesterol: 30mg
Sodium: 190mg
Potassium: 134mg
Total carbohydrate: 49g
Dietary fiber: less than 1g
Sugars: 37g
Protein: 3g
Vitamin A: 4%
Vitamin C: 4%
Calcium: 6%
Iron: 6%

MUFFIN MIX BUFFET BREAD

Makes 16 servings

Serve with soup, salad or stew for a hearty, welcoming meal.

Ingredients

1 (8 1/2 oz) package muffin mix
2 envelopes (1/4 oz each) active dry yeast
3/4 cup warm (105-115 degrees F.) water
4 cups all purpose flour
1 can (10 3/4 oz) condensed Cheddar Cheese soup
1/2 cup butter or margarine, melted and divided

Directions

Grease two 8 or 9 inch square pans. Set aside 2 tablespoons of the dry muffin mix. In a large bowl, dissolve yeast in the warm water. Add to the bowl the remaining dry muffin mix, 2 cups of the flour (measure flour by lightly spooning flour into measuring cup; level off), soup and 1/4 cup melted butter. Mix just until dry ingredients are moistened. Gradually stir in enough of the remaining 2 cups flour to form a stiff dough. Knead on floured surface until smooth, about 1 to 3 minutes. Cover dough with bowl; let rest 15 minutes. Heat oven to 375 degrees F. Divide dough in half; press each half into greased pan. Cut into eight strips. Drizzle remaining 1/4 cup melted butter over loaves. Sprinkle with 1 tablespoon muffin mix over each loaf. Cover pans/dough and let rise in a warm place 12 to 15 minutes, or until light. Bake at 375 degrees F. for 18 to 25 minutes or until golden brown. Immediately remove from pans. Break apart or cut with knife. Serve warm.

Source: Multifoods Corporation — *www.pillsburybaking.com*

Nutrition Facts: One (2.5 oz) piece provides:
Calories: 200
Total fat: 6g
Sat. fat: 3g
Cholesterol: 15mg
Sodium: 240mg
Total carbohydrate: 33g
Dietary fiber: 1g
Sugars: 4g
Protein: 5g
Vitamin A: 6%
Vitamin C: 0%
Calcium: 4%
Iron: 10%

FAMILY FUN
FAMILY TAKE-HOME PAGE

As a result of this project, youth will develop an awareness of factors that shape and define their place in the family, celebrate differences and learn to make positive contribution.

This project supports the following Camp Fire USA outcomes.

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

Outcome	Activity										
	What Do I Value?	Family Treasure Hunt	It's a Tradition	Privileges	Family Crest	Creating My World	TV Families	Good News	Stay Together, Play Together	Lend a Hand to Other Families	Help Those Who Are Helping Other Families
Youth will have an opportunity to learn from mentoring relationships with adults.	X									X	X
Youth will be culturally tolerant and will value representation from diverse populations.			X		X						
Youth will be able to communicate their points of view effectively.		X	X		X	X	X	X	X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X		X	X	X	X	X	X	X	X
Youth will have a commitment to helping others and to volunteerism.										X	X
Youth are willing to engage in personal growth activities.	X			X							
Youth expresses feelings and emotions in a positive, constructive manner.				X							

AT HOME

Our system of values begins with our families. As we grow and interact with the world, we begin to personalize our beliefs and values. From the time we are very young and all through adulthood, the things we do and the things we want to accomplish in life shape our beliefs and actions throughout our lives.

Talk about the personality traits and values that your family has passed along through generations. What are some of your family's values? Do they embrace values of honesty, respect, love, tolerance, freedom, etc.? Values are like roots of the family tree. Draw a tree and write the values your family possesses as roots of the tree. What personal qualities and talents does your family possess? (For instance, are they friendly, shy, ambitious, easygoing, athletic, artistic, etc?) List as many of these as you can in the trunk of the tree. Draw branches that represent the positive things you do as a family. The leaves are the results and successes of the things you do, and the fruit is how the things you do affect others. Let everyone take part in drawing the tree and post it in a place where it can be seen by everyone.

OUT IN PUBLIC

How many of these practices does your family do to show manners in public?

- Say..."Please." "Thank you." "Excuse me." "I'm sorry."
- If you are walking with someone who can't keep up with your pace, slow down.
- Give your bus or train seat to someone who looks like they need it. (i.e. an older person or pregnant woman)
- Allow others off elevators, buses, etc., before you enter.
- When somebody impresses you, pay an honest compliment.
- Keep your curiosity in check. Don't ask pointless personal questions.
- Greet people you don't usually take the time to acknowledge.
- Listen. People appreciate it when you pay attention.
- Watch your language. Off-color remarks, curses, crude or ethnic jokes are neither mature nor appropriate.
- Cleanliness and good grooming show respect for yourself and those around you.
- Keep the volume on radios, phones, etc. low enough not to bother others.
- Carry umbrellas, packages, totes, backpacks so that you don't bump others.
- Send a thank you note to recognize someone's good deed or act of kindness.
- Ask...a neighbor if anything is needed on your next trip to the grocery store...a friend if he or she could use a hand....

Make a chart of good manners, and give each family member a gold star or sticker when he or she practices these manners.

LEVEL ▶

PROJECT ▶

PURPOSE ▶

ACTIVITY CHOICES ▶

Activity Name	Focus
Pick Your Corner	Knowledge
Recipe for Community	Knowledge
Heritage Hunt	Knowledge
Accent on Abilities	Knowledge
Citizenship	Knowledge
Cambio	Skill
In Another Language	Skill
One Nation	Leadership
Make a Difference	Take it to the Limit
Torch Bearer in Community Awareness or Cultural Understanding	Take It to the Limit

YOUTH OUTCOMES ▶

Outcomes	Activity									
	Pick Your Corner	Recipe for Community	Heritage Hunt	Accent on Abilities	Citizenship	Cambio	In Another Language	One Nation	Make a Difference	Torch Bearer in Cultural Understanding/ Community Awareness
Youth will have an opportunity to learn from mentoring relationships with adults.					X				X	
Youth will be culturally tolerant and will value representation from diverse populations.	X		X	X		X	X	X	X	
Youth will be able to communicate their points of view effectively.			X				X		X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.			X		X				X	
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system		X						X	X	
Youth are willing to engage in personal growth activities.	X	X								
Youth will have a commitment to helping others and to volunteerism.									X	
Youth will be able to plan sequentially.										X
Youth will be able to practically apply their academic learnings										X
Youth will appreciate being able to celebrate and share successes										X

EDUCATION STANDARDS

Activity Name	Standards
Pick Your Corner	B 1.5, B 2.1, B 2.7
Recipe for Community	LA 7.4
Heritage Hunt	LA 4.4, LA 4.6, LA 7.4, B 1.1
Accent on Abilities	LA 7.4, B 2.7
Citizenship	B 1.1, B 1.5
Cambio	B 1.1, B 2.7
In Another Language	LA 4.4, LA 4.6, LA 7.4, B 3.8
One Nation	LA 1.12, LA 4.4, LA 4.6, LA 7.4
Make a Difference	LA 4.4, LA 7.4, B 1.5, B 2.1, B 2.7
Torch Bearer in Community Awareness or Cultural Understanding	LA 7.4, B 1.5, B 3.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00114) or trail certificate (#T52000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS

- As an adult, it is often hard to stand aside and let youth struggle with an important or difficult decision. It is important that you do not intervene in the consensus decision making process, except to remind group members of the ground rules. Youth at this age need to continue to learn how to work together in a positive way.
- Remember that learning and participating in the planning process it just as important as the end result.
- Ensure that everyone's ideas are heard. Encourage respectful communication.
- Encourage youth to involve everyone in discussions, planning and decision-making processes.
- Remember to include other community partnerships and resources in discussions and planning.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 45 minutes

PURPOSE ▶ Understand the benefits and challenges of group membership.

MATERIALS ▶ Paper, pens or pencils.

ACTIVITY ▶

Discuss with the youth what a group is. What are some of the groups they belong to? Which groups were they born into? Which did they join?

Tell youth they will do an activity that will have them make choices about their group affiliations. Designate one corner of the meeting area as the "I belong" corner, another as the "I'm not in that one" corner.

Have the youth stand. When you say the name of a group, those who belong to that group should go to the "I belong" corner. Those who do not should go to the "I'm not in that one" corner. Repeat the procedure with several group names. Possible groups are: girls, boys, tall, short, blue eyed, brown eyed, Christian, bike riders, Italian (any other cultural group you would like to include), artist, athlete, outdoor enthusiast, band, public school, home school.

Next, have the youth list the groups they belong to on the top of a piece of paper (example: Camp Fire group, student council, athletic or sports groups, art or music clubs or groups, youth group in the community, etc.)

Have them choose one group they feel strongly about. Tell them to write the name of this group and answer these questions:

- Make a list of the rules for the group you listed. Which rules help you? Which might hurt you? Are there rules you would like to see changed?
- Make a list of the good reasons you belong to this group. Could you experience these if you were not in any of these groups?
- Does the group you belong to have a purpose? Do you agree with the purpose?
- If a group has rules, what are the consequences if you break a rule? How do you feel about those consequences?
- If you belong to a group or gang that uses violence to achieve its purpose, how does that feel to you?

THINK ABOUT IT ▶

- If you were to belong to a group or gang and you wanted to leave, what steps would you need to take?
- Was there ever a time when everyone was in the "I belong" corner at the same time?
- Why do we choose to be a part of different groups? What are the rewards of belonging to those groups?
- What are some of the disadvantages of belonging to groups?
- How are group members different from one another?
- Do you usually view differences within a group as good, bad, or neither? Why?

TIPS FOR ACTIVITY LEADER

The groups you name can be as controversial (or non-controversial) as you wish, depending on the type of discussion with which you wish to follow the activity. Pay attention to cliches and ensure that everyone is respectful to youth when nontraditional groups are chosen.

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will be culturally tolerant and will value representation from diverse populations.

EDUCATION STANDARDS

B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ [illegible]

PURPOSE ▶ Understand the positive qualities that contribute to a healthy community.

MATERIALS ▶ chart paper, markers, index cards, pens or pencils, writing paper, envelopes, postage stamps

ACTIVITY ▶

Tell youth that they are going to create a recipe for community. The ingredients for a healthy community are qualities that make it work effectively. What are some of the best qualities that people can possess? What are some of the best qualities a community can have?

Ask the youth to brainstorm a list of all the qualities (good and bad) that people in their community possess. Example: happiness, freedom, tolerance, trust, respect, cleanliness, selfishness, mean, untrusting etc.

Review the list choosing only the good qualities and have the group rank them in order of importance (one is the most important quality, and so on until the least important quality is identified).

Based on the prioritized list, decide how much of each item is needed in order to have the best recipe for community.

2 1/2 cups of _____
1 cup of _____
A tablespoon of _____
A dash of _____
A pinch of _____

Youth will each have personal opinions about their recipe, and the quantities. Allow different opinions by encouraging each person to modify his or her own recipe for community.

After they have created their recipes, make copies on index cards, for youth to share with family and friends.

Once the youth have their recipe for community, ask them to create a list of people or groups of people that have the ingredients included in their recipe for community. Have the youth select one or two from the list and write a letter thanking them for the part they play in making their community a good place to live. Include a copy of the recipe with the letter(s.)

THINK ABOUT IT ▶

- Do you think that people and their qualities (good or bad) determine the reputation of a community?
- Did you learn anything new about yourself?
- What are some of your best qualities? (Ask for volunteers)
- Which qualities would you like to have that you don't now?
- Would you change or improve anything about yourself?

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.

EDUCATION STANDARDS

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

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 30 minutes

PURPOSE ▶ Learn about and appreciate the heritage of a community.

MATERIALS ▶ Paper, chart paper, markers, pens or pencils, historical books about the community (if available).

ACTIVITY ▶

Ask the youth what they know about the history of this community? What is it known for, who was the founder. Where did they come from? How many people currently live here?

Have the youth explore the cultural heritage of the community. Through the use of the library, museums, bookstores, or Internet, have them find out who first settled in the area, who the first immigrant settlers were and who founded your community. How many people lived here when it was founded and how many live here today?

Have the youth choose one from the following activities:

- Write a short skit (play) or story about what you have discovered about your community.
- Develop a brochure including the historical facts as well as what is available for youth to do in your community today.
- Write a newspaper article about your findings.
- Write a song/rap about your community.

THINK ABOUT IT ▶

- Why is it important to know the history of your community?
- What did you find out that surprised you?
- What do you think will happen in the future?

ADDITIONAL ACTIVITY ▶

Take a trip to the oldest cemetery, and see if you can find the grave of the first settlers or the founder. Make a gravestone rubbing. Share the rubbing and its story with your *Discovery* group, family and friends. (DP1)

TIPS FOR ACTIVITY LEADER ▶

Consider inviting an older generation community member to talk about what the community was like when he or she was young. Have this person talk about the changes over the years.

ADULT FACILITATOR NOTES ▶

This activity may require a field trip. Secure signed permission forms to ensure safety of youth. This activity completes requirement #2 for the Torch Bearer in Cultural Understanding. A description of Torch Bearer projects and lists of requirements are in the book *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 4.4 Uses a variety of sources to gather information for research topics.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ Develop an awareness of the challenges that people with mobility, control and sight limitations.

MATERIALS ▶ two yard sticks or long dowel rods, masking tape or string, one of two paper bags, several miscellaneous items (select items that might require the use of different senses: smell, touch, hearing), blindfolds (enough for half of the group to wear at once), two pairs of socks, raisins (small boxes) or candy in wrappers

PREPARATION ▶ Prior to the meeting, place approximately 10 small items in one or two paper bags.

ACTIVITY ▶

Ask youth to brainstorm types of disabilities that they are aware of. Discuss what it would feel like to not be able to use certain parts your body. Tell youth that they will do some activities that will allow them to experience the effect of limitations on simple tasks.

Limited Legs
Disabilities Addressed: Muscular dystrophy, multiple sclerosis, cerebral palsy

Select three or four volunteers from the group. Tape and/or tie the ruler between each person's legs such that their legs are far apart from each other. Ask the youth to walk away from and then return to the group. Ask the youth how they felt as they walked? Allow other youth to try.

What is it?
Disabilities Addressed: Blindness, glaucoma, other sight limitations.

Select two new volunteers and blindfold them. Give them the bag with the 15 items, instruct them to identify the items using their other senses. (touch, smell, hearing). Allow other youth to try.

Ask youth to get a partner. Give each set of partners one blindfold. Determine a course that youth will be guiding other youth on, such as inside or outside, under things, over things, around things. Tell youth that their job is to keep their partner safe while blindfolded but to not lead them by the arm. When each youth has had an opportunity to wear the blindfold, tell all youth to form large group again.

Socks
Disabilities Addressed: Muscular dystrophy, multiple sclerosis, cerebral palsy.

Select two new volunteers. Ask them to place socks on each hand. Instruct them to either, remove ONE raisin at a time from the box and eat it or unwrap a piece of candy and eat it. (You may wish to have one person do the raisin activity and another person do the candy activity.)

Variation
Select a youth that is wearing shoes with laces or a button style shirt. Ask them to place two socks on each hand. Instruct them to tie their shoes or button a shirt.

THINK ABOUT IT

- What were some of the problems encountered during these activities?
- What do you think people would say or do if you walked like the people in the demonstration all the time?
- What are other limitations or challenges a person might experience if they had to walk like that all the time?
- What was the most difficult item for the people who were blindfolded to identify?
- In addition to listening, feeling, and smelling, how else might a person with sight impairment identify different items and objects?
- What did you learn that would change your perspective about people with disabilities?

TIPS FOR ACTIVITY LEADER

Be aware of youth in the group that may have physical limitations. If you have a youth in the group with limitations, inform them of the content of the activity and ask for input about conducting the activity. If possible, have the youth lead the activity.

YOUTH OUTCOMES

- Youth will be culturally tolerant and will value representation from diverse populations.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 45 minutes

PURPOSE ▶ Learn how a person from another country can become a U.S. citizen.

MATERIALS ▶ Resource books, pamphlets, etc. regarding citizenship, optional: computer with Internet access.

PREPARATION ▶ Schedule computer use. Consider asking someone from Immigration and Naturalization Services to discuss the topic with the youth.

ACTIVITY ▶

What is citizenship? How does one become a citizen in the United States? How does one become a citizen in other countries? Use books or the Internet to learn how a person from another country can become a U.S. citizen. Make an outline of the basic requirements needed for a person to become a citizen.

What rights, duties and obligations does becoming an American citizen entail? Using this information, set up a panel discussion that the group could present. Assign three or four members to talk about their views of citizen rights, duties and obligations. The rest of the group plays the role of the audience and asks the panelists questions.

THINK ABOUT IT ▶

- How are the rights, duties and obligations of becoming an American citizen similar to or different from the way citizenship is experienced in other countries?
- Did you learn something new as a result of this activity? If yes, what?
- Were you surprised at the panel's interpretation of the rights, duties and responsibilities of citizens?

ADDITIONAL ACTIVITY ▶

Attend a naturalization ceremony in your local community of someone becoming a citizen. (DP1)

TIPS FOR ACTIVITY LEADER ▶

Consider that you may have youth who have been through the citizenship process or knows someone who has and could lead the activity or offer information to the group. Remember also, that some youth in your group might not have the required documentation to be in the U.S. Be sensitive to youth who do not want to discuss their status.

ADULT FACILITATOR NOTES ▶

This activity completes requirement #5 for the Torch Bearer in Community Awareness. A description of Torch Bearer projects and lists of requirements are in the book *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ▶

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ▶

B.1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B.1.5 Understands that various factors affect decisions that individuals make.

ACTIVITY NAME ▶ CAMBIO

PROJECT ▶ COMMUNITIES & CULTURES

LEVEL ▶ Seven

FOCUS ▶ Skill

CODE ▶ G DP1

TIME ▶ 30 minutes

PURPOSE ▶ Understand what it would be like to understand the language being spoken by the majority of people.

MATERIALS ▶ Chart paper, markers.

PREPARATION ▶ Copy the Spanish words on chart paper so everyone can see them from a distance.

ACTIVITY ▶

Ask youth if they ever thought about what it would be like for a person to be in a country where they do not know the language. Tell them they will play a game where all the directions are given in another language. Cambio means "change."

Have everyone choose a partner. All partners stand in a large circle facing toward the inside of the circle. One person (the speaker) stands in the middle of the circle. The speaker calls out various commands such as hand to hand, head to shoulder, or knee to back. The partners then perform the command given. For instance if the command was hand to hand, each partner would hold up a hand (right or left) and place them together, if the command was knee to back one partner would place their knee on their partners back and so on. The speaker may choose any combination of body parts he/she chooses. They may even specify right or left, for instance, right hand to left foot.

At any point in the game the speaker may call out "change" and everyone must leave their partner, [illegible] Stop the play and [illegible] the game. [illegible] the players must now play the game speaking only in Spanish. Give them a list of the words in Spanish or display them on a poster board so that all the players can see them. Continue the game speaking Spanish.

Example
Hand to hand - Mano con mano
Right hand to left foot - Mano derecha con pie izquierdo
Back to Back - Espalda con espalda

List of Spanish Words

Change	Cambio
With, to, towards	con, para, hacia
Hand	Mano
Back	espalda
Head	cabeza
Foot	pie
Shoulder	hombro
Elbow	codo
Knee	rodilla
Ear	oreja
Nose	nariz
Thigh	muslo
Hip	cadera
Right	derecho
Left	izquierdo

THINK ABOUT IT

TIPS FOR ACTIVITY LEADER

- Tell your partner a question or answer. Another participant should give the corresponding word or phrase in Indian language and play the game.

YOUTH OUTCOMES

- Youth will be culturally tolerant and will value representation from diverse populations.

EDUCATION STANDARDS

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME: IN ANOTHER LANGUAGE

PROJECT: COMMUNITIES AND CULTURE

LEVEL: Seven

FOCUS: Skill

CODE: G DP1

TIME: 45 minutes

PURPOSE: Gain an understanding of what it is like to function in a place where you are not familiar with the language.

MATERIALS: Paper, pen or pencils, optional: poster board and markers, language dictionary of the language selected.

PREPARATION: Refer to the activity "Cambio" for this activity.

ACTIVITY:

In the activity "Cambio" participants play a game in Spanish to gain an understanding of what it is like to be in a place where you might not understand the language. Use your skill to translate the game into another language.

Have the youth translate the activity, Cambio, into another language (French, Laotian, German, etc.) Use the list of game commands listed below. Make a new list with the chosen language.

After the youth complete the translation, have them play the game with the group.

Directions for the game:
Have everyone choose a partner. All partners stand in a large circle facing toward the inside of the circle. One person (the speaker) stands in the middle of the circle. The speaker calls out various [illegible] While this is happening the speaker finds a person to be his partner. Both parts of the other game participants and they take their place in the circle formation. This will leave one person without a partner and they become the new speaker. The speaker calls commands to the partners and at some point calls out "change". The speaker finds a partner, a new speaker takes his place and the game continues. Note: The faster the speaker calls out commands the easier it is to catch the player off guard when the command to "change" is given.

Play the game in English for a few minutes until everyone understands how the game is played.

Stop the play and let the youth know that the game will continue but the players must now play the game speaking only the language you have chosen. Give them a list of the words in that language or display them on a poster board so that all the player can see them. Continue the game speaking the language you have chosen.

THINK ABOUT IT

YOUTH OUTCOMES

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their points of view effectively.

EDUCATION STANDARDS

LA 4.4 Uses a variety of sources to gather information for research topics.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

TIPS FOR ACTIVITY LEADER

[illegible]

ACTIVITY NAME ▶ ONE NATION

PROJECT ▶ COMMUNITIES AND CULTURE

LEVEL ▶ Seven

FOCUS ▶ Leadership

CODE ▶ I or G DP2

TIME ▶ 45-60 minutes plus additional time according to what the youth choose to do.

PURPOSE ▶ Learn more about the cultural make-up of a community.

MATERIALS ▶ Resource materials (Internet access, local brochures, historical society pamphlets etc.), library access, pen and paper.

PREPARATION ▶ Research some of the ethnic groups and their cultures in your community and/or invite people representing different ethnic groups to share their traditions and customs with youth.

ACTIVITY ▶

America has been called the "melting pot" meaning the cultures of many nations have blended together to make one uniquely American culture. Actually, a better analogy would be that of a salad bowl. Each culture represents the various ingredients in a salad. Each culture remains a unique part of a whole. The people in this country represent different ethnic and cultural groups, more than any other country.

Ask youth what ethnicity means (background, traditions, customs, way of life). What are some of the customs or traditions in their own background? How does a person find out what ethnic groups are represented in a community? (Census data, Internet, contacting city officials, etc.)

[illegible]

Learn a traditional dance.

[illegible] by speaking directly to someone from the culture.

After you have completed this activity, assume a leadership role to share the information with another Camp Fire group, family or friends. Or you might cook an ethnic meal for your peers or adults. You can also come up with an idea of your own.

THINK ABOUT IT ▶

- Are stereotypes about other cultures traditions accurate?
- What similarities and differences did you find between your own culture and another?

TIPS FOR ACTIVITY LEADER ▶

Have youth make contact calls or write letters to invite guests to speak. If a speaker will attend the meeting, encourage the speaker to bring cultural foods, costumes or other items to share with the youth.

ADULT FACILITATOR NOTES

YOUTH OUTCOMES

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.

EDUCATIONAL STANDARDS

LA 1.12 Writes business letters and letters of request and response.
LA 4.4 Uses a variety of sources to gather information for research topics.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ▶ MAKE A DIFFERENCE

PROJECT ▶ COMMUNITIES AND CULTURE

LEVEL ▶ Seven

FOCUS ▶ Take it to the Limit

CODE ▶ t or G DP5

TIME ▶ The time needed to complete this activity will depend on the service-learning project selected by the youth. It may require as few as three sessions or it may be divided into five or more sessions.

PURPOSE ▶ Youth plan and carrying out a service project of their own design.

MATERIALS ▶ Chart paper and markers for planning, copies of the *STAR Project* on page 185 and the *Discovery Planning Method* on page 418. Other materials will vary according to the project selected.

PREPARATION ▶ Make copies of *STAR Project* and the *Discovery Planning Method*.

ACTIVITY ▶

Ask the youth, "What is a community?" Wait for them to answer. If they need help, ask them if it is the neighborhood where you live. Is it larger than that? Is a school or a church a community? Has someone from the community helped them or someone they know? How?

Have the youth decide on a specific need that is not being met in the community. Example: homelessness, hunger, violence, substance abuse, the environment, etc. Have the youth complete a project that would make a difference for that need. Example: a personal kit that would include items that a homeless person might need (toothpaste, tooth brush, soap, etc.), a food drive, a toy drive, cleaning a city block or river bank.

THINK ABOUT IT ▶

TIPS FOR ACTIVITY LEADER ▶

Meet with the people from the community [illegible]

Allow youth to do the planning and [illegible] conducting.

Help keep project on track when needed.

ADULT FACILITATOR NOTES ▶

Consider having youth conduct a fund-raising event for money to complete a service project.

Insure the health and safety of the youth during planning and implementation of their project.

This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES

EDUCATION STANDARDS

LA 4.4 Uses a variety of sources to gather information for research topics.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ▶ TORCH BEARER IN COMMUNITY AWARENESS OR CULTURAL UNDERSTANDING

PROJECT ▶ COMMUNITIES AND CULTURE

LEVEL ▶ Seven

FOCUS ▶ Take It to the Limit

CODE ▶ I or G DP 0 (Youth earn Torch Bearer emblem #B21100 or #B22900 instead of *Discovery* Points.)

TIME ▶ The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for 3 months or more.

PURPOSE ▶ Further knowledge, skills and leadership abilities in the area of community awareness or cultural understanding.

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

PREPARATION ▶ Have the youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in the book *Project Torch Bearer* (#D00010).

ACTIVITY ▶

If the youth completed the activities "Citizenship" or "One Nation," they are on their way to completing a Torch Bearer in Community Awareness.

If the youth completed the activity "Heritage Hunt," they are one step on their way to completing a Torch Bearer in Cultural Understanding.

Have the youth choose the level that challenges them: beginning, intermediate, or advanced. Select the appropriate activities for the chosen level

TIPS FOR ACTIVITY LEADER ▶

[illegible]

ADULT FACILITATOR NOTES ▶

[illegible] as a group, ensure the health and safety of the youth during planning and implementation of their project. Also, this activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

COMMUNITIES AND CULTURE FAMILY TAKE-HOME PAGE

As a result of this project, youth will develop an awareness of the cultural makeup and resources of their community, understand their place in the community, and learn ways to give service.

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

This project supports the following Camp Fire USA outcomes.

Outcomes	Activity									
	Pick Your Corner	Recipe for Community	Heritage Hunt	Accent on Abilities	Citizenship	Cambio	In Another Language	One Nation	Make a Difference	Torch Bearer In Community Awareness/ Cultural Understanding
Youth will have an opportunity to learn from mentoring relationships with adults					x				x	
Youth will be culturally tolerant and will value representation from diverse populations.	x		x	x		x	x	x	x	
Youth will be able to communicate their points of view effectively.			x				x		x	
Youth will be able to evaluate choices, weigh outcomes and make decisions.			x		x				x	
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.		x						x	x	
Youth are willing to engage in personal growth activities.		x	x							
Youth will have a commitment to helping others and to volunteerism.									x	
Youth will be able to plan sequentially.										x
Youth will be able to practically apply their academic learnings.										x
Youth will appreciate being able to celebrate and share successes.										x

AT HOME

Acknowledge or thank someone who improves the community in small ways. Many times people are recognized for significant contributions they make, but small things people do often go unnoticed. As a family decide to help someone in the community. You might choose to:

- Recognize someone for the small ways they give service.
- Send a handwritten message of appreciation to an individual or a group who makes a difference in your community.
- Prepare a meal for someone.
- Take blankets, clothes or food to a community shelter or food pantry.

Have family members each choose a "secret helper" by putting people's names in a basket and drawing out a name. Each person who draws a name secretly does something nice to help that person sometime within the next week. This can be repeated frequently throughout the year.

Find a family member or neighbor who has lived in the community for over 50 years. Invite him or her to come over and talk about what the community was like 50 years ago.

TRAIL TO FAMILY AND COMMUNITY

LEVEL Seven

PROJECT STAR PROJECT

PURPOSE Select, plan and carry out a service-learning project.

CODE I or G DP5 or Project Emblem

ACTIVITY CHOICES

Activity Name	Focus
Find Out	Take It to the Limit
Decide	Take It to the Limit
Plan	Take It to the Limit
Do	Take It to the Limit
Celebrate	Take It to the Limit

YOUTH OUTCOMES

Outcome	Activities				
	Find Out	Decide	Plan	Do	Celebrate
Youth will have preferences for safe choices.				X	
Youth will have an opportunity to learn from mentoring relationships with adults.	X			X	
Youth are willing to engage in personal growth activities.	X	X	X	X	X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.	X		X	X	
Youth will have a commitment to helping others and to volunteerism.	X	X	X	X	X
Youth will be able to communicate their points of view effectively.	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X
Youth will be able to plan sequentially.			X		
Youth will be able to practically apply their academic learnings.				X	
Youth will appreciate being able to celebrate and share successes.					X

EDUCATION STANDARDS

Activity Name	Standards
Find Out	LA 7.1, LA 7.4, M 1.2
Decide	B 1.5, B 3.3
Plan	LA 1.12, LA 4.6, LA 9.8, B 1.4
Do	LA 1.12, LA 8.12, B 1.4, B 1.5, B 3.3
Celebrate	LA 7.4, B 3.3, B 4.3, V 2.2

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete all the activities from this project to earn a STAR Project emblem (#B12600). Youth may participate in a STAR Project and earn the emblem as many times as they choose. Or youth complete all of the activities from this project to earn a trail emblem (#B00114) or trail certificate (#T52000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133).

TIPS FOR ACTIVITY LEADER

This project may take longer than times specified for each activity depending on the type of project chosen by the youth. The project may take as little as three meetings, one to Find Out and Decide, one to Plan and a third to Do and Celebrate. Or, the Find Out, Plan and Do activities may require more than one meeting.

Research community needs on the Internet, using surveys, or talking with experts in a particular field.

Extra adults, volunteers, and teens may be recruited to work with the youth to prepare and complete the project.

Remember to have permission slips signed by parents or guardians if you leave the meeting site.

The Celebrate activity is a time for reflection. This essential component of the STAR Project gives the youth the chance to recognize their accomplishment and discuss what could be improved.

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

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ [illegible]

MATERIALS ▶ [illegible] page [illegible] paper [illegible] pens or pencils

PREPARATION ▶ Read information in [illegible] on page [illegible]

ACTIVITY ▶

Sometimes youth get excited about an idea and then discover that there isn't a need for what they want to do. Before the youth select a service-learning project and begin planning, have them FIND OUT if their idea meets a need of the people or issue they want to serve. Tell the youth that the word assessment is a big word that simply means, putting a value on something. To assess means to decide what an item or service is worth.

Most of the time, the value of an item is based on need. Ask the youth if they can give examples. (Food has a high value for those who have little or none.)

Guide the youth through the process of assessing the needs in their community. The assessment process will help them select a meaningful service project that meets a real need in their community. Use the *Needs Assessment* form to help with this process. If they start out with a project they want to do, make sure they document the actual need for the project before going any further.

Have the youth choose an area of interest such as the environment, working with children or senior citizens, or helping other agencies in their community. Have them make a list of things within that area of interest that concern them enough to take action.

Example

Area of interest:	The Environment
Ideas for service (ways to take action):	Conduct a recycling project Clean-up a park or natural area Plant trees at the community center

Have them write down and number each of their ideas for service on a *Needs Assessment* form. They will need a separate form for each of their ideas. For each service idea have the youth brainstorm a list of reasons why they feel the service is needed.

Have the youth decide on a method they can use to find out the answer to the question, "Is this service needed?"

Here are some methods that might be used:

- Interview experts in the area of interest selected.
- Read about an issue that is impacting your community. Look at newspapers, magazines and the Internet.
- Survey people who live in the area that may be affected by the topic of interest.

Using the method they selected, have the youth collect information and record responses they receive for each of the reasons they listed as to why they felt the service was needed.

After youth complete the needs assessment, ask them: Are there any of the above that you now feel are not good reasons to do this project? If so, eliminate them from the list of possible service-learning projects. Did you discover reasons to do a particular project that you did not include in your ideas at the beginning? If so, add them to your plans.

THINK ABOUT IT

- What benefits do volunteers enjoy from giving service?
- How does the community benefit from service learning?

TIPS FOR ACTIVITY LEADER

As the youth move through the needs assessment process remind them that all offers of service might be appreciated by those who receive the service. But, when there is a real need, the service increases in value and is appreciated even more.

ADULT FACILITATOR NOTES

Be prepared to help the youth determine the best method to assess the need for their service ideas. Service-learning is best when the youth choose things that are not only appropriate for their age and experience but also support the purpose of a *Discovery* project or other area of interest to the youth.

YOUTH OUTCOMES

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 7.1 Uses reading skills and strategies to understand a variety of informational texts.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes

STAR PROJECT

STAR stands for **S**ervice **T**o **A**nother **R**ewards.

The Camp Fire USA motto is **Give Service**. Service means taking action to show that you care. Participating in service projects helps youth develop a long-term commitment to giving service.

The STAR emblem symbolizes reaching toward the goal of serving others. The star is a universal symbol of hope, and the blue and silver colors look like a midnight sky.

If the youth have never taken part in a service project they might consider participating in Camp Fire USA's *A Gift of Giving* for middle school youth (#D40700). This course will challenge youth to develop decision-making skills by creating and carrying out a service project of their own design.

The STAR Project focuses on service-learning. Service-learning involves making a connection between volunteer service experience and the knowledge, skills and leadership abilities learned through *Discovery* Trail projects and activities. This is different from service projects where the focus is "learning to service."

The service may be provided to an individual or an organization. Both parties benefit from service-learning projects. The organization or person benefits from the service provided by the youth. The youth benefit by increasing their knowledge and skill as well as from the reward that helping others brings. For instance, they learn more about the election process by volunteering to help during an election in their community. Or, they could learn more about the recycling process by volunteering at a recycling center. For the youth, the volunteer time is used to: test theories they have heard, learn more about a specific topic and reinforce knowledge gained while working on a *Discovery* project.

A STAR Project should:

- Meet community needs. The service itself should address a genuine need, as determined by community assessment. The service should be thoughtfully organized to solve, or make a positive contribution toward solving, a problem.
- Provide youth with opportunities to use newly acquired skills and knowledge in real life situations in their own communities.
- Provide youth with opportunities to learn more about the topics within a *Discovery* project.
- Help foster the development of a sense of caring for others.
- Provide time for youth to think, talk and write about what he/she learned during the actual service activity.

Youth may work on a STAR Project individually or as a group. If they work on their own, they should still share their plans with the group and have the support of an adult facilitator. If they work together as a group, EACH person must complete all of the steps.

Steps to complete a STAR Project

The *Discovery Planning Method* (found on page 418) provides the basic structure for a STAR project. Like the five points of a star, the STAR Project has five activities or steps: FIND OUT, DECIDE, PLAN, DO and CELEBRATE.

NEEDS ASSESSMENT

(Use this as a tool to help assess needs for service in the community. Make one copy for each idea.)

AREA OF INTEREST: _____

IDEA # _____ **TYPE OF SERVICE:** _____

ASSESSMENT METHOD(S): _____

REASONS List reasons you feel this service is needed	**RESPONSES RECEIVED FROM METHOD SELECTED**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ [illegible]

MATERIALS ▶ Page [illegible] copies of the *Discovery Planning Method* on page 418.

PREPARATION ▶ Review the DECIDE section of the *Discovery Planning Method* for ways youth might use to decide on a service-learning project.

ACTIVITY ▶

Giving service to positively affect an issue, another person or a group that people care about is important. If there are several choices of possible ways to give service, sometimes the most difficult part is choosing one.

From the needs assessment completed in the FIND OUT activity, the youth created a list of possible service-learning projects. The next step is to decide which one to carry out. Guide the youth through the following process to choose a service project:

- Have the youth narrow the choices to the top three. Suggest they choose three that concern them most.
- For each of the three, have the youth list a few ways they might take action to make a difference.
- Discuss the advantage and disadvantage of each of the three possibilities. Have the youth think of cost, materials, resources (including people) needed to complete each project
- Have the youth think about which choice might give them the opportunity to learn more about a topic or explore special skills.
- Finally, have the youth ask themselves if they have the skills needed to do the project. If they think they may need some special skills ask them to think about ways to acquire those skills.
- After the youth choose a service-learning project, have them describe their decision in terms of a "service goal."

Example of a service goal:

Our group is very concerned about the environment, especially about trees. Our service goal is to teach a younger group of children about how trees help the environment. We want to have a service day with a group of younger children and plant trees at a local park.

THINK ABOUT IT ▶

Some service projects are **people** projects. They provide something that helps people. Some projects address an **issue** - things that affect our lives now and in the future. Is the service-learning project you chose a people project or an issues project?

TIPS FOR ACTIVITY LEADER ▶

Use the information in the sections, "Choosing an Idea" and "Group Decision Making" from the *Discovery Planning Method* to help the youth choose their project.

ADULT FACILITATOR NOTES

Be prepared to offer the youth ideas on ways to obtain special skills if needed.

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ 30 minutes (may capture more time if doing the service project [illegible])

PURPOSE ▶ Create actions steps, determine materials and resources needed to carry out a selected service-learning project.

MATERIALS ▶ Paper, pens or pencils, copies of *STAR Project Planning Sheet* on page 191, copy of the *Discovery Planning Method* on page 418.

PREPARATION ▶ Make copies of the *STAR Project Planning Sheet*, one for each person.

ACTIVITY ▶

Once the youth have determined their interest and concerns, assessed the needs in their community and examined the skills needed they are ready to begin the planning process.

Have the youth begin planning by thinking about their service-learning project in terms of time, money and involvement. Ask them they following questions:

- How much time does the group want to give to the project?
- How much money does the group have to pay for expenses?
- How involved do the individual members of the group want to be?

These are important planning questions to talk about before acting. Some STAR projects could take a great deal of time and/or money. Some may require that the youth be very emotionally involved.

Answering these questions before the planning begins means that *all* agree to a certain amount of time and financial support that they are willing to commit. If everyone can't answer yes to the amount of time, money and involvement, then adjust the STAR project until everyone is comfortable with it.

Have the youth use the *STAR Project Planning Sheet* to plan their service-learning project. Have the youth include planning for the CELEBRATE activity in their planning if they want to do this step away from the meeting site or if it will involve additional funds.

Once they have completed their plan have the youth consider the following ideas that might help take care of problems before they arise.

Make checklists.
These could include personal gear for each person, materials needed, procedures for certain jobs, or an agenda. Written checklists help youth to be organized and remember everything they need to bring or to do.

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

Create a contingency plan.
This is a "what if" plan. For example, if the service project is planned for outdoors, the contingency plan would be for "What if it rains?"

THINK ABOUT IT

- There is a saying, "If you fail to plan, you plan to fail." What does this mean?
- Was it hard to come to agreement about how much time or money the group wanted to invest in the project?
- How do you feel about the project at this point?

ADDITIONAL ACTIVITY

Have the youth use computer programs to create their action plan and materials checklist. (DPI)

TIPS FOR ACTIVITY LEADER

Refer to the *Discovery Planning Method* on page 418 for more information on planning.

ADULT FACILITATOR NOTES

- If the youth found that they need to learn a special skill or any other type of training before they can complete their service project, have them include time for this in their overall plan.
- Offer advice to the youth concerning steps that have a financial impact.

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will be able to plan sequentially.

EDUCATION STANDARDS

LA 1.12 Writes business letters and letters of request and response.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 9.8 Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language, and content reflect this.
B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values, and behavior patterns within a society and among different societies.

STAR PROJECT PLANNING SHEET

The service goal of this STAR Project is: _____

Discovery project name (if linked to a project i.e. WorldWise, Communities and Culture): _____

_____

Location of the STAR Project: _____

Name of Volunteer Coordinator or Individual connected with this project: _____

Phone number: _____ E-mail address: _____

Being involved in this STAR Project offers the opportunity to learn: _____

_____

Action Steps _____

Step Number _____

What needs to be done? _____

_____

Who is responsible? _____

_____

Materials needed _____

Cost _____

Completion Date _____

Notes: _____

ACTIVITY NAME ▶ DO

PROJECT ▶ STAR PROJECT

LEVEL ▶ Seven

FOCUS ▶ Take it to the Limit

CODE ▶ 1 or G DP5 for entire project

TIME ▶ Will vary according to the project chosen by the youth

PURPOSE ▶ Complete the plan for a service-leaning project

MATERIALS ▶ See the list created in the PLAN activity for this project.

PREPARATION ▶ Make any preparations determined in the PLAN activity for this project.

ACTIVITY ▶

The youth are ready to take action! Their thoughtful planning has prepared them for success. Remember, the best planning doesn't always ensure that everything will go perfectly. In fact, they can be sure that some things will not be perfect. Sometimes things happen that just cannot be controlled. When something goes wrong, learn from it. Life presents us with opportunities to be creative! The most important thing in the DO step is to have fun!

TIPS FOR ACTIVITY LEADER ▶

Remind the youth to be aware of all the people involved in carrying out their service project. They should treat everyone involved with polite consideration and respect. Encourage other adults (parents/guardians) to be involved with the youth in their service project.

ADULT FACILITATOR NOTES ▶

YOUTH OUTCOMES ▶

- Youth will have a sense of social choice.
- Youth will have an opportunity to enjoy meaningful relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will be able to practically apply their academic learnings.

EDUCATION STANDARDS ▶

LA 1.12 Writes business letters and letters of request and response.
LA 8.12 Understands elements of persuasion and appeal in spoken texts.
B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values, and behavior patterns within a society and among different societies.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 30 - 45 minutes

PURPOSE ▶ Celebrate completion of the project and evaluate the process.

MATERIALS ▶ Paper, pens or pencils

PREPARATION ▶ Make arrangements according to any decision made in the PLAN activity.

ACTIVITY ▶

Reflection is a key element of service-learning. A review of activities and results is an important final step in the STAR project. Have the youth include a time to reflect on and analyze their service experience. Reflection and analysis help reinforce the connection between the service and the knowledge and skills gained during the project.

Keeping a record of the STAR project is a good way for youth to remember what happened. Below are some ideas on how the youth might document their project:

- Keep a record of the notes made when talking with people.
- Tape-record or videotape interviews with experts and the thoughts and feelings of the people who are involved in the project.
- Take pictures.
- Write about the experience in a journal.
- Make a collage about the issue.
- Keep a scrapbook of articles, brochures or other items.

Whether it is just the group or all of the people involved in the project, remember the completion of a STAR project is something to celebrate! Have a ceremony to give out awards or plan to do something fun together. The youth could share records, pictures or journals as examples of what happened, the experiences they had and the differences they made.

THINK ABOUT IT ▶

- Did you meet your service goal? If not, what good things did happen?
- Are there some things you would or wouldn't do next time?
- What would you advise another group to do if they chose this issue?
- How did it feel to be involved and committed to this project?

TIPS FOR ACTIVITY LEADER

Have the youth invite their parents or other adults that might have an interest in their project to be part of CELEBRATE activity.

ADULT FACILITATOR NOTES

If the CELEBRATE activity will take place away from the meeting site, make arrangement for permission and transportation.

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS

STAR PROJECT
FAMILY TAKE-HOME PAGE

As a result of this project, youth will select, plan and carry out a service-learning project.

This project supports the following Camp Fire USA outcomes.

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

	Activities				
Outcome	Find Out	Decide	Plan	Do	Celebrate
Youth will have preferences for safe choices.				X	
Youth will have an opportunity to learn from mentoring relationships with adults.	X			X	
Youth are willing to engage in personal growth activities.	X	X	X	X	X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.	X		X	X	
Youth will have a commitment to helping others and to volunteerism.	X	X	X	X	X
Youth will be able to communicate their points of view effectively.	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X
Youth will be able to plan sequentially.			X		
Youth will be able to practically apply their academic learnings.				X	
Youth will appreciate being able to celebrate and share successes.					X

ADDITIONAL TRAIL ACTIVITIES
TRAIL TO FAMILY AND COMMUNITY

DP1 Create a safety checklist of your home and have it approved by an adult. Use your checklist to conduct and inspection of your home. Identify hazards and determine a way to correct them. Include a family fire escape plan.

DP1 Make a list of 10 devices in your home that use electricity. Find out how much electricity each uses in one month. Determine the approximate electrical cost to operate each for one month.

DP1 Read an electric meter. Determine the amount of an electric bill from the reading.

DP1 Talk with your parent(s), guardian or other interested adult, and ask them to describe the hardest part of being a parent and the most rewarding part of being a parent. Share what you learned with your group.

DP1 Interview a parent or other interested adult about his or her school experience, likes, dislikes, what could have been done differently and what doing well in school meant.

DP1 Interview a teacher and ask what he or she likes most about your school and what he or she would like to see change. Why did this person decide to become a teacher? What influenced him or her?

DP1 Find out and create a list of five public or private places in your community with poor accessibility for someone with a disability. Make a list of five places with good accessibility.

DP1 Make a list of services provided to the citizen in your community or state in return for the taxes paid by the citizens of each.

DP1 Attend an ethnic community celebration.

DP1 Read the newspaper every day for a week and make a poster of headlines that deal with world issues. Share your poster with your group and discuss one of the issues.

DP1 Visit the local cemetery and see if you can find names of the founders or other families who are long-time residents of your community. Make grave stone rubbings. Ask your adult facilitator for help.

DP2 Increase your grade in history class from one grading cycle to the next. Show your report card to your activity leader or adult facilitator.

DP2 Create puppets that are from another planet. Use the characters to create a puppet show on diversity.

DP2 Keep track of what every family member does, including yourself, during one week and the amount of time they spend. For example: Mom goes to work - 40 hours; brother plays basketball - 5 hours; grandmother cooks - 10 hours. Sort your list into four categories: work/school, recreation, personal time and sleep. At the end of the week, ask yourself these questions: Are there things I want to do differently at home to help my family work together better? What can I do to increase someone's personal time? Share your findings with your group adviser, *Discovery* group, family and friends.

DP2 Make a wish list of eight things that you would like to experience at school. For example, "I wish I would do all my homework on time," or "I wish I could make the basketball team." Think about what you can do to make one of your wishes come true. Write out a plan to realize your dream and act on it. After two months, look at it again. Have any of your wishes come true? Have any changed?

DP2 Make a list of five values that you believe in. Webster's Dictionary defines a value as "a standard or principle that is desirable or worthwhile." Values are expressed in spiritual settings or are often modeled by family behaviors and beliefs. Examples of things you value: family, education or friendships. Go to your local library or use the Internet to find songs, poetry or stories that represent your five values.

DP2 Pick a value that is most important to you and compose a song, write a story, create an artistic work or write a poem about that value. Share it with your group, family and friends.

DP2 Find out the meaning of genealogy and genealogical resources. Learn about pedigree charts. Begin a pedigree chart with yourself. Fill it in as far as you can. Add additional names, dates or places that you find.

DP2 Read a book or watch a video about a young person of a different race from you.

DP2 Interview a young person who is not of your race, ethnicity or of your gender. Ask him or her about dreams, family, what he or she does for fun, favorite food and any other questions that interest you. Discuss the similarities and differences you learned about people who are different from you with your group, family and friends.

DP2 Research in the library or city hall the history of your community. Who founded it? Are there stories about these people? Ask the librarian if she or he knows about the founders.

DP2 Who makes decisions in your community? Ask your adult facilitator, family member or trusted adult what is meant by "informal power." Who are the people who have "informal" power? Talk with people who have lived in your community for some time. The mayor, city manager or librarian may provide good information. Interview one of the informal decision makers in your community. Ask for an explanation of how the decision process works. Share the decision-making process in your community with your group, family and friends.

DP3 Find a pen pal in a foreign country or a pen pal on the Internet from another state. Camp Fire USA Project Contact, a national project available from your council, is about corresponding with others. Have your adult facilitator, parent(s) or guardian help you with this activity. Talk with them about your new pen pal and what you are learning from him or her. Keep up correspondence for at least two months.

LEVEL ▶

PROJECT ▶

YOUTH OUTCOMES ▶

PURPOSE ▶

Youth develop skills and increase appreciation for art as leisure time activity or career option by exploring the use of traditional and non-traditional art techniques in a variety of mediums.

Outcomes	Activity											
	Art Around You	Border Creation	Rubberized Resist	Complementary Kaleidoscope	About Me Too	Cartooning	Symbols	It's Knot Art	Crafts and Cultures	Nature Prints	Piece by Piece	Torch Bearer In Creative Arts, Creative Arts Careers or Cultural Understanding
Youth will be culturally tolerant and will value representation from diverse populations.									X		X	
Youth will be able to communicate their points of view effectively.		X				X	X		X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions	X			X	X	X		X	X	X	X	
Youth will have an appreciation for the environment and outdoor activities.										X		
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X
Youth will have a commitment to helping others and to volunteerism.									X	X		
Youth are willing to engage in personal growth activities.			X	X	X							
Youth will have preferences for safe choice.										X		

ACTIVITY CHOICES

Activity Name	Focus
Art Around You	Knowledge
Border Creation	Knowledge
Rubberized Resist	Knowledge
Complementary Kaleidoscope	Knowledge
About Me Tee	Skill
Cartooning	Skill
Symbols	Skill
It's Knot Art	Skill
Crafts and Cultures	Leadership
Nature Prints	Leadership
Piece by Piece	Take It to the Limit
Torch Bearer in Creative Arts, Creative Arts Careers or Cultural Understanding	Take It to the Limit

EDUCATION STANDARDS

Activity Name	Standards
Art Around You	V 1.1, V 5.1, V 5.3
Border Creation	V 1.1, V 5.1, V 5.3
Rubberized Resist	LA 7.4, B 1.5, V 2.2, V 5 1
Complementary Kaleidoscope	LA 7.4, B 1.5, V 2.1, V 5.1
About Me Tee	V 1.1, V 2.3, V 5.1
Cartooning	V 1.1, V 2.3, V 4.2, V 5.1
Symbols	V 1.1, V 2.3, V 4.2, V 5.1, V 5.3
It's Knot Art	V 1.1, V 2.3, V 4.2, V 5.1
Crafts and Cultures	LA 7.4, B 1.5, V 3.2, V 4.2
Nature Prints	B 2.7, B 3.3, V 1.1, V 5.1
Piece by Piece	LA 4.4, B 2.6, V 3.2, V 4.2, V 5.2
Torch Bearer in Creative Arts, Creative Arts Careers or Cultural Understanding	LA7.4, B 1.5, B 3.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00115) or trail certificate (#T53000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS

Any of the materials listed in activities may be substituted with other materials if you wish.
Guide the youth in the process when needed but allow them to make any additions, substitutions or variations to the instructions if they choose.
Encourage their imagination and creative ideas.
If you have access to other activities that meet the goal of an activity listed in the project you may add or substitute activities if you choose.
Review all safety guidelines necessary for any of the materials or equipment used in project activities with the youth as needed.
Consider art supplies for many different art projects when purchasing or seeking donations.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 30-45 minutes

PURPOSE ▶ Become aware of the ways in which art is a hobby or leisure activity.

MATERIALS ▶ A variety of old magazines, assorted color paper, fabric scraps, scissors, glue sticks, poster board, cardboard boxes in various sizes.

PREPARATION ▶ Cover the activity area to protect surfaces.

ACTIVITY ▶

Ask youth to open their eyes to the wonderful world around them through art. Have them stop and think about what makes them happy or smile. What is their favorite sport or pastime?

Have the youth collect colorful magazine pictures of the things that make them smile or make them happy. Have them cut out shapes from paper or fabric that represent these things. Ask them to make a collage that says something about them by gluing the clippings and shapes on either a flat surface such as poster board, cardboard or a three dimensional surface, such as a box.

THINK ABOUT IT ▶

- What does the collage communicate about you?
- What do others' collages communicate?

TIPS FOR ACTIVITY LEADER ▶

Encourage youth to make something that serves a purpose for them. Example: a decorative item for their rooms or a box to hold supplies.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

V 1.1 Understands what makes different art media, techniques, and processes effective or ineffective in communicating ideas.
V 5.1 Distinguishes among multiple purposes for creating works of art.
V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures may elicit a variety of responses.

ACTIVITY NAME BORDER CREATION

PROJECT ART ATTACK

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 30 minutes

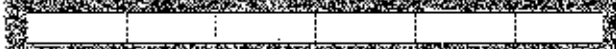
PURPOSE Use the elements of art (line, shape and color) to create a design.

MATERIALS Paper roll (for an adding machine or cash register) or large paper cut into 3-4" wide strips, crayons, markers, pencils.

PREPARATION Cut a long strip of the paper roll for each person (approximately 1 yard).

ACTIVITY

The seven basic elements of art are line, shape and form, space, color, value and texture. Lines can be vertical, horizontal, diagonal, curved, long, short, thick, thin, smooth or textured.Shape is a two-dimensional area that is defined in some way. A shape has only height and width. A shape can be geometrical or free-form. Form is like shape except form has depth. Space refers to the area above, below, between, around or within objects. Color is a sensation aroused in the brain by response of the eyes to different wavelengths of light. Color has three properties, hue – the name of a spectral color such as the primary hues, red, blue and yellow, value – the darkness or lightness of a color or object and intensity – the brightness or dullness of a hue. Texture is how things feel or look as if they might feel if touched.



Repeat the design or decorative motif created in the first square/rectangle in all the others.

THINK ABOUT IT

- What shapes were used to create the most interesting designs?
- Who do you think creates the designs used in printed items like greeting cards, wrapping paper, wallpaper and fabric?

TIPS FOR ACTIVITY LEADER

ADULT FACILITATOR NOTES

YOUTH OUTCOMES

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

EDUCATION STANDARDS

V 1.1 Understands what makes different art media, techniques, and processes effective or ineffective in communicating ideas.
V 5.1 Distinguishes among multiple purposes for creating works of art.
V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures may elicit a variety of responses.

ACTIVITY NAME RUBBERIZED RESIST

PROJECT ART ATTACK

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 45 minutes

PURPOSE Learn a new technique for creating a "resist" style painting.

MATERIALS 9 inch by 12 inch white drawing paper, assorted watercolor paints, soft-bristle brushes, container of water, paper towels, rubber cement, pencils, newspaper for working surface.

PREPARATION Cover the activity area to protect surfaces.

ACTIVITY

Ask youth if they have ever created a picture using a "resist" technique? Example: Drawing a picture with crayon, leaving some areas blank and then washing over the entire picture with watercolor paints; the areas covered by the crayon repels or "resists" the paint. Do they know any other ways to create a "resist" type picture? Tell youth they are going to use rubber cement as a method of creating a resist pattern.

The rubber cement can be applied in one of two ways. It can be dribbled in a free and accidental pattern over the surface of the paper, or a design or picture can be planned. Have youth lightly sketch a design or picture on the white paper or dribble the rubber cement over the paper. Paint out some parts of the paper with rubber cement. Let dry thoroughly. Cover the paper with a watercolor wash. The color may be brushed or splashed on, depending on the effect desired. Allow it to dry

[illegible]

Paint [illegible] a mask [illegible] areas [illegible] Correct [illegible] the [illegible] rubber cement [illegible] brushed and thoroughly dry, release the cement to reveal the areas that have been masked out.

THINK ABOUT IT

- Do you like the effect of the resist technique?
- Can you think of places you have seen artwork that uses a resist method?

TIPS FOR ACTIVITY LEADER

ADULT FACILITATOR NOTES

[illegible]

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
V 2.2 Understands what makes various organizational structures effective (or ineffective) in communication of ideas.
V 6.1 Distinguishes among multiple purposes from creating works of art.

ACTIVITY NAME COMPLEMENTARY KALEIDOSCOPE

PROJECT ART ATTACK

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 45 minutes

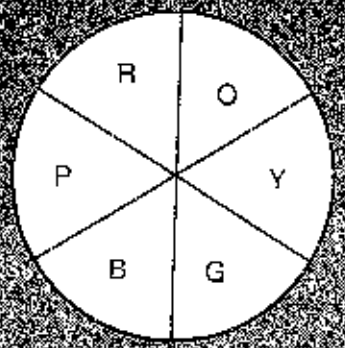
PURPOSE Learn or review complementary colors and use them to create a repeat design.

MATERIALS Tempera paint (sets of complementary colors such as green and red, yellow and purple etc.), 9 inch by 12 inch white paper, soft-bristle brushes, paper towels, containers for water, black crayons, newspaper for the working surface.

PREPARATION Cover the activity area to protect surfaces.

ACTIVITY

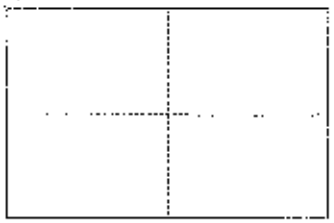
Complementary colors are those colors that are opposite each other on the color wheel. The complementary color of red is green, blue's complementary color is orange and yellow's complementary color is purple.



The primary or secondary color tends to dominate the strength of a tint. A tint can change the intensity of a primary color (red, blue, yellow) or secondary color (green, purple, orange) by adding its complementary color. Example: Adding red to green will change the intensity of the green. It will start out as pure, high intensity green. Adding small amounts of red to the green will begin to dull the green. The more red you add to the green the lower the intensity or duller the green becomes. Eventually two complementary color mixed together in close to equal parts creates a low intensity gray (or brownish) color.

Guide the youth through this activity using complementary colors and repeat design:

1. Fold the 9 inch x 12 inch white paper in half widthwise and then lengthwise so the paper will be divided in quarters.



4. Choose complementary colors and mix them in gradual portions to change the intensity of the original color. The result will be a variety of colors within the complement to use in painting your design(s).

5. Using the two complementary colors of tempera paint and the various intensities of colors created by mixing the two complementary colors together, paint in the designs. Paint the same motif in each rectangle the same color scheme.

THINK ABOUT IT

- How many colors did you create by mixing the complementary colors?
- Did you use all of them to paint your design? Why or why not?

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
V 2.1 Knows some of the effects of various visual structures and functions of art.
V 5.1 Distinguishes among multiple purposes from creating works of art.

ACTIVITY NAME ABOUT ME TEE

PROJECT ART ATTACK

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 45 minutes

PURPOSE Create a design to use on a T-shirt.

MATERIALS Light colored paper, crayons, fabric markers, fabric paints, scissors, embroidery thread and needles, T-shirts, one for each person.

PREPARATION Cover the activity area to protect surfaces.

ACTIVITY

Have the youth design a T-shirt that tells others about themselves.

Have the youth plan their design in advance. Have them create a T-shirt out of construction paper in order to plan how they would like their finished T-shirt to look. Instruct them to fold a piece of paper in half length-wise. On the fold of the paper, cut out a rounded area at the top of the paper for the neck of the shirt. About a third of the way down (opposite the fold) cut out a "V" shape to create the sleeves. Cut the bottom to adjust the length of the shirt if needed. Encourage the youth to create a design for their shirt in a way that expresses who they are.

Offer some ideas:

- Write your names in the middle of the shirt.
- Create a design using your first name.
- Use descriptive words that pertain to your abilities, talents, values, personality traits, etc.
- Use pictures or symbols to express who you are.
- Be creative!

THINK ABOUT IT

- Do you like what others know about you? Why or why not?
- How many different messages can be communicated through designs?

TIPS FOR ACTIVITY LEADER

Consider asking for donations of T-shirts, fabric paint and dye from the community.

ADULT FACILITATOR NOTES

This activity completes requirement #7 for the Torch Bearer in Creative Arts. A description of Torch Bearer projects and lists of requirements are in the book *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

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

EDUCATION STANDARDS

V 1.1 Understands what makes different art media, techniques, and processes effective or ineffective in communicating ideas.
V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.
V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible]

PURPOSE ▶ Create an original comic book page.

MATERIALS ▶ White paper, pencils, markers, colored pencils and paintbrushes.

PREPARATION ▶ Have youth bring an assortment of comic books. (Make sure there is at least one comic book for every two youth.)

ACTIVITY ▶

Share the following information with youth about the history of cartoons:

Ancient and medieval artists produced various forms of comic art. The types of drawings now referred to as cartoons were made possible by the invention of printing in Europe in the mid-15th century. In the16th century single cartoons printed on large pieces of paper began to be posted in public places with the intent of swaying people's beliefs. Depending on their purpose, most cartoons fall into one of several different categories: editorial cartoons, gag cartoons, illustrative cartoons, comic strips, and animated cartoons.

The gag cartoon was popularized by the New Yorker magazine beginning in 1925. The gag cartoon is a one-frame cartoon with one-line captions, known as one-liners, or cartoons with no caption at all.

While editorial cartoons continued to grow in popularity and to influence people's opinions on politics and society, the 20th century was dominated by animated cartoons, the gag cartoon and comic strips.

The modern newspaper comic strip gained popularity in the United States as a result of the rivalry between publishers Joseph Pulitzer and William Randolph Hearst. Sensing the popularity of comics these two men began to compete for the rights to publish readers' favorite comic strips. They gradually enlarged the comic strip sections of their newspapers in hopes of increasing sales. Daily comic strips soon became a regular feature of most major newspapers, eventually filling a whole page each day.

In the late 19th and early 20th centuries, cartoonists began to experiment with animation, using the new medium of motion pictures. American animators focused on using animation to tell humorous, entertaining stories. Many animated films used existing comic-strip characters in their story lines. Walt Disney, William Hanna, Joseph Barbera and other animators created memorable characters such as Mickey Mouse, Tom and Jerry, Tweety and Sylvester and Bugs Bunny. Animation has become popular in advertising and has enjoyed success in television series.

Cartoon trivia

- The first daily comic strip appeared in the United States in 1904.
- Superman was first printed in 1938 and is the most famous early title.
- "Little Nemo in Slumberland" published from 1906 to1914 was the first comic strips to use color.

Have the youth make up their own cartoon characters and draw a one-frame cartoon or comic strip. Remind the youth that their cartoon should give a message, tell a story or make a joke.

Have the youth consider submitting their cartoons to a community or school newspaper or a Camp Fire USA council publication.

THINK ABOUT IT

- Do you think that people identify with cartoon characters? Why or why not?
- What was it like to create your own cartoon?

ADDITIONAL ACTIVITY

Have the youth read a comic with a partner. Then, as a group, discuss the following:

- Are there any similarities shared by female characters? (e.g., are many of them 'victims' who need saving? are many of them described or drawn as 'sexy'?)
- Are there any similarities shared by male characters? (e.g., are many of them involved in 'heroic' activities? are many of them described as 'tough' or 'strong'?)
- What is missing in the portrayal of men and women in these comic books? (Strong, heroic women? Peaceful, sensitive men?)
- What is the message about men and women that you get from these comic books?
- Speaking as a boy or a girl, how do these comic books make you feel?

Divide the group into smaller groups by gender (boys/girls.) Ask each group of girls to create a non-stereotypical female comic book character. Ask the boys to create a non-stereotypical male comic book character. Have them draw or paint a picture of their character. Identify what the character does. List the words that describe the character

Have the youth present their new character to the group. (DP1)

TIPS FOR ACTIVITY LEADER

Consider inviting a cartoonist from the community to talk with youth.

ADULT FACILITATOR NOTES

This activity completes requirement #4 for the Torch Bearer in Creative Arts Careers. A description of Torch Bearer projects and lists of requirements are in the book *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

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

EDUCATION STANDARDS

V 1.1 Understands what makes different art media, techniques, and processes effective or ineffective in communicating ideas.
V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.
V 4.2 Understands the historical and cultural contexts of a variety of art objects.
V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ▶ Symbols

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible] minutes

PURPOSE ▶ Create a personal symbol to be used as a stamp.

MATERIALS ▶ Scraps of lightweight cardboard, chipboard, tag board, or any other fairly thick paper, modeling clay, white glue, scissors, ink stamp pads, paint (palette knives if using paint), newsprint for sample prints, paper to print on (stationery size and/or large sheets of paper to make gift wrap), newspaper for working surface, optional: small wood blocks or spools.

PREPARATION ▶ Cover the activity area to protect surfaces.

ACTIVITY ▶

Share the history of symbols with youth.

Thousands of years ago, some very ingenious people lived in Egypt, along the River Nile in northeastern Africa. Those people developed a system of writing called "hieroglyphics," a word that comes from two ancient Greek words meaning "sacred carvings." This style of writing included many signs and symbols that can be called pictographs. They are simplified pictures of things, or a picture that represented something.

The American Indians also used a system of writing with symbols or pictures but the early hieroglyphics were much more complex. Often the symbols were very similar. The symbol for water in both Egyptian hieroglyphics and American Indian symbols is very similar. A symbol represents not just the item or thing itself but also the idea behind the things. The symbol for water often represents its motion. Symbols were often put together to produce a new meaning. A sky symbol with a star or lamp meant "night."

Symbols can be a fun way to express meaning and describe something visually.

Tell the youth that they are going to experiment with symbols as a way to express who they are. Guide them through the following steps to create their own symbol(s) in clay and then use them as a stamp to personalize items like stationery, note cards or gift-wrap.

1. Fold strips of cardboard 6 inches to 8 inches long and glue to small squares or rectangles of cardboard to make printing blocks. Small blocks of wood or spools can also be used for blocks.

2. Make simple shapes or symbols from the modeling clay. Allow the shapes to air dry or baked in an oven according to package directions. Glue the clay symbol to the small squares or rectangles of thick cardboard to be used as printing blocks.

3. The paint or ink can be applied with a brush or the block can be pressed on a paint/ink pad. A paint pad can be created by folding several layers of paper towels into a quarter square, place in folder towels in a shallow pan and saturating the towels with thinned paint.

4. Press inked block on the printing paper. Lift carefully so the print will not smudge. Make cards, personalized writing paper using your symbol(s). Use a repeat design to create gift wrap.

THINK ABOUT IT

- Where have you seen hieroglyphics, pictographs, or other early symbols?
- Are symbols an effective means of communication?

TIPS FOR ACTIVITY LEADER

This activity may require two meetings in order to allow adequate drying time before using the clay designs as stamps.

ADULT FACILITATOR NOTES

This activity completes requirement #6 for the Torch Bearer in Creative Arts. A description of Torch Bearer projects and lists of requirements are in the book *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

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

EDUCATION STANDARDS

V 1.1 Understands what makes different art media, techniques, and processes effective or ineffective in communicating ideas.
V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.
V 4.2 Understands the historical and cultural contexts of a variety of art objects.
V 5.1 Distinguishes among multiple purposes for creating works of art.
V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures may elicit a variety of responses.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ Gain awareness of simple knot-tying techniques.

MATERIALS ▶ Books with information on knot-tying, such as *The Outdoor Book* (#DO7600), rope or braided cord, scissors, optional embroidery threads in a variety of colors, tape.

PREPARATION ▶ Obtain books or instruction pages on knot-tying that contain any of the techniques listed in this activity. Determine the appropriate rope or cord size and lengths need to make the item(s) selected.

ACTIVITY ▶

Ask youth how many different knots they know how to tie. Do they remember the first knot they learned to tie? Knot-tying techniques are useful to know when camping, canoeing, working with livestock, etc. But knots can also be used to create very decorative items.

Have youth choose one of the options below to create an item using knot tying.

Option 1: Look for directions on making a decorative item using knot-tying techniques, choose one and make it.

Consider trying the following:

- Ocean Braid Mat
- Four-Strand Round Sennit
- Chain Sennit
- Round Crown Sennit
- Square Crown Sennit

Option 2: Use your creative knot-tying skills to make a friendship bracelet. Check you local hobby store or the craft section of a variety store to find booklets on making friendship bracelets.

THINK ABOUT IT ▶

- Macramé is the process of making ornamental pieces by knotting thread or cord in patterns. Have you ever seen anything made using macramé?
- What else could you make using knots?

TIPS FOR ACTIVITY LEADER ▶

Your Camp Fire USA council may have information on any of these techniques. Check out pages 123 to 134 of *The Outdoor Book* (#DO7600) for information. Another good resource for knot tying is *The Handbook of Knots*, Des Pawson, DK Publishing, Inc., New York, NY, 1998, *www.dk.com*.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

V 1.1 Understands what makes different art media, techniques, and processes effective or ineffective in communicating ideas.
V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.
V 4.2 Understands the historical and cultural contexts of a variety of art objects.
V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ▶ CRAFTS AND CULTURES

PROJECT ▶ ART ATTACK

LEVEL ▶ Seven

FOCUS ▶ Leadership

CODE ▶ I or G DP2

TIME ▶ 45-60 minutes (depending on the size of the group)

PURPOSE ▶ Share a craft from another culture.

MATERIALS ▶ Will vary according to what the youth choose to do.

PREPARATION ▶ Introduce the activity at a prior meeting. Have the youth bring or make arrangements to have all the materials they will need in order to teach others in the group the craft that they have chosen.

ACTIVITY ▶

Ojos (or God's Eyes), Pinatas and tinwork are crafts that come from Mexico. Origami is a paper folding craft and art form that comes from Japan. Quilling (paper coils and scrolls used to make various shapes) is an applied art from Finland. Tappa Cloth is a ceremonial cloth from the south sea island of Tahiti, and Cascarones (confetti eggs) are a favorite at parties in Italy. There are a multitude of art forms and crafts that are gifts to us from other cultures. The more you know and learn about the origin of a craft or art form the more interesting it becomes.

Have the youth search the Internet or library to find a variety of crafts. Have each youth select a craft technique that comes from another culture. Ask them to make and bring a sample and enough supplies to teach others in the group to make the craft. Encourage the youth to share what they did with

THINK ABOUT IT ▶

TIPS FOR ACTIVITY LEADER ▶

Consider having adult volunteers or teens facilitate another class to share their craft with youth.

ADULT FACILITATOR NOTES ▶

This activity completes requirement #2 for the Torch Bearer in Cultural Understanding. A description of Torch Bearer projects and lists of requirements are in the book *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ▶

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
V 3.2 Knows different subjects, themes, and symbols (through context, value and aesthetics) which convey intended meaning in artworks.
V 4.2 Understands the historical and cultural contexts of a variety of art objects.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ [illegible]

PURPOSE ▶ [illegible] each other's creativity using natural materials.

MATERIALS ▶ Paper, pens or pencils, copies of the *Discovery Planning Method* on page 115, small sticks of various sizes, shapes, and thickness (or other nature items), paint or ink for printing, paint/ink pad (one for each color), paper to print on (any size), printing pad, tape, markers, newspapers to cover the working surface.

PREPARATION ▶ Note: A paint pad can be created by placing several layers of paper towels in a shallow container. Thin tempera paint and pour over the paper towels. Use a separate container for each color.

Have copies of the *Discovery Planning Method* available to aid in the planning process.

ACTIVITY ▶

Making nature prints is a popular camp activity. Nature prints use items from nature as the plate to print images on paper or other surfaces. Nature prints can be very interesting because no two items are exactly alike. Have youth practice nature printing and then have them teach the activity to a group of younger youth or children.

Use the *Discovery Planning Method* to make plans and prepare to lead another group.

Consider all the safety issues for taking the nature hike and using the art material and convey those to the group you are working with.

Activity Instructions (for printing with sticks): Take a nature hike and use found objects to create a visually appealing design using printmaking techniques. Natural items with texture like leaves, rocks or ferns might make good prints. Experiment with different designs, combinations and arrangements. For example, print forms on borders, wrapping paper, sheets, aprons, linens and pillowcases.

Cover the working surface with newspaper. Place the item to be printed on the printing pad (layers of newspaper). To print, press the side or end of the stick on the paint pad or paint with a brush. Then press firmly and evenly on the paper. The printing pad or surface underneath the paper should be thick so the grain of the wood will print. (Use several layers of newspaper.) Experiment with the amount of paint and pressure applied to the stick when printing: try groupings of various stick-printed shapes to create animals, flowers, birds, fish, etc. Allow the print to dry and add details with markers if you choose.

THINK ABOUT IT ▶

- Was it easy or difficult to teach this activity to younger children?
- How were your leadership skills enhanced by leading this activity?
- What would you do different next time?

TIPS FOR ACTIVITY LEADER

Ensure that youth have developed a lesson plan for doing this activity with younger children.

ADULT FACILITATOR NOTES

This activity completes requirement #11 for the Torch Bearer in Creative Arts. A description of Torch Bearer projects and lists of requirements are in the book *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

- Youth will have preferences for safe choices.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

B 2.7 Understands that there are similarities and differences within groups as well as among groups.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
V 1.1 Understands what makes different art media, techniques, and processes effective or ineffective in communicating ideas.
V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible]

PURPOSE ▶ Explore the art of quilting.

MATERIALS ▶ Construction paper or paper used for scrapbooks, scissors, glue, tape.

PREPARATION ▶ Arrange for time to use a computer with Internet access. Arrange for field trips to a variety of locations in the community.

ACTIVITY ▶

Quilting has been part of American culture for centuries. Quilts provided a way for families to stay warm during harsh winters. During the Civil War and other times of hardship, quilts were made for fund raising purposes or to provide bed coverings for wounded soldiers. Quilts also provided a way for families to get maximum use out of clothing and other fabrics.

Have the youth learn about different types of quilts and the meanings behind the various designs. Look at quilting books available at the local library or visit *www.historyofquilts.com* and other web sites. Quilt types could include story quilts, friendship quilts, and crazy quilts. Find out if people of other cultures make quilts. What do those quilts communicate about their culture?

Conduct a quilt scavenger hunt. Have the youth find examples of the types of quilts they read about by visiting various places in the community that display quilts or teach quilting techniques.

Examples: museums, antiques shops, Amish settlements, historic sites, sewing, quilting and other craft stores.

Have the youth design a paper quilt that represents their *Discovery* group. For example: they may choose to design a story quilt showing how their Camp Fire USA group started. Have the youth cut out "blocks" from construction paper or scrapbook paper. Add designs that represent the various parts of the group's story.

Have the youth piece the blocks together using tape. The quilt could be as large or small as the group chooses.

Variation. Find volunteers or a community quilting group that would help the youth create a quilt using fabrics that represent the youths' interests and personalities.

THINK ABOUT IT ▶

- What patterns or themes did you see used in quilts most often?
- How can quilts be used to help build friendships and a sense of community?

TIPS FOR ACTIVITY LEADER

Consider senior centers and church groups when looking for volunteers and other resource for this activity.

ADULT FACILITATOR NOTES

This activity requires youth to leave the meeting site. Make arrangements for permission and transportation.

YOUTH OUTCOMES

- Youth will be culturally tolerant and will value representation from diverse populations.
- You will be able to communicate their points of view effectively.
- Youth will be able to evaluate choice, weigh outcomes and make decision.

EDUCATION STANDARDS

LA 4.4 Uses a variety of sources to gather information for research topics.
B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.
V 3.2 Knows different subjects, themes, and symbols (through context, value, and aesthetics) which convey intended meaning in artworks
V 4.2 Understands the historical and cultural contexts of a variety of art objects
V 5.2 Understands possible contemporary and historic meanings in specific artworks

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible] youth earn Torch Bearer emblem [illegible] for Discovery Rangers.

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

PURPOSE ▶ Further knowledge, skills and leadership ability in the area of art, creative arts careers or cultural understanding.

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

PREPARATION ▶ Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in Camp Fire USA's publication *Project Torch Bearer* (#D00010).

ACTIVITY ▶

If the youth completed any of the three activities; "About Me Tee", "Symbols" or "Nature Prints" they may be on their way to completing a Torch Bearer in Creative Arts.

If the youth completed the activity "Cartooning" they are one step toward completing a Torch Bearer in Creative Arts Careers.

If the youth completed the activity "Crafts and Cultures", they are one step toward completing a Torch Bearer in Cultural Understanding.

Have the youth choose the level that challenges them, beginning, intermediate, or advanced. Select the appropriate activities for that level, remembering to select the EXTREME activities needed.

Have them record their activity selections and their progress on the *Torch Bearer Planning Sheet*. If youth completed a Torch Bearer in Creative Arts Appreciation, Creative Arts Careers or Cultural Understanding previously on the beginning level, have them consider completing additional activities to complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ▶

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

ADULT FACILITATOR NOTES ▶

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

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ART ATTACK
FAMILY TAKE-HOME PAGE

As a result of this project, youth will develop skills and increase appreciation for art as leisure time activity or career option by exploring the use of traditional and non-traditional art techniques in a variety of mediums.

This project supports the following Camp Fire USA outcomes.

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

Outcomes	Activity											
	Art Around You	Border Creation	Rubberized Resist	Complementary Kaleidoscope	About Me Tee	Cartooning	Symbols	It's Knot Art	Crafts and Cultures	Nature Prints	Place by Place	Torch Bearer in Creative Arts, Creative Arts Careers or Cultural Understanding
Youth will be culturally tolerant and will value representation from diverse populations.									X		X	
Youth will be able to communicate their points of view effectively.		X				X	X		X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X			X	X	X		X	X	X	X	
Youth will have an appreciation for the environment and outdoor activities.										X		
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X
Youth will have a commitment to helping others and to volunteerism.									X	X		
Youth are willing to engage in personal growth activities			X	X	X							
Youth will have preferences for safe choice										X		

AT HOME

As a family, visit an art museum and look at paintings from a variety of styles and periods of history. See how various artists use color in their work.

Buy inexpensive water colors and brushes. Paint on paper napkins, paper plates, and plain white paper. Create designs that could be used to make home made gift wrap. Use the gift wrap for special occasions.

TRAIL TO CREATIVITY

LEVEL Seven

PROJECT ACTING OUT

PURPOSE Youth exercise imagination and develop skills in writing and performing for improvisational and dramatic theater.

ACTIVITY CHOICES

Activity Name	Focus
Dueling Values	Knowledge
The Playwrights	Knowledge
Imagine That	Knowledge
Impromptu Two by Two	Skill
The Everyday in Concert	Skill
Stories and Skits	Skill
One Act Play	Skill
Curtain Up	Skill
That's Entertainment	Leadership
The Theater, The Theater	Take it to the Limit

Outcomes	Activity									
	Dueling Values	The Playwrights	Imagine That	Impromptu Two by Two	The Everyday in Concert	Stories and Skits	One Act Play	Curtain Up	That's Entertainment	The Theater, The Theater
Youth will have an opportunity to learn from mentoring relationships with artists.	X		X							
Youth will be able to communicate their points of view effectively		X	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X			X	X	X	X	X	X
Youth are willing to engage in personal growth activities.	X									X

EDUCATION STANDARDS

Activity Name	Standards
Dueling Values	B 1.1, B 1.5, B 2.7
The Playwrights	T 6.4, LA 8.7
Imagine That	T 5.2
Impromptu Two by Two	LA 8.8, T 5.2
The Everyday in Concert	LA 8.8, MU 1.0
Stories and Skits	T 1.3, T 5.2
One Act Play	LA 1.7, T 1.3, T 5.2
Curtain Up	LA 1.7, T 1.3, T 5.2
That's Entertainment	T 1.3, T 5.2
The Theater, The Theater	LA 8.12, T 5.2, T 6.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00115) or trail certificate (#T53000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS

- Consider having drama teacher or students visit your group meetings to demonstrate various types of acting.
- Several of the activities require teamwork and cooperation. Combine the activities in this project with the building blocks (see page 11 for a list).
- Provide lots of space for the activities that involve acting and performing.
- Keep in mind, the activities "One Act Play" and "That's Entertainment" will push many youth outside their comfort level. Be patient and supportive of the process.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible] minutes

PURPOSE ▶ Increase understanding of self and other personal importance

MATERIALS ▶ Paper/pens or pencils, small basket

ACTIVITY ▶

Webster's Dictionary defines a value as "a standard or principle that is desirable or worthwhile." Having something of value means having something of worth or importance. People express their values through their words and actions. These can be observed at school, in social situations, at home – everywhere people interact. Some values are held privately, such as belief about God, or love. Examples of things you may value: family, education or friendships.

Ask the youth to think of several sets of opposing values such as:

Honesty/Dishonesty
Love/Hate
Open minded/Close minded
Hard worker/Lazy worker
Greedy/Charitable

Have someone write each set of opposing values on a separate piece of paper. Put all in a basket. Divide the group into pairs. Let each pair draw out one of the sets of opposing values. Each person will act out one of the opposing values. Or, in teams of four, have two youth act out one value and two youth act out the other. The rest of the group will guess what the dueling values are in each scenario.

Try acting out the value scenario without speaking like in the game Charades.

THINK ABOUT IT ▶

- Were any of the values difficult to act out?
- Why are values important to you?
- Is it sometimes difficult to live by your beliefs?

TIPS FOR ACTIVITY LEADER ▶

Consider that your own values may be different than the youth. Try not to be critical of other people's values when discussing yours.

ADULT FACILITATOR NOTES ▶

Consider the values that may be learned in your group and emphasize them. The Camp Fire USA Law is based on values. Youth in the group may choose to make these values their own.

YOUTH OUTCOMES ▶

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.

EDUCATION STANDARDS ▶

B.1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ▶ THE PLAYWRIGHTS

PROJECT ▶ ACTING OUT

LEVEL ▶ Seven

FOCUS ▶ Knowledge

CODE ▶ I or G DP1

TIME ▶ 30-45 minutes

PURPOSE ▶ Adapt a famous play into a one minute performance.

MATERIALS ▶ Pen or pencil; optional props such as hats, swords, capes.

PREPARATION ▶ Choose one of the playwrights listed below and obtain a copy of one of their plays from the library or a bookstore.

ACTIVITY ▶

Ask the youth if they can name any well known American playwrights. Can they name any playwrights from other countries? Can they name a play that was written by a famous playwright?

Here are some classics:

Edward Albee, *Who's Afraid of Virgina Woolf?, Malcolm*
Maxwell Anderson, *Key Largo, Bad Seed*
Bertolt Brecht, *Mother Courage*
Anton Chekhov, *The Cherry Orchard*
Euripides, *The women of Troy*
Lillian Hellman, *The Children's Hour, The Little Foxes*
Victor Hugo, *Les Miserables*
Arthur Miller, *Death of A Salesman, Playing For Time*
Eugene O'Neill, *Lon Days Journey Into Night*
William Shakespeare, *Romeo and Juliette, Mid Summers Nights Dream*
George Bernard Shaw, *The Quintessence of Ibsenisn*

THINK ABOUT IT ▶

- Have you seen a play at a local school or community playhouse? Do you know who wrote the play?
- Did each group do their play in a minute the same way?
- What would it be like to perform in a play?

TIPS FOR ACTIVITY LEADER ▶

For more research on playwrights and the plays that they have written, refer to *Playdatabase.com*

ADULT FACILITATOR NOTES ▶

This activity may include a fieldtrip to a local play.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

T 6.4 Knows ways in which theatre reflects culture.
LA 8.7 Makes oral presentations to the class.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ Learn more about the art of pantomime.

MATERIALS ▶ small pieces of paper, pens or pencils, paper bag

ACTIVITY ▶

Mime or pantomime is simply acting out scenes of life with body movements without using any words. The word mime comes from the Greek word mimos which means to imitate. Our English word "mimic" comes from that word. Pantomime is the same really, with panto in the front. Panto or pan means "all." When you are performing a pantomime, you are all imitating. The art form has manifested itself in many diverse ways throughout history. Records indicate that it has been around for thousands of years.

In this activity youth are going to try pantomime. Use the following exercises to learn more about the art of pantomime.

Part 1: The "Click" Technique

When a mime artist performs, his movements must be clear to the audience. This is extremely important. Pantomime movements that are unclear, or "sloppy," result in misunderstanding. The audience will become puzzled by what is happening and will be unable to follow. But precise movements will result in clear communication, and the audience will follow with ease.

A simple pantomime "technique" that makes a pretend object appear real and visible to the audience is called the "click technique." Instruct the youth in the following steps to learn this technique:

- Touch the tips of your thumb and index finger together, the same as signaling "o.k." with your hand.
- In a quick moment, squeeze the tips of those fingers together, as if you were suddenly and firmly squishing a pea between your fingers. Feel your hand and forearm tense-up when you do this.
- Relax your hand.
- Do it again. Start with your muscles relaxed, and then tense your muscles as you quickly "squish" that pea.
- Relax your hand.
- Try it a third time. This time at the same moment that you squish the pea, jerk your wrist in a rotating, clock-wise fashion (the same as your wrist moves as if you lock a dead-bolt lock as fast as you can.) You should be jerking your wrist and squishing the pea together in the same movement. Do not relax your muscles until a few seconds after the end of this movement. Notice how your hand freezes into an absolute still position (feeling almost paralyzed) until you relax again.
- Try this movement with a smaller motion, as though it is a twitch instead of a jerk.

That is the basic "click" technique. Practice this movement with controlled precision, freezing your hand at the finish of each click. The click technique can be used to mime taking hold of any solid object. The following exercise shows how this technique works in the details of taking a glass of water.

The shape of your hand holding a glass should look the same as holding your hand in the "C" position of sign language. You will tense your hand in this position using the same tense, frozen feeling as the squishing pea (without pressing the tips of your fingers together.) Just quickly tense your hand in the "C" position and freeze your hand.

Have the youth perform the details of picking up a glass of water and setting it down Give the following instructions:

- Begin with your hand in a neutral, relaxed position.
- Gracefully move your hand to the glass.
- Grasp the glass by quickly tensing your hand in the "C" position. You should tense your muscles, subtly jerk your wrist, and assume the shape of the glass, all at the same time.
- When you click into the shape of the glass, freeze your hand at that spot, because your hand is on the glass while it is sitting stationary on a table.

Have the youth choose another object and try the click technique. Have them begin with a verbal title (the name of the object), then simply mime picking it up and putting it back down using the click technique. If they like, they can do something with the object before setting it back down.

This exercise is more interesting if they are not allowed to use the same object that anyone else has used previously.

Part 2: Basic Pantomime

Guide the youth through the following process:

- Ask for three volunteers from the group (A, B and C).
- Ask A and B to leave the room.
- Ask the group to choose a large and unusual object which C will mime washing. For example: an elephant.
- Ask C to choose what he/she will use to wash the object (example: a bucket and cloth, or scrubbing brush and mop etc.)
- Ask C to perform the mime for the rest of group. Ask A to return to the room and carefully watch C's mime.
- Ask A to carefully recreate C's mime.
- Ask B to return to the room and carefully watch A as he/she repeats the mime previous performed by C.
- Ask B to carefully recreate what he/she saw. Ask B if she/he knows what she/he is doing in the mime.

Remind youth that they must be clear in their actions so that they can communicate clearly to the audience. For example, if they are washing the object with a cloth, it must be clear that they are washing something and not waving. They must pay attention to detail, what is the shape, size and texture of what they are washing?

Part 3: Pantomime In Pairs

Write the following scenarios on separate pieces of paper and place them in a bag.

- Performing in a spotlight
- Watching a laser light show
- A rain shower that turns into a thunderstorm
- Raising an anchor
- One partner is a living magnet.
- Swimming in mud or a very small pool
- You enter a large room full of things that interest you.
- You are eating a meal. You like parts of it but you dislike other parts.
- You have grocery bags in both arms and are trying to open the door to the house. Every time you try the door you drop the bags.
- Create your own scenarios.

Ask each youth to find a partner. Have each pair draw one of the scenarios from the bag. Allow the pairs a short time to rehearse their pantomime with their partner. Have them decide who is going first and then take turn performing their mime for the rest of the group.

THINK ABOUT IT

- Pantomime sends messages without words using only body movements. People use body language that sends message to others everyday.
- What are some positive messages that can be sent using body language?
- What are some negative messages that can be sent using body language?

ADDITIONAL ACTIVITY

Ask the youth to demonstrate a comic pantomime. Remind them to clearly communicate what is creating the humor to the audience. The group should be able to easily identify what they are doing, the source of the humor and the meaning of the overall situation. (DP1)

TIPS FOR ACTIVITY LEADER

Ensure that all youth are valued during this activity. Consider inviting someone to talk with youth about drama and/or pantomime from the community, school, drama club, etc.

ADULT FACILITATOR NOTES

Consider inviting theater students from a local college to work with the youth.

YOUTH OUTCOMES

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their points of view effectively.

EDUCATION STANDARDS

T 5.2 Articulates the meanings constructed from one's own and others dramatic performances.

ACTIVITY NAME IMPROMPTU TWO BY TWO

PROJECT ACTING OUT

LEVEL Seven

FOCUS Skill

CODE G DP1

TIME 60 minutes

PURPOSE Exercise imagination and develop skill in improvisational theatre.

MATERIALS A bag containing a variety of items such as: paper clips, rubber bands, kitchen utensils, shoe, shoestring, spray bottle, cotton balls, CD, calculator, headphones, etc.

PREPARATION Gather all of the materials.

ACTIVITY

Improvisation is a form of theater in which no script is used. Instead, the actors create the dialogue and actions themselves, as they perform. Unlike conventional scripted theater, it is spontaneous and unpredictable. This makes improvisation a unique and exciting experience for the performers as well as for the audience. Every performance is completely different and there is an element of risk involved since there is no guarantee that any given scene will "work."

The most important thing in improvisation is the value of agreement. Nothing exists until the actors create it. A scene will only be "real" (for both the performers and the audience) if all the performers agree with each other about things, like where they are, and what's going on. The performers also must accept each other's ideas and build on them.

[illegible]

Part 2

[illegible] performance. [illegible] practice what they will do [illegible] performance.

THINK ABOUT IT

- What was the most difficult part of improvisation?
- What are some of the risks involved in performing improvisation for an audience?
- What are the rewards?

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentation.
T 5.2 Articulates the meanings constructed from one's own and others dramatic performances.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 30-45 minutes

PURPOSE ▶ Combine oral reading with music to create a new way to perform.

MATERIALS ▶ Newspaper, magazines, poetry books, short stories, tape or CD player and tapes or CDs with instrumental music, optional: video player and videos that use a lot of instrumental music (example: Disney's *Fantasia*).

PREPARATION ▶ Set up audio equipment.

ACTIVITY ▶

Television and movies often use some form of music playing in the background. Music sets a tone or feeling for what is being said or the action that is occurring. When a scene is exciting and moving fast, the music is fast. When a scene is moving towards something frightful or scary, the music becomes eerie sounding and suspenseful. In this activity, we are going to select some different reading material and read it to music.

Have the youth select something that they could present orally to an audience: a poem, a story from a newspaper or magazine, or a portion of a short story. Have them choose a type of music that they feel would fit the tone. Have them read the poem, prose, or a short story with music in the background. Tell them to try to make the tempo and mood of the reading match what is happening in the music.

Youth could try this activity in small groups. Two or three different performers could have a part in their concert reading. They could also try this activity using an oral presentation. Youth could create their own stories, tell about their days, or tell about something that happened to them in the past.

Next, have the youth select another poem, prose, short story, and try singing it using a familiar melody. Example: try reading a poem to the tune of *Twinkle, Twinkle Little Star*. Have them try this as individuals, in pairs or with the group as a whole.

THINK ABOUT IT ▶

- What does music add to a reading or a line in a movie?
- Is music an addition or does it take away from the reading to you? Why?

TIPS FOR ACTIVITY LEADER ▶

Give the youth time to practice their concert reading prior to presenting it to the group. Show the youth a small portion of a movie to show how music is used to excite or calm the audience.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentation.
MU 1.0 Sings, alone or with others a varied repertoire of music.

ACTIVITY NAME STORIES AND SKITS

PROJECT ACTING OUT

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 45 minutes

PURPOSE Learn more about the lost art of story telling and skits.

MATERIALS Props that could be used in a variety of skits (hats, bandanas, fruit, and small items like books, etc.)

PREPARATION Consider having everyone learn a story to bring back and tell to the group.

ACTIVITY

Storytelling is an art that is beginning to make a comeback in the homes and communities of story lovers everywhere. Telling a story at night can be a refreshing and creative alternative to television and video games. Technology has provided an abundance of games and entertainment but all those games and videos can never replace the warmth, spontaneity and human connection that storytelling offers. Storytelling can be humorous or serious. Skits are a more humorous way of telling a story. And, skits can involve more than one person telling the story.

Part 1 Storytelling

Have the youth think of an interesting story they have heard from someone else (a friend or family member). Have them tell the story to others in the group or to their families. Remind them to give as much detail as possible and use changes in the tone of voice to make the story more interesting.

Part 2 Skits

Divide the youth into groups of [illegible] people. Have each group have [illegible] and have the youth choose from the following [illegible] to act out or improvise the following:

- Working at the circus
- Performers in a circus
- A camping trip
- A visit to an amusement park
- Visit to the zoo
- Attending a dance

Have each group perform their skit again. This time while they are performing, call out "Reverse". At that point the actors are to say their lines and perform their actions backwards as best as possible.

At any point call out "Forward" the actors should change and perform normally. Continue calling "Forward" and "Reverse" to change the action of the performers.

THINK ABOUT IT

- There once was a time when parents and other relatives told most of the stories children heard. Where are the children of today hearing the stories?
- What stories do you remember being told from your childhood?

TIPS FOR ACTIVITY LEADER

ACTIVITY FACILITATOR NOTES

YOUTH OUTCOMES

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

EDUCATION STANDARDS

T 1.3 Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.
T 5.2 Articulates the meanings constructed from ones own and others dramatic performances.

ACTIVITY NAME ONE ACT PLAY

PROJECT ACTING OUT

LEVEL Seven

FOCUS Skill

CODE I or G DP2

TIME 60 minutes

PURPOSE Write a one-act play.

MATERIALS Paper, pens or pencils, reference materials (if a specific theme has been chosen), optional: computer with Internet access for background research, copies of a variety of one act plays.

PREPARATION Schedule time for youth to use the library and/or arrange for computer access. Locate one-act plays from authors such as A. A. Milne, Arthur Miller, Tennessee Williams, Eugene O'Neil or Betty Smith.

ACTIVITY

The one-act play is theater in its most limited form. The play usually only lasts between 25 and 60 minutes and contains only the most essential elements. The action is continuous, with few changes in the story time. It involves telling a straightforward story with only one set. It is a play frequently produced by colleges and universities because they are a great example of what a writer can do with a brief play and a minimum amount of props.

- Decide on the main character(s).
- Decide where the scene will take place.
- Decide on the main conflict or problem in the plot.
- Decide on the resolution of the conflict.
- Decide on the actions needed to support the plot.
- Include stage direction for the actors.
- Suggest possible props.

It may be helpful for the youth to choose a theme or topic for their play and then read some background information on their chosen theme. They may need to use reference materials and the Internet in order to generate ideas for possible themes or to research a particular topic they have chosen.

Tips to use when writing a play:

- The name of the character is written on the far left, followed by a colon.
- The lines each character says are written to the right of the colon.
- Physical actions to be carried out by the character are written between parentheses and in italics. This means the words should not be said aloud.
- Scenery can be described aloud by the characters so the audience can imagine where they are.

THINK ABOUT IT

TIPS FOR ACTIVITY LEADER

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 1.7 Writes narrative accounts, such as short stories.
T 1.3 Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.
T 5.2 Articulates the meanings constructed from one's own and others dramatic performances.

ACTIVITY NAME CURTAIN UP

PROJECT ACTING OUT

LEVEL Seven

FOCUS Skill

CODE I or G DP2

TIME 60 minutes

PURPOSE Perform a one-act play.

MATERIALS Props for each play presented.

PREPARATION Make arrangements at a prior meeting time for set up stage area for performing.

ACTIVITY

Have the youth present the one-act play(s) that they wrote during the activity "One Act Play". Allow time in the beginning for stage set-up, prop preparation, and rehearsals.

The youth may choose to present their play to others in their group, their families or a group of children. If they prefer, they could choose to perform a one act-play from a favorite author.

Performing in a one-act play at school or in the community will meet the requirements for this activity.

THINK ABOUT IT

TIPS FOR ACTIVITY LEADER

[illegible]

ADULT FACILITATOR NOTES

[illegible] participant to [illegible] experience and creativity, the [illegible] choose to be part of a one-act play by [illegible] or creating [illegible] prop[illegible] [illegible] sound systems, lighting or other jobs necessary for the play to take place.

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 1.7 Writes narrative accounts, such as short stories.
T 1.3 Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.
T 5.2 Articulates the meanings constructed from one's own and others dramatic performances.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ Will vary according to what the youth choose to do.

PURPOSE ▶ Plan and present a performance to be shared with another group.

MATERIALS ▶ Chart paper and markers for planning; others will vary according to what the youth choose to do.

PREPARATION ▶ Will vary according to what the youth choose to do.

ACTIVITY ▶

Have the youth decide on a performance they would like to give for another group. This could be a talent show, variety show, multi-act play, or musical production. Design a play, a rap or some other form of entertainment, specifically for a certain audience, such as a group of young children, families, or a group of senior citizens.

If they decide on a talent show or variety show they could consider the following acts: singing, (solo and group), magician, comedian, dance, gymnastic, instruments (solo or group), poetry reading etc.

Use the *Discovery Planning Method* on page 418 to help with the planning process. Remind them to consider things like: location, marketing, set design, audio, emcee, scheduling of acts, etc.

Assign parts so that everyone (if done in a group) has a part. Practice! Perform the show at least one time for another group, such as family, friends, or another Camp Fire USA group.

THINK ABOUT IT ▶

- Was it easy or difficult to carry out the planning of the performance? Why?
- Was the show successful? Why or why not?
- What would you do differently for future performances?

TIPS FOR ACTIVITY LEADER ▶

This activity may take longer than estimated. Plan a celebration party for the cast and crew.

Taking part in a production planned and performed at school or in the community would meet the requirements for this activity.

ADULT FACILITATOR NOTES ▶

This activity will have budgetary considerations.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

T 1.3 Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.
T 5.2 Articulates the meanings constructed from one's own and others dramatic performances.

ACTIVITY NAME THE THEATER, THE THEATER

PROJECT ACTING OUT

LEVEL Seven

FOCUS Take It to the Limit

CODE I or G DP3

TIME 3-4 hours

PURPOSE Learn about acting and storytelling by experiencing a theater performance.

PREPARATION Research local theater productions playing in your area. Be prepared to summarize the plots of the plays for the youth.

ACTIVITY

The theater provides a great opportunity to introduce youth to the various elements of a play and to help them begin appreciating the arts. Plays usually fall into two categories: comedies and dramas.

Discuss with youth the following elements of a play:

Characters: People portrayed in an artistic piece
Setting: Where the play takes place
Plot: The events or main story
Climax: The turning point in a plot
Conflict: Opposition between characters or forces that shapes the plot
Resolution: When the conflict is satisfied or comes to a conclusion

[illegible]

[illegible]

[illegible]

ADULT FACILITATOR NOTES

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth are willing to engage in personal growth activities.

EDUCATION STANDARDS

LA 8.12 Understands elements of persuasion and appeal in spoken texts.
T 5.2 Articulates the meanings constructed from one's own and others' dramatic performances.
T 6.3 Understands the emotional and social impact of dramatic performances in one's own life, in the community, and in other cultures.

ACTING OUT FAMILY TAKE-HOME PAGE

As a result of this project, youth will exercise imagination and develop skills in writing and performing for improvisational and dramatic theater.

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

This project supports the following Camp Fire USA outcomes.

Outcomes	Activity									
	Dueling Values	The Playwrights	Imagine That	Impromptu Two by Two	The Everyday in Concert	Stories and Skits	One Act Play	Curtain Up	That's Entertainment	The Theater, The Theater
Youth will have an opportunity to learn from mentoring relationships with adults.	X		X							
Youth will be able to communicate their points of view effectively.		X	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions		X			X	X	X	X	X	X
Youth are willing to engage in personal growth activities.	X									X

AT HOME

Invite family members and friends to play a game like charades. For charades, two teams each write down the names of books, movies and/or famous people on slips of paper. Put these slips in a bowl. A representative of team one draws a slip of paper from team two's bowl and, without talking, uses gestures to act out what is written on the slip of paper. The team has three minutes to guess what the book, movie or person is. If the team is correct, they get a point. If their guess is incorrect, the slip of paper goes back into the bowl. Teams take turns trying to guess their opponents books, movies, and famous people until one team runs out of slips of paper.

ADDITIONAL TRAIL ACTIVITIES
TRAIL TO CREATIVITY

DP1 Play two different types of music (rock, jazz, classical, country, etc.). While each is playing, paint a picture of what ever the music brings to mind. Compare and contrast the two paintings.

DP1 Explain the difference between continuous-tone, line and half tone artwork. Describe how it can be created and stored in a computer.

DP1 Develop an idea for a movie and create a story board to show the major story line of the movie (rough sketches and stick figure drawings).

DP1 Find out about stamp or coin collecting. Learn how to organize and preserve a collection.

DP1 Catalog the compact discs, tapes or records you or your family have collected.

DP2 Make a scale drawing of the grounds around your home (or a friend's home). Show all the buildings such as the house, garage, outbuildings, etc. Make a plan for the grounds. Change walkways, driveways, fences, etc. Add trees and other plants to your plan.

DP2 Use a computer-aided drafting program to prepare a drawing of a room of your own design.

DP2 Start a collection of your own (coins, stamps, sports cards, other). Share your collection with your group.

DP2 Write a poem, limerick or other rhyming verse. Share this with your group or your family.

DP2 Perform a musical solo in public.

DP2 Read or see a full-length play (stage, movie, television, video). Write a short review of the acting, the overall story, or the staging of the play.

DP2 Visit a newspaper office and tour the various divisions: newsroom, editorial offices, business offices, printing plant. Share what you learned with your group or your family.

DP2 Visit a radio or television station. Talk to the people who work in different areas. Find out what knowledge, skills and education they needed in order to do their job. Share what you learned with your group or your family.

DP3 Build a model without using a kit.

DP3 Take part in a theatrical or musical production at your school or other location in your community. Attend all rehearsals and performances. Share your experience with your group.

DP3 Learn to play a musical instrument. Perform at least two pieces on your instrument for your group or your family.

DP3 Participate for four months or more in a school, church, community or other organized musical group.

LEVEL ▶

PROJECT ▶

PURPOSE ▶

ACTIVITY CHOICES ▶

Activity Name	Focus
World in Jeopardy	Knowledge
Niches and Necessities	Knowledge
It's in the News	Skill
Craft Your Own Game	Skill
Trash Craft	Skill
Game Host	Leadership
Ecologically Sound City	Leadership
Mission: Save the Earth	Take It to the Limit
Let's Get Thrifty	Take It to the Limit
Torch Bearer in Environmental issues	Take It to the Limit

YOUTH OUTCOMES ▶

Outcomes	Activity									
	World in Jeopardy	Niches and Necessities	It's in the News	Craft Your Own Game	Trash Craft	Game Host	Ecologically Sound City	Mission: Save the Earth	Let's Get Thrifty	Torch Bearer in Environmental issues
Youth will have an opportunity to learn from meaningful relationships with adults.								X	X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X		X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X	X		X		X		X	
Youth will have an appreciation for the environment and outdoor activities	X	X	X	X	X	X	X	X		X
Youth will be able to plan sequentially.								X		X
Youth will be able to practically apply their academic learnings.										X
Youth will appreciate being able to celebrate and share successes.										X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.								X	X	
Youth will have a commitment to helping others and to volunteerism.								X	X	
Youth will have preferences for safe choices								X		

EDUCATION STANDARDS

Activity Name	Standards
World in Jeopardy	LA 4.6, M 4.1, S 1.4
Niches and Necessities	LA 7.4, S 6.2, S 12.2
It's in the News	LA 1.10, LA 1.11, LA 4.4, LA 7.4
Craft Your Own Game	LA 7.4, M 4.1, S 1.4
Trash Craft	LA 7.4, V 2.3
Game Host	LA 4.6, LA 8.8, M 4.1
Ecologically Sound City	LA 4.4, LA 7.4, B 1.5, B 2.1, LA 1.12
Mission: Save the Earth	LA 7.4, B 1.5, B 2.1
Let's Get Thrifty	LA 7.4, B 1.4, B 1.5, B 2.1, B 2.7, B 3 3
Torch Bearer in Environmental Issues	LA 7.4, B 1.5, B 3.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00111) or trail certificate (#T5400). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS

Some of these activities may deal with more than one concept. Decide which ideas you want to emphasize.

Planning service-learning projects may require more time. Service-learning projects can be completed at the meeting location or in another location. Refer to *A Gift of Giving* (#D40700) to learn more about completing service-learning projects.

Some of the activities may require a trip away from the meeting site. Be sure to obtain permission from parents or guardians and plan for the safety of all participants.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 30-45 minutes

PURPOSE ▶ Understanding the interdependence of the natural world and the environment.

MATERIALS ▶ Copies of *Worldwide Jeopardy* on page 247, 26 marker disks for each player (marker disks can be coins, beans, poker chips or pieces of cardboard), one copy of the *Answer Grid* on page 249.

PREPARATION ▶ Make one copy of *World in Jeopardy* (without answers) for each youth and one copy of *Answer Grid* for the activity leader. Gather marker disks. Each youth needs one game set consisting of a game grid and 26 marker disks.

ACTIVITY ▶

The activity leader has a game grid with questions and answers. The activity leader chooses a number between one and 25. The youth who chooses the number closest to that number begins the game.

The game begins with the first contestant choosing a category and point value on the grid. Players must choose in order of lowest point value first. After a category is chosen, the activity leader reads the answer to the entire group. In order to win the point, the contestant who knows the correct response raises his or her hand and says, "beep." When the activity leader acknowledges a contestant, he or she responds in the form of a question. Example: the answer on the grid might say: "This major mineral is found in soy sauce, pickled foods, canned foods and many processed foods." The contestant correctly responds by saying: "What is table salt?"

When a contestant answers correctly, he or she covers a square on the grid with the marker disk representing his or her winning of the point and continues the game by choosing the next point value or a new category. Any contestant can raise his or her hand saying "beep" and answer after being acknowledged by the activity leader. If the response is incorrect on the second try, the activity leader reads the correct response to the group. The turn is then passed to the next contestant on the right. The game is over when the time is up or the grid is completed. The contestant with the most points wins the game.

Variation: Prepare the game to be played more like the television game show. Prepare the game grid on a poster board or large paper. Cover each square with a small piece of paper (use tape or self-sticking notes). Leave the categories and the point column uncovered. The activity leader will uncover each square as contestants select a category and a point value.

Divide the group into two teams and have each team number off one, two, etc. Have a coin toss to see which team selects the first category and point value. Contestant number one on the winning team makes a selection from the game grid. The activity leader reads the statement from the grid. Contestant number one from each team has the opportunity to answer. The first one to raise a hand and say "beep" has the opportunity to respond first. If he or she responds correctly, his or her team gets the points for that square. If the answer is incorrect, contestant number one from the opposing team has the opportunity to respond. Contestant number two from the team that responded correctly gets to select the next square on the game grid. The game continues this way until all the squares have been uncovered. The team with the most points wins the game.

THINK ABOUT IT

- What could you do to learn more about wildlife and their habitats?
- What are some things you could do to protect animals and assure their survival?
- What influence does an animal's environment have on its survival?

TIPS FOR ACTIVITY LEADER

Paying attention to who raises a hand first to answer questions will make contestants feel they are being treated fairly.

ADULT FACILITATOR NOTES

Copy the game ahead of time and have things ready to go. Establish the activity leader as the final word and referee on all decisions; i.e. how to break a tie and how much time is allowed for questions.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
M 4.1 Understands the basic concept of rate as a measure.
S 1.4 Knows factors that can impact the Earth's climate.

WORLD IN JEOPARDY

Points	Eco-Terms	Save the Planet	Are They in Danger?	Eco-Trivia
10	This is an energy rich substance formed from the long-buried remains of prehistoric life.	These are three things humans can do to protect the Earth's natural resources. They are often called "the three Rs."	These endangered animals have a very slow metabolism and live on plankton.	This is the most effective strategy for waste management of the three Rs (reduce, reuse, recycle).
20	This refers to things like detergents and paper products that are able to decay through the action of living organisms.	This process collects waste materials and uses them to manufacture new products.	This plant with 17 varieties that grows in arid places especially in the southwestern United States and northern Mexico now faces extinction because of plundering by avid collectors and professional poachers.	This is a metal used to make beverage containers that are easily recycled.
30	This phenomenon results from the burning of fossils fuels. It causes damage to wildlife and lakes and the deterioration of rainforests.	"He who knows he has enough is rich." This proverb from the ancient Chinese shows an important change that humans can make in order to save the environment.	This is the only endangered mammal that can fly.	This disappearance of a species usually occurs because it fails to adapt to changes in its environment.
40	This heating of the atmosphere results from the absorption of solar radiation by certain gases such as carbon dioxide.	This process involves managing natural resources in a way that minimizes human impact.	This endangered ecosystem acts as a water-filtering system, an erosion barrier and wintering grounds to large numbers of birds.	This layer of the Earth's atmosphere is damaged or thinned by the use of chemicals such as refrigerants and aerosol sprays.
50	This is the study of relationships between organisms and their environments.	This is protection of living environments and their natural inhabitants by preventing human interference.	This layer of rock, gravel or sand conducts underground water.	This refers to the periodic appearance of unusually warm water in the Pacific Ocean causing unusual and undesirable shifts in weather systems around the planet.

JEOPARDY GAME

Blank Grid

Points	Categories			

JEOPARDY GAME

Answers

Points	Eco-Terms	Save the Planet	Are They in Danger?	Eco-Trivia
10	This is an energy rich substance formed from the long-buried remains of prehistoric life. Answer: What is "fossil fuel"?	These are three things humans can do to protect the Earth's natural resources. They are often called "the three Rs." Answer: What are "reduce, reuse and recycle"?	These endangered animals have a very slow metabolism and live on plankton. Answer: What is a "whale"?	This is the most effective strategy for waste management of the three Rs (reduce, reuse, recycle). Answer: What is "reduce"?
20	This refers to things like detergents and paper products that are able to decay through the action of living organisms. Answer: What is "biodegradable"?	This process collects waste materials and uses them to manufacture new products. Answer: What is "recycling"?	This plant with 17 varieties that grows in arid places especially in the south-western United States and northern Mexico now faces extinction because of plun-dering by avid collectors and professional poachers. Answer: What is a "cactus"?	This is a metal used to make beverage containers that are easily recycled. Answer: What is "aluminum"?
30	This phenomenon results from the burning of fossil fuels and causes damage to wildlife, lakes and deterioration of rainforests. Answer: What is "acid rain"?	"He who knows he has enough is rich." This ancient Chinese proverb shows an important change that humans can make in order to save the environment. Answer: What is a "change in attitude"?	This is the only endangered mammal that can fly. Answer: What is a "bat"?	This disappearance of a species usually occurs because it fails to adapt to changes in its environment. Answer: What is "extinction"?
40	This heating of the atmosphere results from the absorption of solar radiation by certain gases such as carbon dioxide. Answer: What is the "greenhouse effect"?	This process involves managing natural resources in a way that minimizes human impact. Answer: What is "conservation"?	This endangered ecosystem acts as a water-filtering system, an erosion barrier and wintering grounds to large numbers of birds. Answer: What is a "wetland"?	This layer of the Earth's atmosphere is damaged or thinned by the use of chemicals such a refrigerants and aerosol sprays. Answer: What is the "ozone layer"?
50	This is the study of relationships between organisms and their environments. Answer: What is "ecology"?	This is protection of living environments and their natural inhabitants by preventing human interference. Answer: What is "preservation"?	This layer of rock, gravel or sand conducts underground water. Answer: What is an "aquifer"?	This refers to the periodic appearance of unusually warm water in the Pacific Ocean causing unusual and undesirable shifts in weather systems around the planet. Answer: What is "El Nino"?

ACTIVITY NAME NICHES AND NECESSITIES

PROJECT WORLDWISE

LEVEL Seven

FOCUS Knowledge

CODE 1 or G DP1

TIME 30 minutes

PURPOSE Understand an animal's niche and know how much of the Earth's land is available for niches.

MATERIALS Chart paper, markers, pens or pencils, apples (1 per group), paper plates (2 per group), plastic knives (1 per group). Optional: map of world or globe, something to cover activity area (like a sheet).

PREPARATION Gather materials. Cover the activity area to protect surfaces, if needed.

ACTIVITY

A niche is an organism's place, position, function or role in a community. An animal's role in a community is known as its ecological niche. A niche includes: where an animal lives, its activities, habits and what it adds to or does for the community. It also includes where and how an animal gathers food and the role it plays in the food chain. An animal's role in the environment could be called its profession.

[illegible]

- How do people [illegible] professions?
- What are those other professions?
- Where do they live?

Have one of the youth record on the chart paper the responses given by the group. Repeat the process with another profession on another piece of chart paper.

Next, have the youth choose a community such as a grassland, forest, river, desert, etc. Write it down on a clean piece of chart paper. Have them brainstorm a list of animals in that community. Be sure to include both predator and prey animals on the list. Choose an animal from the list and, on another piece of chart paper, answer the list of questions that were asked concerning professions held by people in the community. Go through the list for two or three of the animals on the list.

Have the youth compare the human professions and animal professions for similarities and differences. Ask the youth how they would define the animal's profession or its ecological niche.

One thing all organisms need is a place to live and function according to their purposes or professions. Ask the youth to name some bodies of land (continents). Name some bodies of water (oceans, seas, gulfs, lakes, etc).

[illegible] land area [illegible] living and dying [illegible] work [illegible] [illegible] the unavailable for use slice. This land is most inhospitable to people—the polar areas, deserts, swamps and very high or rocky mountainous areas. The other 1/8 piece is the land area where people live, but not necessarily grow the foods needed for life.

- Slice the 1/8 piece into four sections, giving you four 1/32 pieces of the original apple.
- Set three of these pieces on the "unavailable for use" plate. These are areas too rocky, too wet, too cold, too steep, or with soil too poor to actually produce food; they also include the areas of land that could produce food but are buried under cities, highways, suburban developments, shopping centers, and other structures that people have built. This leaves us with one 1/32 slice of the Earth left on the "available for use" plate.
- Carefully peel this slice and leave only the peeling on the "available for use" plate. This tiny bit of peeling represents the surface, the very thin skin of the Earth's crust upon which humans depend. It is less than five feet deep, and, in comparison to the not available for use plate, it represents a very small fraction of Earth that is available to produce food crops.

What do these facts say about the Earth and the land? How much of the Earth's usable land should be set aside for growing food? How much should be conserved for animals and their niches? In the year 2525, where will people live, what will they eat and what will homes be made of?

THINK ABOUT IT

- Why is it important to know the niches of various animals?
- Why is it important to know about the Earth land use?
- Do you think time and money should be spent on exploration of the oceans?

ADDITIONAL ACTIVITY

Choose an animal. Research where it lives and the niche it fills in the community. Include what is necessary for the animal to survive and be productive. Make a presentation to your group or family. (DP1)

TIPS FOR ACTIVITY LEADER

You may want to have directions for cutting the apple available for each group. Paper apples and scissors could be used in place of real apples and knives. Practice good knife safety skills.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.
S12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.

ACTIVITY NAME **IT'S IN THE NEWS**

PROJECT **WORLDWISE**

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 60 minutes

PURPOSE Gain an appreciation for the fragile nature of the environment while increasing skills in the areas of communication and creative expression.

MATERIALS Chart paper or poster board, markers, pen and paper.

ACTIVITY

Read the following scenario to the youth.

You are a news reporter, and, as you walk into work this morning, you are presented with the following information:

- An undetermined quantity of a liquid contaminant has spilled in Camp Fire USA Town, USA.
- The contaminant came from a large local plant that refines oil for use in cars.
- The spill occurred in close proximity to the elementary school.
- The contaminant is known to cause cancer in laboratory animals.
- The contaminant was spilled within 100 yards of a large local lake, which is the source of the city's water supply.
- Two-thirds of the town's children attend the elementary school.

Television Reporter for Largest News Station in Town:
You are a local news correspondent for Camp Fire USA Town, USA TV station. There are only two stations in town. You live two miles from the area of contamination. You prepared soup (using tap water) last night for your family to eat tonight. Your children attend the elementary school.

Regional News Correspondent:
You are a regional news correspondent for ABC News. It is your assignment to cover the Camp Fire USA Town, USA, contamination in your segment of the broadcast. You will have two minutes of air time to cover the story.

Reporter for a Tabloid Magazine:
You work for a tabloid magazine. Your boss loves to bedazzle the public with breaking, not necessarily factual, stories. She is an environmentalist with a personal vendetta against corporate contamination and grew up in Camp Fire USA Town. She has assigned you this story and wants to be the first to the newsstand. Your last story was, to put it delicately, less than satisfactory with your boss. This is your chance to really "wow" her.

Give your group 15 minutes to complete the assignment. Have each group report what they decided to do.

THINK ABOUT IT

- How did you decide which way to present your report?
- Do those in the media have an obligation to present the truth without a bias?
- Does the audience reading or hearing the news deserve to know the truth about the incidents?
- Do you think the media presents the truth in all reports?

TIPS FOR ACTIVITY LEADER

Make sure all viewpoints are represented by youth.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 1.10 Writes persuasive compositions.
LA 1.11 Writes compositions that address problems/solutions.
LA 4.4 Uses a variety of sources to gather information for research topics.
LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME CRAFT YOUR OWN GAME

PROJECT WORLDWISE

LEVEL Seven

FOCUS Skill

CODE G DP2

TIME 45-60 minutes

PURPOSE Design a game that teaches environmental awareness.

MATERIALS Internet access, resource books from school or library containing information about ecology or saving the environment, pencils or pens. For "World in Jeopardy": copies of "World in Jeopardy" on page 247, 20 marker disks for each player (marker disks can be coins, beans, poker chips or pieces of cardboard).

PREPARATION For other games: a variety of materials that may be needed to make pieces for a board game or card game, such as paper, poster board, scissors and markers. Other items like stickers, dice small tokens to use as game makers, may be needed depending on what the youth decide to create.

Gather resource books, obtain Internet access with home computers or afternoon use of a school or library computer. Make one copy of "World in Jeopardy" for each youth. Review "World in Jeopardy" game on page 247. Youth may want to decide what type of game they will create in advance in order to have the materials needed.

ACTIVITY

[illegible]

Choose a group to play the game with, such as a group of peers, a group of young children, a group of seniors, family members, etc.

If the youth decide to make a "World in Jeopardy" game, guide them through the following process. Decide if you want to use "World in Jeopardy" as the theme or choose another, more focused theme. Example: "Rainforest in Jeopardy" or "Ecosystems in Jeopardy."

- Decide on four categories for the game. You can use the categories from the existing game grid on page 247 or make up new ones.
- Decide on point values for the game.
- Using resource books from the library and/or information from the Internet, select statements about the Earth and the environment. Add the answers (written in the form of a question).
- Have the recorder write the statements in the game grid boxes.
- Make a second game grid that has both the statement and the answer (written as a question).

THINK ABOUT IT

[illegible]

TIPS FOR ACTIVITY LEADER

- This activity may be completed over a period of several sessions as a larger project. It will be helpful for your group members to play the "World in Jeopardy" game in this project before designing one. It may also be helpful to suggest possible category topics to the group.

ADULT FACILITATOR NOTES

This activity completes requirement #15 for the Torch Bearer in Environmental Issues. A description of Torch Bearer projects and lists of requirements are in *Project Torch Bearer* (#000010).

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 4.1 Understands the basic concept of rate as a measure.
S 1.4 Knows factors that can impact the Earth's climate.

JEOPARDY GAME

Blank Grid

Points	Categories			

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 45 minutes

PURPOSE ▶ Increase understanding of how one's actions affect the environment by finding and recycling materials to make a useful item.

MATERIALS ▶ A variety of recyclable items: plastic containers, wooden boxes, cardboard, coffee cans, oatmeal containers, small garbage cans, etc.; a variety of material that can be used to decorate: construction paper, paints, paintbrushes, containers for water, markers, glue, hot glue guns, material scraps, buttons, sequins, beads, old magazines (sports, cars, travel, teen), something to cover activity area (like a sheet).

PREPARATION ▶ Ensure enough items and decorating materials are available for individual or group work. Wash recycled items. Use bleach water to disinfect recycled items. Cover the activity area to protect surfaces.

ACTIVITY ▶

One person's trash can be another person's treasure! Ask youth to name items that may be used for making something else. For example, old tires have been made into tire swings and soles for sandals and shoes.

Have each person in the group find an object that was once considered trash and make something useful out of it. Examples: decorated container for holding pencils or other small items, a mobile or a three dimensional collage or sculpture.

Variation:
Small groups of youth do make a larger project such as constructing a plant stand or decorating an old chair or end table.

THINK ABOUT IT ▶

- What kind of trash did you choose? Paper, plastic, metal, etc.?
- What was it used for before it ended up in the trash?
- Why is recycling important for the environment?
- In what ways can you personally help to make the environment better?
- What types of service can a person your age offer to an organization, or your community to save the environment?

TIPS FOR ACTIVITY LEADER ▶

Collect recyclables from restaurants, school cafeterias or have youth bring items from home.

ADULT FACILITATOR NOTES ▶

Consider having a group "trash craft" art show or art contest. Challenge another Camp Fire USA *Discovery* group to compete with your group in a "Trash Craft" art competition. Create categories for entering the competition such as "Most Unique," "Best Use of Recycled Items," "Most Useful," etc. Youth could choose to donate large items to a bizarre or craft sale.

YOUTH OUTCOMES ▶

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ [illegible] minutes [illegible] for [illegible] meetings.

PURPOSE ▶ [illegible] skills by [illegible] the [illegible] group how to play "World in Jeopardy."

MATERIALS ▶ Copies of "World in Jeopardy" on page 247; 20 marker disks for each player (disks can be coins, beans, poker chips, etc.); one copy of the *Answer Grid* on page 248.

PREPARATION ▶ Explain the role of facilitator. Explain to the group that the facilitator has final say on all decisions within the game. The facilitator can be a member of the group who is teaching the game, or a facilitator can be chosen from the group who is learning the game. The facilitator explains the game format.

This activity can be played in teams or with a minimum of three players, one facilitator and two contestants—which can be expanded to as many contestants as materials allow. Copy game grids for contestants and the facilitator and collect marker disks prior to the start of the game.

Set up: Each contestant has one game set consisting of the age appropriate game grid and 20 marker disks.

ACTIVITY ▶

Have youth use the *Discovery Planning Method* on page 418 to plan teaching and playing the "World in Jeopardy" game on page 247 or a game they created in the "Craft Your Own Game" activity. They may choose to play the games with families or younger children.

Determine dates and times to meet with the group you will host. Consider group and location for game set-up and playing. Assign roles to members of your group; youth can gather supplies, set up the game, be the game leader or emcee or be the score keeper, if needed

To play "World in Jeopardy":
The activity leader chooses a number between one and 25. The contestant who chooses the number closest to that number begins the game by choosing a category on the grid. Players must choose questions in order of lowest point value first.

After the question is chosen, the activity leader reads the statement to the entire group. In order to win the point, the contestant who knows the solution raises his or her hand and says "beep." When the activity leader acknowledges a contestant, he or she answers in the form of a question. Example: the answer on the grid might say, "This major mineral is found in soy sauce, pickled foods, canned foods and many processed foods." Contestant correctly responds by saying: "What is table salt?"

When contestant answers correctly, he or she covers a square on the grid with a marker disk representing his or her winning of the point and continues the game by choosing the next point value or a new category.

Any contestant can raise his or her hand saying "beep" and answer after being acknowledged by the activity leader. If the question is missed on the second try, the activity leader reads the correct response to the group, and the turn is then passed to the next contestant on the right. The game is over when time is up or the grid is completed. The contestant or team with the most points wins the game.

THINK ABOUT IT

- What was it like to be the one who is teaching and leading?
- What were some challenges of teaching others to play?
- Did the group you taught have fun playing? If not, why?
- Were the game rules easy to explain?
- Do you think the players might want to play another game like this one?

TIPS FOR ACTIVITY LEADER

Because the activity leader acts as a referee in game, it is important to watch game contestants in order to see who raises a hand first. Consider having others in the group act as spotters and judges to determine who raises his or her hand first. It is also important to read answers loudly enough for everyone to hear.

ADULT FACILITATOR NOTES

Offer suggestions if needed to help youth divide who to teach the game to. Help the teaching group figure out a way to divide the group being taught. Allow each individual member of teaching group an opportunity to be a leader. This activity completes requirement #15 for the Torch Bearer in Environmental Issues. A description of Torch Bearer projects and lists of requirements are in *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentation.
M 4.1 Understands the basic concept of rate as a measure.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶

PREPARATION ▶ Have resources available for examples of ecologically sound city. A librarian would be a good resource to look for information on the Internet.

ACTIVITY ▶

Fifty years ago few people had heard of ecology and even fewer knew what the word meant. A few decades later, ecology has become a well known term and many companies claim that their products are ecologically friendly. People describe themselves as being "ecologically aware." Literally, ecology means the study of homes. On a slightly broader scale, the term refers to looking a different species and their physical environments (or houses) and how they relate to or interact with the other species around them. Plants, animals and humans are no longer looked upon as isolated units. They are connected.

Ask the youth what "ecologically sound" means to them. Ask the youth: What would a city or town be like if it was "ecologically sound"? How would you recognize it if you lived there?

Have the youth individually or as a group, design an "ecologically sound" city. The city is required to include the following:

- Laws for the city to help make all citizens aware of their ecological responsibilities.
- A power source for lights and heat. These power sources do not have to be the same.
- One river that runs through or around the city.
- Some method of waste disposal.
- Two productive industries.
- Homes for the population.

Encourage the youth to come up with creative approaches. They need to decide on a name for the city and tell how many people live in their city. State the laws of the city that will help citizens be "ecologically" responsible. For example, "the city of Camp Fire USA Dale will recycle waste products that are made of aluminum and glass for the purpose of conserving energy." Or, "residents of Camp Fire USA Dale will not be allowed to water their lawns on Tuesdays and Thursdays during the months of June and July due to a need to conserve water." Describe the power source that citizens use for heat and draw a picture of it. Describe the power source that citizens use for light and draw a picture of it. Describe the method that the citizens use for waste disposal. The youth should complete a drawing of their cities and then share it with the group or their families.

THINK ABOUT IT ▶

- What does ecologically sound mean?
- Are there things you could do in the community to educate people about environmental issues?
- What would the challenges be of living in an ecologically sound environment?

ADDITIONAL ACTIVITIES

Write letters to city officials with your suggestions for making your community ecologically sound. (DP1)

Invite a city official to your group to discuss what is currently being done to protect the ecology of the community and your ideas for improvements. (DP1)

TIPS FOR ACTIVITY LEADER

Allow individuals or groups time to complete and share their ideas. This activity may exceed the time allowed if youth become really involved in planning their cities. Encourage youth to write letters to city officials to ask questions or explain their ideas.

ADULT FACILITATOR NOTES

Videos or other information on Biosphere I could be shown.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 4.4 Uses a variety of sources to gather information for research topics.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
LA 1.12 Writes business letters and letters of request and response.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible] attending to carry the whole project to do. Its activity will require more than one meeting.

PURPOSE ▶ Participate in a service-learning project that has a focus on the environment.

MATERIALS ▶ Paper, pens or pencils, poster board, additional materials will vary depending on the service project chosen. Optional: Polaroid camera or other instant photography, copies of the "STAR Project" on page 185.

PREPARATION ▶ Make any necessary plans to take a tour around the community. Considerations include transportation and permission slips.

ACTIVITY ▶

Planet Earth has been taking care of the people who live here for as long as there have been people on the Earth. Yet, people sometimes treat it carelessly, not giving much thought to caring for it. Ask the youth if they can think of people or groups of people who have been concerned about caring for the Earth.

Many have long believed that the natural world could look after itself. Any damage humans caused could be repaired or reversed and, in time, nature could bounce back cleaner and healthier than ever. We are learning that this is not always the case. Very often the Earth suffers greatly from our mistreatment and neglect

Tell the youth that their mission is to find things in their community that do harm or are potentially harmful to the environment and the Earth. They will choose one from their list and complete a service learning project to address it.

Use the process outlined in the "STAR Project" to plan and conduct this activity.

Suggestion: consider doing the following for the "Find Out" activity:
Have the youth go out in the neighborhood or community to search for ways in which people mistreat their environment. As they go, have them list (and photograph, if they choose) the things they find people have done that are not good for the environment. Encourage them to list (and photograph) all that they see no matter how small or unimportant it may seem. Return to the meeting site and have the youth organize their findings on a poster board. In addition to written records and/or pictures, have them list locations and circumstances that may have lead to the wrongs that were found. Have them include any other relevant information.

Have the youth review the list as a group. Tell them to record the things the group might be interested in doing that would improve that particular situation.

THINK ABOUT IT ▶

- In order to heal the Earth's wounds, we need to all work together to undo the harm humans have done. What can you do as an individual to save the Earth?
- What could you do to educate others about your concerns for the environment that you found in the community?

TIPS FOR ACTIVITY LEADER

If you have a large area (of the community) to cover, you might consider dividing the youth into two or three teams and give each team an area of the neighborhood to cover. Always have an adult within eyesight of youth. Have signed permission slips for each youth. Using disposable cameras will create a need for this activity to continue into another meeting time. This activity requires planning and leadership on many levels. Encourage youth to take on roles such as making phone calls, writing letters to request donation of materials or other resources, and performing other areas of leadership.

ADULT FACILITATOR NOTES

Part of this activity requires youth to leave their meeting site. Make all the necessary arrangements such as parental permission and transportation. Allow youth to make decisions about the issues and their plans for addressing them. Offer support when needed.

YOUTH OUTCOMES

- Youth will be able to plan sequentially.
- Youth will have preferences for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ [illegible]

MATERIALS ▶ [illegible] *Discovery Planning Method* on page 41.

ACTIVITY ▶

What does the saying "One man's trash is another man's treasure" mean?

Ask the youth if they have ever been to a thrift store. Discuss how thrift stores can benefit local community agencies. Thrift stores often serve as a source of supplemental income for community agencies that allows them to deliver various programs in the community. Some of the agencies that most often benefit by having thrift stores include:

- Goodwill Industries: An organization that provides job training and employment for people with disabilities. *(www.goodwill.org)*
- Disabled American Veterans: An organization that provides services to America's veterans. *(www.dav.org)*
- Salvation Army: An organization that provides a variety of emergency assistance programs, such as homeless shelters and helping during disasters. *(www.satruck.org)*

Thrift stores also benefit people who shop there as items are available at a fraction of their original cost. They also benefit the environment by recycling items.

Have the youth use the *Discovery Planning Method* to plan a project that would benefit a local thrift store. Their project may range from volunteering at a thrift store to doing a clothing drive or other type of project. The youth will need to choose which thrift store in the community will benefit from their efforts. Have youth self-assign tasks, such as contacting the store manager or volunteer coordinator. Arrange for the store manager or volunteer coordinator to explain the agency's mission and programs before or after the project.

THINK ABOUT IT ▶

- What benefits do thrift stores provide the community?
- What benefits do thrift stores provide agencies?
- How do thrift stores help the environment?

TIPS FOR ACTIVITY LEADER ▶

This activity may require the youth to leave the meeting site. Make any arrangements needed for permission and transportation. Encourage the parents of the youth, other adults and older youth to assist with the activity.

YOUTH OUTCOMES

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

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

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.

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

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

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

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

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible] emblem #B2300 [illegible] *Discover Point*

TIME ▶ The time needed to complete a Torch Bearer. Alternatively, the activities selected by the youth to complete the project. As a general rule, plan for three hours or more to complete a Torch Bearer Project.

PURPOSE ▶ Further knowledge, skills and leadership abilities in the area of environmental issues.

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

PREPARATION ▶ Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in *Project Torch Bearer* (#D00010).

ACTIVITY ▶

If the youth completed the activities "Craft Your Own Game" or "Game Host," they have completed one or two steps toward earning a Torch Bearer in Environmental Issues.

Have the youth choose a level that challenges them: beginning, intermediate or advanced. Select the appropriate activities for that level remembering to select the EXTREME activities needed. Have youth record their activity selections and their progress on the Torch Bearer Planning Sheet. If youth completed a Torch Bearer in Environmental Issues previously at the beginning level, have them consider completing additional activities to complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ▶

- Encourage the youth to have fun while extending their knowledge in this area.
- Encourage the youth to consider funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ▶

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

YOUTH OUTCOMES ▶

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

WORLD WISE FAMILY TAKE-HOME PAGE

As a result of this project, youth will increase awareness and appreciation of the natural world, gain further understanding of wise uses and conservation of natural resources and develop a commitment to preserving them.

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

This project supports the following Camp Fire USA outcomes.

Outcomes	Activity									
	World in Jeopardy	Niches and Necessities	It's in the News	Craft Your Own Game	Trash Craft	Game Host	Ecologicaly Sound City	Mission: Save the Earth	Let's Get Thrifty	Torch Bearer in Environmental Issues
Youth will have an opportunity to learn from mentoring relationships with adults.								X	X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X		X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X	X		X		X		X	
Youth will have an appreciation for the environment and outdoor activities.	X	X	X	X	X	X	X	X		X
Youth will be able to plan sequentially.								X		X
Youth will be able to practically apply their academic learnings.										X
Youth will appreciate being able to celebrate and share successes.										X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system								X	X	
Youth will have a commitment to helping others and to volunteerism.								X	X	
Youth will have preferences for safe choices.								X		

AT HOME

Ask your parents/guardians for a copy of your home's most recent utility bill. Then take an energy efficiency survey of your home. Make a note of any drafts that need to be sealed around windows and doors, any dripping faucets, toilets that continuously run, etc. Have repairs made if possible, conserve water by taking shorter showers, conserve electricity by turning lights off, etc. Make a conscious effort during the month to conserve utilities in your home, then compare the new month's utility bill to the previous one.

TRAIL TO THE ENVIRONMENT

LEVEL Seven

PROJECT A CLOSER LOOK

PURPOSE Youth will learn more about the world of plants and animals while developing an appreciation for and an understanding of how they are connected to each other and to humans.

ACTIVITY CHOICES

Activity Name	Focus
Look Closely	Knowledge
Plant Food for Snacks	Knowledge
Going Batty	Knowledge
A Chink in the Chain	Knowledge
Entomology 101	Skill
Plants, Seeds and Soil	Skill
Nature Publisher	Skill
Leaf It Alone	Leadership
Naturalist	Leadership
PSAs	Leadership
Chain of Food	Take It to the Limit

YOUTH OUTCOMES

Outcomes	Activity										
	Look Closely	Plant Food for Snacks	Going Batty	A Chink in the Chain	Entomology 101	Plants, Seeds and Soil	Nature Publisher	Leaf It Alone	Naturalist	PSAs	Chain of Food
Youth will have a preference for safe choices.								X			
Youth will have an opportunity to learn from mentoring relationships with adults.										X	X
Youth are willing to engage in personal growth activities.	X						X	X	X		X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.											X
Youth will have a commitment to helping others and to volunteerism.								X	X	X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X	X	X	X	X	X	X	X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X	X	X	X	X	X	X	X	X		X

EDUCATION STANDARDS

Activity Name	Standards
Look Closely	LA 7.4, S 7.5, S 12.4
Plant Food for Snacks	LA 4.6, LA 7.4, M 3.3, S 6.3, S 7.5
Going Batty	LA 7.4, S 7.3, S 7.5, S 12.4
A Chink in the Chain	LA 7.4, M 4.8, S 6.3, S 12.5
Entomology 101	LA 7.4, S 7.5, B 3.3
Plants, Seeds and Soil	LA 4.4, M 6.4
Nature Publisher	LA 4.4, LA 4.6, LA 7.4, S 7.5, S 12.4, B 3.3
Leaf It Alone	LA 7.4, S 7.5, B 1.5, B 3.3
Naturalist	LA 7.4, B 1.5, B 2.7, B 3.3
PSAs	B 1.5, B 2.1, LA 4.4, LA 7.4
Chain of Food	LA 7.4, S 6.2, S 6.3, S 6.4, S 12.5, B 3.3, M 6.4

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00111) or trail certificate (#T54000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS

These activities will require supplies and equipment. You may want to seek donations. Involve other community leaders and organizations. Review planning skills with youth.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 45 minutes

PURPOSE ▶ Observe an outdoor area in a careful, careful and detailed way. Describe the differences.

MATERIALS ▶ Clipboards and paper or notepads with a sturdy backing, pens or pencils, copies of the activity page *Look Closely* on page 277.

PREPARATION ▶ Make one copy of *Look Closely* for each youth. Arrange to meet where there is an outdoor environment such as a playground or park.

ACTIVITY ▶

When you frequently walk through an outdoor area, you may only notice the things that are necessary to assist you in getting to your destination. If you walk through a local park on your way to a friend's house, you may only pay attention to the path that you using, the places where you change directions or the points where you enter or leave the park area. You may not see the insects, even though you are looking at the ground. Looking and seeing can be two different things. We can train ourselves to see more. Tell the youth, in order for a person to improve his or her ability to see, he or she needs to:

- Be more aware of surroundings.
- Learn to be a careful observer.
- Recognize any part of an area as being part of a larger whole.

Have the youth go outside and find a place near a tree, a brook, a field, etc. Each person should find a separate spot. They should try to stay at least 50 feet from other people.

Ask the youth to think of looking in a broad sense. Looking will involve: seeing, touching, listening and smelling. Ask the youth to spend five to 10 minutes in their private spots looking. Have them write everything they see on a notepad or paper.

Gather as a group and ask the youth to discuss what they saw.

Give each youth a copy of *Look Closely*. Have the youth repeat the activity. They should return to the same spot. Ask them to complete as much of the activity page as possible. Allow 10-12 minutes for the youth to look.

Gather as a group and discuss the difference in what they saw the second time.

THINK ABOUT IT ▶

- A great deal of what you see depends on where you are at the time, what is taking priority in your thoughts and why you are looking. Do these things affect what you see when you are at school?
- Can noticing more about your surroundings and the changes that take place make you a better decision maker?

TIPS FOR ACTIVITY LEADER

Discuss the joy and importance of seeing as fully as we can as a way of appreciating, respecting and learning more about the environment and our world.

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will be able to communicate their points of view effectively.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 7.5 Knows ways in which living things can be classified.
S 12.4 Knows that observations can be affected by bias.

LOOK CLOSELY

Write everything you see in the following categories:

PATTERNS and SHAPES

COLORS

LIVING THINGS

PLANTS

ANIMALS

NON-LIVING THINGS

SOUNDS AND SMELLS

ANYTHING ELSE?

ACTIVITY NAME PLANT FOOD FOR SNACKS

PROJECT A CLOSER LOOK

LEVEL Seven

FOCUS Knowledge

CODE I G DP1

TIME 45-60 minutes

PURPOSE Understand the role of plants and animals as food sources.

MATERIALS Paper, pencil, newspaper advertisements, copies of *Family Menu* on page 280, chart paper or poster board, markers, resources books or Internet access for research about flowers, vegetables, fruits and herbs or spices, samples of flowers, vegetables, fruits, herbs or spices (example: carnations, carrots, celery, lettuce, apple, pepper, salt, cilantro, mint, etc.), dip for eating with vegetables.

PREPARATION Have resources for pricing food items such as newspaper advertisements available. Have enough carrots, celery, and apples (and dip) available to use as a snack at the end of activity. Make one copy of *Family Menu* for each youth.

ACTIVITY

With more than 400,000 varieties, plants are a major source of food for the world. Plants also have other important uses, such a producing the oxygen we breathe. They also make the Earth a beautiful place to live.

Hand out *Family Menu*. Have the youth make a menu for one day (three meals) and write it down on a chart. They will need to decide how many people their menus will serve (family of four, five, etc.). Have them list the ingredients needed to prepare each meal.

[illegible]

Place a bunch of celery, lettuce and [illegible] Ask youth to note similarities and differences between them. Ask the youth to discuss where each of these plant foods may have come from.

Let the youth eat celery sticks, carrot sticks and apples with dip, if they choose, as a snack. Ask them to trace the source of the dip: is it from plants, animals or both?

THINK ABOUT IT

- What are two ways in which plants are important to humans? (source of food, oxygen)
- What do plants need to survive and grow? (Soil, air, water, sunlight).
- How do plants get what they need to survive?

TIPS FOR ACTIVITY LEADER

YOUTH OUTCOMES

EDUCATION STANDARDS

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 3.3 Selects and uses appropriate computational methods for a given situation.
S 6.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.
S 7.5 Knows ways in which living things can be classified.

FAMILY MENU

Number of people served _____

Menu Items	Ingredients	Price	Plant	Animal
Breakfast				
Lunch				
Dinner				

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ 30 minutes

PURPOSE ▶ Learn more about bats.

MATERIALS ▶ For groups of three: paper, pencils, for teams: large paper, marker, *Bat Tic-Tac-Toe* on page 238.

PREPARATION ▶ Arrange the meeting area for team play so that all players face the scoring area or for groups of three to sit together. Make one copy of *Bat Tic-Tac-Toe* for each group of three or one copy if playing in team.

ACTIVITY ▶

Bats have endured centuries of unjustified abuse. Throughout history, people have associated bats with other, more frightful creatures of the night. While many superstitions about bats no longer exist, there are still some misconceptions. Bats appear as villains in movies and many people still believe they are carriers of disease, such as rabies.

More recently, people have begun to appreciate bats for their beneficial roles. Bats are the most important natural enemies of night-flying insect pests. Bats help pollinate plants like bananas, mangoes, cashews, dates, figs and agaves. Without bats, plants and the many animals that depend on them for food and shelter would disappear from the Earth.

Have the youth play the following game to test their knowledge of bats. The game can be played in groups of three or in teams.

For groups of three: One person will ask the questions (game leader) the other two youth will be the contestants. One contestant will be X and the other O.

For team play: One person should serve as game leader and another person should act as recorder/scorekeeper. Divide the rest of the group into two teams. One team will be X and the other O. Have each team number off. Team members will play in numerical order.

To play the game: Draw a tic-tac-toe grid on a piece of paper. Use a large paper if playing in teams. The game leader flips a coin to see which team or contestant will go first. The game leader reads a statement or asks a question from the list on *Bat Tic-Tac-Toe*. If the contestant answers correctly, he or she may place an X or O on the grid. The next contestant on the opposing team is asked a question from the list. If the contestant answers correctly, he or she places an X or O on the playing grid. The game continues this way, moving between contestants or teams until one has three Xs or Os in a row (up and down, across or diagonally) to win the game. The winning contestant or team receives a point for the game. Play as many games as the list of questions will allow.

THINK ABOUT IT ▶

- Why do you think bats have had such a negative image?
- Do you know anyone who has put a bat house up to attract them?
- Have you ever seen a bat? What was it like?

ADDITIONAL ACTIVITY

Have the youth research more about bats to create additional questions for playing the game. Or, they could choose another animal to research and create questions to play a new tic-tac-toe game. (DP1)

TIPS FOR ACTIVITY LEADER

Individual youth could play this game with family or friends from school.

YOUTH OUTCOMES

- Youth will be able to communicate their points of views effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 7.3 Understands the concept of extinction and its importance in biological evolution.
S 7.5 Knows ways in which living things can be classified.
S 12.4 Knows that observations can be affected by bias.

BAT TIC-TAC-TOE

Bats are the only mammal that can fly.	True
All bats are blind.	False, their vision is poor.
Bats have modified hands and arms that serve as wings.	True
Bats are only found on the American continents.	False, they are found all around the world.
Bats have been around for 50 million years.	True
The physical features of bats have changed a great deal over time.	False, they have changed very little.
Nearly all bats are nocturnal. What does nocturnal mean?	They are active at night.
Crepuscular bats are active during the twilight of dawn and dusk.	True
Baby bats are call "chicks."	False, baby bats are called "pups."
Many nocturnal bats use a sophisticated form of sonar known as echolocation for navigating and finding prey.	True
Crepuscular bats have exceptionally good eyesight designed for low levels of light.	True
Bats produce a nitrogen-rich fertilizer. What is it called?	Guano
Bats are endangered animals.	True
Bats give birth to five babies a year.	False, bats have only one baby a year.
Bats are considered nature's best bug control.	True
Bats are active all year long.	False, some bats in cooler climates hibernate during the winter.
There are almost 1,000 species of bats. Half of those are considered vampires.	False, there are only three species of vampire bats.
Some bats are as small as a jelly bean.	True, and some bats are as large as a dog.
The largest bat has a six foot wing span.	True
Insect eating bats use echolocation to find and catch food.	True
All bats have rabies.	False, it is possible but not universal.
The scientific name for bats is Chiroptera meaning "hand-wing."	True
Trees in Africa and South America depend on bats to spread their seeds.	True
The smallest bat weighs less than a penny.	True

ACTIVITY NAME A CHINK IN THE CHAIN

PROJECT A CLOSER LOOK

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 30 minutes

PURPOSE Understand how pesticides enter food chains and the possible consequences.

MATERIALS For each youth: 20 plain wooden toothpicks, 10 colored toothpicks, a small paper bag, paper, markers, chart paper.

PREPARATION Select a large area and scatter the toothpicks (both plain and colored) randomly around the playing area.

ACTIVITY

Pesticides were developed by people to control unwanted organisms. People use herbicides to stop the growth of unwanted plants. They use insecticides to eliminate unwanted insects. When pesticides are made from poisons, sometimes these poison go where they are not wanted. They can end up in food and water supplies. The toxic chemicals from pesticides can find their way into the environment. Through the food chain, these chemicals can affect wildlife and people.

[illegible]

[illegible] the owls into a [illegible] and watch [illegible] the mice in the playing area.

Next, release the mice to hunt for food (the beetles). They have 15 seconds to catch [illegible] many beetles as they can. Once a beetle is tagged, he or she must give his or her stomach bag to the person that tagged him or her and then sit outside the playing area. The owl(s) are still sitting outside the playing area and are observing their potential prey (the mice). Beetles may continue to gather food until they are caught.

Release the owl(s) into the play area. Give them 15-30 seconds to hunt for food (mice). If an owl catches a mouse, the owl gets the food bag, and the mouse goes to the sidelines. Any mice still alive may hunt for beetles and any beetle still alive may continue to gather food (toothpicks).

At the end of the designated time, all players come together and bring whatever food bags they have with them.

Animal	Colored food pieces	Plain food pieces	Total Food pieces
Owls			
1	33	68	101
Mice			
1	26	64	90
1	42	33	75
Beetles			
1	6	15	21
1	8	21	29
1	12	40	52
1	9	20	7

Ask the owls to empty their food bags on the floor or on a piece of paper and count the total number of plain toothpicks and the total number of colored toothpicks they have. On chart paper have one youth list the number of owls and the amount of each type of food they have on a chart. Repeat the process with the remaining mice and beetles.

Ask the players that were captured and eaten to identify what animals they are and what animal ate them. Have the youth look at the completed chart. Tell them that the colored toothpicks represent food pieces that have come in contact with pesticides. These pesticides were sprayed onto plants that the beetles were eating. The pesticides were sprayed to prevent the beetles from eating the plants. All the beetles that have any colored pieces in their bags can now be considered dead from the pesticide. Any of the mice that have half or more of their food supply as colored piece can also be considered dead. Any owl that has a high content of colored food pieces will not die at this time. Since there is a large concentration of pesticide in their systems (or the system of their mate), the shells of the eggs it will produce will be thin and the eggs will be unable to hatch successfully.

THINK ABOUT IT

- What are some ways pesticides can enter a food chain?
- Why are pesticides used? What are the trade-offs?
- What are the consequences of using pesticides? Does the good they do sometimes outweigh the bad?

TIPS FOR ACTIVITY LEADER

The time allowed for each of the animals may be extended (15-60) seconds if there is a large group playing.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 4.8 Selects and uses appropriate estimation techniques to solve real-world problems.
S 6.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

ACTIVITY NAME ENTOMOLOGY 101

PROJECT A CLOSER LOOK

LEVEL Seven

FOCUS Skill

CODE I G DP1

TIME 45-60 minutes

PURPOSE Learn the anatomy of insects and understand communication used by insects.

MATERIALS Copies of *Insect Parts* on page 288, materials to use as blindfolds, stop-watch or timer, a variety of materials to make model insects: recycled cans, Styrofoam balls, paper tubes, plastic-ware (forks, spoons, knives), pipe cleaners, chenille stems, wiggle eyes, scraps of paper and poster board, pom-poms, sequins, beads, markers, glue, hot glue gun, tacky glue, plastic canvas, pieces of wire screen, etc.

PREPARATION Gather a variety of materials for youth to create their own insects. Make one copy of *Insect Parts* for each youth.

ACTIVITY

Zoology is the study of animals. Entomology is a branch of zoology that specifically studies insects. Insects were studied as early as the 4th century BCE but the science of entomology began mainly in the 19th century, largely as a result of the interest in evolution. In the 20th century, entomology branched out in the search for solutions to medical and economic problems involving insects. Today, there is more research done and literature published annually in this field than in any other branch of zoology.

[illegible]

Part of the study of insects is learning their anatomy, the different parts of the insect and what they are used for. Studying insects also involves learning how they communicate.

Distribute copies of *Insect Parts*. Review the information with the youth. Discuss the function of each part of an adult insect.

Have the youth describe the kinds of sounds they have heard insects making. Ask them to imitate the sounds they have heard. Ask how they made the sounds. Let them know that if they were able to make the sounds using their mouths or throats, insects do not make sounds with those body parts. Insects make sounds by moving their wings very quickly or by rubbing their legs together.

Divide the youth into small groups. Ask each group to find a way to communicate with each other with only sounds made using parts of their bodies other than their mouths. Practice this communication method until all know it well enough to make the sound and recognize when others in their group make the sound.

[illegible]

[illegible] Each group can do it the old fashioned way, using only the pencil and paper. Or they can use any of the construction materials they choose as long as their insects have all the anatomical parts listed on the "Parts" Before they begin, have the youth consider does the insect crawl, fly or both? How does it eat? Does it have antennae, and how are they used?

Have the youth share the insects they have created. Have them describe the insect including the name they gave their insect, the parts and their function and how their insect communicates.

THINK ABOUT IT

- What are the advantages and disadvantages of the various types of communication used by insects?
- Why are those types of communication better for insects than for humans?
- Can you name some insects that use poisons as a way to defend themselves from predators? (monarch)

ADDITIONAL ACTIVITIES

Find out if honeybees prefer sugar to an artificial sweetener (NutraSweet, Sweet & Low, Splenda). Label small jars; one with sugar the other with the artificial sweetener. Make sugar water from each of the sweeteners. Place each in the appropriate jar. See if bees end up congregating at one of the jars, or if they like both equally. (DP1)

Find out if honeybees can see and learn colors. Make flowers out of construction paper using a few different colors. Place a clear container in the center of each flower. Fill one container with sugar water. Put plain water in the rest. See if bees go straight to the flower with the sugar water. If so, move the sugar water to a flower of a different color to see if they still go to the right color. (Hint: Bees can't see red.) (DP1)

TIPS FOR ACTIVITY LEADER

Encourage the youth to use their imaginations to create their insects.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 7.5 Knows ways in which living things can be classified.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

INSECT PARTS

Insects all have the same general structure. They have segmented bodies divided into three regions: head, thorax and abdomen. They have segmented legs and usually have wings. There are also other body structures that are typical of insects. However, there are variations in these body structures, and each order of insect has variations that are characteristic for that order. Insects all belong to the Class Insecta. These are further grouped into orders. Ninety percent of insects belong to a few very common orders. Adult insects can be distinguished by looking at characteristics of their wings and mouthparts. Insects can vary in size from less than 0.01 to 12 inches in length when fully grown.

The body of an insect has three regions. The **head** is the anterior (front) of the three body regions of an adult insect. The head is the center of coordination and feeding, containing brain, antennae, eyes and mouthparts The **thorax** is the middle of the three body regions. It is made up of three segments. Three pairs of legs are located on the thorax, one pair on each segment. Two pairs of wings are located on the thorax. The **abdomen** is the posterior (back) of the three body regions. It is comprised of eleven segments.

Attached to the body are the antennae, mouthparts, wings and legs. The **antennae** are located on the head of the insect. They are used to detect odors or as tactile (touch) organs. The **mouthparts** of adult insects can be different. The type of mouthpart determines how the insect eats, for example:

- Chewing mouthparts are like scissors (grasshoppers)
- Sucking mouthparts are like a turkey baster (stinkbugs)
- Stabbing mouthparts are like boxed drink straws (mosquito)
- Sponging mouthparts are like a sponge (housefly); and
- Coiled mouthparts that straighten out using blood pressure are like a party favor. They use their mouthparts to suck up liquid (butterfly).

Most adult insects have two pair of **wings**. Some only have one pair. Insect wings are usually membranous but some are leathery or hard. Wings may have hairs or scales. The **legs** are located on the thorax. Each segment has one pair of legs. Adult insects have a total of six legs. Sometimes the last pair of legs has a small claw. Some insects legs are designed for jumping.

Although they each have the same general body plan, different species of insects have developed changes in appearance and function of their body parts to adapt and survive in different niches. Camouflage allows some insects to blend into surroundings to hide from most predators. Some predators use camouflage for surprise attacks. Other mechanisms used for protection include:

Hairs and spines	Some hairs sting, other hairs or spines prevent parasitoids from laying eggs or are just for show.
Stingers	Wasps can sting repeatedly while honeybees only sting once. Stings are the result of being bothered or, with social insects, a territorial danger. Some wasps use their stingers to paralyze prey, then lay eggs and let their larva feed on the prey.
Poison	Insects feed on poisonous plants and accumulate the plant's poison. The bright colors of the poisonous insects act like a big stop sign. After trying a couple of these insects, the predator finds out they taste bad and won't eat any others.
Mimicry	Insects that are non-poisonous look like a poisonous insect. The milkweed beetle (poisonous), and ladybugs (non-poisonous) are both red and black.

ACTIVITY NAME PLANTS, SEEDS AND SOIL

PROJECT A CLOSER LOOK

LEVEL Seven

FOCUS Skill

CODE I G DP1

TIME 30-45 minutes to make terrariums. Growing plants and recording observations will occur over the course of one month.

PURPOSE Understand how soil types can have an effect on the growth of plants.

MATERIALS Plastic liter bottles or other containers that can be cut in half, a variety of soils (potting soil, sand, clay, black soil), markers, a variety of plants or seeds, paper and pencil for tracking plant growth and observations.

PREPARATION Locate enough containers to make two terrariums for each youth or group of youth.

ACTIVITY

Have the youth create an environment for plants to grow using many different soil types.

Build two terrariums utilizing recycled materials. Cut two, 2 liter plastic bottles in half. Use the bottom portion for the planter. Place the top portions of the bottle over the planters after the seeds or plants have been planted and watered. Place two different types of soil in each terrarium. Plant the same type of seeds in the two types of soil. Label the soil in each terrarium for tracking purposes. Watch the seedlings grow over a period of one month. Keep track of the different growth rates. Create a chart or log to record the plants' growth rates or other interesting observations.

THINK ABOUT IT

- Did the youth create an environment for plants to grow?
- Did the plants need to be watered?
- Did the seeds in your terrarium did they survive? Why or why not?
- If you chose seeds to plant, did they grow? Why or why not?

TIPS FOR ACTIVITY LEADER

Have the youth bring their own containers to make terrariums. Terrariums must be in a place where light and/or sunlight can reach them for approximately one month.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 4.4 Uses a variety of sources to gather information for research topics.
M 6.4 Reads and interprets data in charts, tables, plots and graphs.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 60 minutes. This activity might require extra time on the meeting.

PURPOSE ▶ Create a field guide about animals in your area.

MATERIALS ▶ Paper, pens or pencils, resource books on animals. Optional: computer with Internet access.

PREPARATION ▶ Arrange for use of computer with Internet access.

ACTIVITY ▶

Have the youth brainstorm a list of all the wildlife that can be found where they live. Encourage them to think of animals in different categories such as mammals, reptiles, amphibians, birds, fish, etc.

Have the youth choose a variety of animals from their list to research in order to create a field guide of local wildlife. They can work as a group or each person could contribute one or two sections of the field guide. Have the youth decide how they would like to organize their field guide. For example: Use a folder or ring binder, have the materials bound or create a file card system.

Have the youth decide what description each of the animals in their field guide will contain. Example: characteristics, habitat, range, speed, size, prey, predators, scientific name, etc. They might also want to include a picture or drawing and any legends or stories associated with that animal.

When all of the descriptions have been revised, polished and proofread, have the youth compile them in alphabetical order in the method they selected at the beginning of the activity.

THINK ABOUT IT ▶

- Did you learn anything new about animals in your area?
- Do you pay more attention to the animals you see after creating a field guide?

ADDITIONAL ACTIVITY

Have the youth make copies of their field guide to share with other Camp Fire USA groups, their families or a school group. (DP1)

TIPS FOR ACTIVITY LEADER

If the youth choose to make several copies of their field guide, you will need to arrange for access to a copy machine or printer.

ADULT FACILITATOR NOTES

This activity may require more time depending on the number of animals the youth choose to include in their field guide. If the youth work on this activity over a long period of time, you might want to award more *Discovery* Points for this activity.

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 4.4 Uses a variety of sources to gather information for research topics.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 7.5 Knows ways in which living things can be classified.
S 12.4 Knows that observations can be affected by bias.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ Simple: This activity will require two meetings.

PURPOSE ▶ Obtain information about poisonous plants and increase research skills by communicating the effects of exposure to others.

MATERIALS ▶ Library and/or internet resources on poisonous plants, scissors, glue, large paper or poster board, markers, magazines.

PREPARATION ▶ Either have resources ready for use or set up time for use of the library or internet.

ACTIVITY ▶

Ask youth if they have played, hiked or camped in the outdoors and gotten a terrible rash on their bodies? What did it feel like? What did it look like? What did they do about it? Ask the youth to share any experiences they may have had with poisonous plants. Ask the youth why it is important for us to know about poisonous plants. Can people die from being exposed to them?

Have the youth select two kinds of poisonous plants and make a presentation to parents or guardians, younger children or their peers. The presentation should include name of plants, how they can be recognized, how they may hurt, what can be done if you come in contact with them and where they might be found.

Offer the following suggestions on ways to research information for their presentation.

- Use the library or another book source, such as a text book, to gather information.
- Go to a pharmacy or drug store in your neighborhood and talk to a pharmacist about your plans for making a presentation to younger children. Ask for information, pamphlets or brochures that contain the information you need including prevention and treatments. See if there are enough for each person or family group to have one and distribute when you give your presentation.
- Use the Internet to research for information about poisonous plants.
- Write a brief report on the two selected plants. Include pictures or drawings with the report. Or, create notes to use in an oral presentation. Draw or cut out pictures and make posters that show what each plant looks like.

THINK ABOUT IT ▶

- Could you identify the two poisonous plants you chose if you were to see them in the outdoors?
- What is the best way to deal with an encounter with a poisonous plant?
- Do herbicides kill poisonous plants? (The oil in poison ivy remains, even if the plant is sprayed.)

TIPS FOR ACTIVITY LEADER

This activity is very useful when groups or individuals are planning to be in the out-of-doors, especially in the woods or forests. Some youth may be highly allergic to such plants. If the youth bring samples, instruct them to bring them in an enclosed container and that no one is allowed to touch them. The activity time may vary depending on the choices made.

YOUTH OUTCOMES

- Youth will have preferences for safe choices.
- Youth are willing to engage in personal growth activities.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 7.5 Knows ways in which living things can be classified.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ The activity will require two meetings: one to Decide and Plan. A second to lead others in the activity selected by the youth. Each meeting may require 30-45 minutes.

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

MATERIALS ▶ Paper, pens or pencils, copies of *Mobiles* on page 297, *Rain Sticks* on page 298 and *Discovery Planning Method* on page 418. Optional: large paper and markers to record group discussion.

PREPARATION ▶ Plan and practice making the mobiles or rain sticks. Review the *Discovery Planning Method*.

ACTIVITY ▶

Tell the youth they are going to use the *Discovery Planning Method* to plan for and lead another group in an outdoor related activity.

Decide

Have the youth decide if they would like to teach either one or both of the activities "Mobiles" or "Rain Sticks" to another group. The group may be a younger Camp Fire USA group, young children in their families or another group of young children. They may also choose to lead the game "BAT TIC-TAC-TOE" from the activity "Going Batty" in this project.

Have the youth determine the date, time and place to lead the activity with the other group. Remind them to consider things like size of the group and age level of the participants. Have them decide how to notify the group leader.

Plan

Have the youth determine the materials that will be needed according to the size of the group. Decide how they will be obtained and who will be responsible for them. Practice making the item(s) and explaining how the activity will work to someone else prior to leading the activity and have the youth get feedback on how they did. Have the youth review the playback questions to ask the children at the end of the activity to review what they did.

Lead

Have the youth set up for the activity. Introduce the activity and tell participants what they will be doing. Thank the group for allowing them to attend their group meeting.

THINK ABOUT IT ▶

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

TIPS FOR ACTIVITY LEADER

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

ADULT FACILITATOR NOTES

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

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

MOBILES

TIME: 45 minutes

MATERIALS
Chart paper, colored construction paper, (one large sheet for each child), coat hangers, yarn or string, large sheet of paper, plain white paper, markers, scissors, tape and glue.

PREPARATION
Gather and sort materials (have enough for each child to make three to four items to hang from the mobile). Youth need to plan how they will present the activity to younger children. Have them practice giving directions to someone else and ask for his or her feedback. Make arrangements to present the activity to a group.

ACTIVITY
Ask youth to think about and name different elements of nature, such as sun, moon, stars, wind, rain, snow, fog, rainbows and water (including oceans, lakes and rivers). List their answers on chart paper. Then ask them to talk about how these different elements help them. You might volunteer a suggestion, such as "the rain helps me by watering the crops for food in a field" or "the snow is fun to play in and make snow angels." Write their responses on chart paper.

Have youth draw and cut out shapes representing the elements in nature. When they have cut out three or four shapes, they can punch a hole near the top of each one and attach them to a hanger, using different lengths of yarn.

Next, have youth use the ideas from the chart that describe the elements on their mobile. They can mount this page on a piece of construction paper. Then they can attach it to the mobile as well. Have them add artistic touches to their mobiles with markers, leaves, twigs, etc. Remind them to keep the weight of the items in balance so the mobile will hang evenly.

PLAYBACK
- What are some elements of nature that we talked about today?
- Which element is your favorite?
- What do you like or dislike about the mobile that you made?
- What will you do with it?

RAIN STICKS

TIME: 45 minutes

MATERIALS

Long tubes from gift wrap or paper towel, strips of cardboard approximately 1 inch wide and 1 1/2 inches long (enough for each youth to have at least 15 pieces), plain or colored construction paper, tape, glue, seeds or rice (dried peas, popcorn, lentils), three to four cereal size bowls, markers, paints, something to cover activity area (like a sheet).

PREPARATION

Make a sample rain stick for the group to see. Cover activity area to protect surfaces.

ACTIVITY

Rain sticks are musical and ceremonial instruments used from ancient times to the present day. They provide calming, peaceful and nurturing sounds. Their name describes the soothing rain-like sound that these instruments produce. Rain sticks are typically made from the wood skeleton of a dead cactus plant. No living plants are used because the inside of the plant must be dry for the sound of rain to be heard. The cactus plants grow in large quantities in extensive desert areas and die after about 70 years. The exterior thorns and flesh then fall off leaving the skeleton. The thorns are then collected from the area around the cactus and pounded back into the cactus skeleton. Tiny stones and pebbles are then poured down the inside of the cactus creating a rain stick.

Guide the youth through the following process:

- Cut out two 4 inch circles from the construction paper (trace around a cereal bowl for the shape). Put one circle over the end of the tube, fold the sides down and tape around the tube. Make sure it is well taped. Use sturdy paper so that the rain stick doesn't lose any of the contents!
- Cut cardboard strips that are narrower than the tube (about 1 inch wide). Fold them back and forth like a fan.
- Put the strips into the tube. The first one should fall to the bottom of the tube. Keep adding strips until they reach the top of the tube. Pour 1/4 cup of rice and 2 tablespoons of seeds into the tube. Place the other circle over the open end of the tube and tape in place. Decorate the tube with markers and paints or by gluing on paper or ribbon. Decorating the sticks can be the most fun. The youth can decorate the sticks before or after they have filled them. If the youth want to decorate the sticks first, remind them that paper circles will be taped part way down the sides.

To maximize the length and evenness of the rain-like sound, hold the rain-stick at about a 60 degree angle and slowly rotate the stick, allowing the tiny seeds to roll and trickle down over the pieces of cardboard.

PLAYBACK

- What makes a rain stick sound like rain?
- What were rain sticks used for in ancient times? What about now? (ceremonies)
- Was it difficult to make your rain stick? If yes, how?
- What will you do with your rain stick?

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶

MATERIALS ▶ Large poster board or other [illegible] markers, large construction paper or other PSA [illegible] pens or pencils.

ACTIVITY ▶

A PSA is a public service announcement. As a service to the community, media organizations donate air time, printing and space in publications by using PSAs. There are PSAs on television and radio and newspapers and magazines. Ask the youth if they can think of any examples. (Don't Drink and Drive, Buckle Up, etc.) Why do PSAs exist? What issues concerning wildlife have a PSA? (Example: Smokey The Bear- Only you can prevent forest fires.) What issues involving wildlife do the general public need to know more about? How do these issues impact our wildlife? Ask youth to brainstorm a list. Examples: Air pollution is an environmental issue related to forest fires; burning fossil fuels and wood products releases small particles into the atmosphere. This can impair the respiratory system of humans and animals, especially for those with conditions such as asthma.

Ask the youth what they would want people to know if they had a chance to tell them or show them something about the impact that man-made pollution has had on wildlife. Have them decide if they would like to work as a large group or in small groups to create a public service announcement concerning the topic they have selected. Their PSA can be in the form of a poster, brochure or a television or radio spot. Each PSA should explain the dangers and impact the issue they have chosen has on wildlife. They may choose to act it out, design an ad for a newspaper or write an article in a science magazine. Encourage youth to come up with other creative ways to educate people about their issue of concern.

Encourage them to include the questions: What are the dangers posed by this issue? What do we propose people should do differently? In what ways does this issue affect wildlife? What precautions should be taken to prevent the issue from occurring?

When youth are finished, ask them to present their PSA(s) to others in their group, family members or friends. Ask the group to evaluate each PSA. Presentations may be evaluated on:

- Clear definition of the problem or need
- Clear presentation of facts and sources
- Organization (beginning, middle and end)
- Group participation and attentiveness during other presentations
- Effect on the audience

THINK ABOUT IT ▶

- Do you think PSAs work at educating people about issues? Why or why not?
- Do you think PSAs prompt people to take action?

TIPS FOR ACTIVITY LEADER

This activity could take two sessions if the group is large. Consider posting PSAs created by the group in a public location such as a library or school.

YOUTH OUTCOMES

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have a commitment to helping others and to volunteerism.

EDUCATION STANDARDS

B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
LA 4.4 Uses a variety of sources to gather information for research topics.
LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 2 hours

PURPOSE ▶ Learn how composting benefits the soil and provides food for plants and animals.

MATERIALS ▶ Various seeds, hand shovels, work gloves, plastic grocery bags, aluminum cans and/or leaves.

PREPARATION ▶ Secure a small plot of land for the youth to plant a garden.

ACTIVITY ▶

Food chains are groups of organisms that depend on each other as food. Green plants are at the bottom of the food chain because they are the only organisms that get their energy directly from the sun instead of another organism.

There are many relationships along the food chain. In this activity, the youth will explore the cycle of growth involved in composting and gardening.

This activity has three phases that may span two to three months.

Phase 1:

Compost is created when organic matter, like leaves and grass, breaks down and creates nutrients that feed the soil.

Have the youth collect leaves, grass, old fruit or vegetables, etc. Put the organic materials into a plastic grocery bag and set aside. Have the youth observe the contents of the bag for several weeks, noting the change that occurs as the organic materials break down.

Phase 2:

This phase of the activity is best suited for the late spring or early summer. Have the youth plant a garden with vegetable plants or seeds they have chosen. Explain to the youth that compost nourishes the soil and allows plants to grow better. Have the youth spread the compost created in Phase 1 over half of the garden, leaving the other half without compost. Have them observe the differences in the growth of the plants with and without compost. Make a chart to use in tracking the differences between the compost garden and the non-compost garden.

Phase 3:

Have the youth tend the garden, including weeding and watering the plants. Have the youth research community agencies such as food kitchens or pantries where they can donate the produce from their garden.

THINK ABOUT IT ▶

- What is a food chain? What are other "links" in the food chain?
- Why is composting important?
- Would you recommend using compost in a garden?

TIPS FOR ACTIVITY LEADER

Consider asking families for space to plant a garden. Check to see if the community has a Master Gardener program. Master Gardener is a good resource for volunteers and gardening information. Contact the County Extension Service for information. The National Gardening Association has a helpful Web site at *www.kidsgardening.com.*

YOUTH OUTCOMES

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.
S 6.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.
S 6.4 Knows how energy is transferred through food webs in an ecosystem.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
M 6.4 Reads and interprets data in charts, tables, plots and graphs.

A CLOSER LOOK FAMILY TAKE-HOME PAGE

As a result of this project, youth will learn more about the world of plants and animals while developing an appreciation for and an understanding of how they are connected to each other and to humans.

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

This project supports the following Camp Fire USA outcomes.

Outcomes	Activity										
	Look Closely	Plant Food for Snacks	Going Batty	A Chink in the Chain	Entomology 101	Plants, Seeds and Soil	Nature Publisher	Leaf It Alone	Naturalist	PSAs	Chain of Food
Youth will have a preference for safe choices.								X			
Youth will have an opportunity to learn from mentoring relationships with adults										X	X
Youth are willing to engage in personal growth activities.	X						X	X	X		X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.											X
Youth will have a commitment to helping others and to volunteerism.								X	X	X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X	X	X	X	X	X	X	X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X	X	X	X	X	X	X	X	X		X

AT HOME

Make a list of all of the birds and insects that family members see around the house or yard. Using the Internet or library, figure out what role the insects play in the environment. For instance, robins eat worms, ladybugs eat aphids. Talk about what might happen if any of these insects or birds disappeared.

Plant a garden, allowing each person to help choose a fruit or vegetable that grows well in your area. Assign family members to water and weed the garden on a weekly basis, through the growing season. When the season has ended, talk about your results. Would you do anything differently another time?

TRAIL TO THE ENVIRONMENT

LEVEL Seven

PROJECT GONE TO THE WOODS

PURPOSE Youth will learn or review basic skills needed when taking part in outdoor activities and outdoor living.

ACTIVITY CHOICES

Activity Name	Focus
Scavenger Hunt	Knowledge
Brown Bag Special	Knowledge
A Polite Site	Knowledge
There's a Fire	Skill
It's Knot Knowledge	Skill
Which Way Is North?	Skill
Take the Challenge	Leadership
The Great Outdoors	Take It to the Limit

YOUTH OUTCOMES

Outcomes	Activity							
	Scavenger Hunt	Brown Bag Special	A Polite Site	There's a Fire	It's Knot Knowledge	Which Way is North?	Take the Challenge	The Great Outdoors
Youth will have preferences for safe choices.			X					X
Youth are willing to engage in personal growth activities.					X			
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.								X
Youth will be able to communicate their points of view effectively.	X	X	X		X	X		X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X	X	X	X	X	X	X	X
Youth will maximize their physical abilities to meet and overcome challenges.				X	X		X	

EDUCATION STANDARDS

Activity Name	Standards
Scavenger Hunt	LA 7.4, S 12.4, B 1.5, B 2.1, B 3.3
Brown Bag Special	M 2.5, M 4.8
A Polite Site	LA 4.6, B 1.5
There's a Fire	LA 7.4
It's Knot Knowledge	M 2.5, LA 7.4
Which Way Is North?	M 2.5, LA 7.4
Take the Challenge	LA 7.4, LA 8.1, B 1.5, B 2.1, B 2.7, B 3.3
The Great Outdoors	LA 7.4, M 1.2

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00111) or trail certificate (#T54000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATOR

These activities will require supplies and equipment. You may want to seek donations. Involve other community leaders and organizations. Review planning skills with youth.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible] minutes

PURPOSE ▶ Prepare for a camping trip

MATERIALS ▶ Pens or pencils, copies of *Preparation Scavenger Hunt* on page 309, Optional: camping and backpacking resources, Camp Fire USA's *The Outdoor Book* (#007600)

PREPARATION ▶

Gather the following items:

Sleeping bag	Sleeping clothes
Toothbrush	Toothpaste
Hair brush	Socks Swim suit
Wading shoes	Rain poncho
Matches	Small pieces of wood
Pots	Insect repellant
Sunscreen	T-shirt
Jeans	Flashlight
Canteen or water bottle	Binoculars
Backpack	Duffle bag
Sunscreen	

Place the items around the meeting area in random order. Make one copy of *Preparation Scavenger Hunt* for each youth.

ACTIVITY ▶

Ask if any of the youth have been on a camping trip and encourage them to tell the group about their experiences. Explain that when people go camping they are often away from such things as electricity and the comfort of their own beds. In order to be prepared and enjoy the camping experience, people take along the things that they will need, but not so many things that they become distracted from enjoying nature.

Give each youth a copy of *Preparation Scavenger Hunt*. Have the youth decide if they want to work individually or in pairs. Tell the youth they will have 10 minutes to complete the list. Review the list to make sure everyone understands the instructions given on the activity page.

After the 10 minute time limit has passed, have the youth gather as a group to review what they wrote on their activity pages. Tell the youth they have just created a list of items to take on a camping trip. Have the youth discuss the various items and their uses. Have them think of other things they might need to include on their lists.

Discuss ways to pack for an overnight camping trip. Have youth pack everything in the sleeping bag/bedroll and in one smaller bag or day pack. A soft container will pack better than a suitcase and will be lighter in weight. The bag or pack also gives each person a place to keep belongings. If everything is packed in the sleeping bag, there will be a jumbled chaos in the shelter when everyone empties sleeping bags for the night. Encourage youth to pack smaller bags, putting all toilet articles in one bag, all extra clothing in another bag, all eating materials in another bag, etc.

THINK ABOUT IT

- Why do you think it is important to know how to plan for a camping trip?
- Do you think you would like to take a camping trip?
- What benefits does camping offer that indoor activities don't?

TIPS FOR ACTIVITY LEADER

There may be more that one item that could be correct for some of the "Find something ..." statements on *Preparation Scavenger Hunt.* Make trail mix with raisins, dry cereal, granola, chocolate chips, etc., for snacks after this activity.

ADULT FACILITATOR NOTES

Contact your Camp Fire USA council concerning training available for adults and/or youth in the area of camping and outdoor activities.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 12.4 Knows that observations can be affected by bias.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

PREPARATION SCAVENGER HUNT

Find something...

you will use when sleeping at camp.

you will use when getting ready for bed.

you will want to change daily.

you will use if there is a place to play in the water.

you will need if it rains.

you will use to make a campfire.

you will use to cook a simple meal.

you will need if you get hurt.

you will use to stay comfortable.

you will use if it gets cold.

you will wear everyday.

you will use at night.

you could use while hiking.

you will use to carry your belongings.

Notes:

ACTIVITY NAME BROWN BAG SPECIAL

PROJECT GONE TO THE WOODS

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 30 minutes

PURPOSE Explore easy to prepare foods to take on an overnight camping trip.

MATERIALS Paper, pens or pencils.

ACTIVITY

Eating is not only a necessity, it is an important part of sharing the group living experience when on a campout or outdoor excursion. It is also fun! Outdoor cooking is a progressive skill and a team effort. Training is needed in order for the group to be successful and safe while building fires and cooking meals.

If the group is new to the outdoor experience, they may not be ready to cook meals over an open fire. But, if the group is interested in taking an overnight trip into the great outdoors, they can plan for meals that do not require any cooking.

Have the youth brainstorm two lists of foods. The first list will be foods that do not require any cooking such as sandwiches or cereal. The second list will be food that could be heated in one pot over an open fire. Encourage the youth to list all the possibilities even if it is something they may not like. Remind them to include healthy items such as fruits and raw vegetables.

[illegible]

Supplies needed:
Bowls, spoons, cups, paper napkins, trash bag, fire chest, [illegible]

Using the completed menu, have the youth create a shopping list including estimated cost for the items they will need to purchase for their overnight trip. Have them decide the best way to package and carry the food and other supplies they will need.

THINK ABOUT IT

- What type of plates, bowls and eating utensils will you use on a camping trip?
- What is the environmental impact of your decision?

ADDITIONAL ACTIVITY

TIPS FOR ACTIVITY LEADER

ADULT FACILITATOR NOTES

[illegible] Youth Camp Fire USA council concerning training available for adults and/or youth in the area of camping and outdoor activities.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

M 2.5 Understands the concept of a unit and its subdivision into equal parts.
M 4.8 Selects and uses appropriate estimation techniques to solve real-world problems.

ACTIVITY NAME A POLITE SITE

PROJECT GONE TO THE WOODS

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 45 minutes

PURPOSE Plan a campout.

MATERIALS Paper, pens or pencil, Camp Fire USA's *The Outdoor Book* (#D07600).

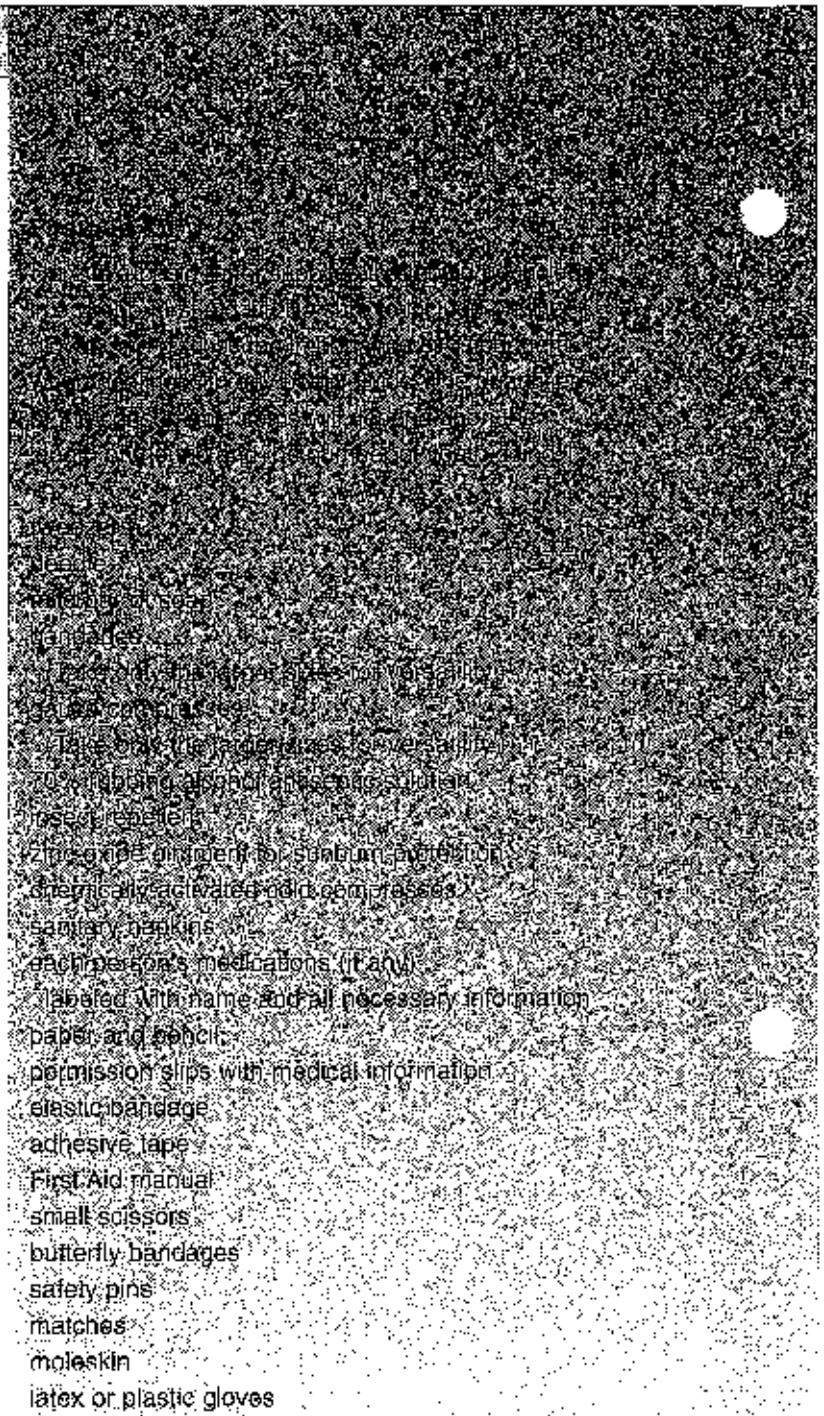
ACTIVITY

Have the youth brainstorm a list of places they could go within a short traveling distance for an overnight camping trip.

Choose one from the list. Using that site, have the youth put together a list of guidelines or rules to follow in order for everyone to have a pleasant experience on the camping trip. Remind them that they will be sharing the camp or park with others that may not be a part of Camp Fire USA. They should remember to act and treat others as they would want others to treat them. Have them include rules concerning using the site, meals, hiking around the area, night time procedures, etc.

Have the youth make an agreement to follow all of the rules they created while they are on their trip. Make copies of the agreement for each person to take home and share with his or her parents or guardians.

Explain that, when carefully planned, a camp out is likely to be an enjoyable, safe experience. Even with proper planning, accidents can happen. Have the youth brainstorm what would be needed for a First Aid kit.



[illegible]
[illegible]
[illegible]

THINK ABOUT IT

ADDITIONAL ACTIVITY

Make a [illegible] the outdoor [illegible]

TIPS FOR ACTIVITY LEADER

Invite a park ranger or outdoor professional to visit the group and discuss outdoor safety. Invite a council staff person to come to the meeting to discuss risk management issues or transportation safety guidelines and dealing with emergencies. *The Outdoor Book* (#007600) has more information on assigning camp jobs using a paper chart.

ADULT FACILITATOR NOTES

Contact your Camp Fire USA council concerning training available for adults and/or youth in the area of camping and outdoor activities.

YOUTH OUTCOMES

- Youth will have a preference for safe choices.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
B 1.5 Understands that various factors affect decisions that individuals make.

ACTIVITY NAME THERE'S A FIRE

PROJECT GONE TO THE WOODS

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 45 minutes

PURPOSE Learn to build a safe fire and practice fire safety.

MATERIALS Copies of *Fire Building and Fire Safety* on page 316, copy of *Fire Starter Ideas* on page 318, small paper plates, large marshmallows, candy corn, shredded coconut, pretzel sticks, small Tootsie Roll candy (enough for each youth to have three marshmallows, three candy corns, four pretzel sticks, two Tootsie Rolls), outside location where a small fire can be built, small wood and twigs for each group (no more than a handful), matches, water (in buckets or 2 liter bottles). Optional: Camp Fire USA's, *The Outdoor Book* (#D07600).

PREPARATION Make one copy of *Fire Building and Fire Safety* for each youth. Make plans to go to an outside setting for this activity, if possible. Divide the edible fire ingredients and put them in individual plastic bags. Set up for outdoor fires.

ACTIVITY

The use of public and private primitive areas is increasing at a rapid rate. Even though many areas still permit open wood fires, such areas rapidly are becoming a thing of the past. There are times when it's either environmentally undesirable, detrimental or even impossible to build or use wood fires for cooking or other reasons. Open wood fires on many public lands are prohibited because overuse of the area has eliminated most natural firewood. In times of high danger, open

[illegible]

Paper plate – the circle foundation for the fire
Marshmallows – water buckets
Shredded coconut – under
Pretzel sticks – kindling
Tootsie Roll pieces – fuel
Candy Corn – flame of the fire

Explain the purpose of each component of the "fire" as youth lay the "ingredients" down. After building candy fires, youth may eat the materials.

Take the youth outdoors to build and start a wood fire. Review *Fire Building and Fire Safety* and discuss the safety rules as a group prior to building the fire(s.) Make sure safety equipment is in place prior to building fires. Discuss how to extinguish the fire before the youth light their fires. Divide the youth into groups of three or four. Either have the youth gather wood or have a pile of unsorted wood. Have them sort the wood they will need for their fire. Give each group time to construct one of the fires. Challenge the youth to build a fire that will light using only one match. They may want to practice laying a fire a few times before they light it. Give each group one match to begin with and additional matches as needed to get their fires going. Have the youth extinguish their fires using the method discussed.

THINK ABOUT IT

[illegible]

ADDITIONAL ACTIVITY

Have the youth make fire starters from one of the ideas in Fire Starter Ideas (D[illegible])

TIPS FOR ACTIVITY LEADER

This activity involves risk. Take care to familiarize yourself thoroughly with techniques of safe fire building found on the handout *Fire Building and Fire Safety*.

ADULT FACILITATOR NOTES

Safety considerations for fire building including the following: clearing the area, not using flammable liquids and gasses to start fires, not building fires inside or close to buildings, knowing safe methods for extinguishing a fire, having a First Aid kit available, not allowing youth to play with fire. Contact your Camp Fire USA council concerning training available for adults and/or youth in the area of camping and outdoor activities. See *The Outdoor Book* (#D07600) for in-depth information about building fires.

YOUTH OUTCOMES

- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS

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

FIRE BUILDING AND FIRE SAFETY

A fire needs three elements to burn: air, fuel (wood) and a spark to ignite.

TYPES OF WOOD

There are three main types of wood to be used when starting a fire.

Tinder is material which catches fire from a match and should not be any thicker than the size of a match stick. Examples would be wood shavings, fine twigs, thin pieces of bark, etc. It is found on small dead trees. DO NOT TAKE WOOD FROM A LIVE, GROWING TREE...IT MAY HURT THE TREE AND IT WILL NOT LIGHT. Be sure that it is dead wood by observing that it has dead or no leaves and snaps when broken.

Kindling consists of good dry sticks and twigs, graduated in size from pieces just longer than tinder up to pieces as big around as a man's thumb and from six to 12 inches in length. Larger pieces may be split or broken for kindling. It is the best wood for cooking because it burns quickly.

Fuel is the real fire material. Fuel includes firm pieces of wood, graduated in size from pieces just larger than kindling to as large as five inches in diameter. Larger pieces should be split. This wood is good for a campfire because it burns slowly.

Soft wood can be used for starting fires and a quick blaze. Types include pine, spruce, cedar, gray birch, aspen, etc. This wood is lightweight, but burns quickly and does not make good coals.

Hard wood can be used for a lengthy campfire or for cooking. Types include oak, hickory, yellow birch, maples, ash, etc. This wood is heavy and yields coals that will last.

Note: Wood from evergreen trees (pine, cedar, spruce, etc.) will burn very hot because of the resin in the wood. These types of wood will cause food to have a peculiar taste when cooked over the open flame. Food cooked in pans, skillets, foil, etc., will not be affected.

FIRE SAFETY

Determine a safe location for building a fire such as a foundation of rock, dirt or sand. Clear a six foot circle around the area where you are going to lay your fire. Do not build a fire near a tree trunk, tree roots or under branches. Establish wood piles well away from the fire circle. Keep the fire small, build it only as large as needed to do the job. Always have two people present when lighting a fire and NEVER leave a burning fire unattended. Do not build a fire if the wind is blowing hard. Never use kerosene, gasoline or other liquid fuels. Have buckets of water at the fire site. Have baking soda available for potential grease fires when cooking. Do not run or play anywhere near a fire site and do not play with fire. Put the fire out completely, spread coals with a stick or shovel and sprinkle water on fire (DO NOT POUR). Water turns to steam and can burn.

TYPES OF FIRES

Foundation or A-Frame Fire

Dig a small hole called a fire hole. Gather sufficient amounts of tinder, kindling and fuel. Make sure that the fire circle is cleared. Have water nearby. Kneel with the wind at your back. Take two fat sticks of kindling, place them flat on the ground at an angle to each other, but not touching at the top. Then place another stick across these to form an "A." Pile a good bit of tinder in the triangle of sticks lightly so there is air, but compactly enough so that each piece rests against another piece. Leave a tunnel under the crosspiece in which to insert the match. Remember a fire needs air. Next, begin to build around it with other tinder, placing it gently. Add pieces of kindling, forming a Teepee over the tinder, starting with small pieces and gradually adding larger ones. Remember to build gradually and leave access to the tunnel so you can light the fire. Keep firelay compact, with each piece of kindling touching another for most of its length, but allow for air to get in.

This is the basic firelay used to start all other types of fires.

Teepee Fire

This is a pyramid fire that will give you one spot of concentrated heat like a burner or stove. Use this type for boiling or under a rotisserie. Build an A-Frame fire lay described above, then start standing up your small fuel, then larger fuel with wood touching at the top in a teepee shape. Keep it tall but not wide-spread. Be sure to leave access to a tunnel for lighting. You may lash a tripod or frame to suspend a pot or meat on a stick over the teepee.

Crisscross Fire

This type of fire is used whenever a bed of coals is needed. This type of fire is good for foil dinners, stick cookery, Dutch oven or pit cookery. It is good for broiling, frying and boiling. Start with an A-Frame firelay. Put a log on either side of that and then lay wood across these close together. The next layer goes the direction of the first two logs. If you will need more, add more layers crisscrossing them. Use hard long-burning wood. Do not use this for cooking on a grill.

LIGHTING THE FIRE

To light the fire, strike a match, tip slightly down so flame catches the wood. (cup your hand if necessary) When the match is well-lighted, stick the flame into the tunnel so that it is in the center of the pile of tinder. One match should do it.

HOW TO PUT OUT A FIRE

Let the fire die down as much as possible. Use a large stick, shovel or hoe to scatter the coals. break up big pieces and knock logs apart. Stir coals, sprinkle with water, then stir again. Repeat until there are no live coals. (Check underneath logs and in the middle.) When you can press your hand near or on where the fire has been, you know it is out. Replace any of the dirt and/or sod you removed, pressing evenly.

Leave no trace of your fire. Properly dispose of all partly burned logs. Do not put charred logs onto the woodpile.

FIRE STARTER IDEAS

Dry tinder is the best way to start a fire, however, certain conditions such as wet wood may make starting a fire difficult. The following are some ideas for making fire starters:

Candle
Instead of sticking a match under the wood you can light a candle and put it in the place where a match is placed. The candle burns longer than the match so it gives the wood more time to catch.

Saw Dust
If saw dust is available, a pile may be placed under the tinder and then lighted. Saw dust lights very fast.

Shaved Kindling
If tinder is not available, a piece of kindling may be shaved with a pocket knife. Do not cut the shavings off of the kindling. The more the piece of wood is shaved, the faster the fire will catch.

Waxed String Kindling
A fire starter can be made by dipping string into melted wax or paraffin and when dried, wrapped around a piece of kindling. This can then be lit and will catch the other wood on fire.

Pine Cones
Pine cones can be used because they catch fire easily. The cones can be dipped in hot wax or paraffin so that they will burn longer and hotter.

Water Proof Matches
Matches may be dipped in melted wax or paraffin to water-proof them. Another method for water proofing matches is to dip the tip in nail polish.

Egg Crates
Utilizing cardboard or paper egg cartons, place a small amount of dryer lint into each egg holder (enough to fill the hole). Pour melted wax or paraffin into each egg holder to fill it 3/4 full. Set aside to dry. When using, tear one egg holder off at a time and place in center of tinder. Light the edge of the egg carton with a match.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ Skill

CODE ▶ [illegible]

TIME ▶ 30-45 minutes

PURPOSE ▶ Learn to tie a few simple knots and know their uses.

MATERIALS ▶ Approximately 3 feet of cord or rope for each youth. Camp Fire USA's publication *The Outdoor Book* (#D07600).

PREPARATION ▶ Read about knot tying and practice making knots. Information on knots is in Chapter 15 of *The Outdoor Book* (#D07600).

ACTIVITY ▶

People tie different kinds of knots every day. Part of preparing to participate in outdoor activities involves knowing how to tie some basis knots. Knots are especially useful when planning an overnight camping trip.

There may be more than one way to tie certain knots. The test is getting the correct results. Through practice and experimentation, youth may find short-cuts or trick methods for making certain knots. To help youth remember a knot, have them try to get both a visual picture of it and the "feel" of it. It is not a good idea to memorize directions.

Overhand Knot
This knot is used for the starting point of many other knots. It won't hold around an object, but will hold when used as a stopper knot at the end of the rope to keep it from slipping through a loop. The simplest of all knots, it is the same one used for the first step in tying shoelaces before making the bow.

To Make: Pass free end over (or under) standing end to make a loop. There will be an overhand (or underhand) loop. Then pass free end in and out of the loop. Pull.

See illustrations on pages 123 to 134 in Camp Fire USA's *The Outdoor Book* (#D07600).

Remember: "Over-the-rope and under-the-rope and pull."

Square Knot
This joiner knot is used for joining ropes of the same thickness, such as broken shoelaces and bandages. It is generally very secure, but it may be untied quickly if one end is jerked hard.

To Make: Hold in each hand the ends of rope to be joined. Pass right end over and under left end. Pass end which is now in left hand over and under the end of the right hand. Pull both ends simultaneously to tighten. (A "granny" knot is a square knot gone astray. It is guaranteed not to hold!).

See illustrations on pages 123 to 134 in Camp Fire USA's *The Outdoor Book* (#D07600).

Remember: "Right hand over left and left over right."

Slip Knot
This knot is used for an adjustable noose, a starting tie around bundles, bedrolls, etc. A slip knot is sometimes insecure; for heavy bundles a bowline is better.

To Make: Hold rope in hand, palm up. With other hand, bring free end under the standing part, forming a large overhand loop. Tie an overhand knot around the standing end. To tighten the loop, pull loop and standing end. An object around which this knot is to be used goes in the loop. Either make the knot first (since it slips) or make it around the object.

See illustrations on pages 123 to 134 in Camp Fire USA's *The Outdoor Book* (#D07600).

Remember: "Start with a loop with the rope passed under; an overhand knot, and you have a slipping wonder."

Hitches
A hitch is a kind of temporary fastening around something, such as a post, a hook or another piece of rope. It can be quickly untied. Some of the more common hitches used in camp craft are described below. There are many more. To practice most of these, use a pole or other object. Indoors, use a broom or mop handle, chair leg or rung, etc. For practice, place the object in a horizontal position.

Simple Hitch
This hitch is used for tying packages, bedrolls, etc.

To Make: Pass rope behind pole. With both hands, cross and pull ends in opposite directions and at right angles to the rope over the pole. That's the hitch! The simple hitch reminds us of a plus sign. Several simple hitches often are made along the length of a lightweight bedroll; for heavier bedrolls, half hitches are preferable.

See illustrations on pages 123 to 134 in Camp Fire USA's *The Outdoor Book* (#D07600).

Remember: "The simple hitch? No muss, no fuss. Behind and cross, and make a 'plus'.

Half Hitch
This hitch is for use along the length of bedrolls (instead of the simple hitch), hanging temporary towel racks or suspending other lightweight objects. The half hitch gives extra strength to another knot, as when tying a package for mailing.

To Make: Hold pole horizontally in front. Pass free end behind pole and down under the standing part. Pull crossed ropes fairly tight to pole. Tuck free end back up between the pole and the part of the rope above the crossing. If the hitch is to hold well, the small loop formed by the tucking should be slightly open; don't draw it tight down by the standing part. The standing part must also pull directly opposite the loop rather than straight out of the loop. Experiment to get the feel of proper tension of the half hitch.

See illustrations on pages 123 to 134 in Camp Fire USA's *The Outdoor Book* (#D07600).

Remember: "A half hitch is easy as spending a buck. Behind pole and down under, and then you just tuck."

Two Half Hitches
These hitches are used for mooring a boat, finishing off some types of lashings or a bedroll tie job, or tying a line to a hook in fishing.

To Make: Place a loop around pole and make a half hitch leaving free end in tucked position. Bring the free end down toward you. Pass free end under the standing end again. Tuck free end through second loop. Pull free end horizontally while pulling down on the standing part with the other hand.

See illustrations on pages 123 to 134 in Camp Fire USA's *The Outdoor Book* (#D07600).

Remember: "For two half hitches, do the same thing twice. Under-over, under-over; yours will be precise."

Clove Hitch
This hitch is used for starting lashings, putting up clothesline (especially around trees), mooring boats and fastening guy ropes.

To Make: Place pole in vertical position, if possible. Hold free end of rope and pass around behind post. Cross free end over standing part, making an "X" on the post. Pass free end around post a second time below the X. Slip free end under this second turn around the pole at a point below the X. To tighten, pull simultaneously on free end and standing end. The pull of the standing part should be directly opposite to that of the free end. If hanging a clothesline, for example, don't pull the standing part out at a right angel to the X or the hitch won't hold well. After you can tie and recognize the clove hitch, there is a trick way to make one that merely slips over the end of a pole. Hint: Lay two loops (an overhand

and an underhand) on top of each other. See if you can figure it out.

See illustrations on pages 123 to 134 in Camp Fire USA's *The Outdoor Book* (#D07600).

Remember: "For a clove hitch handy, a double X is just dandy."

THINK ABOUT IT

- How can knots be used in a creative way?
- How many uses can you think of for knots at camp? (Tie up a clothesline, secure bedrolls, string up a tarp, suspending food to keep it away from animals, etc.)

ADDITIONAL ACTIVITY

Learn to tie more difficult knots: bowline, sheet bend, taut line hitch, sheep shank. These can be found in Camp Fire USA's *The Outdoor Book* (#D07600). (DP1)

ADULT FACILITATOR NOTES

Contact your Camp Fire USA council concerning training available for adults and/or youth in the area of camping and outdoor activities.

YOUTH OUTCOMES

- Youth are willing to engage in personal growth activities.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.
- Youth will maximize their physical abilities to meet and overcome physical challenges.

EDUCATION STANDARDS

M 2.5 Understands the concept of a unit and its subdivision into equal parts.
LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ▶ WHICH WAY IS NORTH?

PROJECT ▶ GONE TO THE WOODS

LEVEL ▶ Seven

FOCUS ▶ Skill

CODE ▶ I G DP1

TIME ▶ 45 minutes

PURPOSE ▶ Learn the parts of a compass and how to take a degree reading.

MATERIALS ▶ Orienteering style compasses, copies of Camp Fire USA's *The Outdoor Book* (#D07600).

PREPARATION ▶ Read the section on compasses in Chapter 21, Orienteering, in *The Outdoor Book*.

ACTIVITY ▶

Lead youth through the activity on pages 195 to 199 of *The Outdoor Book*.

THINK ABOUT IT ▶

- What use do you have in your daily life for a compass?
- What are some advantages of knowing how to tell directions?

ADULT FACILITATOR NOTES ▶

YOUTH OUTCOMES ▶

- [illegible]
- [illegible] choices and decisions.
- Youth will have an appreciation for the [illegible] and outdoor activities.

EDUCATION STANDARDS ▶

M 2.5 Understands the concept of a unit and its subdivision into equal parts.
LA - 4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ Time will vary depending on how involved youth will be in the planning process.

PURPOSE ▶ Participate in a challenge/ropes course.

MATERIALS ▶ Paper and pen. Optional: chart paper and markers.

PREPARATION ▶ Find out if there is a facility in your area that has a challenge/ropes course. Determine the cost of participating per youth, when dates would be available, and how long the session is. Discuss other details such as overnight camping, meals and other types of programs offered.

ACTIVITY ▶

A challenge or ropes course is an exciting and powerful outdoor experience designed to promote teamwork, group process skills, communication, trust, respect, self-confidence and self-awareness. A challenge course has a variety of elements or "challenges" that, when combined with certified instructors, provide a valuable learning experience. This challenge course consists of carefully structured and graduated events that expose the participants to many of the challenges that are a part of everyday life. Some elements in a challenge course require group problem-solving skills, while others demand that an individual reach beyond self-imposed limits.

The elements of a course are basically stations or activities. There will be "lawn" elements, low elements and high elements. Lawn elements are designed to introduce the concepts of leadership, teamwork, trust, responsibility and communication. Low elements continue the challenge of team problem solving and present groups with a challenge and a goal that is explained by a certified course instructor. Active participation by all group members is needed to come up with a solution to overcome the challenge and reach the goal. All elements are also processed so group members can examine their levels of trust, teamwork, communication and problem solving.

Ask youth to plan a field trip to a challenge course or similar type of program. Have them consider fun activities to do while traveling to the location and two fun activities to do while at the site. Plan the ground rules for the event, considering transportation, location of trip, consequences for behavior and/or not following rules. Plan for an emergency, considering health forms with emergency contact numbers and obtaining phone numbers of local emergency services, i.e. hospitals, ambulance, First Aid kits.

THINK ABOUT IT ▶

- Were all group members involved in the discussion?
- What are some specific examples of when the group cooperated in completing the task?
- Would you like to do this activity again?

TIPS FOR ACTIVITY LEADER

You may decide to have youth do the research for the location of a challenge course and handle the details for planning. This activity will require funds. Typically a course costs $15 and up per youth. Consider taking a one day trip or an overnight that includes additional activities.

ADULT FACILITATOR NOTES

See the *Activity/Trip Permission Slip* on page 445. There is a cost per youth to participate in challenge course activities. Ensure that the instructors for the challenge course have been trained and certified for challenge courses. The instructors should be committed to creating a safe, positive learning environment and making the experience a fun one. Benefits of a challenge course experience are: enhanced communication skills, mutual respect, trust, problem solving, leadership, cooperation and team-building skills.

YOUTH OUTCOMES

- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
LA 8.1 Plays a variety of roles in group discussions.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ Allow time completing. Time will depend on the destination.

PURPOSE ▶ Plan and take a day or overnight trip to an outdoor area or campsite.

MATERIALS ▶ Paper, pens or pencils, other materials will vary according to plans made for the trip; copy of *Discovery Planning Method* on page 419.

PREPARATION ▶ Make one copy of the *Discovery Planning Method* for each youth.

ACTIVITY ▶

Use the *Discovery* Planning Method to plan a day or overnight trip to a local camp, park or other outdoor area.

THINK ABOUT IT ▶

- How did the group choose a destination?
- What would you do differently?
- Was the destination a place that everyone could enjoy?

TIPS FOR ACTIVITY LEADER ▶

Ensure safety of youth by securing necessary permission, following council procedures and providing adequate supervision.

ADULT FACILITATOR NOTES ▶

Contact your local Camp Fire USA council concerning training available for adults and/or youth in the area of camping and outdoor activities. Ensure safety of youth by securing necessary permission, following council procedures and providing adequate supervision.

YOUTH OUTCOMES ▶

- Youth will have a preference for safe choices.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend knowledge base.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

GONE TO THE WOODS FAMILY TAKE-HOME PAGE

As a result of this project, youth will learn or review basic skills needed when taking part in outdoor activities and outdoor living.

This project supports the following Camp Fire USA outcomes

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

Outcomes	Activity							
	Scavenger Hunt	Brown Bag Special	A Picnic Site	There's a Fire	It's Knot Knowledge	Which Way Is North?	Take the Challenge	The Great Outdoors
Youth will have preferences for safe choices.			X					X
Youth are willing to engage in personal growth activities.					X			
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.								X
Youth will be able to communicate their points of view effectively.	X	X	X		X	X		X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X	X	X	X	X	X	X	X
Youth will maximize their physical abilities to meet and overcome challenges				X	X		X	

AT HOME

Make a list of what the family would need to have a weekend camping trip. Which of these things do you already have? Which would you need to buy? Use catalogs from camping supply companies or shop together at a camping supply store and price the items you would need to have. Note: You do not need to purchase the items or take the trip to do this activity.

Plan a daylong outing in a state park or nearby recreational facility with hiking trails. Take a hike and share a picnic lunch.

ADDITIONAL TRAIL ACTIVITIES
TRAIL TO THE ENVIRONMENT

DP1 Draw a diagram of the cycle of water. Add color and detail. Label areas where humans could have an effect on water.

DP1 Tell what is meant by water pollution, describe some common sources of water pollution and explain what the effects of each are.

DP1 Describe the difference between intrusive igneous rocks and extrusive igneous rocks.

DP1 Demonstrate two of the following actions of water: capillary action, evaporation, percolation, precipitation or transpiration. Show this to your group, adult facilitator or your family.

DP1 Learn about three trees that are a major source of papermaking fibers. Tell what other uses there are for the trees and how they are harvested.

DP1 Draw a diagram of the hydrologic cycle to share with your family or group. Discuss it and its effects.

DP1 Learn about the ecological reasons for being a vegetarian. Write a meal plan for one week that reduces the amount of meat in your diet and follow it.

DP2 Define rock. Know three classes of rocks. List three characteristics of each. Define mineral. Know how to identify minerals. Tell how rock and minerals differ. List five of the most common rock forming minerals. Know how they are identified.

DP2 Find out about the Earth's known and estimated energy resources. Make a chart or graph showing how long each is estimated to last.

DP2 Watch your backyard for a period of time. Make a list of all the insects, birds and other wildlife you see during that time. Pick one of the creatures on your list and find out more about it. Share this information with your group.

DP2 Take a hike or walk outdoors. Find a quiet place, sit down, close your eyes and remain silent for 10 to 15 minutes. Think about what you hear, smell, touch and even taste. Think about the following: What did you hear—was it different because you were quiet? What did you smell? What did you feel? What else did you notice? Draw a picture, write a poem or create something that will remind you of your outdoor experience. Share your outdoor experience with your group, family or friends.

DP2 Identify 15 species of wild plants in or near the area where you live.

DP2 Learn about five energy sources including how they occur and how they are used today. Know the source of the products supplied by your local utility company.

DP3 Start a collection of natural items (rocks, leaves, flowers). Start with items you can find around your home. Add other items to your collection as you find them. Find a way to preserve, organize and label your collection. Share your collection with your group or your family.

DP3 Visit a nature center or natural area.

DP3 Conduct a community-wide swap shop or rummage sale.

DP3 Volunteer to work at a recycling center.

TRAIL TO THE FUTURE

LEVEL Seven

PROJECT THE SCIENCE OF IT

PURPOSE Youth will explore concepts and apply knowledge in the areas of Earth, physical and life sciences, and other related topics, by participating in a variety of activities.

ACTIVITY CHOICES

Activity Name	Focus
Kick up the Heat	Knowledge
Moving Marbles and Money	Knowledge
Air Power	Knowledge
Fire and Water	Knowledge
The Science of It	Skill
Playful Science	Skill
Hot Air Balloons	Skill
Wind Wheel Races	Leadership
Kitchen Wizardry	Take It to the Limit

Outcomes / Activity	Kick up the Heat	Moving Marbles and Money	Air Power	Fire and Water	The Science of It	Playful Science	Hot Air Balloons	Wind Wheel Races	Kitchen Wizardry
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X	X	X	X	X	X	X	X	
Youth will appreciate being able to celebrate and share successes.								X	

EDUCATION STANDARDS

Activity Name	Standards
Kick up the Heat	S 1.4, S 9.4, S 12.2, S 12.4, S 12.5, M 6.6
Moving Marbles and Money	S 1.4, S 10.1, S 10.3, S 10.5, S 12.2, S 12.4, S 12.5
Air Power	S 1.4, S 12.2, S 12.4, S 12.5
Fire and Water	S 1.4, S 12.2, S 12.4, S 12.5
The Science of It	LA 7.1, LA 7.4, B 1.5, B 3.3, S 1.4, S 12.2, S 12.4, S 12.5
Playful Science	LA 7.1, LA 7.4, B 1.5, B 3.3, M 2.5, S 12.2, S 12.4, S 12.5, M 6.5
Hot Air Balloons	LA 7.4, LA 8.1, LA 8.5, B 1.5, B 2.1, S 12.2
Wind Wheel Races	B 1.5, B 2.7, M 2.5, M 3.3, S 10.3, S 10.5, S 12.2, S 12.4, S 12.5
Kitchen Wizardry	LA 4.6, LA 5.6, LA 7.1, M 1.1, M 1.2, M 2.5, M 3.3, M 4.1, M 6.4, S 12.5, S 13.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00112) or trail certificate (#T55000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATOR

- Keep in mind or remind those leading the activities:
- It is a good idea to try all the science experiments in advance so you are familiar with how they work.
- If you find substitutes for the materials recommended for any activity, feel free to use them.
- Consider safety concerns for any high risk activities, i.e. those that involve using matches, flames or chemicals. Take precautions to protect participants and property.
- Encourage the youth to try again if a science activity fails on the first attempt. Remind them that part of the scientific process is testing a hypothesis. Have them decide if they need to make any adjustments and try again. Allow youth to fail at times. Encourage them to see failure as a chance to learn and improve.
- Allow plenty of time for youth to experiment with the activities. Hands on experiences are important for youth to develop skills and value learning.

ACTIVITY NAME ▶ KICK UP THE HEAT

PROJECT ▶ THE SOUNDS OF [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ DP1

TIME ▶ 45 minutes

PURPOSE ▶ Demonstrate some of the effects of heat.

MATERIALS ▶ Materials are listed with each experiment; copies of *Kick up the Heat* on page 335.

PREPARATION ▶ Gather materials listed on *Kick up the Heat* for experiments. Make one copy of *Kick up the Heat* for each youth. Determine which of the four experiments on *Kick up the Heat* youth will do.

ACTIVITY ▶

Heat is described as the sensation of warmth or hotness. Heat can also be described as a non-chemical transfer of energy which raises the temperature of a body to which it is added. Heat can result in changes like warming, expansion, evaporation and vaporization. Try simple experiments on *Kick up the Heat* to investigate the results of heat.

Allow the youth to help set up the experiments. Demonstrate each experiment to the youth or supervise the youth in conducting the experiments. Ask the youth if they can explain the action for each experiment.

THINK ABOUT IT ▶

- If the sun can heat your finger in a short time, what might a desert environment be like?
- What would you say to a child who asks the question, "What is wind and where does it come from?"

ADDITIONAL ACTIVITY ▶

Have the youth keep track of temperatures as they rise and graph the changes over time. (DP1)

TIPS FOR ACTIVITY LEADER ▶

This activity would be considered high risk due to experiments requiring the use of matches/fire. Provide adequate supervision and ensure safety of youth by reviewing safety guidelines. Try the experiments in advance to be familiar with the process. Explanations for the experiments:

Digit Warmer
The sun's rays are reflected from the walls of the funnel to the middle and are concentrated on the central axis, which is formed by your finger. If you put your finger into the dismantled concave mirror of a bicycle light, the sun's rays would be unbearably hot. In this case, they converge at a point, the focal point of the concave mirror, at which the bulb is usually placed. The heat produced is so great that one could easily start a fire with a concave mirror.

Beddel Thermometer
The air enclosed in the bottle expands on heating and presses on the water surface. The displaced water escapes into the straw and shows the degree of heating by its position. You can fix a scale on the side of the bottle.

Heat Power

The arrow turns quite quickly some way to the right because the knitting needle expands on heating like other substances. With an ordinary steel knitting needle, the arrow would only turn a little, because steel only expands half as much as aluminum. Since the aluminum is longer as well, the difference is still greater. The expansion is clearly visible in electricity power cables, which sag more in summer than in winter. If you take the candle away from the knitting needle, the arrow moves back.

Steam Boat

Steam is formed in the boat's boiler when water boils. Because it expands sharply, it escapes at high pressure through the nozzle and causes a re-coil.

ADULT FACILITATOR NOTES

This activity would be considered high risk due to experiments requiring the use of matches/fire. Provide adequate supervision and ensure safety of youth by reviewing safety guidelines.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

S 1.4 Knows factors that can impact the Earth's climate.
S 9.4 Knows how the sun acts as a major source of energy for changes on the Earth's surface.
S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.
S 12.4 Knows that observation can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.
M 6.6 Organizes and displays data using tables, graphs, frequency distribution and plots.

KICK UP THE HEAT

Digit Warmer

Materials: Silver paper or foil, heavy paper, scissors, glue sticks or craft glue.

Cover a piece of heavy paper with silver paper or foil and glue the two pieces together. Cut the paper into a five-six inch circle. Cut a very small circle in the center. Make a single cut from the outside edge to the center circle. Form the paper into a funnel shape with the shiny side facing the inside and glue. Stick your finger into it, point it to the midday sun, and you will feel it warm up signicantly.

Beddel Thermometer

Materials: Glass bottle with a cork, cork-screw, food coloring, water, soda straw, glue.

Pour some water into a bottle and add a small amount of food coloring. Bore a hole through the bottle cork. Push a soda straw through a hole so that it dips into the water when the cork is in place. Seal the cork with glue. If you place your hands firmly on the bottle, the water rises up the straw.

Heat Power

Materials: Two clean, empty wine bottles (one with a cork), long aluminum knitting needle, scraps of heavy paper or poster board, scissors, sewing needle, glue, taper candle in a holder, matches.

Take an empty, corked wine bottle and push a long aluminum knitting needle into the side of the cork close to the top. Place the cork in the bottle and let the other end of the knitting needle project, under slight pressure, over the mouth of a second uncorked bottle. Make a paper arrow about 2 1/2 inches long. Push a sewing needle through the center of the paper arrow (making sure that it is balanced) and use a spot of glue to hold it in place. Fix the sewing needle between the knitting needle and the top of the uncorked bottle. Place a candle so that tip of the flame touches the middle of the knitting needle. Light the candle and watch the arrow.

Steam Boat

Materials: Aluminum cigar tube with a lid, sardine type can (the can must be big enough to hold the cigar tube), water, three candle stumps or tea light candles, matches/lighter, drill with a small drill bit, tub filled with water. Note: Any other aluminum or metal tubes will work as long as they are the right size. Cigar tubes are available at tobacco stores.

Drill a hole through the lid of the aluminum cigar tube. Put some water inside the tube and replace the lid. Put the tube in an empty sardine can. Fix three tea light candles (or stumps from taper candles) inside the sardine can close to the tube. Place the can in a water pond or a trough-style tub filled with water. If you light the candles, the water soon boils, and the jet of steam escaping from the back drives the boat. Note: Do the experiment in calm weather!

ACTIVITY NAME MOVING MARBLES AND MONEY

PROJECT THE SCIENCE OF IT

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 30 minutes

PURPOSE Demonstrate the laws of motion and inertia.

MATERIALS Marbles, two long straight pieces of wood (yardsticks work well), three quarters, 20 pennies or nickels, four to five dimes or quarters.

PREPARATION Have enough supplies so that all of the youth can try the experiments at the same time.

ACTIVITY

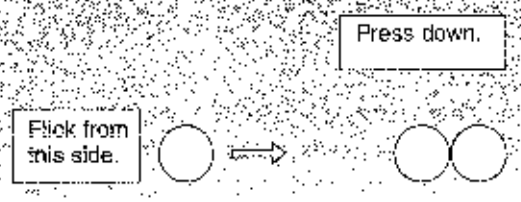
Newton's first law of motion states that an object at rest tends to stay at rest and an object in motion tends to stay in motion with the same speed and in the same direction unless acted upon by an unbalanced force. Objects tend to keep on doing what they are doing. In fact, it is the natural tendency of objects to resist changes in their states of motion. This tendency to resist changes in their states of motion is described as inertia. Inertia is the resistance an object has to a change in its state of motion. Inertia means that a rolling ball on a smooth, level surface will roll forever if nothing stops it. (In fact, friction and air pushing against the moving ball eventually bring it to a stop.) But interesting things happen when a motionless object gets in the way of a moving one.

As a group, have youth set up and conduct the following experiments and then explain the science involved:

[illegible]

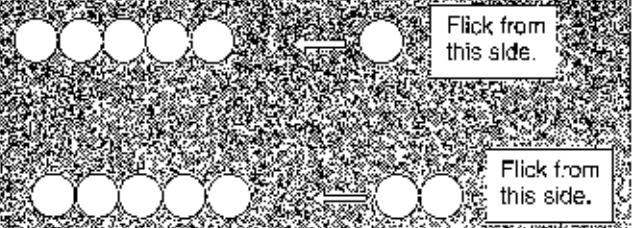
Coin Bumping

Lay three coins in a row on the table so that two touch and one is a few inches away. Press down on the middle coin firmly with your thumb. Flick the coin lying apart against the middle one you are holding down. The neighboring coin shoots away, although the middle one is held firm.



Shooting Money

Stack about 20 coins of the same value (pennies or nickels) in a pile on a smooth table. How can you take away the coins one at a time from below, without touching them? Flick another coin sharply with your finger so that it hits the bottom coin and shoots it away.



THINK ABOUT IT

- What would you say to a child who asks the question, "Why does my ball keep rolling on that smooth, level surface like it's never going to stop?"
- Did everyone who did the experiments have the same results?
- What other examples of this principle can you think of?

TIPS FOR ACTIVITY LEADER

Consider asking several youth to help facilitate this activity demonstrating different experiments. Have enough materials available for youth to work in small groups.

Explaining the science behind the motion.

Moving Marbles
First Part: The momentum of the rolling marble transfers to the other one, stopping the first and setting the second in motion.
Second Part: The momentum went through the second marble into the third. The amount of momentum is only enough to move one marble at the speed of the first marble.

Coin Bumping
Solid bodies possess more or less large elasticity that is shown, for example, in steel when it is made into a spring. In the experiment the coins are imperceptibly compressed when they collide but spring back at once to their original shape and transfer the impact to the neighboring coin in the way.

Shooting Money
If you aim well, you can shoot away all the coins this way. The inertia of the coin column (pressing down) is so great that the force of the flicked coin is not sufficient to move it or completely overturn it.

Money Split
The result is truly surprising, but illustrates a physical law. The coins undergo an elastic impact when they are knocked together. The same weight as the flicked coins moves through the row of coins and affects the coins at the other end of the row. The sharpness of the flick decides how fast and how far the coins fly off, but has no affect on the number.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

S 1.4 Knows factors that can impact the Earth's climate.
S 10.1 Understands general concepts related to gravitational force
S 10.3 Knows that an object's motion can be described and represented graphically according to its position, direction of motion and speed.
S 10.5 Knows that an object that is not being subjected to force will continue to move at a constant speed and in a straight line.
S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.
S 12.4 Knows that observation can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible] minutes

PURPOSE ▶ Observe the properties of air and results of changes to air.

MATERIALS ▶ Candle in a holder, matches/lighter, small container bubble solution of liquid dish soap mixed with water, bubble pipe, large glass bottle, two jam/jelly jars (one with a lid), nail, hammer, four plastic straws, tape, water, putty, bucket, box of matches (small size), ruler, scraps of construction paper (different colors), pencils, scissors, thread, paper clips, small dowel or coat hanger, lamp base, light bulb.

PREPARATION ▶ Gather all materials and equipment needed to demonstrate each experiment.

ACTIVITY ▶

Wind results from the different temperatures of the air. When warm air rises, colder air rushes in to take its place. That rushing colder air is what we call wind! You know wind can move things because of the way your hair blows in your face or the way flags flutter on a windy day. A good breeze can move a big sailboat or even a giant windmill. In fact, if you are on a high floor in a very tall building, you can feel the whole building sway back and forth in a strong wind.

Choose from the following experiments to demonstrate and/or allow the youth to conduct on their own:
Note: Use caution with fire.

Vanishing Bubbles

Materials: Candle, matches/lighter, small container of liquid dish soap mixed with water, bubble pipe.

Place bubble solution in the bubble pipe. Blow a large bubble. Prevent the large soap bubble sitting on the pipe from flying off by closing the end of the straw with your finger. Hold the bubble near a candle flame and then take your finger away. The flame leans to the side, while the soap bubble becomes smaller and vanishes.

Although a soap bubble film is generally less than one – thirty – thousandth of a inch thick, it is so strong that the air inside is compressed. When the end of the straw is released, the liquid particles contract to form drops again because of the surface tension, and thus push the air out.

Blow Hard

Materials: Candle, matches/lighter, large bottle.

If you stand behind a tree trunk or a round pillar on a windy day, you will notice that it offers no protection from the wind, and a lighted match will be extinguished. A small experiment will confirm this: place a candle behind a large bottle. Blow hard against the bottle from the opposite side of where the candle is placed and the flame goes out at once.

The air current divides on hitting the bottle, clings to the sides of the bottle, and joins up again behind the bottle with its strength hardly reduced. It forms an eddy, which hits the flame. You can put out a lighted candle placed behind two bottles in this way, if you have a good blow.

Spout It Out

Read all the directions before beginning the experiment.

Materials: Jam/jelly jar with lid, jar with no lid, large nail, hammer, four plastic straws, tape, water, putty, bucket.

Punch two holes in the lid of a jam or jelly jar and push a plastic straw a distance of two inches through one of the holes. Tape three more straws together, end-to-end, and push through the other hole. Seal the area around the lid with putty. Put some water in the jar; screw the lid to the jar. Turn it upside down and let the short straw dip into a second jar full of water. A fountain of water rises into the upper jar until the bottom bottle is empty. Place a bucket under the long straw to catch the water. The water pours out through the long tube, and the air pressure in the jar becomes less. The air outside tries to get in and pushes the water from the bottle.

Lift

Materials: Box of matches (small size).

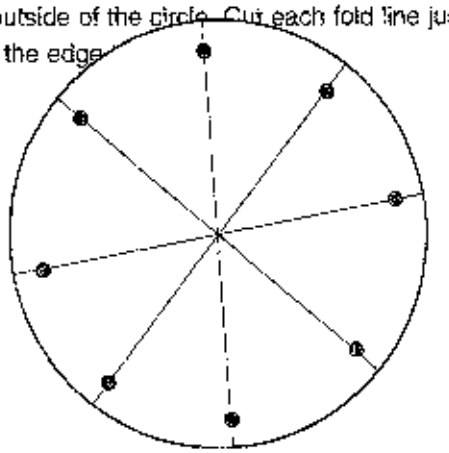
It is simple, using air, to lift matches from the table into their box. Place several matches side by side on a table. Hold the outer case of the matchbox between your lips and lower it over the matches. Draw a deep breath, and the matches hang on to the bottom of the case as though they were stuck on. By drawing in a breath you weaken the air pressure or make the air in the case thinner. Air pressure outside the case pushes the matches from underneath towards the opening. Even a single match can be raised in this way, if the air is drawn in sharply.

Convection Mobile

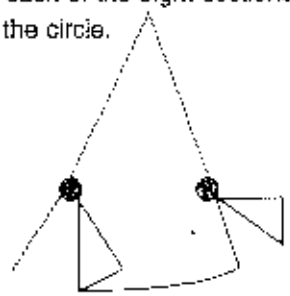
Materials: Ruler, scraps of construction paper (different colors), scissors, pencils, thread, paper clips, dowel or hanger, lamp base, light bulb.

On a small scale, you can observe the effects of hot air rising, causing the hot-air-powered mobile you make to spin.

Draw a four inch circle on a sheet of paper and cut it out. Fold the circle in half. Then fold the semi-circle in half again. Now, fold the quarter circle in half again. When you open your paper circle, it will be divided into eight equal sections. On each fold line, make a dot about 1/2 inch (1 centimeter) from the outside of the circle. Cut each fold line just from the edge.



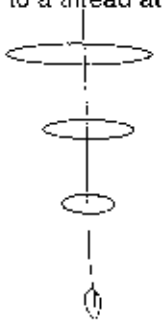
Fold back each of the eight sections you created by cutting the circle.



You now have the spinner. Tie a thread about 12 inches long (30 centimeters) to the end of a paper clip. Poke a hole in the center of the spinner where the eight fold-lines meet. Thread the free end through the hole so the paper clip hangs down from the middle, and the folded segments of the spinner face down. Tie a knot in the thread below the spinner to secure the spinner in place. Attach the free end of the thread to a hanger, a stick or a dowel. Hold the spinner over a lighted bulb of a lamp. (The bulb is hot enough to burn so please do not touch!) Wait just seconds, and watch the spinning begin!

Hot air is less dense than cool air, so hot air rises (like smoke coming out of a chimney), causing cooler air that is denser to sink. If that cooler air is warmed up, then it will rise, replacing the now cooled-off air. This cycle of movement of air called a *convection cell*. It's this air movement that causes all sorts of things to happen in the atmosphere, including winds to blow and clouds to form, move and bring rain to dry areas.

To create a mobile, cut circles of different sizes and attach them to a thread at various lengths.



THINK ABOUT IT

- What would you say to a child who asks the question, "What is wind and where does it come from?"
- How important is wind to the environment?
- What new awareness do you have about air and the way it works?

TIPS FOR ACTIVITY LEADER

Consider asking several youth to help lead these experiments. This activity is high risk due to experiments requiring the use of matches/fire. Provide adequate supervision and ensure safety of youth by reviewing safety guidelines.

ADULT FACILITATOR NOTES

- This activity is high risk due to experiments requiring the use of matches/fire.
- Ensure safety of youth by reviewing safety guidelines.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

S 1.4 Knows factors that can impact the Earth's climate.
S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.
S 12.4 Knows that observation can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data

ACTIVITY NAME FIRE AND WATER

PROJECT THE SCIENCE OF IT

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 45 minutes

PURPOSE Demonstrate the properties of water.

MATERIALS *Fire and Water* on page 344, a drinking glass, water, 15 to 20 pennies, salt shaker, half dollar, cork disc (can be cut from used cork), container for water, eye dropper, knife, two large bowls, liquid soap, recycled two pound can, nail, hammer, used candle stubs, matches or lighters, steel wool, hot mitt, small pliers or metal tongs, pie pan, scissors, safety goggles.

PREPARATION Gather materials and equipment for each experiment. You will need access to running water. Make a copy of *Fire and Water* and cut apart each experiment.

ACTIVITY

Fire and water are two very basic yet opposing elements. Fire is the process or state that is created when fuel or other material combines with oxygen, giving off light, heat and flame. Water is that transparent liquid found in ocean, lakes, and rivers and in the form of rain. Water can be found almost everywhere. Water can put out a fire. The two elements separate or together can have some very interesting effects.

Surface tension is a condition existing at the surface of a liquid creating a sort of elastic skin on the surface of the liquid when the liquid is in contact with the wall of a container. This tension is the result of unbalanced molecular forces exerting an inward pull on the individual surface molecules.

[illegible]

THINK ABOUT IT

- Why will the steel wool ignite, while a thicker piece of steel, like a nail for example, will not?
- What three things are necessary for a fire to start?
- How might a lase work?
- If water is not available to put out a fire, what else could be used? (Deprive the fire of oxygen.)

TIPS FOR ACTIVITY LEADER

ADULT FACILITATOR NOTES

This activity is fun but due to experiments requiring the use of matches, be sure safety rules by reviewing safety guidelines.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

S 1.4 Knows factors that can impact the Earth's climate.

S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.

S 12.4 Knows that observation can be affected by bias.

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

FIRE AND WATER

Hill of Water

Materials: One or two drinking glasses, water, 15 to 20 pennies for each glass, salt, shaker.

Place a dry glass on a flat surface. Fill the glass full with tap water, without any overflowing. Slide coins carefully into the glass, one after the other, and notice how the water curves above the glass.

It is surprising how many coins you can put in to the glass without the water spilling over. The water hill is supported by surface tension, as though a fine skin covers it. Finally, you can even shake the contents of a saltshaker slowly into the glass. The salt will dissolve without the water pouring out. Try this activity using two glasses. Have a contest to see who can add the most coins.

Float and Center

Materials: Half dollar, cork disc, container of water, eye dropper.

Place a half dollar on the table. Place a small cork disk on top of the coin off to one side (not in the center of the coin). How can you move the cork to the exact center of the coin without touching it? Use an eye dropper to drip water on to the coin, slowly, so that it does not spill over. This will form a water mountain over the surface. At first, the force of gravity holds the cork on the edge of the slightly curved water surface. Now, if you add more water, the pressure of the water on the edge increases while it remains constant on the top. The cork moves up the hill to the middle, which is the region of lowest pressure.

Match Boats

Materials: Several matches, knife, large bowl of water, liquid soap.

Split a match slightly at its lower end and smear some soft soap inside the split. If you place the match in a dish of tap water, it moves forward quickly for a significant amount of time. Several matches could have a race in a bath tub. Now add soap to the bowl of water. This causes a backward movement of the water particles, which moves the match forward. The soap destroys the surface tension of the water by degrees as it gradually dissolves.

Water Jets

Materials: An empty two pound can with five holes punched just above the lower edge with a thin nail (the first hole should be just over an inch from the fifth), source of running water.

Place the can under a running tap, and a jet will flow from each hole. If you move your finger over the holes, the jets will join together. The water particles are attracted to one another and produce a force acting into the interior of the liquid, the surface tension. It is also this force which holds a water droplet together. In our experiment the force is particularly clear, and it diverts the jets into a sideways arc and knots them.

The Water's on Fire!
Note: Use caution with fire.
Materials: Used taper style candle, matches/lighter, large bowl, cold water.

Warm the base of a candle and stick it in a bowl. Fill the bowl with cold water to the rim of the candle. If you light the wick it burns until it is under the surface of the water. Then, the candle flame hollows out a tunnel. An extremely thin wall of wax remains standing around the flame and prevents the water from extinguishing it. The water takes so much heat from the candle that its outer layer does not reach its melting point, and the wax there cannot evaporate and burn.

Kitchen Sink Fireworks
Note: Use caution with fire. Read all the directions before conducting the experiment. This experiment might be better done outdoors. Have water readily available.
Materials: Small portion of steel wool, match/lighter, hot mitt, small pliers, pie tin.

Take a small piece of steel wool and hold it with the pliers. Holding it over the pie pan, have another person attempt to light it.

Now, tease (gently pull apart) another piece of steel wool until you have a sphere about the size of a ping pong ball. It should be as loose as possible. Clamp it between the pliers or tongs. Hold it over the pie tin. Ask for an assistant to light the steel wool on fire with a match.

The steel wool ignites because it has reached its kindling point, which is roughly 250 degrees Farenheit. The reason steel does not usually catch on fire is that it is packed so tightly the air is not available for combustion. By using the thin steel wool and teasing it out, you are allowing enough air in to the material for combustion.
(The pie tin is there in case you feel the need to drop the pliers with burning material.)

Iron can burn in the air if enough of the iron is exposed to heat and oxygen at the same time. When the iron is heated in the presence of oxygen, it oxidizes into ferric oxide. This process releases a great amount of heat and light, but it only works if the surface area is large enough.

ACTIVITY NAME THE SCIENCE OF IT

PROJECT THE SCIENCE OF IT

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 45 minutes

PURPOSE Demonstrate the properties of light and magnetism.

MATERIALS Large bird feather, candle in a candle holder, matches/lighter, index cards, straight pin, two needles, newspaper, magnet, nails, nuts/bolts, compass, scissors, bar magnet, thread, tape, pencil, wide-mouth jar, safety goggles.

PREPARATION Gather all materials and equipment needed to demonstrate each experiment.

ACTIVITY

Science is all around us. Simple things that happen around us and to us have a basis in science. Knowing how things work and the science involved in the simple things can spark us to want to understand the science of more complex occurrences. Have the youth participate in the following simple science demonstrations and experiments and then see if they can explain "the science of it."

Read See

Take an index card and roll it into a tube. Hold it close to your eye and look through it. If you bring a newspaper very close you will see only a small area. Try to read under water and beads.

Making a Magnet

Materials: Magnet, nails, nuts/bolts.

If you can pick up a piece of metal with a magnet, you can then turn that metal into a magnet, too. Just rub the metal 10 to 15 times in the same direction with one end of a permanent magnet. The stronger the magnet you use, the longer your new magnet will keep its power. Try it with nails, screws and other metal objects. But don't be surprised if the metal loses its power after a while.

Homemade Compass

Materials: Index card, compass, scissors, bar magnet, two sewing needles and thread, tape, pencil, wide-mouth jar.

Compasses are instruments people use to help them determine their direction while traveling. There is a magnetic pole at two locations on the surface of the Earth. At a magnetic pole, the Earth's magnetic field is vertical. From any point on Earth, a compass can be followed to the north or south magnetic poles. A compass is a free-swinging magnetic pointer on a dial. Since the pointer is a magnet, it will always point to the north. Here's how to make one.

[illegible]

[illegible] the same direction. Hold the card as it was before. Tie the free end of the thread around the middle of a pencil so the card hangs no more than 2 inches beneath it. Place the pencil across the mouth of a jar with the card hanging freely inside. Make sure the card isn't stuck against the side of the jar. The card will swing around. Mark "N" on the card when it points north. Move the jar or the card around, and watch the card return to the same position.

THINK ABOUT IT

- Scientists still do not know exactly what causes the Earth's magnetic field. In the 16th century, it was believed that a mountain of magnetite (a magnetic mineral) was located at the North Pole and that this mountain caused the Earth's magnetic field. How does the Earth's magnetic field affect you?
- Science experiments can seem like magic tricks. Before the modern knowledge of science, how would people explain the results of these experiments?

TIPS FOR ACTIVITY LEADER

Ask several youth to help lead these experiments. This activity would be considered high risk due to experiments requiring the use of matches/fire. Ensure safety of youth by reviewing safety guidelines.

Explaining the science concepts:

Feather Light

The bending of light at the slits in the feather produces the appearance of shapes and colors. Between the regular arrangements of the feather sections (vanes and barbs), there are narrow slits with sharp edges. The light is bent as it passes through them, that is, it is refracted and separated into the spectral colors. Since you see through several slits at the same time, the flame appears many times.

I Can See

This phenomenon is caused in the first place by the refraction of light. The light rays passing through the small hole are made to spread out, and so the letters appear larger. The sharpness of the image is caused – as in a camera – by the shuttering effect of the small opening. The part of the light radiation which would make the image blurred is held back.

Making a Magnet

The very first magnets people found were pieces of rock that naturally attracted iron. These rocks were called lodestones. The mineral of which lodestones are made is called magnetite. We still do not know why magnetite, a very common black iron oxide, is naturally magnetic.

Homemade Compass

The card will always point north, until the needles lose their magnetism.

ADULT FACILITATOR NOTES

This activity is high risk due to experiments requiring the use of matches/fire.
Ensure safety of youth by reviewing safety guidelines.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
S 1.4 Knows factors that can impact the Earth's climate.
S 12 2 Understands that questioning, response to criticism and open communication are integral to the process of science.
S 12.4 Knows that observation can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 40 minutes

PURPOSE ▶ Demonstrate the properties of water.

MATERIALS ▶ Trail to Quarter's Landing (all shot glass), several coins, wooden matches, 4 colored plastic beads, jacet style, two one quart milk jugs with caps (crochet type) with a fairly large opening and a plastic lid, fresh oranges, paring knife, ball point pen, one cup measure, dishwashing liquid (Joy of Dawn), glycerin, plastic straws, string, scissors, large tub, container for mixing, one desk or table top, plastic to cover table, copies of *Playful Science* on page 351.

PREPARATION ▶ Cover activity area with plastic to protect surfaces. Gather materials and equipment needed to demonstrate each experiment. Make one copy of *Playful Science* for each youth.

ACTIVITY ▶

Ask youth if they have ever been to a store, carnival or event where they had a place where a person could drop a coin in to a large container of water, and, if the coin landed in a small glass inside the container, he or she could keep all the money (coins) inside. Have they ever seen anyone win that game? This and other similar games have a basis in science. Even fun things like "bubbles" have a scientific basis.

Divide the youth into groups of three. Have each group choose one of the activities on *Playful Science* to learn and demonstrate to the rest of the group. As the youth begin each activity, have them predict the outcome of the activity and the probability or likelihood of their prediction to be accurate.

THINK ABOUT IT ▶

- Do the people who create or select carnival games use probability to make decisions about those games and their potential for making money?
- What surprised you about the properties of water?

TIPS FOR ACTIVITY LEADER ▶

Ask several youth to help lead the experiments.

ADDITIONAL ACTIVITY ▶

Have the youth repeat the activity "Odds Are Against it" and estimate the likelihood of the coin dropping to the bottom of the glass. Have them try it five times and record the data on a chart. (DP1).

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
M 2.5 Understands the concept of a unit and its subdivision into equal parts.
S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.
S 12.4 Knows that observation can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.
M 6.5 Uses data and statistical measures for a variety of purposes.

PLAYFUL SCIENCE

Odds Are Against It

Materials: Tall jar (quart size canning jar or other large, one gallon jar), shot glass, coins, water.

Put a shot glass inside the tall jar. Fill the jar with water. Try to drop coins into the shot glass. It is very surprising that however carefully you aim, the coin nearly always slips away to the side.

Explanation:
It is very seldom possible to get the coin straight into the water. The very smallest slope is enough to cause a greater resistance of the water on the slanting under side of the coin. Because its center of gravity lies exactly in the middle, it turns easily and drifts to the side.

Pearl Diver

Materials: Wooden matchstick, colored plastic bead (facet style), one quart milk jug with cap, water.

Fill the milk jug with water. Stick a match about 1/10th of an inch deep into a colored plastic bead. Shorten the match so that its end floats exactly on the surface of the water when the bead is placed in the milk jug. Put the plastic cap on the jug. Press on the cap to change the pressure on the cap, and the bead can be made to rise and fall as though it were magic.

Explanation:
Plastic is only a little heavier than water. The matchstick and the air in the hole of the bead give it just enough buoyancy for it to float. The pressure of the finger on the cap is conducted through the water and compresses the air in the bead. The bead no longer has sufficient buoyancy, and it sinks.

Orange Express

Materials: Fresh orange peel, paring knife, ballpoint pen, broken-off heads from wooden matches, jug or bottle with plastic cap, water.

Cut a small boat out of fresh orange peel and draw portholes on it with a ballpoint pen. Fill a jug with water. Place the boat in the bottle and close it with a plastic cap. If you press on the cap, the boat rises and falls according to the strength of the pressure. You can have the submarine be accompanied by several "frogmen." Simply toss broken–off match heads with it into the bottle. They float, because air is also contained in their porous structure. If the air bubbles are made smaller by the transmitted water pressure, the match heads dive deeper, too.

Explanation:
Very small air bubbles in the porous fruit peel make it float. By the pressure of the finger, which is transmitted through the water, the bubbles are slightly compressed, so their buoyancy is less, and the boat goes to diving stations. Since the yellow of the peel is heavier than the white, the submarine floats horizontally.

Bubble Solution

Use this solution for the following two experiments.
Materials: 10 cups of water, 1 cup dishwashing liquid (Joy or Dawn),1 teaspoon of glycerin (check your local drug store). Note: corn syrup also works well in place of the glycerin. The longer you save your solution, the better it tends to get.

Explaining soap bubbles:
A soap bubble is simply a drip of water (with soap added, of course) that's been stretched out into a space. Soap is an interesting molecule. It's actually a long chain of carbon, hydrogen and oxygen atoms. At one end is a clump of atoms that like to be in the water. When soap is dropped into the water, the end of the molecule that likes to be in the water grabs onto water molecules, and the other end grabs onto soap molecules. The soap makes its own film, and this film holds soap bubbles together. Glycerin is added to make the walls of the bubble stronger.

String & Straw Bubbles

Materials: Two plastic straws, one length of string 18 inches long, one tub with bubble solution.

Build a bubble-making contraption with two straws and a length of string. First, thread the string through the straws and tie the ends of the string together. Position the knot inside one of the straws and separate the straws.

Make bubble solution (above). Fill a tub with bubble solution, lower the straw bubble maker into the solution with the two straws held close together. A soap film will collect on both the strings and straws.

When the bubble contraption is removed and the straws separate, the soap film spreads out, forming a sheet. As the straws are pulled through the air, the air pushes on the soap film and forms the bubble. To close the bubble, you must return the straws to their starting position so the bubble will be released from the magical mystery wand. If you don't do this, the stress applied to the bubble surface to seal it off is too great, causing the bubble to become unstable and burst.

Variations:
You can also blow bubbles with this thing by creating a film or sheet of a bubble as described above and, while holding it in front of you, blowing into the center of the sheet. A bubble will start to form. When it's as large as you would like, close the straws together and release the bubble.

Surface Bubbles

Materials: One batch of bubble solution, a desk or table top, one plastic straw.

Create bubble halves on a tabletop.
Cover the desk or table top with plastic.
Pour a half cup of bubble solution onto the desk or table top.
Put the straw in your mouth and hold it almost perpendicular to the surface of the table. Place the straw in the bubble solution.
Blow gently into the straw, and a bubble will form on the desktop.
You can then remove the straw and start a second bubble next to the first. You can also start it inside the one you just blew. As the air is forced onto the tabletop, bubbles begin to develop. They increase in size until they pop. This happens because gravity gradually pulls the soap down towards the bottom of the bubble, and it can no longer hang together.

Variation:
Try making bubbles inside of bubbles. Blow a large bubble, gently remove the straw and dip it into the solution on the table. Then reinsert it into the bubble. Begin blowing again and another bubble will appear. It is also possible to make bubble colonies, chains of bubbles, and two–story bubbles.

ACTIVITY NAME HOT AIR BALLOONS

PROJECT THE SCIENCE OF IT

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 30 minutes

PURPOSE Understand concept of warm air rising.

MATERIALS A one or two liter bottle, one dry-cleaning bag per person or one per group of three youth, hairdryer (make sure it will blow both cool and hot air), masking tape, clear tape. Optional: extension cord.

PREPARATION Gather materials needed. Locate electrical outlet for hairdryer.

ACTIVITY

Balloons can be used for sport or scientific research. Balloons consist of a large flexible bag containing either hot air or a gas. Any gas that is lighter than air can be used to lift a balloon. Hydrogen, helium, methane, ammonia, natural gas, manufactured gas and heated air can and have been used to fly balloons. The earliest balloons were filled with hot air and often carried a metal container for burning coal or charcoal to constantly heat the air.

Scientific balloons generally use hydrogen, helium, methane or ammonia. They are used for scientific research and carry instruments to measure and record a variety of physical phenomena.

Sport balloons mostly use hot air, and they can carry one or more people in a structure called a gondola. The hot air that gives the "hot air balloon" its name is usually created by a propane gas

To create the balloon:

Place one dry-cleaning bag over a one two liter bottle. Bring the edges of the bag to the bottle and, overlap the edges of the bag against the bottle. Using masking tape, tape the bag being careful to keep the tape on the bag only and not on the bottle. Remove the bottle and you should have an opening that the nozzle of the hairdryer will fit into. Tape any holes or open areas of the upper portion of the bag with clear tape.

To inflate the balloon:

One person holds the balloon upright. Another person holds the dryer with nozzle pointed up. A third person holds the opening of the balloon about an inch from the dryer nozzle. Set the dryer on the cool air position and fill the balloon. Let go of the bag and observe. Press the bag flat to remove the air and refill the bag, but this time use the hot air setting on the hairdryer. Let go of the balloon and observe what happens.

THINK ABOUT IT

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.
LA 8.1 Plays a variety of rolls in group discussions.
LA 8.5 Conveys a clear main point when speaking to others and stays on the topic being discussed.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
B 1.5 Understands that various factors affect decisions that individuals make.

TIPS FOR ACTIVITY LEADER

ACTIVITY NAME ▶ **WIND WHEEL RACES**

PROJECT ▶ **THE SCIENCE OF IT**

LEVEL ▶ Seven

FOCUS ▶ Leadership

CODE ▶ I or G DP2

TIME ▶ This activity will require two meetings; one to **Decide** and **Plan** and a second to **Lead** others in the activity selected by the youth. Each meeting may require 30-45 minutes.

PURPOSE ▶ Demonstrate the effects of wind to a group.

MATERIALS ▶ Paper, cardboard, compasses, rulers, pencils, scissors, hobby blades (X-acto knife), markers, small electric fan, Internet access or other resources for research, copies of the *Discovery Planning Method* on page 418.

PREPARATION ▶ Review the *Discovery* Planning Method; have materials ready for the youth to practice making and using the wind wheels.

ACTIVITY ▶

Tell the youth they are going to use the *Discovery* Planning Method to plan for and lead another group in an activity where they make and use "Wind Wheels" and then discuss the science involved.

Decide

[illegible]

Plan

Have the youth determine the materials that will be needed, [illegible] the size of the group, decide how they will lead the meeting, who will do what, and [illegible] for them.

Practice making and using the wind wheels. Let the group race against each other. Have them do some research on wind and the science behind how the wind wheels work to explain to the group they will be teaching.

Have the youth practice explaining how the activity will work to someone else prior to leading the activity and get feedback.

Lead

Have the youth set up for the activity, introduce the activity and tell participants what they will be doing. Thank the group for allowing them to attend their group meeting.

[illegible]

segments like a pie. Using the hobby blade and ruler, carefully cut each of the four lines that create the eight segments. Cut from the center hole to the inner circle only. Number the segments one through eight in a clockwise direction. Use scissors or the hobby blade to cut along the outside circle to finish the wind wheel. Bend segments one, three, five, and seven toward you, and segments two, four, and eight away from you to create tips.

Set the wheel on a level surface and use the fan to move the wheel along. On a windy day, take the wheel outdoors and let it move along a level stretch of pavement. Have wind wheel races indoors or out.

Try creating larger wind wheels. Experiment with various sizes to determine what size moves better and faster than others.

THINK ABOUT IT

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

TIPS FOR ACTIVITY LEADER

Review safety rules for using a hobby blade (X-acto knife). Allow the youth to think of all the considerations they might need to lead another group. Guide them in their planning process by asking, "Have you thought of...?" or "What about...?" Allow them to make minor mistakes as long as safety concerns are being met. Avoid the temptation to do it for them. Some of the best learning comes from having to "make do" or "winging it" when a person discovers he or she has left an important piece out of the planning process.

ADULT FACILITATOR NOTES

This activity may require leaving the meeting site. If so, make all the preparation necessary: securing permission slips, transportation and providing additional adult supervision. Offer assistance in communicating with the other group, if needed. Talk to the leader of the other group to be sure he or she understands the age and experience of the youth who will be leading his or her group. Ask his or her cooperation in understanding that the activity will be a learning process for your youth as well.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS

B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.
M 2.5 Understands the concept of a unit and its subdivision into equal parts.
M 3.3 Selects and uses appropriate computational methods for a given situation.
S 10.3 Knows that an object's motion can be described and represented graphically according to its position, direction of motion, and speed.
S 10.5 Knows that an object that is not being subjected to force will continue to move at a constant speed and in a straight line.
S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.
S 12.4 Knows that observation can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible]

PURPOSE ▶ Experiment with leavening agents, solutions and emulsions in recipes.

MATERIALS ▶ Paper, pens or pencils, other materials for making a display of research results, copies of *Steps for a Great Science Experiment* on page 362. Other materials will vary according to the recipes selected by the youth (see each recipe for a list of materials).

PREPARATION ▶ Use the following guidelines, ideas and recipes to assist teams in conducting an experiment using common kitchen ingredients and equipment. Read *Steps for a Great Science Experiment*. Make one copy for each youth. Decide how you would like the research teams to report their results—in writing, orally or in a display.

ACTIVITY ▶

Tell youth that this project uses a little kitchen wizardry to explore scientific procedures and principles that affect food preparation. Recipes are a scientific procedure, and varying the temperatures, method, equipment and ingredients will make all the difference in the outcome. Explain that there will be two meetings for them to experiment with recipes. For the first meeting, they will make yellow cake, using two different leavening agents. Leavening makes the cake rise as it bakes. At the second meeting, they will choose one or more recipes that use mixtures, solutions and emulsions. Mixtures are two or more substances that have been combined. A solution is a homogeneous mixture when one substance is dissolved into another. An emulsion is a suspension of a liquid within another liquid.

Meeting One

Hand out and review *Steps for a Great Science Experiment*. Explain that youth are going to make a yellow cake (recipe on page 364) with two different leavening agents.

Explain to the youth the chemistry of leavening. *Baking powder* reacts to produce CO_2 gas which lightens or "leavens" many baked goods. Baking powder is "double acting." Half of its reaction is due to moistening the batter and causing the acidic agent to react with the alkaline agent. The other half occurs when the batter reaches a certain temperature. To find that temperature, the amount of baking powder and liquid it is mixed with must remain constant and the temperature changed must be changed to find when the second reaction will occur. *Yeast* is a living, microscopic organism—a fungus—that when mixed with warm water, causes certain ingredients to grow in a fermentation process. The fermentation process releases carbon dioxide that will leaven or "raise" a dough or batter. Other ingredients in yeast and water mixtures have an effect on the rate of fermentation. To observe this, you would need to control the amount and type of yeast used, the temperature at which the experiment is conducted and the volume of water in the mixtures.

Recipes frequently instruct you to have the egg whites at room temperature before beating them. What will happen if the egg whites are beaten cold? The mixing tools (bowl, beaters) will need to be at the same temperature, the same volume of egg whites used and the mixing period timed to see what differences occur in volume between refrigerated egg whites and room temperature egg whites.

Ann's Butter Cake recipe will work well in either the baking powder or egg white experiments. Be sure the mixing bowl and ingredients are the same temperature for both halves. Also be sure to mix at the same speed and for the same amount of time for each half.

Have the youth bake a cake. Then have them measure the results of their experiments and prepare written and/or oral presentations.

Meeting Two

Liquids and Solids in Mixtures, Solutions and Emulsions

Mixtures: Two or more substances that have been combined. The substances are not as chemically attached as they are in a compound. The substances keep some of their physical properties. They are different from solutions in part because they do not last—they will separate slowly.

Heterogeneous mixture: The individual substances can be recognized by sight. The mixture is not uniform in makeup—for example, an oil and vinegar salad dressing. Other mixtures include egg salad, pizza and soups.

Have the youth work together to develop a procedure for testing a question and hypothesis related to food preparation in the area of how solids and liquids mix: mixtures, solutions and emulsions.

Review the Scientific Method steps outlined in *Steps for a Great Science Experiment* as a guideline for how to plan the experiments.

Have the youth make any of the recipes on pages 364 through 370. Assist teams of youth in conducting an experiment using common kitchen ingredients and equipment.

Have the youth measure the results of their experiments and prepare written and/or oral presentations.

THINK ABOUT IT

- Were you surprised with the results of the leavening experiment?
- Are you interested in baking science education opportunities? Food science? See *www.oznet.ksu.edu* and *www.aibonline.com*.
- Did the leavening affect the taste of the cake? The texture?
- What emulsions do you eat on a regular basis? (Mayonnaise, salad dressing)

TIPS FOR ACTIVITY LEADER

Ensure safety of youth by reviewing safety rules for use of ovens and stoves. Before cooking, have youth wash hands. Review with them the *Mix and Measure* guidelines on page 452.

ADULT FACILITATOR NOTES

You will need a kitchen for this activity.

Other resources:

- *Cooking Wizardry for Kids*. Margaret Kenda and Phyllis S. Williams. Barron's Educational Series. 1990.
- *Baking for Success*. Video/lessons. Home Baking Association, *www.homebaking.org*.
- *Practical Baking*. William J. Sultan. 1990. Van Nostrand Reinhold.
- *Rising to the Occasion*. Fleischmann's Yeast/National 4-H Council. 1999. *www.breadworld.com*.
- *See for Yourself*. More than 100 Experiments for Science Fairs and Projects. Vicki Cobb. 2001. Scholastic Inc.
- *The Science of Yeast*. *www.redstaryeast.com*.

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 5.6 Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts.
LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.
M 1.1 Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
M 2.5 Understands the concept of a unit and its subdivision into equal parts.
M 3.3 Selects and uses appropriate computational methods for a given situation.
M 4.1 Understands the basic concept of rate as a measure.
M 6.4 Reads and interprets data in charts, tables, plots and graphs.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.
S 13.3 Knows various settings in which scientists and engineers may work.

STEPS FOR A GREAT SCIENCE EXPERIMENT

Step 1: Get an idea.
This can be hard. Think of something you enjoy and then begin to ask what sciences are used to make it happen. The kitchen is a great place to start. There is science in every food preparation. Chemical and physical changes, even packaging and sensory preferences are sciences.

Step 2. Define the Problem.
What do you want to find out? For example, in baking, you might ask, "What is the purpose of using a certain ingredient, method or temperature? "What will happen if...?"

Choose one factor or condition that you will intentionally change (independent variable) that will influence the result (dependant variable).

For example:

Independent Variable	Dependent Variable
A. Temperature	Baking powder batter reaction
B. Yeast in mixtures	Yeast fermentation
C. Egg white temperature	Volume of beaten egg whites

Your experiment will also need one or more variables called controlled variables that are not changed throughout the experiment. You must use controls in order to truly know which variable affected the outcome of your experiment. If you vary two factors at once, you will not know which variable had the most effect.

Step 3: Research.
Look up information about your topic and your variables. This information will later be used to write your report. Use at least three different sources including books, magazines, the Internet, interviews and encyclopedias. Be sure to write down the source of the information for your bibliography.

Step 4: Hypothesis.
The hypothesis is a special kind of prediction that forecasts how one variable will affect a second variable. A hypothesis should be written as an if/then statement.

Step 5: Test and Experiment.
Write a list of materials needed to perform the experiment. Write your procedure—a list of numbered, detailed directions that tells every step of your experiment. Another person should be able to pick up your written procedure and perform the same experiment without your assistance. Prepare a chart or grid to note your observations and collect data. Your data should be expressed as quantitative data—numerical values. This will allow you to graph your results. Note qualitative observations, too! These are what the investigator experiences with his or her senses while observing.

For example:
Note temperature of ingredients (use a probe food thermometer available at most stores that sell kitchen equipment) in degrees F. Note the temperatures of: refrigerated ingredients, room temperature and liquids used in mixtures, such as with yeast. Measure ingredients on a scale or liquids in milliliters so each mixture contains the same amount of ingredients. Measure the height of a batter, mixture or finished product in centimeters using a grease-free stick or probe measure. Time all mixing procedures in seconds, using the same speed on a mixer and same length of time for accurate comparisons. Record the time of each observation, maybe every 10 minutes, for one to two hours.

Step 6: Organize Data and Make Conclusions.
Record your results in full—make charts, graphs and diagrams, using a computer or graph paper. Label and title all charts, graphs and diagrams for interpretive ease. Analyze the results and form a conclusion. Tell whether your conclusion supported your hypothesis.

Step 7: Write Your Report.

Use paragraph form and the six traits of good writing: Tell what you wanted to accomplish (problem, variables and hypothesis), how you did it (procedure—all steps of the scientific method), what you discovered (project results and research), acknowledgements and bibliography.

Step 8: Visual Display.
A visual display is summary of your project. Use eye-catching colors, words, graphs and pictures, but don't make it too cluttered. It's the scientific content that's important.
For example:

Left Panel	Center Panel	Right Panel
Problem	Title	Results
Hypothesis	Illustrations/Photos	Conclusions
Variables	Graphs/Charts	Acknowledgements
Procedure		

ANN'S YELLOW BUTTER CAKE

Serves 24

1 cup margarine or butter
2 cups sugar
3 cups all-purpose flour, sifted
4 teaspoons baking powder
4 eggs, separated
1 teaspoon vanilla
1 cup milk

1. In a large mixing bowl, cream butter. Add sugar and blend until fluffy. In a separate bowl, sift flour together with baking powder; set aside.

2. Separate egg yolks from egg whites in two separate bowls. Add egg yolks to butter mixture, then add vanilla. Alternately add milk with sifted flour mixture. Mix until batter is smooth. Beat egg whites until they are stiff; fold into batter.

3. Pour into three greased and floured, 9 inch by 1 inch pans. Bake at 350 degrees F for approximately 30 minutes (start checking the cake at 20 to 25 minutes; do not over bake).

Source: The Clabber Girl Recipe Book, *Recipes to Warm the Heart. www.clabbergirl.com.*

Nutrition Facts:
One, 2 oz. unfrosted slice provides:
Calories: 210
Total Fat: 8g
Saturated Fat: 6g
Cholesterol: 55mg
Sodium: 160 mg
Total Carbohydrate: 30 g
Dietary Fiber: 0g
Sugars: 17g
Protein: 3g
Vitamin A: 6%
Vitamin C: 0%
Calcium: 4%
Iron: 4%

For baking powder leavening experiment:
Divide Ann's Yellow Butter Cake recipe in half. Make one half of the recipe using room temperature (72 degrees F) milk. Make second half of batter using hot (180 degrees F) milk. Measure batter temperature and volume of each half before baking. After baking, measure and note differences in volume, texture, etc.

For egg white leavening experiment:

Option 1: Divide Ann's Yellow Butter Cake recipe in half. Make one half the batter with egg whites that are at room temperature before beating. Measure the volume of the beaten egg whites before folding into the cake. For second half, use cold egg whites. Measure volume of beaten egg whites. Measure the height of each baked cake. Note any other differences between the two.

STRAWBERRY MERINGUES

Makes 24 small meringues

Option 2: Conduct a similar test with individual strawberry meringues (makes 20 meringues).
3 egg whites, room temperature
1/4 cup premium shredded coconut
1/4 cup strawberries, frozen
1/2 teaspoon almond extract
1/4 cup white sugar

1. Preheat oven to 300 degrees F. Shred or puree the strawberries in a blender, food processor or by hand. Cover cookie sheet with parchment paper.

2. In medium mixing bowl, beat egg whites and cream of tartar until foamy. Add sugar, 2 tablespoons at a time, sprinkling over the surface of the eggs. Beat egg whites until stiff, glossy peaks form. Quickly and gently fold the shredded strawberries and remaining ingredients into the egg whites.

3. With a tablespoon, drop onto cookie sheet.

4. Bake for 10 - 15 minutes or just until meringues begin to brown on top. Turn oven off and leave meringues in oven for several hours or overnight to dry out. Serve alone or with fresh strawberries.

Nutrition Facts:
One (0.6 oz) meringue provides:
Calories: 30
Total Fat: 0g
Saturated Fat: 0g
Cholesterol: 0 mg
Sodium: 15 mg
Total Carbohydrate: 7g
Dietary Fiber: 0g
Sugars: 6g
Protein: 1g
Vitamin C: 2%
Vitamin A: 0%
Vitamin C: 0%
Iron: 0%

Source: The Sugar Association. *www.sugar.org.*
More sugar science and facts at
www.dixiecrystals.com

ORANGE VINAIGRETTE

Makes about 1/2 cup

5 tablespoons rice or red wine vinegar
2 tablespoons frozen orange juice concentrate
1 tablespoon sunflower or vegetable oil
1 teaspoon dried oregano, crushed
1/8 teaspoon salt

Combine all ingredients and mix well. May be made two to three days ahead, keep refrigerated. Shake before serving over greens---it's especially good on spinach salad!

Source: National Sunflower Association. *www.sunflowernsa.com.*

Nutrition Facts:
One tablespoon (16g) provides:
Calories: 25
Total fat: 1.5g
Saturated Fat: 0g
Cholesterol: 0 mg
Sodium: 35 mg
Total Carbohydrate: 3g
Dietary Fiber: 0g
Sugars: 2g
Protein: 0g
Vitamin C: 10%
Vitamin A: 0 %
Calcium: 0%
Iron: 0%

A suspension is a mixture that will separate very slowly. Suspensions are very important in cooking and baking. A suspension may be mixed for a long time (creaming sugar and butter for cookies, mixing flour and water for bread or making nuts into nut butter). The long mixing time helps keep the ingredients in suspension.

If heated (flour and milk heated to thicken pudding or sauce) or baked (dough or batter) the suspension becomes thicker or even solid.

HOMEMADE NUT BUTTER

1-2 cups nuts (peanuts, cashews, walnuts, sunflower seeds, pecans or almonds)

This is a mixture in suspension. It can be made from almost any nut or oil seed such as roasted sunflower kernels and soy nuts. Long mixing helps it stay in suspension to spread—over time it will separate.

Instructions: Using a food processor, grind nuts for one to three or four minutes. The more oil there is in a nut, the smoother the butter will be. Some nuts will make a somewhat grainy butter. One cup nuts makes about 1/2 cup butter. Store in a sealed container in the refrigerator. Warm to spread.

Option: Toast the nuts before processing. Spread on baking sheet; bake at 400 degrees F for five minutes.

More at: John B. Sanfilippo & Sons *fishernuts.com*; National Sunflower Association *sunflowernsa.com* and Nebraska Soybean Board *nesoybeans.unl.edu*.

Nutrition Facts:
Using 2 cups roasted almonds, processed into butter, one (0.8 oz) serving of 12 provides:
Calories: 140
Total Fat: 13g
Saturated Fat: 1g
Monounsaturated: 8g
Polyunsaturated: 2g
Cholesterol: 0mg
Sodium: 1 mg
Potassium: 167 mg
Total Carbohydrate: 5g
Dietary Fiber: 3g
Sugars: 1g
Protein: 5g
Calcium: 8%
Vitamin A: 0%
Vitamin C: 0%
Iron: 0%

POT O' GOLD CHEESE SAUCE

Makes about 1 1/4 cups - Serves 10 (using 1% milk)

2 tablespoons butter or margarine
1 cup milk
2 tablespoons all-purpose flour
1 cup shredded cheddar cheese
1/4 teaspoon salt

1. Melt butter in a 1 quart saucepan over low heat. Stir in flour and salt. Cook over medium heat, stirring all the time, until smooth and bubbly. Remove from heat.

2. Stir milk into flour mixture. Heat to boiling, stirring all the time. Boil one minute, stirring all the time. Stir in cheese until melted. Serve over tortilla chips and veggies or as a dip for bread sticks.

Nutrition Facts:
One serving (2 tablespoons or 1.4 oz) provides:
Calories: 82
Total Fat: 6g
Saturated Fat: 4g
Cholesterol: 20 mg
Sodium: 160 mg
Total Carbohydrate: 3g
Dietary Fiber: 0g
Sugars: 1g
Protein: 4g
Vitamin A: 6%
Vitamin C: 0%
Calcium: 10 %
Iron: 0%

Source: Gold Medal Flour. *www.bettycrocker.com.*
Reprinted with permission of General Mills, Inc.

CHERRY-CROWNED COCOA PUDDING

Makes six servings

1 cup sugar
2 cups milk
1/2 cup cocoa
1 cup water
1/3 cup all-purpose biscuit baking mix
Canned cherry pie filling, chilled

1. Stir together sugar, cocoa and baking mix in medium saucepan. Stir in milk and water. Cook over medium
heat, stirring constantly, until mixture comes to full boil; remove from heat.

2. Pour into dessert dishes. Press plastic wrap directly onto surface. Refrigerate several hours or until set. Garnish with cherry pie filling.

Nutrition Facts:
One (7.75 oz) serving provides:
Calories: 270
Total Fat: 2g
Saturated Fat: 0.5g
Cholesterol: 5 mg
Sodium: 125 mg
Potassium: 335 mg
Total Carbohydrate: 62g
Dietary Fiber: 3g
Sugars: 49g
Protein: 6g
Vitamin A: 6%
Vitamin C: 2%
Calcium: 10%
Iron: 4%

Source: Hershey Foods.
www.hersheyskitchens.com.

A solution is a homogeneous mixture when one substance is dissolved into another. It tastes like a totally new substance, not like any of the ingredients. Salt mixed with water or a syrup of sugar and water are examples of a homogeneous mixture.

Example to try:
Stir 1/2 teaspoon salt into 1/2 cup warm water until the salt disappears.

The salt is no longer visible, but can be tasted. The salt has not changed chemically—its molecules have just disappeared into the water. If you boil the water to evaporate it, the salt will reappear.

A supersaturated solution forms when you heat a liquid, increasing its ability to dissolve a solid substance. Boiling water will hold much more salt—or sugar—than cold water. When the solution cools, it will still remain in solution—a supersaturated solution. It is an unstable solution—hard shaking, adding more crystals or letting the solvent (water) evaporate will cause extra crystals to settle out.

MAPLE SYRUP

1 3/4 cup white sugar
1/2 teaspoon vanilla extract
1/4 cup brown sugar
1/2 teaspoon maple flavoring
1 cup water
In a saucepan, combine the sugars and water. Bring to a boil and boil one minute. Cool slightly. Add the flavorings.

Cover the saucepan for a few minutes while syrup cools to help prevent syrup from forming crystals later in storage.

Rock Candy: Prepare the maple syrup above without the flavorings and stir in 2 cups more white sugar, stirring and heating until it dissolves. If desired, put a few drops of food coloring into the solution.

To Observe and Form Rock Candy Crystals: Suspend a clean white string, weighted at one end with a heavy metal washer in the center of a clean one quart wide-mouth canning jar. Wrap the string around a pencil or piece of dowel rod and place it across the mouth of the jar. Roll the string around the pencil so that the metal weight is almost touching the bottom of the jar. Pour the sugar syrup solution into the jar. Crystals will begin to form in one hour and continue for several days. If a layer forms on the surface of the mixture, break it so evaporation may continue. Enjoy the simplest of all candy!

Source: Home Baking Association. *www.homebaking.org.*

Nutrition Facts:
One serving provides:
Calories: 130
Total Fat: 0g
Saturate Fat: 0g
Cholesterol: 0mg
Sodium: 0mg
Total Carbohydrate: 34g
Dietary Fiber: 0g
Sugars: 33g
Protein: 0g
Vitamin A: 0%
Vitamin C: 0%
Iron: 0%

An emulsion is a suspension of a liquid within another liquid. The emulsifier is the ingredient that holds them in suspension. An egg yolk or silken tofu will both hold oil and vinegar in suspension because they contain the emulsifier lecithin. An example is mayonnaise or salad dressing.

CAESAR SALAD DRESSING

Makes one cup

1/2 cup vegetable oil
2 teaspoons Dijon mustard
4 ounces firm silken tofu*
1 teaspoon lemon pepper
1 tablespoon white or rice vinegar
1/8 teaspoon salt or Worcestershire sauce
1 tablespoon lemon juice

1. In a food processor or blender, mix the tofu, vinegar, lemon juice, mustard, sugar and salt until well combined.
2. Drizzle in the oil while blending until smooth. Store in a sealed container in the refrigerator.
*Silken tofu is widely available in supermarket produce aisles.

Nutrient Facts: 1 tablespoon (15 g) provides: (similar to light mayo)
Calories: 54
Fiber: 0 g
Protein: 0.4g
Sodium: 30 mg
Total fat: 6 g
Potassium: 6 mg
Sat. fat: 1 g
Carbohydrate: 0 g
Cholesterol: 0 mg.

Source: Nebraska Soybean Board. *www.nesoybeans.unl.edu.*

THE SCIENCE OF IT FAMILY TAKE-HOME PAGE

As a result of this project, youth will provide opportunities to explore concepts and apply knowledge in the areas of Earth, physical, and life sciences, and other related topics, by participating in a variety of activities.

This project supports the following Camp Fire USA outcomes.

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

Outcomes	Activity								
	Kick up the Heat	Moving Marbles and Money	Air Power	Fire and Water	The Science of It	Playful Science	Hot Air Balloons	Wind Wheel Races	Kitchen Wizardry
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X	X	X	X	X	X	X	X	
Youth will appreciate being able to celebrate and share successes.								X	

AT HOME

Demonstrate some of the activities from this project and explain the science of what makes them work.

Attend a science fair together and have everyone choose a favorite project.

TRAIL TO THE FUTURE

LEVEL Seven

PROJECT SPORTING CHANCE

PURPOSE Youth will solve group challenges, use cooperation and problem solving and have fun participating in a variety of sports activities and games.

ACTIVITY CHOICES

Activity Name	Focus
Guidelines in the World of Sports	Knowledge
Games and Their Origins	Knowledge
Memory Game	Knowledge
Game Around	Skill
Basketball	Skill
Flying Disc	Skill
Wheels Turning	Skill
Tower Building	Leadership
Torch Bearer in Cultural Understanding	Take It to the Limit

YOUTH OUTCOMES

Outcomes	Activity								
	Guidelines in the World of Sports	Games and Their Origins	Memory Game	Game Around	Basketball	Flying Disc	Wheels Turning	Tower Building	Torch Bearer in Cultural Understanding
Youth will have an opportunity to learn from mentoring relationships with adults.	X								
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	
Youth will be able to plan sequentially.									X
Youth will be able to practically apply their academic learnings									X
Youth will appreciate being able to celebrate and share successes.									X
Youth will maximize their physical abilities to meet and overcome challenges.					X	X			

EDUCATION STANDARDS

Activity Name	Standards
Guidelines in the World of Sports	LA 7.4, B 1.1, B 1.5, B 3.3
Games and Their Origins	LA 7.4, B 1.1, B 2.6, B 3.1
Memory Game	LA 7.4, B 1.1, B 1.5, B 3.3, M 1.2
Game Around	LA 7.4, B 3.1, B 3.3
Basketball	LA 7.4, B 3.1, B 3.3
Flying Disc	LA 7.4, B 1.5, B 2.6, B 3.1, B 3.3, B 3.8
Wheels Turning	B 3.3, B 3.8, M 1.2, M 2.6, M 3.3, M 4.1
Tower Building	B 3.3, B 3.8, M 1.2
Torch Bearer in Cultural Understanding	LA 7.4, B 1.5, B 3.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00112) or trail certificate (#T55000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS

- Remember to adjust activities to the ability level of each youth in your group.
- Some of the activities in this project require a large area to play the games.
- Have plenty of adults to help supervise groups.
- Activities offer suggestions for marking boundaries, but you may use anything that meets the needs of the activity.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ Use a mechanism to accept the consequence appropriate disciplinary action and control undesirable negative behavior.

MATERIALS ▶ Paper, pens or pencils.

PREPARATION ▶ Optional: Arrange to attend a sporting event; secure Internet access.

ACTIVITY ▶

What is discipline and disciplinary action? The word discipline means: "instruction and exercise designed to train proper conduct or action." Sometimes it is used to mean punishment. A good way to think of discipline is to see it as action taken, or training, to change negative behavior or actions into positive behavior or actions. Think about the word self-discipline. Is it better to think of it as self-punishment or self-training?

Many of us think that the only time disciplinary action is used is between adults and youth at school or at home. Have you ever thought about other areas in life that rules and consequences apply and whether or not the people involved think that the consequences are "fair" or if they have trouble accepting the consequence or disciplinary action?

Have the youth choose a professional sport such as football, basketball, baseball, tennis, etc. Individually or as a group, have them make a list of violations and their penalties of their sport on a piece of paper.

If it is a large group, divide into three or four smaller groups and have each take a different sport. If the youth are not familiar with a sport, they could watch a game or match on television, attend a game or match, or research the sport on the Internet or in books.

Have the youth look at the of violations and penalties list they made. Are the penalties appropriate for the violation? Ask they youth if they think the penalties are a good way to train players to use proper conduct or actions. If they have made lists for more than one sport, compare the lists for similarities and differences.

THINK ABOUT IT ▶

- When is it appropriate for a person in a position of authority (parents, teachers, etc.) to use disciplinary action?
- If a disciplinary action (consequence) fits the transgression (behavior, breaking a rule) should the person that broke the rule accept the consequence and try to learn from it?
- Do you think laws are made to teach or punish?
- What would happen if there were no rules and consequences for sports?

TIPS FOR ACTIVITY LEADER

Consider asking a coach or sports figure to speak to youth on this topic. If attending a sporting event, make all preparations needed to leave the meeting site.

ADULT FACILITATOR NOTES

This activity may require a field trip. Secure necessary permission. There may be budgetary considerations.

YOUTH OUTCOMES

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible]

PURPOSE ▶ Learn about games from other cultures.

MATERIALS ▶ Copies of games of other cultures on page 379. Materials will vary according to what the youth choose to do.

PREPARATION ▶ Determine the playing area needed according to the games chosen by the youth.

ACTIVITY ▶

Games predate written history and are a part of our social evolution. People have been fascinated by the competition of games since they realized they had to compete with animals and other people for survival. The first games were likely variations of games we know as Tag, Hide and Seek, and King of the Castle. These games might have been played by cave children.

Games later developed into who could throw a spear the straightest and following certain rules, who could throw a rock the longest distance with the most accuracy. These were all games in the practice of living. Religion and war were two founding forces behind the basic creation of the first board and sport games.

A board game very similar to checkers (called "Draughts" in Great Britain) was discovered in the ruins of the ancient city of "Ur" which is in Iraq. This board game dated about 3000 B.C.E. Checkers as we know it today has been around since 1400 B.C.E. and in Egypt was called "Alquerque".

Chess has its origin in Persia or India. It is probably about 4000 years old. The fore runner of chess was originally called "Chaturanga." This was a four handed chess game played with dice. The pieces were elephants, horses, chariots and foot soldiers. Chess, virtually as we know it today, is about 2000 years old. The Persians and Arabians at this time called it "Shatranj." Chess, along with cards came to North America with "Christopher Columbus".

Backgammon, originally called "Tables" or "Tabula" during the Roman Empire, had its beginning around the 1st century. Emperor Claudius was a very keen player of Tabula.

Games can be identified as singular (solitaire or crossword puzzles), dual (chess, cribbage or two team games) or plural (multiparty games). Different categories of board games are war games, race games, career games, word games, tile games, social games and "math and arrangement games." Of this last category, there are thousands, some of them very old. An example is "Tic-Tac-Toe". In race games, a player's token follows a track from start to finish, one of the first, and still popular today, is the board game "Chutes and Ladders" invented in 1870.

The best known career game is "Monopoly," invented by Charles Darrow in 1933. The best known word game is "Scrabble" invented by Alfred Butts in 1948. Tile games are fun, and a classic example is "Dominoes." Dominoes have been designed by many different cultures including the North American Eskimos; their sets consist of as many as 148 pieces. Cards and card games were invented in China about 1500 years ago. Social games are relatively new, originating in the 1980s. These games are of good quality and are great fun to play. They include games like "Trivial Pursuit," "Pictionary" and "Dungeons and Dragons." The phenomenon of the 1990s is high technology computer and video games.

Have the youth learn two games of another culture. Use the games on *Games of Other Cultures* or select your own.
Or
Have each youth learn a game from another culture that he or she can bring to a meeting and teach the others in the group.
Or
Have the group find and learn a game from another culture and then teach it to another *Discovery* age group or a group of younger children. Tell the group members about that culture.

THINK ABOUT IT

- What did you discover about games that are played in other cultures?
- Do you think that we will continue to play the same kinds of games in the future? Why or why not?
- What kinds of games will come next?

TIPS FOR ACTIVITY LEADER

Have the youth refer to the *Discovery Planning Method* on page 418 to guide their planning process if they decided to teach games to another group.

ADULT FACILITATOR NOTES

This activity completes requirement #4 for the Torch Bearer in Cultural Understanding. A description of Torch Bearer projects and lists of requirements are in *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.
B 3.1 Understands that all behavior is affected by both inheritance and experience.

GAMES OF OTHER CULTURES

American Indian Pebble Game

The American Indians used natural things in their games. They played many games that involved using stones. They painted symbols or carved on the stones and then used them for games of skill and luck.

Materials: 15 smooth small stones, nail polish (one or two colors), scissors, colored construction paper, coffee can or other similar container, marker or crayons, tape.

Wash and dry the stones or pebbles. Paint an X on five of the stones with the nail polish. Paint an O on five of the stones. Paint a Z on five of the stones and let all stones dry. Cut a piece of construction paper as high as the container and long enough to wrap around it. Draw designs and symbols on the paper. Wrap the paper around the container and tape it to secure it.

To play the game: Each player in turn puts his hand in the container and pulls out a pebble. Once all the stones have been drawn, the one with the most stones with the same symbol wins the round. Play several rounds.

"Kabbadi" from India

As in most other countries, games are also very popular in India. Some of the most popular games are kite flying, polo, chess and cricket. In fact, Indians are very good at playing cricket. They also play games that other countries do not. Kabbadi is one of them. It is a game with two teams. A player from one team has to run around and touch as many players of the other team as possible. But, the player doing the chasing has to do it in one breath! Just to make sure they do, they have to keep saying "kabbadi." The people touched are out. The winner of the game is the team with the most players left.

"Stop!" from Mexico

Materials: Sheet of paper, pen or pencil.

The game can be played with many players. Each player divides a sheet of paper into sections and labels each with a category such as animals, flowers, movies, TV shows, colors, fruits or last names. Add a section for totals. Draw a vertical line between each category.

color	flower	fruit	TV shows	movies	total

When each player has his or her own sheet ready, it is time to start. One of the players starts the game, saying aloud the letters of the alphabet in order—A, B, C, D, E, F and so on. The player next to him says "Stop!" as loud as he can. When "stop" is called, the one who was saying the letters of the alphabet stops right there. All the players start writing a word with that consonant or vowel for each category. Everyone only has time to write until the first player is finished. When the first player is satisfied that he or she has the maximum possible words, he or she says "Stop!" again, and everyone reviews their answers. Each player has to say the words that he or she wrote. Players receive 100 points for each word they have that no one else has. If two players have the same word, they receive only 50 points for that word.

Example of scoring using the letter "P."

Color	Flower	Fruit	TV shows	Movies	Total
Purple 100	0	Pear 100	Pokeman 50	Peter Pan 100	350

The last column on the sheet is for the total. Repeat the game with all the players, each time using a different letter. At the end of the sheet, the game ends and the player with the highest score wins.

Sardines from Germany

As many players as are available are welcome to play the game. The player who is "it" has to hide; then the other players have to seek the person who is "it". Whenever a player finds the person who is "it," he or she has to hide with the person who is "it." Soon, only one player is left to seek for the person who is "it" and all of the other players. As soon as the last player finds the "it" group, the game is over. This last player becomes the "it" in the next round.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 15 minutes

PURPOSE ▶ Increase short-term memory's gifts

MATERIALS ▶ Paper, pencils, [illegible] (see preparation), a large cloth or sheet of paper

PREPARATION ▶ Collect 50 to 75 small items (can be anything that will fit on a table). Make two or three sets with 25 items in each set. Make a list of the items in each set. Place one set of items on a table and cover them with a cloth or paper.

ACTIVITY ▶

Memory is the ability to retain or recall in the mind past thoughts, images or ideas. It can be thought of as a filing system, library, or computer database in the brain. Memory for the future (a friend's birthday, a dentist appointment, the need for more milk, etc.) works differently than memory for someone's face, a personal memory of one's past, memory for facts or memory for a skill like driving a car. Ask youth if they have good short term memory.

Give each person a piece of paper and a pencil. Have the group gather around the table containing the first set of items. Tell the youth that they will have one minute to view 25 items. After viewing the items, they will have three minutes to list all of the items on a sheet of paper. After everyone has had a chance to try the memory game, distribute the list of items and ask a volunteer to read it to the group members.

Suggest that the youth make associations between items in a list to better remember them. Using a method like this is called a mnemonic device. They can link items either with an image that contains the items, or with a story featuring them. The flow of the story and the strength of the images give the cues for retrieving them.

Take the first item and create a connection between it and the next item. Then move on through the list linking each item with the next. It is quite possible to remember lists of words using association only. However it is often best to fit the associations into a story; otherwise, by forgetting just one association, you can lose the rest of the list. It is important that the images stored in your mind are as vivid as possible. Significant, coding images are stronger than ones that merely support the flow of the story.

Now, add a new set of items or adjust the first set of items by adding and taking some away. Have the youth repeat the activity.

Variation: Divide the youth into teams of four. Have a contest to see which team can remember more items.

THINK ABOUT IT ▶

- How easy or difficult was it to list the items in the first round?
- Did the tool help in remembering the names of the items? Why or why not?
- How could this tool help you in your life?

TIPS FOR ACTIVITY LEADER

Let the youth know that this is a skill that could improve their study habits.

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible]

PURPOSE ▶ Play a variety of games.

MATERIALS ▶ A variety of board games and/or card games.

PREPARATION ▶ Gather popular games such as Monopoly, Trivial Pursuit, Pictionary, Scattergories and Taboo and decks of playing cards.

ACTIVITY ▶

Playing games dates back to the cave dwelling days. Finding ways to entertain one's self as well as improve skills was part of every community. Today, people are still looking for ways to be entertained. The game industry has provided us with many games to play. Some have been around for centuries, like Chess, and others are relatively new, like Pictionary. Guide the youth through a new twist on playing board games.

Create a series of game stations around the room. Each game station includes a different game and any necessary materials (such as paper and pencils). Number the stations and determine a rotation for the teams to move from station to station. Divide the group into teams of two. Assign two teams to each game station.

Allow five minutes for the youth to set up the game and review the rules. For team games (such as Pictionary) the two person team plays together, if its an individual game (such as Monopoly), each person on the team plays individually. At the end of the game they will add their scores to their partners to determine the winning pair. When teams are ready, allow them to play the game for approximately 10 minutes. Youth should complete as much of the game as possible in this time. When time is called, everyone stops. Add up the scores to determine which team receives the most points. Record the points and then have the teams move to another station. Play continues until all teams have played the game at each station.

THINK ABOUT IT ▶

- Do you play board games or card games with your family?
- Do you think you will continue to play games as an adult? Why or why not?
- What type of games will people play in the future?

TIPS FOR ACTIVITY LEADER ▶

This activity would be good for a day or an evening when the weather won't allow outdoor events.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 3.1 Understands that all behavior is affected by both inheritance and experience.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ▶ BASKETBALL

PROJECT ▶ SPORTING CHANCE

LEVEL ▶ Seven

FOCUS ▶ Skill

CODE ▶ G DP1

TIME ▶ 45 minutes

PURPOSE ▶ Learn basic skills in basketball and increase knowledge about leisure time activities.

MATERIALS ▶ Basketballs or playground balls, copies of *Basketball Skill Building Activities* on page 386.

PREPARATION ▶ Locate an area large enough to play games. Make one copy of *Basketball Skill Building Activities* for each youth.

ACTIVITY ▶

Basketball and Camp Fire USA are related! Dr. Luther Gulick was one of the founders of Camp Fire Girls, along with his wife, Charlotte Gulick. Dr. Gulick was the dean of physical education at the YMCA Training School where he met a young man, James Naismith, who was a physical education teacher at a YMCA in Massachusetts. In December 1891, with the encouragement of Dr. Gulick, Naismith invented basketball so his students could have a different activity to play in the wintertime when it was too cold to go outside.

Now known world-wide as the inventor of basketball, Dr. James Naismith was born in 1861 in Ramsay township, near Almonte, Ontario, Canada. The concept of basketball was born from his school days in the area when he played a simple child's game known as duck-on-a-rock outside his one-room schoolhouse. Naismith wanted to create a game of skill for the students instead of one that relied solely on strength. He

THINK ABOUT IT ▶

- Do you learn an hobby or sport like basketball? Is basketball a sport that you would consider playing as an adult? Why or why not?

TIPS FOR ACTIVITY LEADER ▶

Consider copying directions for each activity on a separate sheet of paper and giving each group a different activity. Call time and have the youth change to a new activity until everyone has had an opportunity to play them all. Have plenty of balls available for doing the games. Ensure the safety of youth by reviewing safety rules.

ADULT FACILITATOR NOTES

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 3.1 Understands that all behavior is affected by both inheritance and experience.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

BASKETBALL SKILL BUILDING ACTIVITIES

Odd and Even

Materials: Two balls.
Formation: Circle, players numbered around circle by ones and two.
Procedure: Balls are started anywhere in the circle. Ones throw in sequence to each other; twos do the same. When the ball returns to the person who started, he shouts "Odds" ("Evens"), and all players on that team sit down. The first team to sit down wins.
Variations:

Balls can be started in opposite directions.
Balls can be started side by side; however, this may cause confusion as to whom they belong to unless different colored balls are used.

Mirror Game

Formation: Leader, everyone else scattered about room facing the leader.
Procedure: Leader makes sliding movements—forward, backward and sideward—moving arms up or down. Everyone else tries to match the movements of the leader. After a specified time, the leader may select someone to take his or her place.
Variation: The same thing may be done with groups of two, each taking turns being the leader.

Keep Away

Materials: Ball, colored bands.
Formation: Small teams of three or four. One ball for each playing group, colored bands.
Procedure: The ball is given to one team which tries to keep possession of it by passing it back and fourth between teammates. The other team tries to gain possession of the ball by intercepting passes. Play continues for a specified length of time.
Violations: Holding the ball for more than three seconds.
Pushing or holding another player.
Steps taken while in possession of ball.
Penalty: Opposing team is given the ball.
Variations: A point may be awarded to a team each time they intercept a pass.

Center Miss Ball

Materials: Two balls for each circle.
Formation: Single circle, leader in center
Procedure: The leader has one ball; the person in the circle has the other. On signal, the player in the circle passes to the leader, and, at the same time, the leader passes to the person who is standing to the right of the circle passer. If the leader misses or fumbles the ball, he or she exchanges places with the person who last threw the ball. If the pass was poor, the leader is allowed to remain in the center.
Variation: Vary the style of passes used.

Ten Trips

Materials: One ball for every three people.
Formation: Players are in sets of three. Number one stands midway between two and three who are about 25 feet apart.
Procedure: Several sets compete against each other. A trip for the ball consists of one throwing to two, who throws a long pass to three, who throws it to one. Each time one receives the ball he counts aloud, then starts the ball on another trip. When the count reaches 10, the team sits down. The first set to complete 10 trips wins.
Variation: Vary the style of passes used for the short passes.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ 45 minutes

PURPOSE ▶ Increase knowledge of leisure time activities.

MATERIALS ▶ Hula-hoop, 12 to 14 flying discs (i.e., Frisbee discs), net or tape, measuring tape, paper, pencils, copies of *Flying Disc Games* on page 368.

PREPARATION ▶ Make one copy of *Flying Disc Games* for each youth; prepare the playing area.

ACTIVITY ▶

The flying disc, a fixture at American beaches, parks, backyards and college campuses, was first developed independently on the East and West Coasts during the 1940s and 1950s. The tradition of throwing discs for play or sport extends from ancient Greece to the modern Olympics. However, in the 1940s, students at Yale University unintentionally put a twist on this tradition: they distracted themselves between classes by tossing around the shallow tin platters in which the popular pies of the nearby William R. Frisbie bakery were sold. The fad soon spread to other New England schools. Meanwhile, in the 1950s, Walter F. Morrison of southern California created a toy disc that would fly and hover like the alien spacecraft made popular by Hollywood at that time. Soon after switching from metal to plastic material, Morrison reached an agreement with the Wham-O Company to produce and distribute these "Flyin' Saucers" (1957), which were an instant success locally.

Guide the youth in playing the games on *Flying Disc Games*.

THINK ABOUT IT ▶

- Is Flying Disc a sport that you would consider playing as an adult? Why or why not?
- What makes playing Flying Disc such a popular activity?

TIPS FOR ACTIVITY LEADER ▶

Consider dividing the youth into two groups. Give each group a copy of the game they will play and let them set up and learn their games. Call time and have the two groups trade places and learn the other game.

Ensure the safety of youth by reviewing any guideline the group creates for safe play.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.
B 3.1 Understands that all behavior is affected by both inheritance and experience.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
B 3.6 Understands that language and tools enable human beings to learn complicated and varied things from others.

FLYING DISC GAMES

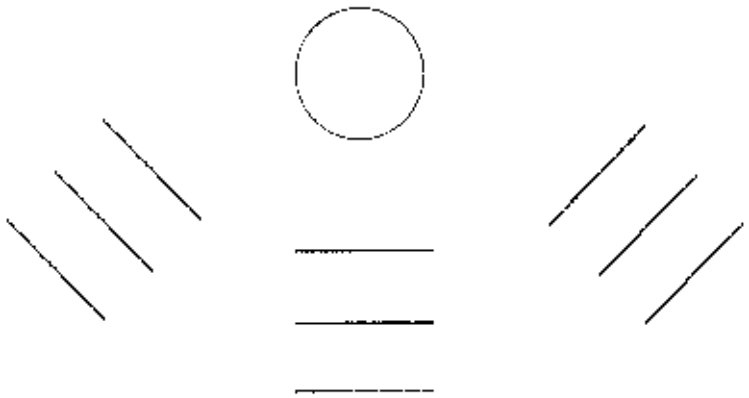
Hoop You Get It

This activity is great for practicing flying disc accuracy.

Materials: Four flying discs for each team, a Hula Hoop suspended in the air, set on a stand or held by a player, masking tape.

Formation: Create three throwing areas. For each area mark a line 15 yards from the hula hoop, mark another line 25 yards from the hula hoop and a third line 35 yards from the hoop. Divide the group into three smaller groups. Have each group line up one behind the other at the 15 yard line in each of the areas.

Procedure: The first player in line gets four turns to throw the flying disc through the hoop. A point is scored for each successful throw. Then, the first player on the next team throws. After all players have thrown from the 15 yard mark, they move to the 25 yard mark and then the 35 yard mark. Have the groups rotate so they throw from each of the three areas. Ask them which area was easiest to make successful throws from and why.



Flying Disc Pong

This activity allows the youth to practice their throwing and catching skills as well as developing a strategy to score points.

Materials: Tennis court or space divided like one, net or rope, one flying disc for each court, one court area for each four players.
Formation: Divide the group into groups of four players each. Have each group get on a court, two on each side of the "net."

Procedure: The four players are set up as in tennis or ping pong doubles with two players on each side of the net. One team serves the flying disc in the air by tossing it over the net. The flying disc is in play as long as players catch the flying disc in the air, and it does not go out of bounds. The flying disc must be returned from the place it is caught. Points are scored only by the serving team when an opponent does not catch the flying disc, or an opponent throws the flying disc out-of-bounds. The serving team loses the serve when they do not catch the flying disc, or if they throw the flying disc out of bounds. Each time a team wins the serve back, the other team member serves. A game is 21 points.

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

TIME ▶ [illegible] minutes

PURPOSE ▶ [illegible] equipment in a game.

MATERIALS ▶ Salt paper plates, ruler or stick with a hole near the end, brass paper fastener, pen or pencil or marker, cloth measuring tape.

PREPARATION ▶ Select large surface areas to measure and make measurements prior to the activity. Create a list and pre-measure a set of items and have the answers ready for the contest between the teams.

ACTIVITY ▶

What ways are used to measure during sporting activities? (Football, baseball, basketball, golf, volleyball, track, swimming, etc.) Distance is the measurement from one point to another. This distance could be in millimeters, meters, kilometers, inches, feet, yards or miles. We can measure the distance from the floor to the ceiling or from one city to another. What if you want to measure a distance that's longer than your ruler, yardstick or meter stick? What if you want to measure a curvy, crooked surface? Make a measuring wheel and try using it to measure anything.

Make a Measuring Wheel

Poke a hole through the center of a paper plate. Line up the hole in the plate with the hole near the end of the ruler. Insert a brass fastener through the holes and fasten the plate to the ruler. Use the other end of the ruler as a handle to roll the plate across a table. If the plate wobbles, tighten the fastener or use a stiffer plate. (Glue two plates together to make the plate stiffer.) Make a bold mark near the edge of the plate. Then use the measuring tape to measure the distance all around the outside edge. Write the number of inches or centimeters on the plate, so you won't forget. To use your measuring wheel, choose a surface you want to measure. Position the mark on the plate with your starting point. As you wheel the plate along, use the mark to count how many times the plate turns. At the end, multiply the number of inches or centimeters you wrote on the plate by the number of times the plate turned.

Use the Measuring Wheel in a Contest

Divide group into two teams. Select several (three to four) large areas to be measured and write them down. Have a competition as to which team can get the measurement accurate and fastest. Or create a list of objects to measure using the wheels. Give the teams the list and a time limit. The team with the closest measure for most of the items on the list wins the contest.

Have the youth make a small measuring wheel and a large one. Measure the same space and see which wheel is more accurate and why.

THINK ABOUT IT ▶

- What did you learn about measuring distance?
- Do you think you could teach some else this activity? Why or why not?
- How important are precise measurements for sporting events?

TIPS FOR ACTIVITY LEADER

Select large areas to be measured prior to the activity. Think of other "measuring" contests to use with the group.

YOUTH OUTCOMES

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

EDUCATION STANDARDS

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
M 2.5 Understands the concept of a unit and its subdivision into equal parts.
M 3.3 Selects and uses appropriate computational methods for a given situation.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶ 45 minutes

PURPOSE ▶ Increase skills in teamwork, building, problem-solving, and aspects of cooperation. Working in groups.

MATERIALS ▶ Each group of four youth needs scissors, masking tape, two paper plates, three paper cups, two sheets of paper, six straws, copies of *Tower Building* on page 392.

PREPARATION ▶ Have supplies divided and placed in paper bags or other sacks that cannot be seen through. Prepare enough sets for the number of groups participating in this activity. Make one copy of *Tower Building* for each group.

ACTIVITY ▶

Cooperation skills are important for a group to have when trying to accomplish a task. This activity will help you gain a new appreciation for cooperation within your group.

Divide the large group into smaller groups and give each a set of supplies and directions. Tell youth not to touch any of the supplies or to start the activity. Have the youth choose someone to read the directions for building the tower to the rest of the group. Tell the group that you will be the time keeper and will tell them when to begin and stop.

THINK ABOUT IT ▶

Discuss the question used in the small groups with the entire group.

TIPS FOR ACTIVITY LEADER ▶

A variation to this activity would be to use large marshmallows, toothpicks, paper plates and straws for supplies and shorten the height of the tower.

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

TOWER BUILDING

Put materials in center of circle. No one can touch materials until facilitator says to begin building. You will have 10 minutes to discuss construction of the tower.

Rules
It must be 5 feet tall (to the chin of the facilitator).
It must be able to withstand a gust of wind (produced from the mouth of the facilitator).

When the facilitator says begin, you will have 15 minutes to construct a tower. (No one will be allowed to speak during the construction process.) The facilitator will inform you when time is up. The facilitator and group will examine each tower and will determine if the tower is tall enough and withstands the forces of wind.

As a small group, read and discuss the following questions:

- What would you do differently if you did the activity again?
- Did everyone participate in building the tower? If no, why not?
- Was there a group leader? If so, who? If not, why not?
- Did anyone experience frustration or anxiety?
- On a scale of one to 10, how well did the group cooperate?
- What are the rewards for cooperation?
- Did the group work as a team? If yes, how? If no, why not?

ACTIVITY NAME ▶ [illegible]

PROJECT ▶ [illegible]

LEVEL ▶ [illegible]

FOCUS ▶ [illegible]

CODE ▶ [illegible]

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

PURPOSE ▶ Further knowledge, skills and leadership abilities in the area of cultural understanding.

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

PREPARATION ▶ Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in *Project Torch Bearer* (#D00010).

ACTIVITY ▶

If the youth completed the activity "Games and Their Origins," they have completed one step toward earning a Torch Bearer in Cultural Understanding.

Have the youth choose a level that challenges them: beginning, intermediate or advanced. Select the appropriate activities for that level remembering to select the EXTREME activities needed. Have youth record their activity selections and their progress on the *Torch Bearer Planning Sheet*. If youth completed a Torch Bearer in Cultural Understanding previously at the beginning level, have them consider completing additional activities to complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ▶

- Encourage youth to have fun while extending their knowledge in this area.
- Encourage the youth to consider funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ▶

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

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

SPORTING CHANCE FAMILY TAKE-HOME PAGE

As a result of this project, youth will provide opportunities to solve group challenges, use cooperation and problem solving, and have fun participating in a variety of sports activities and games.

This project supports the following Camp Fire USA outcomes.

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

Outcomes	Activity								
	Guidelines in the World of Sports	Games and Their Origins	Memory Game	Game Around	Basketball	Frisbee Games	Wheels Turning	Tower Building	Torch Bearer in Cultural Understanding
Youth will have an opportunity to learn from mentoring relationships with adults.	X								
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	
Youth will be able to plan sequentially.									X
Youth will be able to practically apply their academic learnings.									X
Youth will appreciate being able to celebrate and share successes.									X
Youth will maximize their physical abilities to meet and overcome challenges.					X	X			

AT HOME

Attend a sporting event together, such as a youth soccer or basketball game. Talk about the rules of the game, and what constitutes a penalty.

Play a flying disc game from this project or teach your family a new one.

TRAIL TO THE FUTURE

LEVEL Seven

PROJECT CYBERWISE GENERATION

PURPOSE Youth will increase knowledge and awareness of how computers are used, the skills needed to use them and improve computer skills.

ACTIVITY CHOICES

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

YOUTH OUTCOMES

Outcomes	Activity							
	What's the Use?	Computer Games	Tech Support	Computer Keys	Signs of the Times	Cyberwise: The Next Generation	Teach Technology	Torch Bearer in Computer Technology
Youth will have the opportunity to learn from mentoring relationships with adults.	X		X				X	
Youth will have a commitment to helping others and volunteerism.							X	
Youth will be able to communicate their points of view effectively.	X	X		X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X				X		
Youth will be able to plan sequentially.								X
Youth will be able to practically apply their academic learnings.				X				X
Youth will appreciate being able to celebrate and share successes.								X

EDUCATION STANDARDS

Activity Name	Standards
What's the Use?	LA 7.4, B 1.4
Computer Games	LA 7.4, M 1.2
Tech Support	LA 7.4, LA 4.6
Computer Keys	LA 7.4, B 1.4
Signs of the Times	V 1.1, V 5.1
Cyberwise: The Next Generation	B 1.5, T 5.2
Teach Technology	LA 7.4, V 5.3
Torch Bearer in Computer Technology	LA 7.4, LA 8.5, B 1.5, B 3.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS

Youth complete at least four activities from this project to earn a trail emblem (#B00112) or trail certificate (#T55000). They might choose to earn *Discovery* Points instead. Youth accumulate *Discovery* Points to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ To [illegible] computers are used.

MATERIALS ▶ Resource books, magazines and newspapers, and computer reference [illegible] communication adaptations, TDD, telecommunication for the deaf.

PREPARATION ▶ Gather resource materials.

ACTIVITY ▶

Our world has become much smaller now with computer technology. There are many ways in which computers serve us. Calculations are performed much faster and more easily than what was possible with only pencil and paper. One million is an easy number to calculate with a computer. Jets are less likely to crash due to on-board computer programming that helps jets take off and land, virtually flying by themselves.

Ask youth to form groups of three to four. Ask each group to find 10 different purposes for a computer. Have them look through the available resources and possibly talk to other people. For example, find out information about telecommunication equipment (TDD) and how that technology is meeting the needs of people with disabilities.

Have each group develop a creative way to share their findings with the other groups, family and peers.

THINK ABOUT IT ▶

- Were you successful in finding the 10 different purposes for a computer?
- Did you learn something new? If yes, what?
- How is your life different than your parents' life at your age, due to computers?

ADULT FACILITATOR NOTES ▶

Consider having a guest speaker to present information about careers or other computer related topics. High schools and colleges may have a student in a computer technology course who could speak to youth.

YOUTH OUTCOMES ▶

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their points of view effectively.

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.

ACTIVITY NAME COMPUTER GAMES

PROJECT CYBERWISE GENERATION

LEVEL Seven

FOCUS Knowledge

CODE I or G DP1

TIME 45-60 minutes

PURPOSE Review a variety of computer games.

MATERIALS Paper; pens or pencils; computer with Internet access to games, computer game system such as a "Game Boy" with a variety of games to play or TV monitor with a gaming console such as "Play Station" set up.

PREPARATION Invite youth to bring a variety of games they may own or have access to. Have games and equipment set up and ready to play.

ACTIVITY

Computer games have become a part of our lives. Commercials on television talk about "living in your world and playing in ours." Many youth play video games at mall arcades, the movie theater and at home. Ask youth if they have ever wondered what it would be like to be a computer game reviewer. Have they ever wondered who reviews computer games before they are produced and placed on the market? This activity will allow them to be a computer game reviewer.

Have the youth play at least three games they have never played before and write a brief review about one of them. Have them include their comments on: the object of the game, the skills required to play the game, the eye appeal and the quality of the graphics, the interest level and the educational value that the game offers to young people. Have them include their opinions of each game and whether they would recommend the game to others.

THINK ABOUT IT

TIPS FOR ACTIVITY LEADER

ADULT FACILITATOR NOTES

Youth may need permission and special arrangements made for bringing computer games to the group. Ensure safe keeping of all computer equipment and games.

YOUTH OUTCOMES

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

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ Increase awareness about computers and the skills needed to work with them.

MATERIALS ▶ Paper, pens, crayons.

PREPARATION ▶ Prepare a list of people who work with computers, such as computer technicians or people who have jobs that require the use of a computer. Invite someone who works with or works on computers to visit the group.

ACTIVITY ▶

Computers affect every part of our life. From cell phone systems to hospitals, we have become a computer generation. Chances are youth's grandparents may not have computer skills because the technology is so new. There is very little in our world that is not impacted by a computer either directly or indirectly. Pre school age children are learning skills on computers. Toys are computerized. This means that our work force has become more computer-orientated.

Plan to have someone who works with computers visit the group. Have the youth prepare questions to find out what he or she does with the computer, what training was necessary and what other people are involved in keeping the computer working properly.

Or

Arrange to have the youth interview four different people to find out how computers have affected their lives. Individually or as a group, have the youth visit one or more businesses or invite people to a group meeting.

THINK ABOUT IT ▶

- What did you learn about skills required to be in a computer career?
- Was the speaker informative? Why or why not?
- If conducting interviews, did you learn something new? What?
- Would you consider a career that requires you to work on a computer?

TIPS FOR ACTIVITY LEADER ▶

Consider having youth invite a guest speaker by phoning or writing a letter. Make appropriate arrangements if youth plan to leave the meeting site.

ADULT FACILITATOR NOTES ▶

This activity may require a field trip. Secure necessary permission. This might have budgetary consideration. Participation in this activity partially meets requirement #18 for the Torch Bearer in Computer Technology. A description of Torch Bearer projects and lists of requirements are in the book *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

LA 7.4 Uses new information to adjust and extend personal knowledge base.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

ACTIVITY NAME COMPUTER KEYS

PROJECT CYBERWISE GENERATION

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 45 minutes

PURPOSE Improve computer skills.

MATERIALS Copies of *Computer Keys* on page 403, computer with Internet access and a word processing program.

PREPARATION Make one copy of *Computer Keys* for each pair of youth. Schedule computer time.

ACTIVITY

Ask the youth how computers are used in our society today. (Travel, grocery stores, communication, etc.) Why would it be important for them to learn or enhance their skills on a computer? What kind of skills would they need to operate a computer?

Ask the youth to select a partner. Have each youth take turns assisting his or her partner in learning and using the computer keyboard and computer commands. Distribute a copy of the *Computer Keys* to each pair. Have the youth follow the directions.

THINK ABOUT IT

TIPS FOR ACTIVITY LEADER

ADULT FACILITATOR NOTES

If you have access, arrange a trip to a computer or multimedia lab. Note: This activity may require a fee. Get it necessary be aware. There could be budgetary considerations.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to practically apply their academic learnings.

EDUCATION STANDARDS

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

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.

COMPUTER KEYS

Partner 1: Choose one of the terms below and read the description to your partner.

Partner 2: Demonstrate that you know where to locate the appropriate key(s) on the keyboard and then demonstrate how it is used.

Arrow keys: Keys on a keyboard that move the cursor left or right, up or down.

Backspace: Key on a keyboard that moves the cursor to the left one space at a time and, on some keyboards and with most word processing software, deletes characters.

Caps lock key: Key on a keyboard that is used to key all capital letters.

Delete: Key on a keyboard that moves the cursor to the left one space at a time and, on some keyboards and with most word processing software, deletes characters.

ESC: Key on a keyboard that is used to "move around" with in a program.

Home row: Keys on a keyboard which contain the letters a, s, d, f, g, h, j, k, l; used as "home" for positioning the hands in typing.

Insert: Key on a keyboard that is used to insert text without deleting previously keyed text

Keyboard: An input device resembling a typewriter and consisting of a standardized layout of buttons or keys with symbols, such as letters or numbers, that can be entered into a computer by pressing on the keys.

Letter keys: Keys on a keyboard which contain the letters of the alphabet.

Number keys: Keys on a keyboard which contain the numbers 0 to 9.

Posture: The position of the body or of parts of the body.

Return/Enter: Key on a keyboard that is used to enter information into a microcomputer or to return the cursor to the beginning of a new line.

Shift: Key on a keyboard that is used to capitalize letters when pressed at the same time as a letter key.

Space bar: Key on a keyboard that spaces the cursor forward one space at a time and produces a blank space when pressed.

Strike: To tap or press the keys of a keyboard with a finger or thumb.

Symbol: Key on a keyboard that contains a symbol.

Tab: Key on a keyboard that is used to move the cursor directly to a tab stop.

Basic terms

Computer: An electronic machine that can perform calculations and can process a large amount of information accurately and much more rapidly than the human brain.

Printer: A mechanical output device that can print text, and sometimes graphics, on paper.

Software: Program material for computers; instructions to the CPU to tell it what to do with the data it receives.

Text: The actual structure of words in a piece of writing or printing.

Word wrap: In word processing, the automatic movement of a word to the next line when it starts near the end of a line of text on which it is too long to fit; it eliminates the need for typing a carriage return at the end of each line.

ACTIVITY NAME SIGNS OF THE TIMES

PROJECT CYBERWISE GENERATION

LEVEL Seven

FOCUS Skill

CODE I or G DP1

TIME 45 minutes

PURPOSE Create a sign using computer graphics.

MATERIALS Computer for each participant with graphic capabilities.

PREPARATION Schedule computer time. Obtain user guides that explain how to use the computer graphics functions. Invite a computer graphics specialist to attend the meeting as a resource.

ACTIVITY

Have the youth work with a partner or individually. Ask them to use a word processor to design a sign for their group's meeting area or their bedroom doors. It might explain what they are doing or contain a special message to welcome visitors. Have youth use the computer guides, help menus and the graphics specialist for assistance.

Print the signs or banners and have each youth show the group his or her designs.

THINK ABOUT IT

TIPS FOR ACTIVITY LEADER

1. Adapt activity based on youth's skill level. Have youth work in pairs or individually. Have youth use computer to write the project, Cyberwise Generation.

ADULT FACILITATOR NOTES

Arrange for computer use prior to activity.

YOUTH OUTCOMES

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

EDUCATION STANDARDS

V.1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.
V.5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ▶

PROJECT ▶

LEVEL ▶

FOCUS ▶

CODE ▶

TIME ▶

PURPOSE ▶ To write a play or story that illustrates how computers influence our lives in the future.

MATERIALS ▶ Paper, pens or pencils. Optional: items for brainstorming; play props and signs; chart paper or poster board, markers.

ACTIVITY ▶

Computers affect every part of life. Gas pumps, telephone systems, and cash registers in grocery stores and fast food restaurants are all operated by computers. Even cars operate using computer technology. How do you think computers will affect our lives in the future?

Have the youth write a play or story that predicts what life will be like in the future because of computers.

Have them decide if they want to work individually, in pairs or as a group. Suggest that they include the following in their plays or stories:

- What computers will look like.
- What computers will do that they don't do now.
- What computers will cost.
- Who will have access to a computer.

Have the youth present their plays or stories to others in the group or to family and friends.

THINK ABOUT IT ▶

- What would happen if there was a major computer shutdown in the control tower at an airport?
- What would happen if the banking institution computers were to crash and all of the data disappeared?
- Can we live without computers today?

TIPS FOR ACTIVITY LEADER ▶

It may be helpful to remind youth to create an outline of their stories or plays.

ADULT FACILITATOR NOTES ▶

This activity completes requirement #2 for the Torch Bearer in Computer Technology. A description of Torch Bearer projects and lists of requirements are in *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ▶

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

EDUCATION STANDARDS ▶

B 1.5 Understands that various factors affect decisions that individuals make.
T 5.2 Articulates the meanings constructed from one's own and others dramatic performances.

ACTIVITY NAME TEACH TECHNOLOGY

PROJECT CYBERWISE GENERATION

LEVEL Seven

FOCUS Leadership

CODE I or G DP1

TIME 45 minutes

PURPOSE Create a tool to teach children about computers.

MATERIALS 30-40 index cards, pens, pencils, markers.

PREPARATION Research computer definitions and find pictures, if possible.

ACTIVITY

Have the youth become familiar with the following computer terms if they do not know them.

byte	software	terminal
RAM	Internet	chip
drive	program	mouse
e-mail	disk	hardware
microcomputer	CD-ROM	fax modem
memory	joy stick	microprocessor
CPU	monitor	menu
display	gig	initialize
hyperlink	search engine	http
Web site	surfing	

THINK ABOUT IT

- Is it important for young children to learn computer skills, why or why not?
- What are other ways a person could teach young children computer skills?

ADDITIONAL ACTIVITY

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have a commitment to helping others and to volunteerism.

TIPS FOR ACTIVITY LEADER

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures, may elicit a variety of responses.

ADULT FACILITATOR NOTES

This activity completes requirement #9 of the Torch Bearer in Computer Technology. A description of Torch Bearer projects and lists of requirements can be found in Torch Bearer (#D000-10).

ACTIVITY NAME TORCH BEARER IN COMPUTER TECHNOLOGY

PROJECT CYBERWISE GENERATIO

LEVEL Seven

FOCUS Take It to the Limit

CODE I or G DPO (Youth earn Torch Be emblem #B25100 instead of *Discovery* Points

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

PURPOSE Further knowledge, skills and leadership abilities in the area of computer technology.

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

PREPARATION Have youth select the activi they want to complete and then make prepar accordingly. A description of Torch Bearer Pro and a list of requirements are in *Project Torch Bearer* (#D00010).

ACTIVITY

If the youth completed any of the activities "Te Support", "Cyberwise: The Next Generation," "Teach Technology," they have completed steps toward earning a Torch Bearer in Computer Technology.

Have the youth choose a level that challenges them: beginning, intermediate or advanced. Select the appropriate amount of activities for that level remembering to select the EXTREME activities needed.

Have youth record their activity selections and their progress on the Torch Bearer Planning Sheet. If

decisions that individuals make.

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

CYBERWISE GENERATION FAMILY TAKE-HOME PAGE

As a result of this project, youth will increase knowledge and awareness of how computers are used, the skills needed to use them and improve computer skills.

This project supports the following Camp Fire USA outcomes.

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

Outcomes	Activity							
	What's the Use?	Computer Games	Tech Support	Computer Keys	Signs of the Times	Cyberwise: The Next Generation	Teach Technology	Torch Bearer in Computer Technology
Youth will have the opportunity to learn from mentoring relationships with adults.	X		X				X	
Youth will have a commitment to helping others and volunteerism.							X	
Youth will be able to communicate their points of view effectively	X	X		X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.		X				X		
Youth will be able to plan sequentially.								X
Youth will be able to practically apply their academic learnings.				X				X
Youth will appreciate being able to celebrate and share successes.								X

AT HOME

Demonstrate to your family your skills with a computer game. Teach others how to play it. Have a tournament with family members keeping track of their scores until a winner is declared.

Talk about how computers have changed over the time between generations. Talk about what life was like without the Internet and cell phones.

ADDITIONAL TRAIL ACTIVITIES
TRAIL TO THE FUTURE

SCIENCE ACTIVITIES

DP1 Many experiments have been done to see what music's affect on growing plants is. Does music help or hinder a plant's growth? You will need three or more of the same type of plant for this activity. Leave one plant in a room with classical music playing constantly. Leave another plant in a room with hard rock, jazz, country or some other type of music playing constantly. Leave a third plant alone with no exposure to music. Note the comparative health of the plants after one to three weeks and make conclusions based on the results of your experiment.

DP1 Know the difference between a direct current and an alternating current. Explain what overloading an electric current means.

DP2 Increase your grade in science class from one grading cycle to the next Show your report card to your adult facilitator.

DP2 Increase your grade in math class from one grading cycle to the next. Show your report card to your adult facilitator.

DP2 With the permission and supervision of a parent or other adult, choose a manufactured item (small appliance or electronic toy) and find out how and why it works. Understand what sort of energy was needed for it to operate.

DP2 Enter a project in a school or community science fair.

DP2 Using the classified ads, search the possibilities for a career in science. What skills would you need to have that career?

DP2 For one day, document all of the things related to science that you depend on. Which things would you be willing to live without for one day? Could you live without one of these things permanently?

DP3 Visit a science museum with your group or your family. Write down at least three things you learned from your visit. Share these in written or visual form with your group.

SPORTS AND GAMES ACTIVITIES

DP1 Participate for one full season as a member of an organized team sport.

DP1 Participate for one full season as a member of an organized game.

DP1 Choose two sports and draw a diagram of the playing area for these sports. Share these with your group or adult facilitator.

DP1 Learn the basic rules for playing a group or team sport of your choosing. Share these with your group.

DP1 Learn the basis rules for playing an individual sport of your choosing. Share these with your group.

DP2 Participate in a sport of your choice in a tournament, meet or other form of competition.

DP2 Learn to play two new card games or board games. Play them with your group or your family.

ADULT FACILITATOR GUIDE

Camp Fire USA History

[illegible]

Boys first joined Camp Fire in the mid-1970s. Programs were revised to give girls and boys opportunities to learn, play and grow equally. Camp Fire's coeducation/nonsexist philosophy is one of the characteristics that makes its program unique today.

Camp Fire Boys and Girls was officially adopted as the organization's name in 1993. The mission, "to build caring, confident youth and future leaders" was adopted in 1999 at Camp Fire's biennial national convention. The name changed to Camp Fire USA in 2001 to reflect a new direction for the organization that emphasizes the needs and interests of children and families in the 21st century.

THE CAMP FIRE USA LAW

Worship God
Seek Beauty
Give Service
Pursue Knowledge
Be Trustworthy
Hold on to Health
Glorify Work
Be Happy

The Camp Fire USA Law, which dates from the first few years of Camp Fire, was originally the Wood Gatherers' Desire. In 1942, the words "Worship God," implicit in the whole statement, were explicitly given as the first item of the law. The law is a desire or a goal, not an oath. At no time in the organization's history has a youth been asked to take any oath or make any promise.

Luther Gulick said of the law: "The power of the law is within you. It is not law that other people can demand you obey; that is, it is not law from without — it is law from the heart. It commands only those who seek to follow. It is opportunity, not obligation. It is an open road leading to the beautiful country where you live, rather than chains which would bind or limit your freedom."

For more information on the Camp Fire USA Law, see *Wohelo: The Camp Fire History*, the official chronicle of the organization's development from 1910 to 1979.

SYMBOLISM OF THE FLAME AND CAMP FIRE USA COLORS

Founders Charlotte and Luther Halsey Gulick suggested that the symbol of the organization should be a fire. Mrs. Gulick wrote, "Fire symbolized the home, the place of comfort and cheer. Around the fire centers the home and its activities. Friends gather, and the family gathers around it." Today, as part of the organization's logo, the "fluid flame" is open on all sides to represent an organization open to all youth. The red and blue colors of the logo represent citizenship. The colors of the Camp Fire USA uniform reflect the colors of the logo and show the importance of patriotism to Camp Fire.

Camp Fire USA

IDENTIFICATION AND IMAGE

As part of a national organization, youth represent Camp Fire USA in their communities. Wearing a uniform promotes a feeling of belonging. The official uniform consists of the short-sleeved Camp Fire polo shirt, which can be worn with jeans, slacks, shorts or skirts. This uniform is worn at council functions and when representing Camp Fire USA in public or for special events. Wearing Camp Fire USA T-shirts is appropriate attire for informal events, such as field trips or service projects.

OVERVIEW OF *DISCOVERY* PROGRAM

Torch Bearer Projects

For many years, Torch Bearer projects have offered Camp Fire USA *Discovery* youth a chance to focus on their special interests. Youth decide on a topic, plan, do and celebrate it under the guidance of an adult facilitator or advisor. Some trail projects contain activities that meet a requirement for a Torch Bearer. Completion of the activity will also complete a step, either in part or in full, in a Torch Bearer project. A Torch Bearer project may be completed as a continuation of a trail project or as a stand-alone project. There are 24 Torch Bearer projects; they are described in *Project Torch Bearer* (#D00010).

Trail to Knowing Me
- Torch Bearer in Healthy Living
- Torch Bearer in Spiritual Growth
- Torch Bearer in Literary Skills
- Torch Bearer in Cooking

Trail to Family and Community
- Torch Bearer in Cultural Understanding
- Torch Bearer in Community Awareness
- Torch Bearer in Community Government
- Torch Bearer in Practical Living
- Torch Bearer in Special Service

Trail to Creativity
- Torch Bearer in Creative Arts
- Torch Bearer in Performing Arts
- Torch Bearer in Creative Arts Careers
- Torch Bearer in Style

Trail to the Environment
- Torch Bearer in Environmental Issues
- Torch Bearer in Camping
- Torch Bearer in Horsemanship
- Torch Bearer in Water Sports

Trail to the Future
- Torch Bearer in Sports and Games
- Torch Bearer in Communication
- Torch Bearer in Computer Technology
- Torch Bearer in Travel
- Torch Bearer in Money Management
- Torch Bearer in Business

All Five Trails
- Torch Bearer in Special Interest

RECOGNITION

Recognition for the *Discovery* program is designed to be flexible to meet the needs of groups that emphasize recognition and those that do not. Each group chooses how it wants to recognize youth accomplishment, to best meet its needs.

Accomplishment	Awards	Options
Membership in Camp Fire USA *Discovery* program	Discovery Identification emblem and tenure bars	
Activities	*Discovery* Points	CHOOSE ONE * Four points earns one *Discovery* bead. * Points are accumulated and redeemed for incentives. * Youth earn skill, knowledge and leadership segment pins.
Projects	*Discovery* trail emblems	CHOOSE ONE * Youth earn a trail emblem. * Youth accumulate *Discovery* Points.
Trail Blazer Award	Trail Blazer emblem or Trail Blazer pin	
STAR Project	Star Project emblem	
Torch Bearer Projects	Torch Bearer emblems	

Examples

Group one is a "classic club" that has been together for seven years. Most of the members have earned end of the year awards each year. The group decided to work on *Discovery* projects to earn *Discovery* emblems. They also plan to earn the Trail Blazer award. The group decided to redeem their *Discovery* Points for *Discovery* beads. They plan to work on the STAR Project and will begin work on a Torch Bearer.

Group two is an after-school program that has been together for two years. They meet for one hour every week. They have decided to work on activities of interest to them, rather than projects. They will accumulate *Discovery* Points and will redeem them for incentives such as tickets to a sporting event, a movie and popcorn afternoon, camp credits, etc.

Both groups are doing the Camp Fire USA *Discovery* program. Both are having fun, and both recognize the achievements of their members. Councils and chapters determine the options for redeeming *Discovery* Points.

YOUR *DISCOVERY* GROUP

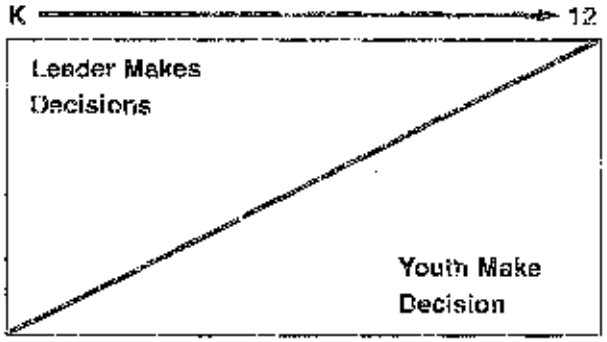
"There are only two lasting bequests we can hope to give our children. One of them is roots: the other, wings.

— Hodding Carter

Youth-Adult Partnership

Youth-adult partnership is a cornerstone of the Camp Fire USA program and is practiced throughout the organization. The national board has youth members who serve along side of adult board members. Partnership means sharing the decisions that are made. It means that everyone's ideas are listened to and considered.

The partnership changes with the age and experience of youth. The job of the adult facilitator in the *Discovery* program is to hand over the leadership tasks to youth, providing guidance, encouragement and support. Very simply, the partnership looks like this through time.



As Youth Mature

In your group, youth will choose and carry out projects with your guidance and assistance. You have a say, too. You can make suggestions, stimulate creative problem solving and open new doors. This partnership is what makes Camp Fire USA an exciting learning environment.

Everyone benefits from the partnership.

Benefits to youth include:

- Youth are more interested in the things they do because they chose them.
- Youth strengthen leadership skills.
- Youth assume responsibility.
- Youth experience failure in a safe environment and learn to make better plans next time.
- Youth build self-confidence by having control over their lives.

Benefits to adults include:

- The job of meeting planning gets easier as youth get older.
- There are fewer complaints because youth are doing what they planned.
- More diverse ideas get added to each plan.
- Responsibility is shared.
- You have more fun because things go more smoothly.

Program Tools

Youth in *Discovery* Trail Blazer will be involved in planning events and activities as they work on projects. Brainstorming and using the *Discovery* Planning Method are often suggested to engage youth in the process. The more hands-on youth are with planning activities, the better the result will be.

Brainstorming

Brainstorming is a good way to get lots of ideas in a short amount of time. The purpose of brainstorming is to open people's minds and allow everyone to be creative. Here is one way to conduct a brainstorming session:

Materials: Large sheets of chart paper, markers, masking tape, adhesive dots (enough for each youth to have 10).

Groups can work as a whole; large groups may want to divide into smaller groups of less than 10, but it can be fun to have lots of people involved. Choose a facilitator and a recorder. Form a circle so everyone can see.

The recorder positions the paper so everyone can see. The facilitator explains the ground rules:

- Any and all ideas are OK.
- Repetition is fine.
- No commenting or discussion of ideas.
- No put-downs.
- Adding to or "piggybacking" one idea onto another is great

The question to be brainstormed is written by the recorder on top of the chart paper. An example question: "What things do you like to do outdoors?" Write down *all* ideas exactly as they are said.

Discovery Planning Method

Youth are very clear about what they like to do and what they don't like to do. One of the best ways to create a successful program is to make sure that the activities, events and projects are selected by the youth. The *Discovery* Planning Method is a process that guides decision making. It is utilized in many activities and can also be used to plan the year's program. It is described in greater detail in the *Discovery Record Book* for youth. Using this method consistently reinforces essential leadership skills.

There are four steps in the *Discovery* Planning Method:

- Decide
- Plan
- Do
- Celebrate

Decide

Allow time for youth to make program decisions. This process takes longer, but you will find that youth will be more invested in the outcomes if they are involved in the decision-making and planning process. Remind the young people to keep the following important steps in mind to resolve potential problems:

- Don't make assumptions about other people's behaviors.
- Ask for information.
- Listen respectfully to the information for which you have asked.
- If the information does not adequately change your feelings, make a statement about how the other person's behavior affected you and what you wish had happened.
- Use "I" messages, not "you" messages, such as "I arrived at 10 o'clock as we agreed," rather than "You were late."

The Ideas Meeting
Time: 40 minutes

Materials: Two large envelopes; paper to write on: 2 inch x 3 inch pieces, enough for five pieces per person; 10 pieces of 8 1/2 inch x 11 inch paper; a couple pairs of scissors; a couple glue sticks or tape; seven markers; different colors; one shoe box.

Digging for Ideas (10 minutes)
Tell everyone to write ideas down on paper (one idea per piece of paper) for an event or special project that they think the group could do. At this point, all ideas can be considered. Encourage people to dream big—even if it is an idea that isn't practical. If they don't dream, the best ideas might never get out on the table. Allow about 10 minutes for this. Put all ideas in the "dream box." Youth can put in as many ideas as they want, but make sure everyone has at least one idea.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] year or future years. As a group, work to prioritize and decide which ideas are worth pursuing. This will be opened again next year, and ideas will be considered again at that time. By then, some of the priorities and ideas will have changed, and some additional ideas can be added.

Go through the one year envelope and glue each idea onto a separate piece of paper. Now it is time to look seriously at each idea and discuss the pros and cons of each. Remind everyone that all the ideas are worthy of consideration, but the next step is to look at practical matters. Talk about the logistics of doing the event, the costs and the benefits. Write down on each page what it would take to do the event and all the comments that come up in the discussion. The idea may grow into other ideas, which can be added. Do this with each idea and decide on one or two ideas that the group wants to look into further.

Here is an example of what one group put in its envelopes:

one year	future years
Plan a carnival as a fundraising activity for a charity	Go to Disney World
Go camping in the Rocky Mountains	Take a canoe trip in Canada
Take horseback riding lessons as a group	Drive across the country and visit different amusement parks
Make a music video	
Organize a Camp Fire USA ceremony	

Next Steps (10 minutes)
Decide who needs to gather information before the next meeting.
Decide who will chair the next meeting.

Plan
Moving from idea to action takes a plan. A plan includes all the steps and information needed to accomplish goals. The *Discovery* Planning Method is a good tool to use in documenting the plan of action. Completing this tool allows everyone to know his or her job and what the group is doing together. A sample planning method is on the next page, along with a form that can be copied and used for the activities as needed.

The Choosing Meeting
Time: 30 minutes

Materials: Colored sticker dots (10 per youth), paper, pencil, chart paper, markers.

Time to Choose (20 minutes)
The activity leader convenes the meeting by thanking everyone for helping with the planning. Now it is time to get specific.

Ask people who were gathering information to report to the group what they found. Anyone can ask questions. After the reports have been made, discuss the possible advantages and disadvantages of each idea. This might be difficult, because people tend to get attached to their own ideas. To be fair, use a voting method that allows each person to choose his or her favorite ideas. Each youth gets two dots. Instruct each youth to put his or her dots by the ideas he or she likes the best. They can split their votes or put them all in one place, depending on how strong their feelings are. The idea with the most dots is the event the group chooses.

Next Steps (10 minutes)
Ask for volunteers to help plan the details of the event. If it is a big event, assign committees to be responsible for specific assignments. Planning can take place anytime that is convenient. It is not necessary to have additional group meetings unless the group wants to plan all the details together.

Do
Remind the youth that after their planning, they will see their work pay off. Encourage everyone to have fun and be flexible. Few things ever happen exactly as planned. Here are some ideas that might help take care of problems before they arise.

Make checklists. These could include personal gear for each youth, materials needed, procedures for certain jobs or an agenda. Written checklists help to organize and remind us of everything we need to bring or do.
Make a jobs chart. A jobs chart matches jobs with people, so that everyone knows his or her task. The chart also explains the job to be done for those people who are not familiar with the tasks. For example, some jobs might include purchasing refreshments or collecting permission slips.
Create contingency plans. This is a "what if" plan. For example, what will you do if it rains?

On Your Mark Meeting
Hold the third meeting just before the event. It is a good time to go over the plans that have been made and talk about expectations for the event.

Time: 30 minutes

Ask the "planners" to report on arrangements. Allow plenty of time for questions to make sure everyone understands what will happen and what is expected of them. Thank everyone for his or her help with planning the event, and tell them how confident you are that everyone will have fun.

Celebrate
The celebrate step is a time for personal reflection, discussion of achievements, sharing and celebrating. Reviewing triumphs and challenges will help the youth learn and grow. Have the youth use the *Discovery* scorecards to document all the work that has been done.

CAMP FIRE USA *DISCOVERY* EVENT

Describe the idea:

How long would it take?

What would we do?

What information do we need before we decide?

Other comments:

DISCOVERY PLANNING SHEET SAMPLE

Action: What are we doing? Planting trees in the community park
Who is involved with the planning? Karl, Monita, Dana
Today's date: September 24, xxxx

Step Number	Activity	Person(s) Responsible	Materials Needed	Cost	Completion Date
1.	Call the park commissioner.	Monita	Telephone number	$0	September 25th
2.	Get seven trees. Call ABC Nursery for donation.	Dana	Telephone number	$0	September 30th
3.	Ask ABC Nursery to deliver trees to park.	Dana	Telephone number	$4	September 30th
4.	Get equipment together.	Karl	Shovels Garbage bags Gloves	$0	October 1st
5.	Get ride to park.	Monita	Bus schedule		October 3rd
6.	Plant trees.	All	Work clothes Equipment Bus Fare	$6	October 3rd
7.	Write a thank-you note to ABC Nursery for the trees.	All	Thank-you note		October 4th
			Total Cost:	$10	

DISCOVERY PLANNING SHEET

Action: What are we doing? _____

Who is involved? _____

Today's date: _____

Step Number	Activity	Person(s) Responsible	Materials Needed	Cost	Completion Date

Family Partnerships

Working in partnership with families enhances and strengthens the benefit of the *Discovery* program for youth. Experienced adult facilitators agree that the strongest groups have the support and help of many adults. Encourage all families to participate in a way that will assist the group. They can help with conducting activities, keeping records, sharing information about their lives and jobs or just being there to offer extra assistance and support.

Tips to Increase Family Support

You'll get better family support if you follow the advice below:

- **Expect participation, don't request it.** Make it clear that every family will help in some way. If they just don't want to be bothered, be firm. Suggest options from which they may choose.
- **Involve families at the beginning of the year.** If you start the year doing it all yourself, chances are people will let you continue. Your first opportunity to get families involved will be a family meeting when you are forming your group.
- **Make sure families know why their help is important.** Of course, they help you, the adult facilitator. But more important, they help the youth. Having adults involved as mentors shows the youth how important they are. They have more adult role models. They see how adults work together to achieve a common goal. All of these are important things that many youth do not see in their daily lives.
- **Ask for help.** Don't be afraid of the word "no." Just ask again. Some adults may indicate on the registration form how they want to help. Keep a copy of this form for your records. Most adults want to help when they can, but are often reluctant to sign up for a long-term commitment. Ask them to volunteer for one specific, short-term task that they can feel good about, and they will be likely to volunteer again for another job.
- **Ask people to do the tasks they volunteer to do.** Try to meet their interests as much as possible. Communicate to them that you value their help.
- **Use the help you get.** When people sign up for a job, expect that they will do it. Make sure the [illegible]
- [illegible]
- [illegible]
-

Before the meeting:

- Notify your council or chapter of your plans and enlist its support.
- Gather all the registration forms and materials you will need, including: nametags, food, registration forms and *Camp Fire USA Official Merchandise Catalogs* for each family.
- Think carefully about what you will need help with. Identify the tasks and make a written list.

Following is an outline of things to do and talk about at the family meeting. This outline works especially well for "classic club" or traditional small-group programs.

Get acquainted.	• Make introductions. Use nametags.
Decide on meetings.	• Decide day and place. • Decide beginning and ending times. • Be sure people understand that you will not supervise youth who come too early or stay after the meetings are adjourned. • Encourage them to come and observe meetings at any time.
Discuss transportation.	• Arrange car pools. • Discuss use of school buses or public transportation. • Find out if there are any specific instructions about who may pick up a youth after the meeting.
Explain uniforms.	• Explain how the group will dress for formal and informal occasions.
Explain the program.	• Talk about what activities the youth will be doing. • Explain how Camp Fire USA projects are organized. • Tell them about the *Discovery* Points the youth will earn.
Discuss group finances	• Explain the need for money. • Explain the purpose of dues.
Discuss refreshments for meetings.	• Make the most convenient arrangements. • Discuss food allergies • Encourage light, nutritious foods.
Discuss volunteer opportunities.	• Explain the volunteer opportunities. Be specific about the help you need. • Ask for volunteers and wait for people to offer their help. If you don't get volunteers from the group, tell them you will contact them individually to help with a task. Then be certain to follow through with the call.
Complete registration process.	• Collect forms and money.

Getting Started

Groups may meet daily, weekly, bi-weekly, during school, after school, in the evening, all day once a month or on weekends. Some groups have weekly meetings for the first three weeks of each month and field trips or other activities on the fourth week. Once you meet initially with your group members, you can decide what meeting schedule is best for everyone. Meetings are scheduled to last 60–90 minutes.

Remember to allow ample time for planning meetings. Some meetings focus on business, such as planning for an upcoming activity. Other meetings focus on what has been planned or taking part in a community or council event.

COMPONENTS OF CAMP FIRE USA MEETINGS

Creating a structure for group meetings benefits both adult facilitators and youth. The order may vary, but most Camp Fire USA meetings have these basic components:

Early Bird Activity	Have an activity for youth that arrive early. See page 448 for suggestions. This is a good time for youth to prepare and serve a snack.
Icebreaker	Icebreakers are activities that help people get to know each other. They may also be used to provide a break during the meeting. Encourage the youth to create their own icebreakers, sharing the responsibility among the group. See page 449 for suggestions.
Opening	Open each meeting with some kind of routine or ritual. Some examples may include: singing a song, checking in with each person or eating snacks and discussing an important topic of the day. Suggestions for meeting openings are included on page 450. Some groups choose to have an individual or committee responsible for the opening (and closing). As adult facilitator, work with the youth to help them create their own special opening. For example, they may decide to do the same thing each time or have a ritual of lighting a candle at each meeting.
Business	Take attendance, collect dues, plan for future meetings, etc. The business may be very short, or it may be the major part of the meeting. At the beginning of the year, the business part of the meeting might include setting group rules and electing officers. Later meetings may be spent planning special projects and events.
Snack/Meal	Set aside a special time to share a snack or meal together.
Activities/Think About It	Early in the year, adult facilitators might plan games or other learning experiences to help youth get acquainted and to introduce some program ideas. Later, the activities will be determined and planned by the youth. The activity may be working as a group on a special project, taking a field trip, planning for a product sale, making refreshments, playing games or planning and conducting a service-learning project. The *Discovery: Trail Blazer Level Seven* guide provides activities for a year's worth of meetings. At the end of each activity are "Think About It" questions for discussion. This often is the most beneficial part of the meeting, so allow enough time.
Clean Up	The group is responsible for cleaning up the meeting area. Each week, a few youth can be assigned to a clean-up committee, the whole group can do it, or this might be attended to by the clean-up officer.
Closing	A closing draws the meeting to an end on a positive note. Give the young people the opportunity to plan their own closing. In some situations, you may plan a special closing by having awards or recognition given to youth or volunteers.

PLANNING GUIDE FOR GROUP MEETINGS

	Activity	Who's in charge	Resources/materials needed
Opening	Invite group members to lead an opening.		
Business Meeting	Take attendance. Collect dues. Make decisions. Elect officers. Plan future meetings.		
Group Activity	What will we do? "Think About It" discussion.		
Snack/meal and Clean-up	What snacks do we want? When will we serve them? Who will bring them? Who will clean up?		
Closing	Invite group members to lead a closing.		

[illegible]

Group Governance

Many *Discovery* groups decide to have officers. This offers a good way for the youth to practice leadership and decision making skills. The *Discovery Record Book* offers techniques and strategies for youth governance. You and your group can decide the period of time that leaders hold office. It is good to rotate the leadership among youth to give each a chance to develop their skills.

Your Group Responsibilities

Keeping a *Discovery* group running smoothly requires an understanding of youth, program and organizational details. Each group needs a plan for handling their administrative details. Those might include:

- registration
- attendance
- recognition earned
- supplies
- equipment
- medical forms
- permission forms
- finances

Some or all of these tasks can be delegated to youth and group volunteers. Check with your council or chapter to determine what procedures to follow and what records to keep.

Supplies and Equipment

Your group will need a variety of supplies and equipment to do activities and projects. Each activity in the *Discovery* level books includes a list of all materials needed for the meeting. Sometimes your council or chapter can provide you with basic meeting supplies. Sometimes each group may be expected to provide its own materials. Collect the following basic items from family and friends or have youth bring supplies that can be shared with the group:

- Glue and scissors
- Nails and simple tools
- Paper in a variety of colors
- Odds and ends of cloth, leather, wood and yarn
- Markers or crayons
- Stapler and staples
- Pencils
- Magazines with bright-colored pictures
- Balls and bean bags

All of these can be transported or kept at the meeting site in decorated boxes, laundry baskets or other containers.

The group will also need some things that are used over and over again for ceremonies. Many groups decorate a box to hold ceremonial supplies. Supplies may include:

- Candle holders
- Candles
- Candle snuffer
- United States flag (Ask your local Veterans of Foreign Wars or American Legion to donate a flag to your group.)
- Flagpoles and stands

Additional meeting supplies:

- *Outdoor Book* (#D07600)
- *Magic Moments in Camp Fire USA*, a book on ceremonials (#D06500)
- *Makin' Music with Camp Fire USA* (#D08000) (The above books can be purchased through your council or from the *Camp Fire USA Official Merchandise Catalog* or Online Store.)
- Game and craft books
- Poetry book for ceremonials

Tips for Success

Here are some other tips that will make your life as an adult facilitator much easier:

- Before the first group meeting, become familiar with your meeting place, especially the locations of fire extinguishers and smoke alarms, exit doors and emergency exit routes, areas that are off limits and places that would be appropriate for outdoor games and short hikes. Where will the youth put their belongings? Which restroom facilities will they use?
- Before the first group meeting, identify an outside location that will serve as an emergency meeting place. Share this information with youth during the first few meetings.
- Before meeting with your group, think about group rules. Ask the youth to suggest rules, but use your own good sense about issues like safety. Once the rules are developed, have the youth make a poster.
- Let the youth handle as much as possible. They are very capable of making and carrying out their plans. Even if it takes a bit longer to get something done when the youth plan, it's well worth it. They learn a great deal in the process.
- Take advantage of all opportunities for Camp Fire USA training sessions, meetings and workshops. Contact your council or chapter for details about these events in your area.
- Talk to other adult facilitators and leaders of other groups. They can be great resources and provide valuable advice.
- Get acquainted with your council or chapter office and let the staff know of needs and problems. They can offer advice and suggest other resources.
- Read the local newspaper to keep up with community events. Note events and places that might provide resources or activities for group involvement.
- Set aside a place to keep Camp Fire USA materials. A drawer, closet or shelf will do nicely. Having materials organized saves a lot of time.
- Remember that the youth will be motivated to become active members of the group if they have a lot of input into what they are doing. Allow them to participate in the decision making as much as possible.
- Introduce a "quiet signal." Develop an easily understandable technique to request silence and attention. Raise your hand, begin a song, ring a bell, whisper, etc. Wait until you have everyone's attention before you speak.
- Stress cooperative learning with your group. Youth need to learn that many problems are best solved when people work together — rather than when they compete against one another.
- Check your library or local bookstore for books and magazines that have ideas for games, crafts and other activities.
- Invite youth to create a simple monthly newsletter for group members and their families.
- Remain flexible.
- Celebrate successes — even little ones!

First Aid

Have a First Aid kit available at each meeting. Take it with you when you go on a field trip or camping. One adult, who will accompany the group on outings, needs to be trained in First Aid. A basic First Aid kit needs these supplies:

- Adhesive bandages of many sizes
- Adhesive tape
- Bar of mild soap
- Bottle of distilled water (to use as an eye rinse or to clean wounds)
- Chemically activated cold compresses
- Elastic bandage
- First Aid manual
- Flashlight
- Gauze compresses
- Insect repellent
- Latex gloves
- List of emergency phone numbers
- Matches
- Moleskin
- Sewing needle
- Paper and pen
- Paper drinking cups
- Plastic bags
- Pocket face mask or shield (to be used when performing mouth-to-mouth resuscitation)
- Oral thermometer
- Roller gauze bandages
- Rubbing alcohol for an antiseptic solution
- Safety pins
- Sanitary napkins
- Small scissors
- Sun screen and sunburn protection treatment
- Triangular bandages
- Tweezers

Keep these things together in a waterproof container and identify it as your First Aid box. (Some leaders prefer to use a fishing tackle box because it has nice compartments to keep the supplies organized.) If an accident or incident occurs at the meeting place or away from it, complete an Accident/Incident Report Form (on page 446).

Access to a telephone is important both at your meeting site and when you go outside with children. A mobile phone is ideal, but if you don't have one available to you, include $1 to $2 of change in your First Aid kit.

Emergency Information

You never know when there might be an emergency with your group. Being prepared and organized helps you handle any emergency in an efficient manner. Parent permission for emergency treatment in case of an accident must be given in writing. This is usually done as part of the registration process.

You will want quick access to the emergency information at your group meetings as well as on field trips or camping trips. A handy way to keep the emergency treatment forms organized is to create an emergency notebook to keep at your meeting site, and one for field trips. To do this, make two copies of each form. Put the original signed form in your meeting site emergency notebook.

For field trips, you will need to create an additional emergency notebook as well as driver folders. Put one copy of the emergency treatment form in your emergency notebook. The other copy goes into the driver folder for the vehicle in which the youth will be riding. If several people are driving, each driver needs the medical treatment forms for the youth in his or her vehicle.

Your trip notebook needs to include other important pieces that will assist you in case of emergency. They are:

[illegible]

Telephone number of an emergency contact person. Your parent should have the name and telephone numbers of parents in case you are delayed or have an emergency. Also, parents need the name and telephone number of this person.

Camp Fire USA provides accident insurance for members who are injured while participating in Camp Fire activities. Check with your council or chapter about insurance coverage. Find out what is covered and how to file a claim. You may want to include this information in your trip notebook as well as the driver packets.

Safety Rules

Rules established by a leader, the council or chapter, or by Camp Fire USA are not enough to guarantee the safety of children. Youth must know, understand, accept and practice safety measures. Help them understand the reason for rules and ask them to notice safety hazards.

When you are away from your typical meeting site, it may be more difficult to maintain order of your group. Here are some things you can do to make your activity a little safer:

- Have everyone wear something identifiable. Field trips are a great time for everyone to wear Camp Fire USA attire.
- At the beginning, remind the youth of the safety practices they need to follow.

[illegible]

Child Abuse

People associated with Camp Fire USA are expected to help youth who are at risk of child abuse or are child abuse victims. Camp Fire educates youth, volunteers and families about how to prevent abuse. Camp Fire does not tolerate any abusive behavior by part of volunteer staff.

You are expected to report any suspicion of child abuse. Your council or chapter will tell you about your state laws and the procedures for reporting child abuse. All states grant immunity from liability to anyone who, in good faith, reports suspected cases of child abuse or neglect.

Many youth are afraid to talk about being abused. They may, however, reveal signs of abuse indirectly. It can be noticed in their conversations, their play, their drawings and the way they respond when someone touches them. Most abused youth show some of the following symptoms: low self-esteem, anger, guilt, aggressive or disruptive behavior, withdrawal, delinquent behavior or poor school performance.

If you are concerned about a child in your group who might be abused, talk with a council or chapter staff member about what to do. If a child tells you that he or she may be abused, respond with these suggestions:

- Accept the information calmly.
- Speak in a positive manner to the child, avoiding criticism.
- Reassure the child that you want to help.
- Tell the child it is not his or her fault.
- Limit your questions. Ask if the child has told anyone in his or her family.
- Stay outside of the situation—do not investigate any allegations yourself.
- Keep all information strictly confidential.

Leader Behavior

Camp Fire USA expects certain behavior on the part of leaders. This behavior protects youth and leaders from unfounded allegations of abuse. Some of these expectations have already been explained.

- Two responsible persons are present at all meetings, including field and camping trips. Each of these people need to be screened by the council or chapter and must be trained in the responsibilities of being a leader.
- When taking a coeducation group camping, both male and female adults should be present.
- Adults may not take youth out for one-on-one activities.
- Adults must respect the privacy of youth when they are changing clothes, showering or using the toilet. Adults need to protect their own privacy, too.
- Tell parents they are always welcome to visit a group meeting.
- The only adults at meetings or outings should be those registered with the group or family members. One-on-one contact between youth and other adults at the meeting site is not tolerated.

YOUTH DEVELOPMENT

"Build for your team a feeling of oneness, of dependence upon one another and of strength to be derived by unity."

- Vince Lombardi

Camp Fire USA stresses the development of the whole person in the process of learning for life. In Camp Fire, young people learn about life now and in the future. The program promotes self-development, social development and skill development. *Discovery* groups do activities and projects that touch all three areas of development, but the emphasis will vary from group to group and individual to individual.

Some young people are very introspective and will love the Trail to Knowing Me projects and certain individual Torch Bearer projects. Others are very sophisticated socially and will throw themselves into a STAR project and many group activities. Still others are skill-oriented and will choose Torch Bearers in Trail to the Environment and Trail to the Future. In each case, youth are able to enhance their development while choosing projects that particularly interest them.

Needs of Early Adolescents

Experts in the field of early adolescence agree that young people need:

- **Diversity with a variety of learning experiences and topics**
  Camp Fire USA provides a variety of program activities, both structured and unstructured, in a wide variety of topic areas.
- **Opportunities for self-exploration and self-definition**
  The *Discovery* program offers projects in the Trail to Knowing Me.
- **Meaningful participation**
  Young people are encouraged to be active contributors to their *Discovery* group, their Camp Fire USA council or chapter and their community. The STAR project and *A Gift of Giving* (#D40700) provides another avenue to accomplish this.
- **Positive social interaction**
  The ongoing group experience of a *Discovery* group and interaction through group activities is a primary component of the program.
- **Physical activity**
  Discovery activities fulfill this important need through health, sports, fitness, and nutrition projects.
- **Competence and achievement**
  A feeling of competence and achievement is accomplished through structured learning experiences, which lead to recognition.
- **Structure and limits**
  The program includes structured projects, *Discovery* group ground rules, leadership and empowerment structures and governance guidelines.

- [illegible]
- [illegible]
- [illegible]

Activities and Special Considerations
Provide opportunities for:

- Increasing structured and adult-like activities
- Exploring other cultures, foods, languages and customs
- Completing projects (emphasis on precision and perfection)
- Discussing issues and opposite sex with friends
- Making decisions
- Having fun learning experiences
- Involving the opposite sex and learning to deal with opposite sex

As young people move from dependence to independence, they express themselves in intense, often contradictory ways. The might be daring, creative, insecure, enthusiastic, isolated, helpful, moody, needy, competent, argumentative, despairing and joyful.

Race and Culture
Camp Fire USA is committed to providing opportunities for all youth to participate in the program. Young people can feel isolated from the majority of other group members if they have different backgrounds or racial differences or speak a different language. These youth benefit from your special attention. Here are some ways to help:

- **Learn more about the situation and circumstances of a young person's life.**
  Their responses may be motivated by a cultural practice. For example, youth in some cultures may not be encouraged to ask questions or participate in discussions. In the group, they want to be accepted and want to voice their opinions. They may need your extra encouragement.
- **Use examples from many different cultures to illustrate ideas.**
  Become knowledgeable about the contributions people of different cultures have made to our society. Speak of these contributions. Avoid stereotypes.
- **Emphasize that every person has a valuable cultural heritage, although he or she may not be aware of it.**
  Encourage youth to find out about their cultures and to share traditions with the group. Provide opportunities for this sharing to stimulate curiosity about one's own culture. However, don't assume that a young person or family of a particular culture is an expert in that culture.
- **Do not expect or accept less of anyone.**
  Apply the same standards of behavior and performance that you have for the group. This is very important. Accepting or expecting less is a disservice to any person in the long run.
- **Do not tolerate any evidence of prejudice or discrimination.**
  Do not allow racial jokes, slurs or derogatory imitations. If it happens, deal with it immediately. Say "In Camp Fire USA, every person is of equal importance. We do not 'put down' another person for any reason."
- **Help everyone appreciate the unique contributions each person makes to the group.**
  This is the best way to eliminate thoughts of one group being in the majority or minority.
- **Encourage members of any group not well-represented in the group to invite their friends to join Camp Fire USA.**

Inclusiveness
Inclusiveness is defined as recognition, respect, acceptance and inclusion of differences in people, places and ideas of others, including customs, cultures, traditions, religions, etc. Prejudice and discrimination are often seen when people do not embrace inclusiveness.

To reduce prejudicial attitudes and behaviors, here are some tips:

- **Arrange social contact between different groups.**
  Frequent meetings with groups of people who are different will encourage positive attitudes towards these groups.

[illegible]

Diverse Personalities

[illegible] young people who have diverse personalities. It's important to avoid treating anyone [illegible] the youth in your group. Display some of the following characteristics most youth have. Here are some tips for dealing with them effectively.

Leaders and Followers

Young people behave in group situations in different ways. Some will be leaders most of the time. They will be respected by other youth who will listen to what they say and adopt their ideas. Some will be followers most of the time. They will conform to the rest of the group and go along with the majority.

Sometimes the followers naturally will become leaders and vice versa. You will see this happen as young people who specialize in one area, such as sports, music or drama, take the lead on occasions because they are more knowledgeable and self-confident than other group members.

Some young people are natural leaders because they are more able, more popular, more pleasant or more mature. But sometimes they will try to force others to do what they want. These leaders may rebel against the group or show the others that they do not listen to anyone.

How do you work with youth who use their leadership abilities to influence the group in negative ways? First, accept the fact that these youth are leaders. Realize that they do influence the group. Make a special effort to work with them and to get to know them. Let them know that you recognize their leadership abilities. Tell them very honestly that they can use these abilities to help or to hurt themselves and the group. Tell them how they can help by serving as an activity leader for their group. When they know that you regard them highly, they may no longer feel that they have to rebel. This may take time and patience.

To help young people who tend to be followers, you might involve them in jobs that will help bring out their leadership abilities. Arrange to have them help plan group projects and activities. Try to give each person a chance to do something special. Building up a youth's ability to lead is a gradual process that takes time. You can begin by having a youth serve on an event-planning committee. Next, he or she may be in charge of a committee. Leadership skills can also be developed through youth serving as officers in the group or other leadership roles.

Sub-Groups

You may also face the challenge of sub-groups. It is natural for young people to like some of their peers better than others. However, to help youth intermingle, split them into small groups for discussion and work projects. The smaller the group, the better the youth will be able to get to know each other. Use a variety of techniques for creating the groups — draw numbers, separate by color of clothes, draw straws or line up by birth date.

Noisy Youth

What do you do with the youth who is so noisy that he or she disrupts the whole group? Here are some ideas:

- Be sure to welcome him or her warmly when he or she comes to a meeting.
- Don't try to shout over his or her voice. Speak softly!
- Walk over to him or her and ask her to please be quiet.
- Give him or her a chance to know you and to understand that you and the group prefer it when he or she behaves.
- Remember your quiet signal (e.g., typically a raising of your hand)! Don't continue the meeting until it is quiet.

Shy Youth

The shy youth wants your attention and approval just like the noisy one, but he or she is easier to overlook. He or she doesn't demand your attention. He or she does not upset the group, so it is easier to forget about him or her. How do you help the shy youth?

- Give him or her gradual encouragement.
- Spend time with him or her individually.
- Encourage him or her to talk to you.
- Encourage him or her to work on projects with one other member of the group, then move him or her slowly into larger groups.

Complaining Youth

How do you work with the youth who always complains that you are not being fair to him or her, that the other members are annoying him or her or that the group or activities are not interesting?

- Encourage him or her to contribute suggestions rather than to complain about others' ideas.
- Help him or her to see that you and the group are perfectly willing to consider his or her ideas.
- Ask him or her why he or she thinks you're being unfair. Just listen, don't argue. Sometimes that's all it takes to feel accepted.

Disrespectful Youth

How do you handle the youth who challenges you, won't listen to you and talks back to you in front of the other members of the group?

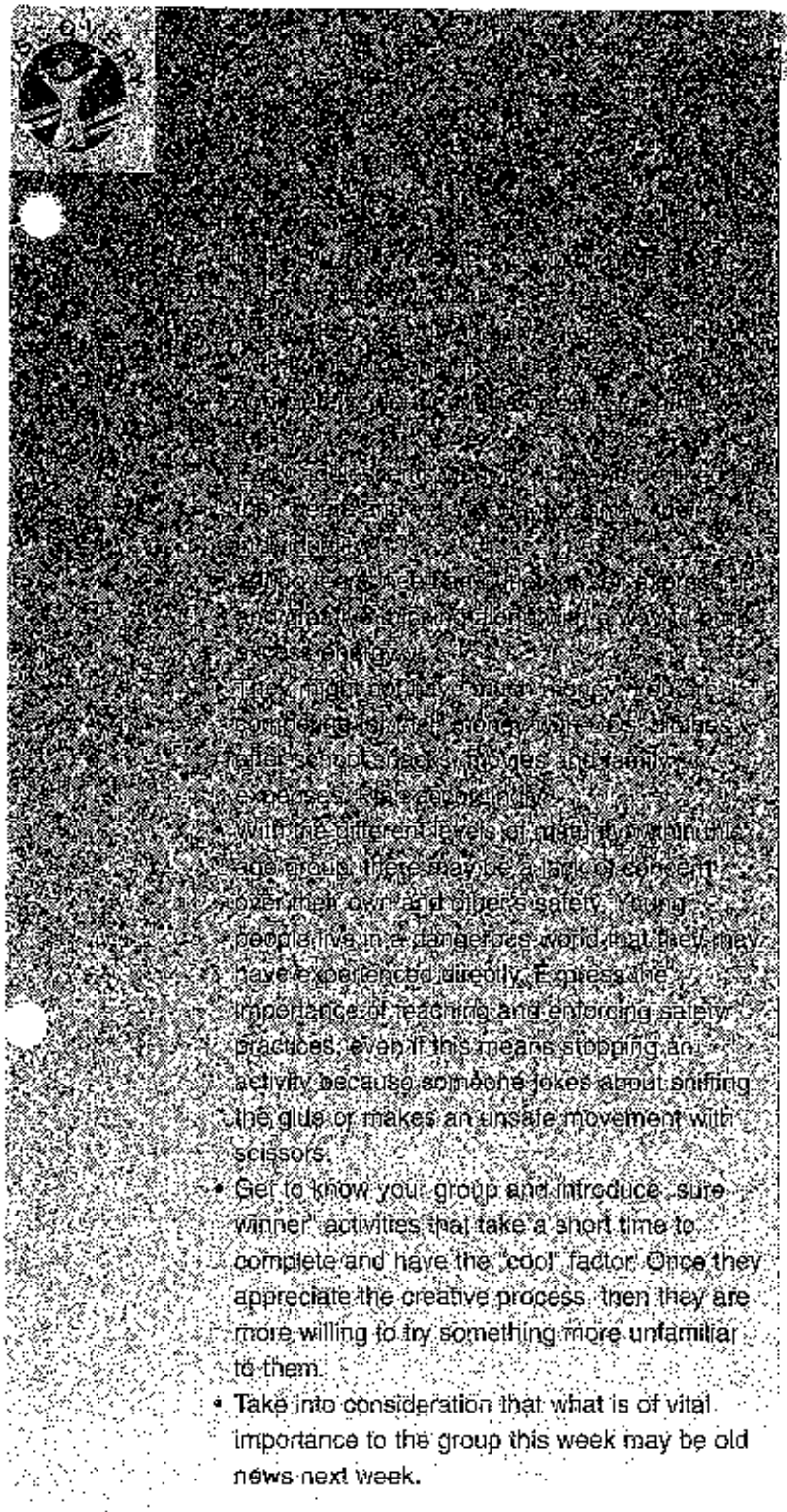
- Separate him or her quickly from the rest of the group and talk with him or her individually. If you separate him or her from the others, he loses his or her audience.
- Discover the reasons behind the disrespectful behavior. He or she may be angry, unhappy or displeased with what is happening in the group, at home or at school.
- Respond with "I understand how you must feel" These words often reduce hostility and open the channels for hearing your next statement.
- Let him or her know what is expected and try to teach the everyday rules of etiquette. Sometimes rude young people don't know any better.

Youth with Disabilities

If you have youth with disabilities in your group, create an atmosphere of acceptance and security for everyone. Encourage each person to grow to his or her fullest potential. All the tips in this guide for working with individuals and groups will help create an atmosphere for growth. Talk to the youth, teachers and parent or guardian. Learn some specifics about an individual's disability and find out if there are some special health or safety considerations to keep in mind. Adapt activities for youth with special needs. You may need to adjust the rules for participation, the equipment used, the place where the activity occurs, the movements required to complete the activity or the pace of the activity. In all cases, encourage the youth to suggest appropriate adaptations.

Key Points to Remember

- Youth this age experience things in a very physical, emotional and personal way. They fluctuate minute to minute on their needs, wants and desires.
- Early adolescents want to know "What is my place in society? What will become of the world? Will I ever get a boy(girl)friend? Am I having a good hair day?" They are their own contrasts. Everything is taken seriously and nothing is taken seriously. And all that matters is RIGHT NOW!
- Youth also like the element of potential risk related to something important to them and yet want to be reassured that there is someone available to help and listen, if need be.
- Young teens are product-oriented and want items that are usable/functional and decorative. They want to do "cool" activities, but at times are still willing to play with experimental ideas if they are presented in a non-threatening and fun way.
- Youth now have better eye-hand coordination than when they were younger and are more willing to spend time on crafts as long as they



- With the different levels of maturity within the age group, there may be a lack of concern over their own and others' safety. Young people live in a dangerous world that they may have experienced directly. Express the importance of teaching and enforcing safety practices, even if this means stopping an activity because someone jokes about sniffing the glue or makes an unsafe movement with scissors.
- Get to know your group and introduce "sure winner" activities that take a short time to complete and have the "cool" factor. Once they appreciate the creative process, then they are more willing to try something more unfamiliar to them.
- Take into consideration that what is of vital importance to the group this week may be old news next week.

Look for youth who can succeed in new areas that encourage their growth, not just those who demonstrate the best skills.

HOW IS IT GOING?

"Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them and try to follow where they lead."

- Louisa May Alcott

Young people of *Discovery* age have spurts of progress in one area and periods of regression in others. You might find that your group may behave very differently at each planned event. Many who work with seventh-graders say they really thrive on planning and doing for themselves, then fall apart in seventh grade. A lot of this is due to their ups and downs about wanting to be grown up and at the same time hanging onto "kid things."

It is not so important that everyone follow all the elaborate plans. But it is important that everyone has a chance to solve problems on his or her own — with your support. Problem solving at this age can be a distracting, noisy process. One adult facilitator talked about camping with her group. They had decided they were too old and grown up to assign jobs or make caper charts. Then on the campout, they argued endlessly about exactly how much work each person had done. Finally, they decided who was supposed to do dishes, and then they all helped

The adult facilitator allowed them to go through that process for themselves, no matter how hard it was to do. Adolescence is an age for testing out the rules and procedures (job assignments or caper charts).

Be prepared for some very inconsistent (by adult standards) behavior in public. One group did a great job of escorting adult award winners at an awards dinner. They really looked sharp and behaved with dignity. Later during the formal hotel banquet, however, they were throwing pieces of rolls at one another across the table.

In the group meetings while planning events, activities or projects, try to get the youth to anticipate and prepare carefully for what is ahead. During the activity or event, support them in having a good time and in working out problems. Sometimes everything will be organized and smooth, and you will wonder, who are these sophisticated young people you are with? At other times, organization will be nonexistent, and everyone will dissolve into laughter, tears or temper. Being an adult facilitator is never dull!

Your attitude of acceptance and understanding helps make the activities OK, whether or not all goes smoothly. Remember, the activities in a Camp Fire USA program are not the end in themselves, but the vehicle for the group self-development. The youth are learning and practicing skills for living. They need a place to make mistakes, fail and still be accepted — a place to pick up and start all over again. The *Discovery* program can offer that place, where some of the pressure on achievement for its own sake can be relaxed, and emphasis can be on exploring and growing as one is ready.

Don't forget moments for celebration and sharing memories — a ceremonial at the end of a campout or stopping for pizza on the way home from a car wash. Celebration gives time to evaluate the event. Groups need time to enjoy the completion of a successful event or cry and moan over failure — together. The group experience and support help in learning to deal with failure and success.

To be an important adult friend in the lives of these young people is a rewarding opportunity. Though they may be exciting, frustrating and loving, all at the same time, they will also add some beautiful memories to your life.

APPENDIX

TRAIL PROJECT PLAYBACK

Trail Choice:

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

Project Name: _____

	Focus	Name of Activity Chosen	Date Finished:	*Discovery* Points Earned
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Total *Discovery* Points Earned _____

What did you learn from this project?

How will you use this new knowledge?

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

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

DISCOVERY SCORE CARD

Trail projects, Building Blocks and trail activities

Activity	Brief description of the activity	Date completed	*Discovery* Points Earned	Date Recognition Received

ACTIVITY/TRIP PERMISSION FORM

A permission slip must be completed for each activity away from the group's regular meeting time and place.

No youth member will be permitted to go on an outing unless he or she has returned this completed form to staff, either paid or volunteer, responsible for the event. The form **must** be signed by a parent or guardian.

To be completed by individual in charge of event:

Adult _____ **Phone** _____

Group Name

_____

Name of event _____

From _____ **To** _____

DATE OF EVENT *TIME OF EVENT* *DATE OF EVENT* *TIME OF EVENT*

Please list any unusual or special activities

1. _____ **2.** _____ **3.** _____

4. _____ **5.** _____ **6.** _____

Parents/Guardians: (Please complete this portion and return to group leader)

Youth Name _____ Birth Date _____ Sex _____ Age _____

Home Address _____ Phone _____

Business _____ Phone _____
If not available in an emergency, notify

_____

Home Address _____ Phone _____

My child, _____, has permission to participate in all scheduled, planned activities.
My child, _____, has permission to participate in all scheduled, planned activities with the following EXCEPTIONS. (Please list all exceptions in detail.)

_____

_____

_____

SIGNATURE OF PARENT/GUARDIAN *DATE*

_____

SIGNATURE OF YOUTH *DATE*

ACCIDENT/INCIDENT REPORT

(Complete one form for each person involved.)

Program Administrator received report
Date _____ Time _____
By whom _____

Name of Camp Fire USA-sponsored event _____ Date _____

Location _____

Person Involved

_____ _____
Last name First name

Age _____ Sex: Male____ Female____ Status at event _____

Type of incident _____ Time _____

Program administrator notified Date _____ Time _____ By whom _____
On-site health service used Date _____ Time _____ By whom _____
Doctor or outside medical services Who was used _____
Date _____ Time _____ By whom _____
Corporate authorities notified Who was notified _____
Date _____ Time _____ By whom _____
Parent or guardian notified Date _____ Time _____ By whom _____
Emergency contact notified Contact name _____ Phone # _____
Date _____ Time _____ By whom _____
Parent authorization and/
or power of attorney exercised Date _____ Time _____ By whom _____
Council executive director/
CEO notified Date _____ Time _____ By whom _____
Insurance company notified Date _____ Time _____ By whom _____
Claim filed Date _____ Time _____ By whom _____
Follow-up needed Date _____ Time _____ By whom _____
Camp Fire USA National
Headquarters notified Date _____ Time _____ By whom _____
Person at Camp Fire USA notified _____

Adult(s) on the scene _____
Adult(s) rendering aid _____
WITNESSES (have at least two; more may be useful)
Name _____
Address _____
Where located at time of incident? _____
Name _____
Address _____
Where located at time of incident? _____
Name _____
Address _____
Where located at time of incident? _____

FAMILY ACTIVITIES

[illegible]

[illegible] Playing together [illegible] with youth can be [illegible] things that are often hectic and [illegible] Even if youth say they do not want to do anything as a family, research shows that they look up to adults and appreciate opportunities to connect with them.

Five Tips for Success

1. Keep things light. Have fun together. Laughter can make serious discussions more positive.

2. Have realistic expectations. Youth might not be enthused before or during the activity, but they are paying attention and benefiting from the time together.

3. Do something together on a regular basis. Choose one day of the month, such as the first Friday, and set that time aside for family night. Adults need to make this a priority, so that youth will recognize their commitment.

4. Begin small. At first, a board game or game of cards might be enough. This might expand into cooking a meal or snack together before the game.

5. Celebrate! Enjoy whatever the family does. You don't need to accomplish anything, just recognize the benefit of simply spending time together.

Suggestions for Family Night

- Do icebreaker activities together. See page 449 for suggestions.
- Plan a family meal together to go with a theme or holiday. A Mexican Fiesta on Cinco de Mayo (May 5), a French dinner on Bastille Day (July 14) or picnic food for Independence Day (July 4).
- Make pizza at home and play board games one Friday night each month.
- Plan an outing or vacation, with everyone's ideas considered. Determine what it would take to turn the ideas into reality. Youth can gather information, plan routes, make reservations, etc.
- Use family meetings to talk about burning issues for youth and adults. Here are some guidelines:
  - Make an appointment with the family to spend one hour together. Plan to have the meeting during a time that is convenient for everyone. No sports, no lessons, nothing else can be scheduled after you have announced the time and date. Friday evening is often a good time, so everyone can relax without worrying about getting ready for another weekday.
  - Make a snack like popcorn or pizza. You can start the meeting while the pizza is baking.
  - To begin, an adult can be the chairperson for the meeting. The job should be rotated each time, with other family members over the age of eight having a turn. (Younger children might need help following the agenda.)
  - The chairperson calls the meeting to order, saying something like, "The family meeting will now begin."
  - Introduce three basic ground rules:
    * Everyone gets a chance to speak.
    * Listen when someone else is speaking.
    * All ideas are worth considering.

- The chairperson asks for discussion items, and whoever has an issue shares it. Someone can write down the issues, if there are more than one. One at a time, discuss the items, offering each person a chance to share his or her opinions and to listen to others.
- After allowing the discussion about each issue, make decisions that can be made by the group. Some things will require adult agreement and can be presented at another meeting.
- Review any decisions that were made and whatever needs follow-up. If the group needs to meet again, talk about a time for the next meeting.
- Thank everyone for participating.

[illegible]

[illegible]

MIXERS

- [illegible] your hands. If your right thumb is on top, get together with other right thumbers. Left thumbers do the same.
- Fold your arms and separate the group as in the activity above.
- How many children are in your family? Divide to make groups whose families are similar in size.
- Which leg do you put in your pants first? You might end up with three groups as some people sit down and put both legs in at the same time.
- Are you left or right handed? Ambidextrous?
- What kind of bed do you sleep in? Spring mattress? Water bed? Futon?
- Do you put the toilet paper roll on so that the paper comes over the top or the bottom?
- Do you wear a watch?
- Do you wear glasses, contacts or neither?
- What is your favorite: color, movie, sport, song, pet, etc.?

Groups are formed by sorting similarly-minded people. Combine groups, if necessary.

ICE BREAKERS

Building Together
[illegible]

Group Mural
Solicit a large piece of chart paper or newsprint, construction or tablet. Have a variety of markers, pencils or crayons available and provide a theme for a group mural. This could be a holiday, school, organization, council or chapter activity or theme of the group's choice.

Treasure Hunt
Hide some "treasures" (wrapped candy, small erasers, pens or pencils) before the youth arrive. When everyone gets there, break the group into teams. The team to locate the greatest number of "treasures" wins.

Identify the Item
Gather 10 items and 10 paper bags. Place one item in each bag and number each bag. Break the group into teams and have each person feel or squeeze each item without looking into the bag. Then have the teams decide what they think is in each bag. The team who has the greatest number of correctly identified items wins.

Interviewing Important People
Have a youth pick a well-known, important person (singer, actor, local personality, character from a book or national figure) and hold a "press conference" where all the other youth can interview him or her in that role. Allow the youth to take turns becoming the interviewee. (Of course, the interviewee must conjure up answers to the questions to the best of his or her ability. That's the fun of it!)

Design a Stamp
Using pieces of white paper, crayons or markers, scissors, pencils and pens, have the youth design their own postage stamps. (Ideas include holidays, people, sports, special events or seasons.)

Group Storytelling
Start a story and have each person add only one word or sentence. Keep the story going as long as possible.

Memory Game
Arrange 10 to 20 assorted objects (safety pin, spoon, eraser, pen, etc.) on a tray and place a towel over them. Divide the group into teams and allow each group to have one minute to look at the tray. Then cover it with the towel. Players must then write down all the objects they remember. The winner is the team with the most correct items.

MEETING OPENINGS AND CLOSINGS

An opening is an activity that formally signals the beginning of the meeting. It is a special ceremony that often becomes a tradition.

A closing is an activity that signals the end of the meeting. It should be a special time that draws the meeting to an end on a positive note. Make the closing quiet and fun as well as a little serious and meaningful. It should be something the youth will remember until the next meeting.

Groups might consider using the same opening and closing for a specific project. For example, if the group is working on a project on the Trail to the Environment, they could use the same opening and closing for each meeting in that project.

Traditional Openings and Closings

- Have a flag ceremony.
- Recite the "Pledge of Allegiance."
- Have the youth form a friendship circle by crossing their right arms over their left arms and joining hands with the youth on each side. Each person squeezes the hand of a neighbor as a sign of good wishes or friendship. Pass the good wishes or gentle squeeze on until it has gone all around the circle.
- Sing a Camp Fire USA song or a familiar song such as "Make New Friends." You could also use the tunes of one of these songs and make up new words.
- Sing the Camp Fire USA Law or Wish.
- Form a good-bye bridge. Partners line up and make a bridge to the door. The pair farthest from the door starts under the bridge to the door, saying good-bye, followed by other pairs in turn. The last pair can exit under the arms of the adults who are leading the meeting.
- Light a candle and have the youth make silent wishes.

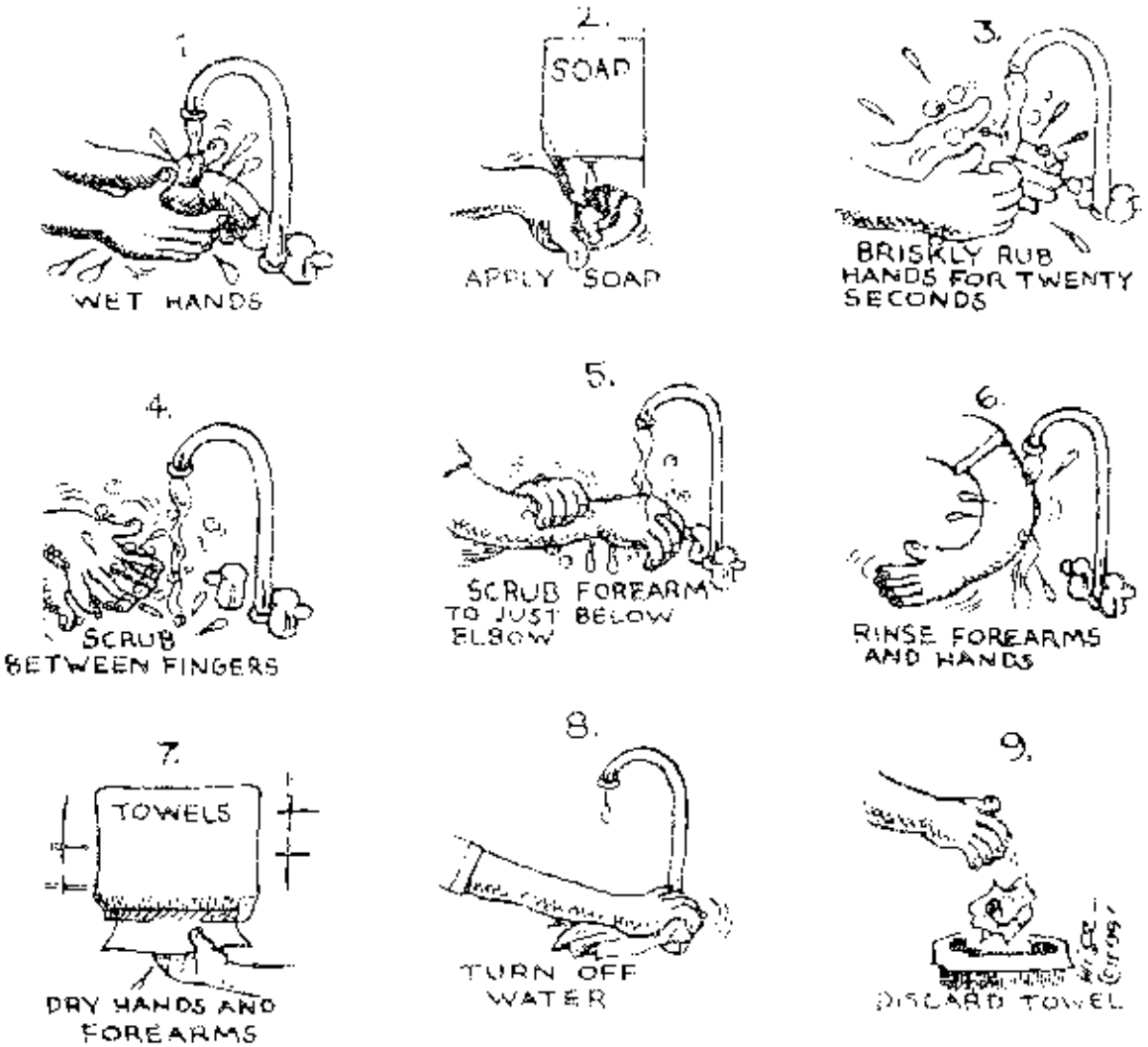
[illegible]

- Help the youth relax at the end of the meeting. Have them close their eyes and take a long, deep breath. Then have them breathe out, pretending the air is flowing out the ends of their fingers. The next time they do the breathing exercise, have each one of them pretend to be a balloon with air coming out of it.
- Play a familiar or new game before the meeting. Each week ask a different person to teach or lead the game.

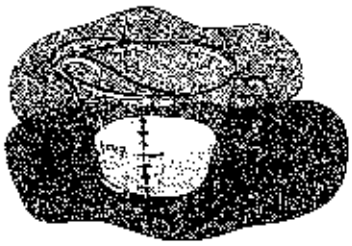
TEN TIPS FOR BAKING SUCCESS WITH KIDS

More questions? Visit *www.homebaking.org.*

1. See illustration below for proper handwashing techniques.



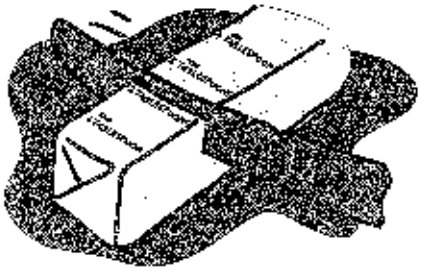
2. Stay safe! Request adult assistance, if necessary, to do these baking tasks:
   - Clean surfaces before and after washing fruits or veggies.
   - Gather ingredients and pans; grease baking pans.
   - Stir dry ingredients, spoon into dry measure cup and level off.
   - Measure liquid ingredients.
   - 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. (Use hot pads to load products into hot oven.)
   - Wash dishes, put away ingredients or utensils.



Liquid Ingredients

Dry Ingredients

Brown Sugar



Margarine or Butter

Shortening and Peanut Butter

Other Stuff

(Betty Crocker, 1999). Permission granted by General Mills, 6/01

- Get adult help as needed with sharp knives or peelers, opening cans/bottles, stirring thick mixtures, loading and unloading the oven and handling baking pans.
- Learn safe knife skills for chopping and cutting.
- Handle food equipment safely—place oven racks and load oven and 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:
   - Understand the steps and methods.
   - Have all the ingredients and equipment.
   - 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 (see the illustration above). 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) into 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 degrees Fahrenheit). Be sure to punch it down when it doubles in size.

7. Ingredients tips: Use *large* eggs in home baking. Use only butter or margarine (read the package label), not a *spread* or *reduced fat* product.

8. Use the size of pan the recipe recommends for best results. (For substitutions, see pan substitution chart at *www.homebaking.org.*)

9. 1-2-3-4-5 in the Oven:
   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 to cool the pans and the baked food.

10. Clean up spills immediately. While the product bakes, finish clean-up.

CAMP FIRE USA *DISCOVERY* OUTCOMES

Trail to Knowing Me

- Youth will have preferences for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth express feelings and emotions in a positive, constructive manner.

Trail to Family and Community

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

Trail to Creativity

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

Trail to the Environment

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

Trail to the Future

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

All Trails

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

MORE! EDUCATIONAL STANDARDS LEVEL 2 (GRADE 6-8)

[illegible]

[illegible]

[illegible]

Author: [illegible]
Telephone: [illegible]
www.moreprogram.com/benchmarks

LANGUAGE ARTS STANDARDS AND BENCHMARKS (LA)

WRITING

Standard 1: Uses the general skills and strategies of the writing process.

LA 1.1 Prewriting: Uses a variety of prewriting strategies.

LA 1.7 Writes narrative accounts, such as short stories.

LA 1.11 Writes compositions that address problems/solutions.

LA 1.12 Writes business letters and letters of request and response.

Standard 4: Gathers and uses information for research purposes.

LA 4.4 Uses a variety of resource materials to gather information for research topics.

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

READING

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

LA 7.1 Uses reading skills and strategies to understand a variety of informational texts.

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

LISTENING AND SPEAKING

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

LA 8.7 Makes oral presentations to the class.

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentations.

LA 8.11 Understands implicit statements of attitude and opinion.

LA 8.12 Understands elements of persuasion and appeal in spoken texts.

VIEWING

Standard 9: Uses viewing skills and strategies to understand and interpret visual media.

LA 9.1 Understands a variety of messages conveyed by visual media.

LA 9.4 Understands techniques used in visual media to influence or appeal to a particular audience.

LA 9.8 Understands the use of stereotypes and biases in visual media.

LA 9.9 Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language and content reflect this.

Standard 10: Understands the characteristics and components of the media.

LA 10.1 Knows characteristics of a wide range of media.

LA 10.2 Understands the different purposes of various media.

LA 10.13 Understands how the type of media affects coverage of events or issues.

LA 10.4 Understands various elements that recur across media.

LA 10.5 Understands aspects of media production and distribution.

MATHEMATICS STANDARDS AND BENCHMARKS (M)

Standard 1: [illegible]

M 1.1 [illegible] understands properties of [illegible] functions and processes.

Standard 2: Understands and applies basic and advanced properties of the concepts of numbers.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

Standard 3: Uses basic and advanced procedures while performing the processes of computation.

M 3.3 Selects and uses appropriate computational methods for a given situation.

Standard 4: Understands and applies basic and advanced properties of the concepts of measurement.

M 4.1 Understands the basic concept of rate as a measure.

M 4.4 Solves problems involving units of measurement and converts answers to a larger or smaller unit within the same system.

M 4.7 Understands formulas for finding measures.

[illegible]

Standard 4: [illegible]

M 5.5 Uses [illegible] and technical [illegible] and three-dimensional [illegible] of figures.

M 5.6 Understands the mathematical concepts of [illegible] and congruency.

Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis.

M 6.4 Reads and interprets data in charts, tables, plots and graphs.

M 6.5 Uses data and statistical measures for a variety of purposes.

M 6.6 Organizes and displays data using tables, graphs, frequency distributions and plots.

Standard 9: Understands the general nature and uses of mathematics.

M 9.1 Understands that mathematics has been helpful in practical ways for many centuries.

SCIENCE STANDARDS AND BENCHMARKS (S)

EARTH AND SPACE SCIENCES

Standard 1: Understands atmospheric processes and the water cycle.

S 1.4 Knows factors that can impact the Earth's climate.

LIFE SCIENCES

Standard 6: Understands the relationships among organisms and their physical environments.

S 16.2 Knows factors that affect the number and types of organisms an ecosystem can support.

S 16.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.

S 16.4 Knows how energy is transferred through food webs in an ecosystem.

Standard 7: Understands biological evolution and the diversity of life.

S 7.3 Understands the concept of extinction and its importance in biological evolution.

S 7.5 Knows ways in which living things can be classified.

PHYSICAL SCIENCES

Standard 9: Understands the sources and properties of energy.

S 9.1 Knows that energy is a property of many substances.

S 9.2 Understands the law of conservation of energy.

S 9.4 Knows how the Sun acts as a major source of energy for changes on the Earth's surface.

S 9.7 Knows that vibrations move at different speeds in different materials, have different wavelengths and set up wave-like disturbances that spread away from the source.

Standard 10: Understands forces and motion.

S 10.1 Understands general concepts related to gravitational force.

S 10.3 Knows that an object's motion can be described and represented graphically according to its position, direction of motion and speed.

NATURE OF SCIENCES

Standard 12: Understands the nature of scientific inquiry.

S 12.4 Knows that observations can be affected by bias.

BEHAVIORAL STUDIES STANDARDS AND BENCHMARKS (K)

Standard 1: Understands that social and cultural influences contribute to human development, identity, and behavior.

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

B 1.3 Understands that punishments vary widely among and even within different societies.

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values, and behavior patterns within a society and among different societies.

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

Standard 2: Understands various meanings of social group, general implications of group membership, and different ways that groups function.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

B 2.5 Understands how language, literature, the arts, architecture, artifacts, traditions, beliefs, values and behavior contribute to the development and transmission of culture.

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

Standard 3: Understands that interactions among learning, inheritance and physical development affect human behavior.

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

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

Standard 4: Understands conflict, cooperation and interdependence among individuals, groups and institutions.

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

B 4.3 Understands how various institutions influence people, events and elements of culture and how people interact with different institutions.

ARTS: DANCE (D)

Standard 1: Identifies and demonstrates movement elements and skills in performing dance.

D 1.6 Memorizes and reproduces movement sequences.

ARTS: MUSIC (MU)

Standard 1: Sings, alone and with others, a varied repertoire of music.

MU 1.3 Knows music that represents divers genres and cultures.

Standard 6: Knows and applies appropriate criteria to music and music performances.

MU 6.3 Understands the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions.

Standard 7: Understands the relationship between music and history and culture.

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

ARTS: THEATRE (T)

Standard 1: Demonstrates competence in writing scripts.

T 1.3 Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature and history.

Standard 2: Uses acting skills.

T 2.2 Uses basic acting skills to develop characterizations that suggest artistic choices.

T 2.4 Interacts as an invented character in improvised and scripted scenes.

Standard 3: Designs and produces informal and formal productions.

T 3.1 Understands the functions and interrelated nature of scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama.

Standard 5: Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning.

T 5.2 Articulates the meanings constructed from one's own and others' dramatic performances.

Standard 6: Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past.

T 6.4 Knows ways in which theatre reflects a culture.

ARTS: VISUAL ARTS (VA)

Standard 1: [illegible]

V 1.2 Knows [illegible] used to [illegible] communication of experiences and ideas.

Standard 2: Knows how to use structure and functions of art.

V 2.1 Knows some of the effects of various visual structures and functions of art.

V 2.2 Understands what makes various organizational structures effective (or ineffective) in communication of ideas.

V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's ideas.

Standard 3: Knows a range of subject matter, symbols and the potential ideas in the visual arts.

V 3.2 Knows different subjects, themes, and symbols which convey intended meaning in artworks.

ADDITIONAL BAKING RESOURCES

The Home Baking Association developed activities for Camp Fire USA programs in grades K-8. The 75-year-old not-for-profit collaboration of corporate and nonprofit associations promotes the practice of home baking. Contact Sharon Davis at *hbadavis@wamego.net* for further information.

Amazing Wheat, Kansas Wheat Commission/Wheat Foods Council, 1999.
Activities for grades four through seven. Videos are also available.
Telephone: 785 539 0255

Wheat Foods Council.
Telephone: 303 840 8787
www.wheatfoods.com

A Romance with Baking, by Karol Redfern Hamper, Redfern Books, 2000.
Pictorial U.S. history of milling and baking with recipes.
ISBN 0-9674772-0-4.

Baking Fun at Camp Cookie, Land O'Lakes, PO Box 4000, Monticello, Minnesota.
Land O' Lakes games, recipes and fun.

Baking Resource Guide, Home Baking Association, 1999.
Guide to tested and reliable recipes, cookbooks, videos, posters and baking tips. Order from the HBA while supplies last.
www.homebaking.org.

Betty Crocker's Kids Cook! Betty Crocker Kitchens, Macmillan Publishing, New York, 1999.
ISBN 0-02-863406-3.
www.bettycrocker.com or www.mgr.com (Macmillan Publishing)

Bread Bread Bread, by Ann Morris and Ken Heyman, Ken, William Morrow & Co., New York, 1989. Pictorial celebration of the many different kinds of bread and how they are enjoyed around the world.
(Also look for the *Reading Rainbow* videotaped version at your public library.)
ISBN 0-688-12275-2.

Bread in a Bag series. Idaho Wheat Commission. A variety of breads prepared in a bag. Great for classrooms and after-school programs.
Telephone: 208 334 2353

Bread for Youth Groups, by Carol Stevens, Red Star Yeast, 1997.
Telephone: 800 445 4746

Celebrating Our Mothers' Kitchens, The National Council of Negro Women, Inc., Simon & Schuster, 1996.
Telephone: 800 223 2336

How to Teach Nutrition to Kids, by Connie Liakos Evers, Carrot Press, Tigard,1995.
An integrated, creative approach to nutrition education for children ages six to10.
ISBN 0-9647970-3-8.

Journey Cake Ho! by Ruth Sawyer, Viking, 1953.

Rising to the Occasion, Fleischmann's Yeast, 1999.
(Also—*Rolling in the Dough; Exploring the North Roll; It's in the Bag*, for ages nine to 18.)
Telephone: 800 777 4959
www.breadworld.com

Latkes and Applesauce. A Hanukkah Story, by Fran Manushkin, Scholastic, Inc., New York, 1990.
ISBN 0-590-42261-8.

Bread Bread Bread, by Ann Morris and Ken Heyman, Ken, William Morrow & Co., New York, 1989.

Bread Bread Bread, by Ann Morris and Ken Heyman, Ken, Harcourt Brace & Co., New York, 1997.
ISBN 0-590-[illegible]

The Rainbow Bakery: A Colorful Adventure in Children's Cookbook, Gold Medal Flour, 1998.
Thirty-two flour based craft and baking projects for children.
P.O. Box 2052, Milaca, Minnesota 56353-2052

Walter the Baker, by Eric Carle, Scholastic, Inc., New York, 1996.
Young readers explore how the pretzel may first have been made.
ISBN 0-590-44452-2.

Yoko, by Rosemary Wells, Hyperion Books for Children, New York, 1998.
ISBN 0-439-10472-6.

PROGRAM AND CURRICULUM

[illegible]

Communicating Emotions, by Kathleen Marlette, Network Publications, Santa Cruz, California, 1990. Offers middle school students an enjoyable opportunity to understand emotions and strengthen their communication skills.

Saying No Is Not Enough: Helping Your Kids Make Wise Decisions About Alcohol, Tobacco, and Other Drugs, by Robert Schwebel, Newmarket Press, New York, 1998. A guide for parents on how to raise youth in a drug-filled society and prevent substance abuse.

Service Learning

The Helping Hands Handbook: A Guidebook for Kids Who Want to Help People, Animals, and the World We Live In, by Patricia Adams and Jean Marzollo, Random House, Inc., New York, 1992. Over 100 projects, suggestions and inspiring real-life examples.

The Kid's Guide to Service Projects, Free Spirit Publishing, Inc., by Barbara Lewis, Minneapolis, 1995. Over 500 service ideas for young people who want to make a difference.

The Kid's Guide to Social Action, by Barbara Lewis, Free Spirit Publishing, Inc., Minneapolis, 1991. Helps youth transform creative thinking into actions that could make a difference in the neighborhood, city, state, country and world.

Youth Development

Early Adolescence: Understanding the 10 to 15 Year Old, by Gail Caissy, Plenum Press, New York, 1994. Both a comprehensive overview and an understanding of the early adolescent as an awkward child "in transition."

Starting Out Right: Developmental Assets for Children, by Nancy Leffert, Peter Benson and Jolene Roehlkepartian, Search Institute, Minneapolis, 1997. Provides a framework for "asset building" on behalf of children in families and communities.

Activities

Building Assets Together, by Jolene Roehlkepartain, Search Institute, Minneapolis, 1995. One-hundred-one group activities for helping youth succeed.

Trail to Knowing Me

365 After School Activities, by Marilee Robin Burton, Kelly Milner Halls and Lise Hoffman, Publications International, Ltd., 1999. A variety of activities allowing children to use creative thinking skills as well as life skills.

Fun Food, by Judy Bastyra, HarperCollins Publishers, Ltd., 1997. Creative and easy ways to make food preparation fun.

Trail to Family and Community

Cultural Awareness for Children, by Judy Allen, Earldene McNeill Velma Schmidt, Addison-Wesley Publishing Company, Menlo Park, California, 1992. Activities written from practical experience, designed to give children their first contact with the customs of other cultures.

The Kid's Guide to Service Projects, by Barbara A. Lewis, Free Spirit Publishing, 1995. More than 500 service ideas for young people who want to make a difference.

The Helping Hands Handbook, by Patricia Adams and Jean Marzollo, Random House, New York, 1992. A guidebook for youth who want to help people and animals and the world in which they live.

Views from Our Shoes, Growing up with a Brother or Sister with Special Needs, edited by Donald Meyer, Woodbine House, 1997. Young people from across the United States write about their lives with brothers and sisters who have special needs.

Trail to Creativity

Crafts for Kids Who Are Wild About Outer Space, by Kathy Ross, Millbrook Press, 1997. A variety of crafts focusing on the solar system and space travel.

Kid's Crazy Concoctions, by Jill Frankel Hauser, Williamson Publishing Company, 1995. Fifty mysterious mixtures for arts and crafts fun.

Painting, by Jane Bower, Franklin Watts, 1998. Various techniques and methods for creating art through painting.

Makin' Music with Camp Fire USA, Camp Fire USA, 1991. A collection of songs that Camp Fire USA members have enjoyed singing through the years. (#D08000)

[illegible]

Earth Head, [illegible] by George [illegible] Sons, Inc., 1995. A [illegible] outdoor activities to teach children about the environment.

50 Nature Projects for Kids, by Cecile Fitzsimmons, Anness Publishing Limited, 1995. Easy nature projects and activities that can be done both indoors and outdoors.

Nature in Your Backyard, by Susan S. Lang, Millbrook Press, 1995. Simple outdoor activities to help children learn about the environment.

The Outdoor Book, Camp Fire USA, 1980, reprinted 1996. A book for adults who want to provide children with opportunities to take part in special environmental experiences. (#D07600)

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.

Science Is ... Fun for Kids, by Jerry Pallotta, John Wiley & Sons, Inc., 1995. Easy science experiments that combine ... supplies and materials.

Science Is ..., by Susan V. Bosak, Scholastic Canada Ltd., 1991. A source book of fascinating facts, projects and activities.

Shockingly Slimy, Stinky, Shiny Science Experiments, by Steven Parker, Sterling Publishing Company, 1996. Fun and unusual science experiments that will fascinate young people.

Simple Machines, by Deborah Hodge, Kids Can Press Ltd., 1998. Thirteen hands-on activities to explore simple machines and how they make work easier.

NATIONAL ORGANIZATIONS AND RESOURCES

The following is a list of addresses, telephone numbers and Web sites of organizations that are useful for general information about the subject area, as well as valuable resources for service projects. Much valuable information about youth work and service learning can be found on the Internet.

Alcohol Use

Center on Alcohol Marketing and Youth
www.camy.org

Environment

Acid Rain Foundation
1410 Varsity Drive
Raleigh, North Carolina 27606
Telephone: 919 828 9443

American Camping Association
5000 State Road 67 North
Martinsville, Indiana 46151-7902
Telephone: 765 342 8456
www.acacamps.org

Citizen's Clearinghouse for Hazardous Wastes
P.O. Box 6806
Falls Church, Virginia 22040
Telephone: 703 237 2249
Publishes "how-to" education handbooks about environmental waste.

National Service Center for Environmental Publications (NSCEP)
U.S. Environmental Protection Agency
P.O. Box 42419
Cincinnati, Ohio 45242-2419
Telephone: 800 490 9198
www.epa.gov/nceplnom/
Offers free posters, newsletters, curriculum materials and workbooks.

Culture/Inclusion

Intercultural Peace Fund
Box 296165
Brooklyn, New York 11229-0001
Headquarters in Dublin, Ireland, has connections to over 250,000 pen pals of all ages in 153 countries.

Peace/Conflict Resolution

University of Minnesota
Cooperative Learning Center
202 Pattee Hall
150 Pillsbury Drive Southeast
Minneapolis, Minnesota 55455-2098
Telephone: 612 624 7031
Offers books, training and materials on student conflict resolution including the Peacemaker Program.

SERVICE LEARNING

[illegible]

[illegible]

[illegible]

[illegible]

This Web site links you to [illegible] volunteerism and youth [illegible] resources. Also [illegible] Service Day.

National Service-Learning Cooperative Clearinghouse
University of Minnesota Department of Work, Community and Family Education
195 Burlard Avenue, Room B 400
St. Paul, Minnesota 55108
Telephone: 800 808 SERV
www.nslc.coled.umn.edu
This is an excellent Web site with links to other service learning sites.

Nonprofit Center
www.nonprofits.org
This Web site lists general info on service learning.

Project America
310 South Boulevard
Richmond, Virginia 23220
Telephone: 800 880 3352
www.project.org
Produces an excellent "Action Guide" for organizing community projects in your area.

YOUTH WORK

Connect for Kids
The Benton Foundation
1634 Eye Street Northwest, 11th Floor
Washington, DC 20006
Fax: 202 638 5771
www.connectforkids.org
This is a site for anyone who is interested in volunteerism and youth. This site will link you to various sites that pertain both to youth and service.

National Youth Leadership Council
1910 West County Road B
St. Paul, Minnesota 55113
Telephone: 651 631 2955
www.nylc.org

Youth Work Links and Ideas
www.youthwork.com
This is a Web site of youth work resources, including icebreakers and games.

CRISIS NUMBERS

National Center for Missing and Exploited Children — **800 THE LOST (800 843 5678)**

A 24-hour, toll-free hotline to report and/or receive sightings of missing and sexually exploited children (*www.missingkids.com*).

National Runaway Switchboard — **800 621 4000**

A confidential, 24-hour, toll-free hotline that assists runaway and homeless youth in communications with their families and other service providers. The National Runaway Switchboard is supported through a grant from the U.S. Department of Health and Human Services' Family Youth Services Bureau.

Childhelp USA — **800 4 A CHILD**

A 24-hour, toll-free, confidential hotline offering information about the treatment and prevention of child abuse.

National Victim Center — **800 FYI CALL**

Provides information referrals and materials free of charge to victims of violent crime. Distributes safety information and maintains an extensive list of community resources assisting in the battle against victimization.

National Clearinghouse on Alcohol and Drug Information — **800 729 6686**, **TDD 800 487 4889**

Se Habla Español
Provides the most current and comprehensive information about substance abuse prevention. They distribute the latest studies, surveys, videocassettes and materials from government agencies and national substance abuse prevention programs (*www.health.org*).

GLOSSARY OF TERMS

Activity
The basic unit of accomplishment that achieves an education outcome.

Adventure
Camp Fire USA small group program level for youth in grades three through five.

Awards
Recognition given to youth when minimum award requirements are met.

Building Block Activities
Building Block Activities are knowledge and skills that Camp Fire USA has identified as important for middle school age youth to learn or review. The categories are the same for each level: Communication; People, Parents and Peers; Planning, Goal Setting and Decision Making; Problem Solving and Safety.

Celebrate Camp Fire USA
A national project honoring Camp Fire USA's birthday each March. Camp Fire was founded nationally in 1910. For more information, contact Camp Fire USA National Headquarters.

Camp Fire USA Trails
Themes for activities and projects.

Classic Club\Small Group\Afterschool
Small group program levels within Camp Fire USA. Youth move progressively through Camp Fire USA program levels in groups according to their grade or ability levels. The program, which children may join at any age, offers a mix of fun activities, projects, events and experiences to help develop planning and decision-making skills, as well as skills related to participants' individual interests. Children and youth learn to work and play together, and get involved in service learning projects, which help them become responsible citizens concerned about their communities and society. Meetings are held after school, and on evenings or weekends.

Each program level name symbolizes expanding opportunities, choices and leadership.

Starflight	Kindergarten through second grade
Adventure	Third through fifth grade
Discovery	Sixth through eighth grade
Teens in Action/ Horizon	Ninth through 12th grade

Community Family Club
Community Family Club is a family-focused program that encourages family members to participate in small group programs with their children and youth ages five to18. The program is delivered in a variety of community venues such as schools, places of worship, in after-school programs and in businesses. An orientation manual is available through the *Camp Fire USA Official Merchandise Catalog* and Online Store (#D09600).

Discovery
Camp Fire USA small group program level for youth in grades six through eight.

Education Standards
The outlined skills that youth generally acquire at different ages.

Focus
The basis for activity learning, i.e. knowledge, skill and leadership.

A Gift of Giving
A service-learning program for children and youth in K through eighth grades. Youth identify community needs and develop creative ways to meet them.

Horizon
Camp Fire USA small group program level for youth in grades nine through 12.

National Headquarters
The national office of Camp Fire USA is located at 4601 Madison Avenue, Kansas City, Missouri, 64112. Telephone: 816 756 1950.

National Projects
Special projects open to all councils. Examples include Art Competition, Salute to Veterans and Project Contact.

Navigator
Level eight of Camp Fire USA's *Discovery* program. An award is earned by completing eight requirements within a year.

Path Finder
Level six of Camp Fire USA's *Discovery* program. An award is earned by completing six requirements within a year.

Parent Permission Form
A form signed by youth's parent/guardian enabling the youth to participate in events or field trips. One is required for each event held away from regular meeting place.

Product Sale
The sale of a product, such as candy, that supports the operations and work of small groups.

Program Participant
An individual who participates in any Camp Fire USA program.

Project
A series of related activities.

Registration
The process by which youth and adults become registered Camp Fire USA members.

Risk Management
Procedures identified to minimize the risk of injury to person or property.

Self-Reliance Programs
Short-term courses offered to children to enhance their coping skills. Courses are usually taught by volunteers in schools, places of worship, recreation centers, Camp Fire USA small groups or libraries. Teens are encouraged to volunteer to lead or assist with programs.

Starlight
Camp Fire USA small group program level for youth in grades K through second.

STAR Project:
A service-learning project for *Discovery* level youth and older. STAR is an acronym for Service to Another Rewards.

Teens in Action
A group program for teens that provides opportunities to plan and carry out physical and developmental challenges while building skills in leadership, communication, decision making and citizenship.

Torch Bearers
Highly individualized projects that allow youth to devote more time and attention to special interest areas.

Trail Blazer
Level seven of Camp Fire USA's *Discovery* program. An award is earned by completing seven requirements within a year.

Wohelo
The Watchword of Camp Fire USA that is derived from the first two letters of the words "work," "health" and "love."

Wohelo Award
The highest award available to Camp Fire USA youth given in recognition of completion of a series of requirements ranging from individual leadership skills and service to others to community involvement.

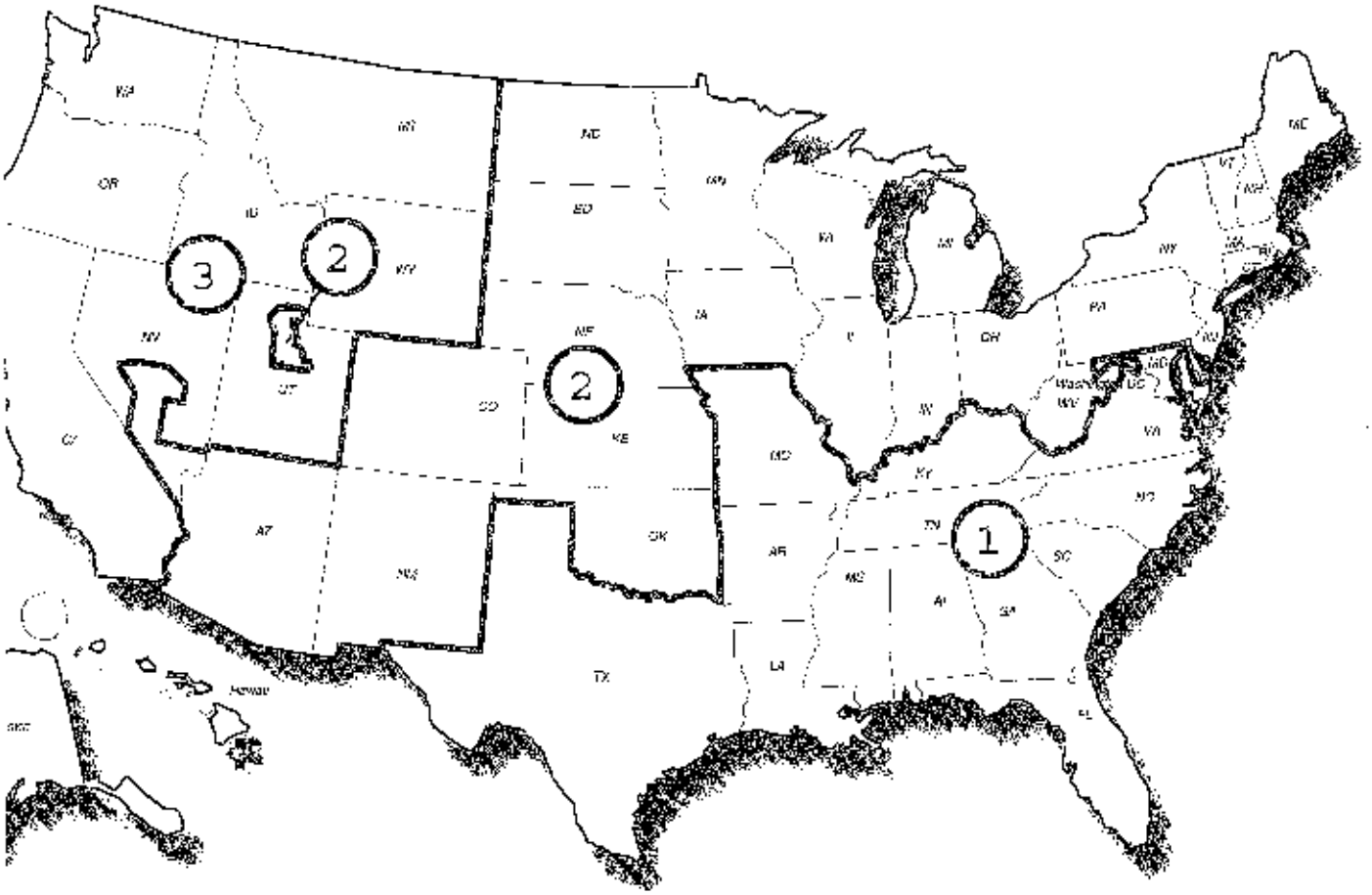
Youth Outcomes
Camp Fire USA has identified 15 outcomes that support and promote youth development. These are identified results based on the participation in an activity or project.

4321 Russell St. P.O.
Florence, AL 35630
256.766.0070
www.abcofurniture.com

ABCO

2001 ABCO - Quad Cappuccino Complete - Page (1)

ABCO
OFFICE FURNITURE
A Jami Company



ZONE 3

Alaska
California
Hawaii
Idaho
Montana
Nevada (except Clark and Nye Counties)
Oregon
Utah (except Davis, Salt Lake, Utah and Weber Counties)
Washington
Wyoming

ZONE 2

Arizona
Colorado
Connecticut
Delaware
Illinois
Indiana
Iowa
Kansas
Maine
Massachusetts
Michigan
Minnesota
Nebraska
Nevada (Clark and Nye Counties)
New Hampshire
New Jersey
New Mexico
New York
North Dakota
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Dakota
Utah (Davis, Salt Lake, Utah and Weber Counties)
Vermont
West Virginia
Wisconsin

ZONE 1

Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Maryland
Mississippi
Missouri
North Carolina
South Carolina
Tennessee
Texas
Virginia
Washington, DC

er to ABCO Terms and Conditions on pages i and ii of this Price List for freight policies. Shipments side the continental United States (e.g., Alaska, Hawaii) that qualify for free freight are prepaid to t and collect from that point