

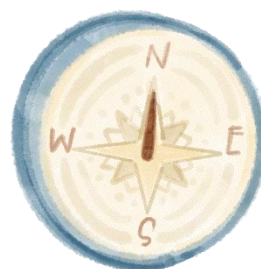


Wottle
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INNER-EXPLORATION ACTIVITIES

Table of Contents

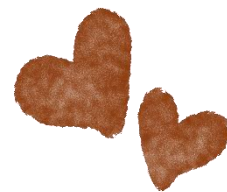
INTRODUCTION	5
WORK	9
Civic Engagement	
Volunteer	11
Call a Representative	12
Comparing Sources	13
Crafting an Issue Statement	14
Educating Yourself, Educating Others	15
Online Civic Action	16
Start a Petition	17
Community Service Organization	18
Leadership	
Facilitate a Debate	19
Organize a Fundraiser	20
Run for a Leadership Position	21
Leadership Quiz	22
Community Leader	23
Camp Leadership	24
Leadership as a Coach or Tutor	25
Student Leadership	26
Thrive{ology}	
CampFire.org	27
What's a Growth Mindset?	28
Dear Diary,	29
SMART Goal Setting	30
Learning Styles	31
There's an App for That!	32
#CampFireJourney	33
Life After High School	
Resume Building 101	34
The Cover Letter	35
College Visit	36
Career Quiz	37
Professional Role Model	38



HEALTH	39
My Mind	
Mental Health Matters.....	41
Mood Tracker.....	42
Meditation 101.....	43
Coping Box.....	44
Multiple Intelligence Quiz.....	45
Down the YouTube Rabbit Hole.....	46
Mental Health TED Talks.....	47
“Welcome to my TED Talk”	48
Psychology Class.....	49
My Body	
Fitness Class.....	50
Self-Defense Class.....	51
Body Acceptance.....	52
Meal Planning.....	53
Participate in a Sport.....	54
My Environment	
Environmental Education Class.....	55
Give Service, Go Outside.....	56
Leave No Trace.....	57
Visit a National or State Park.....	58
Plan a Camping Experience.....	59
Sustainable Goal Setting.....	60



LOVE	61
Positive Identity.....	
Self-Portrait.....	63
Self-Collage.....	64
Self-Compassion.....	65
#5yearoldselfie.....	66
Tell Your Story.....	67
Shared Identity.....	68
Genderbread Person or Gender Unicorn.....	69
My Relationships.....	
Defining Family.....	70
Love Languages.....	71
#Lovels.....	72
Spark Champion.....	73
Dating Through the Ages.....	74
Cultural History.....	75
Thank You for Your Friendship.....	76
#TBT.....	77
Developmental Relationships.....	78
My Community.....	
Defining Community.....	79
Community Mapping.....	80
Day in the Life Video.....	81
Photojournalism.....	82
Cultural Potluck.....	83
Generations.....	84
Community Event.....	85
My Sparks.....	
Spark Art.....	86
Take a Class.....	87
How-to.....	88
Learn Something New.....	89
Camp Activity.....	90



INNER-EXPLORATIONS

To fulfill the requirements for the Inner-Explorations, you must complete several activities listed under each section. Each activity has a point value assigned (1 to 5) depending on the degree of difficulty, amount of commitment required or length of time it will take to complete. You must earn 10 points for each Inner-Exploration (30 points total) by choosing activities that interest you.

Inner-Explorations can be completed in any order, although it is recommended that you start with Work. It's important to track each activity you complete and document your experience. There is a tracker at the beginning of each section (and in the WoHeLo Guidebook) you can use to write down all of the activities you've accomplished. Remember, to receive your WoHeLo Award, you have to turn in a Reflection that details all of your hard work (refer to the WoHeLo Guidebook for more information). Instead of having to do it all at once, it's recommended that you document your work as you go.

POINTS SYSTEM:

1 point – Usually takes one hour less to complete. Little or no preparation is required.

3 points – More time commitment needed (3-10 hour) and involves making and executing a plan.

5 points – Large time commitment (25+ hours) involves planning and goal setting.

Each activity is formatted in the same template, with sections for a brief description, point value, materials needed, goal of the activity, step-by-step guide and reflection questions. On the next page, you'll find a blank template detailing each section of the activity. Most activities are one-page long.



Section

ACTIVITY

Brief definition of the activity.	Points: 1-5
	Materials Needed: Suggest list of things you'll need to complete the activity.

Goals and Planning

Brief overview of the goal of the activity and how you should plan your work. Planning is an important first step that will help keep you on track.

Step-by-Step Guide:

1. **Read:** Always read through the step-by-step guide before jumping into the activity. It will help you create a plan, gather materials and make sure you don't miss anything.
2. **Improvise:** If these steps don't work for you, improvise. Change things around. Just make sure you're putting in an appropriate amount of work to reach the goal of the activity.

Things to Consider

This section will provide you with some tips and tricks to help make the activity a success, as well as remind you of key details you might overlook.

Reflection

Reflections are an important component of Thrive{ology} and must be completed after each activity. The questions in this section are the same for each activity.

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

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Work

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Activity	Date Completed	Points

In constructive work lay the roots of true service to humanity and the real joy of living.

-Charlotte Gulick

Work is the first two letters in WoHeLo, and the value featured in this Inner-Exploration. Hard-work and determination are important skills to have as you journey through your education and career. But this section focuses on more than just how to be a hard worker – it features activities designed to reinforce goal management skills, encourage civic engagement and service, and cultivate a growth mindset as you continue to be a leader in your community.

You must earn **10 points** in the Work Inner-Exploration by completing the activities of your choice. Record the activity, date completed, point value and a reflection of your experience. Fill out the charts above (or create your own) to track your progress.

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Civic Engagement

VOLUNTEER

Identify and serve with a project or organization that you think will be a good fit for you in terms of learning opportunities and positive impact.

Points: 2

Materials Needed: The materials necessary for your volunteer experience should be provided by the organization or person you are volunteering for.

Goals and Planning

Your goal is to volunteer with an organization that addresses an issue you care about. Before looking for volunteer opportunities, write down a list of causes you're interested in.

Step-by-Step Guide:

1. **Research:** What organization or individuals around you are taking volunteers or providing volunteer opportunities.
2. **Think:** Are there people in need of my time that I could serve in a formational way.
3. **Contact:** Reach out to those people and ask them about the process to arrange volunteer opportunity.
4. **Organize:** Fit and add to your calendar in order to manage your time optimally.
5. **Reflect:** What you were able to take out of the experience and send a thank you note to the people you worked with, including some reflections about your learning.

Things to Consider

- Time management needs to be taken into account in order not to make this a burden.
- Look for a good fit, not just the easiest place to volunteer at.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Civic Engagement

CALL A REPRESENTATIVE

Identify a local issue that matters to you and contact your local representative to express your concern.	Points: 1
	Materials Needed: Phone, computer, paper, pen

Goals and Planning

Read the step-by-step guide and plan out what your plan will look like before you dive in. What issues are you passionate about? What's happening in your local community that you're concerned or interested in? What issues are currently being debated in government? What is your stance on these issues and why? Which issue do you feel passionate about?

Step-by-Step Guide:

1. **Watch:** Informational YouTube videos and interviews about the issue you choose. These videos will help you get informed about how the chosen issue affects people inside your community and other communities around the world.
2. **Research:** The elected officials in your community and what decision-making power each representative has. Think about the scope of your chosen issue and which representative has the most power to make a change.
3. **Create:** a short phone script that outlines the following:
 - Your name and age
 - Where you live,
 - Your role in your community,
 - Your concern for the chosen issue
 - What you would like the representative to do to take action.
4. **Act:** Use your research and written script to call a representative about the issue. You can find a representative's phone number on their website.

Things to Consider

- Some representatives are only available from 9:00 am- 5:00 pm. Be mindful of the time of day that you call. Representatives are busy. If you can't reach them, you might consider leaving a message with a staff person on their team.
- What will you say if the representative doesn't share the same concern as you? How can you respectfully state your opinion?

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Civic Engagement

COMPARING SOURCES

Compare and contrast the way a particular topic or issue is reported throughout various media sources.

Points: 3

Materials Needed: Computer and internet access, newspapers, magazines, and

Goals and Planning

You'll be selecting a topic to compare and contrast how it's discussed in the media for this activity. What materials will you need? Who might you need support from? How will you shift strategies if you're not finding useful information on this topic? Come up with a plan of action.

Step-by-Step Guide:

1. **Choose:** Select an issue or topic of current relevance. It may be best to choose a topic about which you have done some research or learned about previously.
2. **Brainstorm:** Write down a list of sources where people typically get their news. Sources may be online, newspapers, magazines, or social media platforms. Make the list as long as you can.
3. **Search:** Once you have your list, do a Google search on your topic and search the news articles that are given as results. Try to pull recent articles about your topic from as many of your sources as you can. This may include searching for articles in print magazines and/or newspapers.
4. **Read:** Read through the articles, blurbs, blogs, and studies on your topic that you have gathered. **Note:** As you read, take note of the language that is used to describe the issue or problem in question. How is the issue framed in each of the sources? How are the important people portrayed? How, if at all, does the focus differ between each source?
5. **Reflect:** After you have read and taken notes, take some time to think about and reflect upon the various sources you have surveyed. You may also do some research on these organizations, who owns them, and what interests they represent. Think about how these different viewpoints may affect the issue that you are exploring.

Things to Consider

- What would be the impact on someone who uses only one of these sources to get their information? How might the way something is reported impact the issue and how people understand it? Can news sources be balanced and unbiased in their reporting? Should they be? What if they are not?

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

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Civic Engagement

CRAFTING AN ISSUE STATEMENT

In this activity, you will build upon previous research on your issue or topic and write a comprehensive, one-page statement that summarizes the who, what, when, where, and why of your topic for others to understand.

Points: 3

Materials Needed: Computer, internet

Goals and Planning

This activity requires you to have completed Comparing Sources on the previous page. Do that activity before starting on this one.

Step-by-Step Guide:

1. **Think:** Think about the issue you have chosen and how you might communicate the importance and nuances of that issue to others.
 2. **Review:** Review the research that you have done on your issue, topic, or area of interest.
 3. **Consider:** Think carefully about your audience. You will be writing this statement as if the audience knows very little about your topic. How will you explain it to them in terms they will understand?
 4. **Outline:** Begin writing your statement by focusing on the 5W's: Who does the problem affect (persons, groups, organizations, nations, etc.)?
 5. **Write:** Use your outline to craft a coherent issue statement. Try to write a few sentences or even a paragraph for each part.
 6. **Review:** Once you are finished writing, review the statement to make sure it communicates the issue clearly to your intended audience and is free of grammatical and spelling errors.
- What is the issue, what are its impacts, and what is the context? When does or did it happen and how frequently and is it time-sensitive? Where is it occurring? Why is this problem important and why is it happening? Brainstorm *how* the issue may potentially be solved or addressed, or how it has been addressed in the past.

Things to Consider

- Do you have a solid understanding of your issue? Could you clearly and concisely explain it to a stranger who knew nothing about it?
- Does your issue statement clearly convey the important aspects of your topic?

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not? Why or why not?

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Civic Engagement

EDUCATING YOURSELF, EDUCATING OTHERS

Educate yourself about a social or political issue that is of interest to you. Then, create an engaging presentation to educate others.

Points: 1

Materials Needed: Computer, internet access

Goals and Planning

In this activity, you'll be creating a flyer or presentation to educate others about this issue. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Think:** Think about some social or political issues you have read or heard about that spark your interest.
2. **Search:** Use Google, Wikipedia or another internet search engine to do a cursory survey of your issue.
3. **Read:** Read about the current state of your chosen topic and inform yourself about its historical contexts.
4. **Survey:** Try to read about your topic from multiple sources.
5. **Create:** Compile a document with your findings and create an engaging way to educate others on this issue. This can be a flyer or presentation.
6. **Plan:** Think about how you will continue to follow and explore this issue.

Things to Consider

- Is your topic too broad or too narrow?
- Is your topic or issue area still relevant?
- What are the various sides, opinions, or views on this issue?

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Civic Engagement

ONLINE CIVIC ACTION

In this activity, you will post a question or poll on social media related to a current event or an issue that is occurring in the world and collect and repost analytical responses from followers.

Points: 1

Materials Needed: Phone and/or Laptop

Goals and Planning

This activity requires you to have a social media account to post a poll on. If you don't have any, you should set up a Twitter or Facebook account before jumping in.

Step-by-Step Guide:

1. **Research:** Look up topics and issues that are important to you by reading articles, watching the news, and tracking trending headlines.
2. **Think:** Reflect on why these issues are significant and why people should care about them.
3. **Create:** Write a question or a poll on Instagram or Facebook that encourages your followers to think critically about a particular issue.
4. **Collect:** Collect the most informed and critical responses and repost them on your Instagram or Facebook story.

Things to Consider

- What are some topics and issues that affect you and your peers the most?
- Why is it important to pay attention to what is happening in your community?
- What are some things we can do today to begin addressing some of these issues?

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Civic Engagement

START A PETITION

Identify an issue in your community, write a written statement about the issue and get signatures of people in the community who support the cause.

Points: 2

Materials Needed: Pen, paper, a computer or phone

Goals and Planning

The goal of this activity is to get signatures of people who support your cause. Who might be able to help you? How can you achieve this goal? What will you do if you don't get enough signatures? Consider these questions and come up with a plan.

Step-by-Step Guide:

1. **Research:** What issue do you see in your community that you would like to change? Research this issue **and** learn about at least three different perspectives about the issue, so you fully understand it and what is at stake.
2. **Identify:** Your Audience. Who will you give the petition to? A government official? The director of an organization? Make sure you choose a person or group who has decision making power and can take action on your cause.
3. **Create:** A statement that outlines your goal. Make sure it is clear, concise so potential signers understand what you want and what is at stake. This will be the beginning of your petition.
4. **Develop:** A page long report that outlines the issue for someone who might not have previous knowledge, references for the information, and a call to action. Make sure your proofread and edit for any errors. Include **a** page at the end for signatures.
5. **Ask:** People in the community to sign. Also consider making an online version and circulating the petition through social media or email.

Things to Consider

- Go somewhere where many people gather in order to get the most signatures possible (i.e. a park, a school, or a religious meeting place).
- People might ask follow-up questions. A few talking points will help guide you and let people know how they can continue to support the cause.
- Some government bodies and organizations require a certain number of signatures in order to consider a petition. Make sure you are reaching the right number of signatures before sending.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

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Civic Engagement

COMMUNITY SERVICE ORGANIZATION

Participate in a community service organization for one year (such as National Honor Society) and record your experience.

Points: 5

Materials Needed: Journal, pictures, certificate, documentation of work

Goals and Planning

Look into community service organizations or clubs at your school, place of worship, or community center. Some organizations (like the National Honor Society) require an application – be sure to apply or sign up before the deadline.

Step-by-Step Guide:

1. **Find:** Find a community service organization you can participate in for a year.
2. **Participate:** Attend regular meetings and engage with the organization or club to the best of your abilities – volunteer at as many events as you can.
3. **Reflect:** After the year is over, be sure to document your experience in a journal, scrapbook, letter, photo-series or however you see fit.

Things to Consider

- Remember - you will have to complete a Reflection and turn it into the WoHeLo Advisory Committee at the end of your WoHeLo journey. You can include your documentation of your participation with your community service organization by writing a short, one-page reflection of your experience.
- The volunteer events you participate in will not count for any other points towards your award.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Leadership

FACILITATE A DEBATE

In this activity, you will choose a topic and invite people to discuss the it. You will plan the structure of the debate and the questions asked. You will also moderate the debate and choose the winner.

Points: 4

Materials Needed: Computer, pens, paper

Goals and Planning

The goal is to facilitate a debate on the topic of your choice. What things will your need to make it a success? Read the step-by-step guide and plan out what it will look like before you dive in. What materials will you need? Who might you need support from?

Step-by-Step Guide:

4. **Think:** What topic should the debate be about? How can you make this debate interesting and productive?
1. **Watch:** YouTube videos of various debates to help you understand the structure and plan for your own.
2. **Research:** The topic you choose. What are the different sides? Make sure you understand the different perspectives and arguments.
3. **Decide:** Who the people are that will be debating and make sure they understand their role. You can choose friends, family members, coworkers, classmates or anyone else you can think of.
4. **Inform:** People on each side what opinion they will be representing. Give each side printed articles and information based on the research you did in step 3.
5. **Create:** Create a plan that includes questions that you will ask and how much time each side will get to answer the questions.
6. **Facilitate:** Run the debate by announcing the structure to the sides and the audience and following the structure throughout.
7. **Winner:** Determine a winner of the debate.

Things to Consider

- How will you convince debaters to represent an opinion they might not agree with personally? How will you help them act it out?
- How you will build an audience for the debate and how you will engage them?

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Leadership

ORGANIZE A FUNDRAISER

In this activity you will identify cause or a movement that you would like to support economically. Plan an event to get funds for an organization related to the cause.

Points: 5

Materials Needed: You will need access to internet for research, and a selection of resources that you will define base on the specific project you go for.

Goals and Planning

For this activity you will need to set realistic goals that are not necessarily monetary. Planning a fundraiser is a considerable challenge with many details. Be sure you take into account the resources at your disposal when planning for your fundraiser.

Step-by-Step Guide:

1. **Think:** What am I passionate about? What is and achievable goal for me? What resources can I access? Who can help me?
2. **Organize:** Get a team together and look for skills, resources and ideas that your team has.
3. **Research:** Find ways in which you can make money for a good cause.
4. **Define:** What will be your timeline and how will you structure your fundraiser.
5. **Execute:** Now is time for your Kickstarter, 5K, baked sell or lemonade stand to happen.

Things to Consider

- These are multistep and complex tasks that need planning and commitment.
- Be careful not to break any ethical or health regulation if you are going to manage food or money.
- Enjoy this as a learning opportunity and don't be hard on yourself if you don't reach your expectations.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Leadership

RUN FOR A LEADERSHIP POSITION

In this activity, you will identify a position that you would like to hold in your school or community and run a campaign for the role.	Points: 3
	Materials Needed: Posters, computer, pen, and paper

Goals and Planning

Your goal is to get elected to a leadership position in your school or community. You don't have to win the election to receive the points for this activity – this activity focuses on the things you have to do to run a campaign.

Step-by-Step Guide:

1. **Think:** What skills do you bring? How will you convince others that you will serve them? What change do you wish to see?
2. **Research:** Ask people in the community what their ideal candidate would do and what changes they want to see in their school/community.
3. **Plan:** Make a detailed plan for what you will do in your role and how you will explain your ideas to others.
4. **Create:** Posters, a speech, and other media tools that will convince others to vote for you.
5. **Campaign:** Pay attention to key campaign dates (i.e. Debate day, election day, Rallies) and make sure you attend prepared to speak and get your message out to your community.
6. **Reflect:** What could you do better? How can you improve your campaign? Make sure you're reflecting on these questions every step of the way and taking action to make it the best it can be.

Things to Consider

- Think about your opponents. What skills do they bring and what are they lacking?
- You will need to rely on others. Find your supporters early and see how they can help you.
- Getting elected is hard work. All you can do is try your best. Consider what success will feel like if you win but also what you will do with feelings of disappointment if you don't.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Leadership

LEADERSHIP QUIZ

Complete a quiz on leadership styles. Discuss the results with your Advisor and reflect on ways you can use this new information in the future.

Points: 1

Materials Needed: Internet access

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Search:** Complete an Internet search for a "leadership style quiz." There are several quizzes you can take from websites like MindTools.com, Idealist.org, PsychologyToday.com and more.
2. **Complete:** Take at least one leadership style quiz and record your results.
3. **Discuss:** Talk about your results at your next meeting with your Advisor. Share your leadership style and discuss ways you can incorporate this information into your work.
4. **Document:** Find a way to document your results to add to your Reflection.

Things to Consider

- These quizzes aren't meant to be taken too seriously – they are a fun way to potentially learn more about yourself. If you don't agree with the results, that's ok! Just be sure to document that in your Reflection.
- There are many more leadership style quizzes online that you can take than are listed above.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Leadership

COMMUNITY LEADER

Research or interview a respected community leader. Learn about their path to leadership and what makes them a successful leader.

Points: 2

Materials Needed: Notebook, writing utensil

Goals and Planning

The goal is to find a community leader and learn about what makes them successful. Planning is such an important part of conducting a good interview – make sure you create a list of questions and let them know what you’ll be asking before you meet with them. It’ll give you (and them) time to prepare.

Step-by-Step Guide:

1. **Think:** Create a list of community leaders in your town or city – government officials, local small business owners, political leaders, religious leaders, activists, and more.
2. **Connect:** Contact one of the leaders in your list to set up an interview. If they’re unavailable or unable, contact the next person on your list.
3. **Prepare:** Prepare a set of questions to ask them about their role and their leadership style
4. **Take Notes:** Write down important things they say so you can review it later.
5. **Reflect:** Once the interview is over, look back at your notes and come up with a few major takeaways. Write a short paragraph about what you’ve learned.

Things to Consider

- Try to list community leaders who are attainable. You probably won’t be able to interview the governor of your state, but you may be able to meet your town mayor.
- After you’ve completed the interview, send a follow-up thank you note to the community leader to let them know you’ve appreciated their time.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Leadership

CAMP LEADERSHIP

Take a leadership role at a Camp Fire camp as a Counselor-In-Training (CIT) or similar camp leadership program. Points vary based on length of training

Points: 3-5

Materials Needed: Varies based on leadership role and Reflection

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Commit:** Find a leadership role at your local camp that fits your schedule, skills and interest. Let your Advisor know about your plans.
2. **Get Involved:** Attend regular meetings and get involved as much as you can.
3. **Reflect:** After the year is complete, reflect on your time in that leadership role. Think about what went well and what you'd change if you could. Find a way to document your experience with pictures, words, quotes, and stories.

Things to Consider

- Talk with your Advisor about how many points your leadership experience will count for. Remember – things that take 3-10 hours will count for three points, where leadership roles with a larger time commitment of 25+ hours count for five points.
- You're more likely to stick to your commitment if you enjoy what you're doing. Try to find a leadership role that lines up with your Sparks.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Leadership

LEADERSHIP AS A COACH OR TUTOR

Commit to serve as a coach or tutor for at least several consecutive sessions, practices or evenings. You'll receive one-point for one session, three-points for several sessions and five-points for a year-long session.

Points: 1-5

Materials Needed: Varies based on role. Check with your supervisor about what you'll need before you get started.

Goals and Planning

Plan to earn one-point for one session, three-points for several sessions, and five-points for a year-long session. Talk with your supervisor (or the student your tutoring) about what their goal is for the session(s) and make sure you're working toward reaching that goal.

Step-by-Step Guide:

1. **Commit:** Find a coaching or tutoring position that fits with your schedule. Check job sites, bulletin boards, and community centers for opportunities.
2. **Lead:** Serve as a coach or tutor for the time you committed to.
3. **Reflect:** Reflect on your time as a coach or tutor. Think about what went well and what you'd change if you could. Find a way to document your experience with pictures, words, quotes, and stories.

Things to Consider

- You're more likely to stick to your commitment if you enjoy what your coaching or tutoring. Try to find opportunities that line up with your Sparks. For example, coaching ballet probably won't be very fun if you hate to dance – try finding sports or subjects you like doing and have skills you can teach.
- Finding a coaching or teaching position that fits in with your schedule is key. Don't commit to an opportunity you don't have time for.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Leadership

STUDENT LEADERSHIP

Take a leadership role on a committee or student body council for a one-year commitment.	Points: 5
	Materials Needed: Varies based on leadership role and Reflection

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Commit:** Find a leadership role on a committee or student body council that fits your schedule, skills and interest.
2. **Get Involved:** Attend regular meetings and get involved as much as you can.
3. **Reflect:** After the year is complete, reflect on your time in that leadership role. Think about what went well and what you'd change if you could. Find a way to document your experience with pictures, words, quotes, and stories

Things to Consider

- You're more likely to stick to your commitment if you enjoy what you're doing. Try to find a leadership role that lines up with your Sparks.
- Finding a leadership position that fits in with your schedule is key. Don't commit to an opportunity you don't have time for.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

In this activity, you'll check out the Camp Fire National Headquarters website to learn more about Thrive{ology} – the foundation of all Camp Fire programs – and create an ad all about it.	Points: 2 Materials Needed: Depending on how you make your ad – you can create a physical flyer on poster paper or a digital one using Microsoft Word, Canva, or another program
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Goals and Planning Read the step-by-step guide and plan out what your ad will look like before you dive in. What materials will you need? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:	
<ol style="list-style-type: none"> Learn: Camp Fire uses a research-based program framework founded on the pillars of Social Emotional Learning (SEL) called Thrive{ology}. It's not as complicated as it sounds! Really, all that means is that there has been purpose behind the fun activities you've been doing in your Camp Fire programs – gaining skills and mindsets for you to thrive and succeed today and in the future. Visit: Go to www.CampFire.org and look around the website to learn more about Thrive{ology}. Pay close attention to the "Experience" section. 	<p>Take notes on things you learn (especially the four parts of Thrive{ology}).</p> <ol style="list-style-type: none"> Reflect: Take a moment to reflect on your experience in Camp Fire. Make a list of the skills you've gained, the progress you've made, and how Camp Fire has helped you in other areas of your life. Create: Pretend it's your job to sell Thrive{ology} to someone who knows nothing about it. Create an ad (online or a physical flyer) that details what Thrive{ology} is and what the benefits are. Be sure to include your personal experience with Thrive{ology} as well.

Things to Consider <ul style="list-style-type: none"> - Don't worry if Thrive{ology} doesn't make sense to you right away! Camp Fire staff have spent a lot of time studying it. Just focus on understanding the four components – Sparks, growth mindset, goal management, and reflection – and applying them to your experience. - You can get as creative with this as you want! Your ad doesn't just have to be a flyer. You can create a presentation, video, pamphlet, poster, song, play, or whatever else you think of.
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Reflection <ul style="list-style-type: none"> - What? What happened? What did you think of it? Which parts were easy or challenging? - So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better? - Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?
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Thrive{ology}

WHAT'S A GROWTH MINDSET?

Watch YouTube videos about growth mindset and reflect on times where your mindset helped you out in a situation.

Points: 1

Materials Needed: Internet access, notebook

Goals and Planning

Consider the goal of this activity. Will you make a video for an additional two points? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Watch:** Go to YouTube and search for videos about growth mindset. Watch at least three of them to learn a little about growth vs. fixed mindset, how to work on your mindset, and why your mindset matters.
2. **Reflect:** Think about what growth mindset means to you. Reflect on moments where you used a growth mindset. Write a short story about that experience. How did having a growth mindset help you in that situation?

Things to Consider

- Having a growth mindset is a skill that you can practice and work on.
- It's hard to have a growth mindset all the time – sometimes, you can have a bad day and feel discouraged. This activity is asking you to think of one specific time where you demonstrated having a growth mindset. If you can't think of a situation, write a story about a time in the future where you can practice using a growth mindset.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Thrive{ology}

DEAR DIARY,

Journal every day for a month to reflect on your experiences.

Points: 2

Materials Needed:

Journal, writing utensil

Goals and Planning

Reflection is one of the Methods to Succeed and is an important part of every activity in this guidebook. The goal of this activity is to reflect on your experience every day for a month in a journal or diary. Plan when you're going to do it (in the morning? Right before bed?) and what you're going to write in (that sparkly notebook you've had since first grade?).

Step-by-Step Guide:

1. **Plan:** Decide when you're going to write in your journal, what journal you're going to use, and what style of journaling you'll be doing.
2. **Reflect:** After the month is complete, look back at your earlier entries. Have you noticed a change in you from the beginning of the month to the end?

Things to Consider

- There are so many different styles of journaling you can do. Do a quick internet search of techniques you can use. Some popular ones are bullet journals, gratitude lists, food journal, reading journal, and art journal.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Thrive{ology}

SMART GOAL SETTING

Research SMART goal setting and write three goals.

Points: 3

Materials Needed: Internet access, notebook

Goals and Planning

The goal of this activity is to learn about goals! Being able to set SMART goals is important for you now and in the future. Before you dive into the activity, start thinking about what you would like to achieve in the short-term (a few days or a few weeks) and long-term (six months or longer).

Step-by-Step Guide:

1. **Research:** Look up what a SMART goal is. Write down what the letters stand for.
2. **Plan:** Think about what you'd like to accomplish in school, sports, extra-curriculars and at home.
3. **Write:** Set three goals for your future, with one of them being a long-term goal.
4. **Shift strategies:** After a few days, check in on your progress. If things aren't going as planned, make any necessary changes to your goal or strategy and try again.

Things to Consider

- Being able to shift strategies when things aren't going to plan is an important goal setting skill to have. Sometimes, things change or get in the way and what was once working suddenly doesn't. That's ok! When this happens, reevaluate your goal, make changes, and try again.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Thrive{ology}

LEARNING STYLES

Take a quiz on the different learning styles to discover how best you take in information.

Points: 1

Materials Needed: Internet access

Goals and Planning

The goal of this activity is to learn more about the type of learner you are. Sometimes these quizzes can be way off – don't worry if you don't feel like the results match who you are. This activity is meant to be fun and to shed a little more light on the different types of learning.

Step-by-Step Guide:

1. **Learn the styles:** There are seven different learning styles. Do a quick search to find out what they are.
2. **Quiz:** Search for "learning styles quiz." There are several free learning styles quizzes you can take.
3. **Reflect:** After you've taken the quiz, reflect on whether or not you think it's accurate.
4. **Plan:** Make a plan to incorporate this style into your schoolwork. Document your plans in a small paragraph.

Things to Consider

- Most schools don't cater to all seven learning styles. Which ones do you think are heavily favored in the classroom? How can you infuse your style in class?

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Thrive{ology}

THERE'S AN APP FOR THAT!

Download a goal management app and set a few short-term goals.

Points: 2

Materials Needed: Phone or tablet

Goals and Planning

There are so many apps out there that help you set and manage your goals. Before jumping into the activity, make sure you can find one that's free and compatible with your phone or tablet.

Step-by-Step Guide:

1. **Consider:** Think about the things you want to accomplish this week, month, or year. Come up with a quick list of goals you want to set.
2. **Download:** Go to the app store and search for a goal management app. There are several to choose from – pick one that's free and compatible with your phone or tablet.
3. **Set:** Input your goals into the app and create a deadline for you to reach it. Your goal can be to exercise more, eat healthier, spend more time reading, or anything else you want to accomplish
4. **Manage:** Check back in on the app ever so often to make sure you're on the right track.
5. **Reflect:** Did you reach your goal? Reflect on the process and review the app. Did it help?

Things to Consider

- Don't delete the app after you've completed this activity – try making new goals for school or Camp Fire and track your progress on the app.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Thrive{ology}

#CAMPFIREJOURNEY

Explore the Camp Fire program framework called The Camp Fire Journey and reflect on your Camp Fire experience.	Points: 2
	Materials Needed: Internet access, large pieces of paper, (optional) photographs

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Visit:** Search for "#CampFireJourney" and read the blog post on CampFire.org about the program framework.
 2. **Learn:** Read the blog post about the Camp Fire Journey and look at the map.
 3. **Reimagine:** Create your own Camp Fire Journey map that chronicles your experience.
 4. **Share:** Show your Advisor your map and share your Camp Fire journey.
- You can add pictures, quotes, and stories that show viewers what Camp Fire means to you. Make sure you include signs and post marks along the way with the skills you've gained and experiences you've had with Camp Fire.

Things to Consider

- Read all of the youth experiences, essential skills and mindsets, and long-term benefits listed on the map. Do any of them stick out to you as experiences you've had or skills you're working on? Make sure you include that in your own Camp Fire journey map.
- You probably haven't been taking your Camp Fire journey alone – reach out to past and present group members for quotes, pictures, and stories to add to your map.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



In this activity, you will have the opportunity to create your own resume to provide employers with an introduction to who you are, your skills, and your experiences

Points: 1

Materials Needed: Sample resume, blank resume templates, (optional) a screen to showcase resume templates (I.e. smartboard, projector, computer screen)

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what your art piece will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

- 1. Think:** Think about all the extracurricular activities, community service/ volunteer work, and internships you have done throughout your educational career
- 2. Research:** Research different action verbs you can use to start off each bullet point statement of your experiences
- 3. Create:** Create a professional resume format that is clear and fits your style.
- 4. Reflect:** Evaluate your resume and make sure each statement is clear, your verb usage is correct, and your format is organized and structured. Answer the reflection questions below on your experience.

Things to Consider

- The presentation, language usage, and the information used in your resume can determine whether or not you will be offered an opportunity to interview. Employers use your resume to determine if you have the skills and qualifications to do the job. So make sure you check your spelling and grammar!
- Think about each and every activity you have done that highlights your leadership skills
- Format is very important in resume writing so try to keep a consistent format style
- Be sure to use action verbs for each bullet point statement

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Life After High School

THE COVER LETTER

Write a sample cover letter to positively introduce yourself to prospective employers.

Points: 1

Materials Needed: A computer

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Research:** Do a quick search of cover letters and templates. Job-search websites, like Glass Door and Monster, have great resources for writing your letter.
2. **Plan:** Pretend like you're applying for the job of "WoHeLo Recipient" and plan what to include in your cover letter.
3. **Write:** Write your WoHeLo Recipient cover letter, making sure document is no longer than one page.
4. **Reflect and document:** Reflect on the cover letter-writing experience, thinking about how long it took and what resources helped you along the way. Be sure to include your cover letter in your WoHeLo Reflection.

Things to Consider

- One spelling or grammar mistake can make someone throw your cover letter out – be sure to check (and double check) your work.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Life After High School

COLLEGE VISIT

Tour a college you're interested in attending.	Points: 2
	Materials Needed: Notebook

Goals and Planning

What is your goal for visiting the college or university? Make sure you plan what you'd like to see and questions you should ask your tour guide so you can make the most out of your trip.

Step-by-Step Guide:

1. **Brainstorm:** Come up with a list of colleges or universities you're interested in visiting.
2. **Visit:** Take a tour of the campus and check out the major landmarks (like the student center and library).
3. **Reflect:** Document your visit with a short journal entry about your experience. Reflect on what you saw, what you learned and your feelings about the college or university.

Things to Consider

- Tour guides are some of the most knowledgeable people on campus – don't be afraid to ask questions and get their advice.
- If you're unable to visit the campus in person, you can do a virtual tour of the university on their website. Be sure to email Admissions with any questions you have.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Life After High School

CAREER QUIZ

Take an online quiz to determine a career field that matches your interests.	Points: 1
	Materials Needed: Internet access

Goals and Planning

Consider your goal for taking a career quiz. Most of these quizzes aren't meant to be taken too seriously, so have some fun with it.

Step-by-Step Guide:

1. **Find:** Search for a "free career quiz" and choose one from the list. There are several quizzes you can take – be sure to pick one that's free.
2. **Take:** Complete a quiz and get your results.
3. **Reflect:** Reflect on your results and write a short paragraph about the experience.

Things to Consider

- Take a few quizzes and compare results. Is there a trend to the careers?

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Life After High School

PROFESSIONAL ROLE MODEL

Find a working professional with a career you are interested in pursuing or admire. Shadow them for a day to learn about the job.	Points: 3
	Materials Needed: Internet access

Goals and Planning

Think about what you'd like to accomplish when meeting with this working professional. What do you want to know about them and their job? What's your goal?

Step-by-Step Guide:

1. **Brainstorm:** Make a list of working professionals with a career you're interested in pursuing or admire. Think of subjects you enjoy in school and the jobs or careers related to the subject.
2. **Reach out:** Once you have a list of careers you're interested in, reach out to individuals in your community who have those jobs. Or, use your connections (your cousin's friend's dad) to contact someone with an interesting career.
3. **Shadow:** After you've reached out to the working professional, schedule a time for you to shadow them at work. If shadowing isn't possible, schedule a time where you can ask them questions about their job to learn more.
4. **Reflect:** Find a way to document the experience in your Reflection – you can create a fake job description with the information you gathered, design a flyer to advertise the career field, or journal about what you learned.

Things to Consider

- Don't forget to follow up with the person after you've shadowed them with a quick "thank you" to show your appreciation. You may want them to consider them for an internship or a job later on.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

Health

1	2	3	4	5	6	7	8	9	10
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Activity	Date Completed	Points

Health is fundamental.

-Charlotte Gulick

Health comes in many forms. In this Inner-Exploration, you will delve into important aspects of your physical health, your mental health, and the health of the environment. It is important to remember that what is healthy looks different for every person and every age. The way this Inner-Exploration deals with health isn't about how fast you can run the mile or anything like that – it's about exploring individual plans for improving your personal wellbeing (however you can).

You must earn **10 points** in the Health Inner-Exploration by completing the activities of your choice. Record the activity, date completed, point value and a reflection of your experience. Fill out the charts above (or create your own) to track your progress.

WORK · HEALTH · LOVE



My Mind

#MENTALHEALTHMATTERS

Visit TeensHealth.org to learn more about mental health and create a piece of artwork to show that #MentalHealthMatters.

Points: 1

Materials Needed: Internet access, (optional) art supplies

Goals and Planning

The goal of this activity is to learn more about mental health in general. This activity is not intended to diagnose yourself or others – TeensHealth is an amazing website full of resources related to mental health that may be of use to you.

Step-by-Step Guide:

1. **Explore:** Visit TeensHealth.org and click on the “Mind” page. Read any of the articles that sound interesting. There are articles about a wide variety of topics, including divorce, body image, mental health, mindfulness, dating and more.
2. **#MentalHealthMatters:** After looking at these resources, think about what positive mental health means to you. Create a piece of artwork, flyer, poem, story, painting, collage, or whatever other media you can think of that reflects the idea that #MentalHealthMatters.

Things to Consider

- The artwork you make **does not** have to include anything personal about your life, your struggles, or the struggles of your friends and family. This activity wants you to look at mental health as a whole and reflect on what it means to be mentally healthy. It is not asking you to reveal anything personal through your artwork (but you are more than welcome to do so if you feel comfortable).
- Lean on your Sparks for the second part of this activity – create something using a skill you already have (like photography or drawing) or try a new medium (like poetry or watercolors).
- Mental health is not the same thing as happiness. Mental health refers to our emotional and social well-being. Someone who is mentally healthy isn’t necessarily happy all of the time – it just means that they are in tune with their emotions (both the pleasant and unpleasant emotions) and has positive ways to deal with their feelings. Everyone has good and bad days. A bad day doesn’t mean you have a mental illness, but you can still improve your mental health.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Mind

MOOD TRACKER

Track your mood for an entire week and reflect on your mental state each day.

Points: 2

Materials Needed: Journal, writing utensil

Goals and Planning

The goal of this activity is to simply track your mood every day for a week by writing down a few thoughts each night. You shouldn't be putting any judgement on the things you write down – there aren't positive and negative emotions, just pleasant and unpleasant ones. The goal isn't to judge yourself or shame yourself for your mood, but to simply note how you're feeling each day.

Step-by-Step Guide:

1. **Plan:** Decide how and when you'll track your mood each day. You can have a special notebook by your bed and write down your thoughts each night. Or you can keep a diary by your toothbrush and journal while you do your nighttime routine.
2. **Be consistent:** Make sure you journal at around the same time each day.
3. **Reflect:** At the end of the week, look back at all of your entries. Do you see a pattern? Were certain days more pleasant than others? What can you learn from this experience?

Things to Consider

- "Fine" isn't an emotion! There are so many words in the English language to describe how you feel. Do a quick internet search for "emotions" to spark some ideas.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Mind

MEDITATION 101

Download an app for meditation or find guided meditations on YouTube. Practice meditating every day for a week.

Points: 2

Materials Needed: Internet access

Goals and Planning

The goal of this activity will be different for everyone based on your experience with meditation. If you've never done a meditation before, look for meditation videos for beginners. You'll also have to carve out five or ten minutes a day to practice your meditation. Make sure you begin this activity when you

Step-by-Step Guide:

1. **Search:** Look up guided meditations on YouTube or find a guided meditation app. There are so many videos and styles to choose from – find one around five minutes long.
2. **Meditate:** Practice meditating every day for a week. Note how you feel before and after each meditation.
3. **Reflect:** After a week of meditation, reflect on your experience.

Things to Consider

- Meditation is a skill just like skiing or swimming – the more you practice, the better at it you'll be.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Mind

COPING BOX

Create a box filled with stress-relieving and relaxing items to use when you feel anxious or stressed.

Points: 3

Materials Needed: A box, stress-relieving items, photographs, stickers, quotes, candy, and more!

Goals and Planning

Consider the goal for this activity. This activity requires you to purchase, acquire, or make items to go inside your coping box. If the resources aren't available for you to buy things, check with your family or friends to see if they have extra stress-relieving toys laying around.

Step-by-Step Guide:

1. **Reflect:** Think back to times you've felt stressed, anxious, or upset. What helped you cheer up? What are the little things that lift your mood?
2. **Research:** Search for "coping box" or "worry box" on the internet to get ideas of things you can add. Items can include stress balls, photos of friends and family, coloring books, stuffed animals, candles, puzzles, bubbles, chocolate and more.
3. **Create:** Along with the things you buy, include words of affirmation written on notecards. Affirmations like "you can do it" and "you're stronger than you think" can help when you're feeling down.
4. **Assemble:** Collect your items and decorate the box.
5. **Share:** Show off your coping box to your friends, family, Advisor, and social media.

Things to Consider

- There are no good and bad emotions – just pleasant and unpleasant ones. *Coping* is how we deal with those unpleasant emotions or stressors. There are so many ways we cope with our emotions every day, both positively and negatively. We negatively cope by lashing out, engaging in destructive behaviors, and shutting down. The coping box is meant to be a way to positively deal with unpleasant emotions. So be sure to add things in there that bring you joy.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Mind

MULTIPLE INTELLIGENCE QUIZ

Take an online quiz to determine your intelligence or learning style. Reflect on how these results can help shape your road ahead.	Points: 1
	Materials Needed: Internet access

Goals and Planning
Read the step-by-step guide before you jump into the activity.

Step-by-Step Guide:	
1. Find: Search for a “multiple intelligence quiz” and choose one from the list. There are several quizzes you can take – be sure to pick one that’s free.	2. Take: Complete a quiz and get your results.
	3. Reflect: Reflect on your results and write a short paragraph about the experience.

Things to Consider
- These quizzes aren’t meant to be taken too seriously – they are a fun way to potentially learn more about yourself. If you don’t agree with the results, that’s ok! Just be sure to document that in your Reflection.

Reflection
- What? What happened? What did you think of it? Which parts were easy or challenging?
- So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Mind

DOWN THE YOUTUBE RABBIT HOLE

Watch one of several YouTube videos about people living with mental illnesses or disorders and reflect on your experience.	Points: 1
	Materials Needed: Internet access

Goals and Planning

The goal of this activity is to learn about mental health by watching YouTube videos where people share their experience. Ask your friends if they know any bloggers who are open about their mental health struggles and find videos that are interesting and inspiring.

Step-by-Step Guide:

1. **Search:** Go to YouTube and search for videos about people living with mental illnesses or disorders. You'll find several suggested videos in the *Things to Consider* section below.
2. **Watch:** Watch at least two videos (but more is recommended).
3. **Reflect:** What did you learn from listening to those stories? Write a short paragraph about your thoughts.

Things to Consider

Here are a few videos about mental illness that you can watch:

- *Let's Talk About Mental Health* by Jack Harries
- *WE NEED TO TALK ABOUT MENTAL HEALTH* by Prince Ea
- *Dealing with Panic Attacks & Anxiety* by Zoella
- *Living with a Mental Disorder* by BuzzFeedVideo
- *Any Crash Course Psychology* videos by CrashCourse

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Mind

MENTAL HEALTH TED TALKS

Watch one of several TED Talks about mental illness and treatment. Write a brief summary about the video and your main take-away.	Points: 1
	Materials Needed: Internet access

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Search:** Go to YouTube and search for "mental health TED Talks." You'll find several suggested videos in the *Things to Consider* section below.
2. **Watch:** Watch at least two videos (but more is recommended).
3. **Reflect:** What did you learn from listening to those stories? Write a short paragraph about your thoughts.

Things to Consider

Here are a few videos of mental illness you can watch:

- *What They Don't Tell You About Mental Illness* by Elizabeth Medina
- *"I'm Fine" – Learning to Live with Depression* by Jake Tyler
- *There's no shame in taking care of your mental health* by Sangu Delle
- *Why we need to talk about suicide* by Mark Henick
- *Tales from a teenage mental health advocate* by Amanda Southworth
- *The truth about teen depression* by Megan Shinnick

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Mind

“WELCOME TO MY TED TALK”

Create your own TED Talk about something you’ve experienced and how you’ve learned and grown from it. End your video with advice for others going through a similar situation.	Points: 4
	Materials Needed: Camera, internet access

Goals and Planning

The goal of this activity is to inspire others by creating an eight-minute TED Talk about an experience you’ve gone through and learned from. Planning is a major component of speechwriting – make sure you spend plenty of time creating your outline before you begin filming your speech.

Step-by-Step Guide:

1. **Get Inspired:** Watch a TED Talk to get inspiration and learn how it’s formatted.
2. **Research:** Before you begin writing, do a quick search of “how to write a TED Talk.” There are several resources online that will give you advice on how to format your speech.
3. **Plan:** Create an outline for your speech. Ask your Advisor for help.
4. **Write:** Fill in your outline with what you’re going to say in your TED Talk.
5. **Rehearse:** Go over your speech several times before finalizing it. Make sure your speech is at least eight minutes long
6. **Film:** Film yourself giving your TED Talk and share it with your Advisor, friends, or social media.

Things to Consider

- Eight minutes is a long speech! Make sure you’re adding details to your TED Talk that enrich your story.
- You don’t have to tell a deeply personal story that you feel uncomfortable sharing. It is important that you are vulnerable in your speech, but you don’t have to share anything you don’t want to.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Mind

PSYCHOLOGY CLASS

Take a semester-long psychology class and document your experience.	Points: 5
	Materials Needed: Paper, coloring utensils

Goals and Planning

Before you begin the class, consider your goal for enrolling in psychology. What do you want to learn? What interests you about the subject?

Step-by-Step Guide:

1. **Enroll:** Take a semester-long psychology class at school.
 2. **Reflect:** After the semester is over, reflect on what you learned.
 3. **Create:** Make a brochure advertising the class and what a prospective student will expect to learn.
- What was the most interesting thing you learned? What's your main takeaway?

Things to Consider

- Many schools offer AP Psychology classes. While it won't earn you an extra Inner-Exploration points, taking an AP class can be a good way to earn college credits in high school. Check with your school to see if they offer AP classes.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Body

FITNESS CLASS

Take a one-hour fitness class that interests you. For an extra point, take a recurring class that lasts at least two months.	Points: 1-2
	Materials Needed: Exercise clothes

Goals and Planning

There are several different goals you can have for this activity – you can either try a new skill or sharpen a skill you already have.

Step-by-Step Guide:

1. **Enroll:** Find a fitness class that works with your schedule and sounds fun and interesting. Check with your local community center to find free classes.
2. **Enjoy:** You will earn one point for attending the class one time.
3. **Reflect:** What did you think about your class? Is this something you can see yourself doing again?

Things to Consider

- Everyone's physical ability is different and unique, so make sure you find a class that fits your needs and sounds fun to you. Odds are you won't enjoy a class that's too easy or too hard – check the difficulty level before you sign up.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Body

SELF-DEFENSE CLASS

Take a one-hour self-defense class and document what you've learned. For an extra point, take a recurring class that lasts at least two months.	Points: 1-3
	Materials Needed: Exercise clothes, (optional) art supplies

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Enroll:** Find a self-defense class that works with your schedule and sounds fun and interesting. Check with your local community center to find free classes.
2. **Enjoy:** You will earn one point for attending the class one time. If you take a recurring class that lasts at least two months, you can earn two points.
3. **Reflect:** What did you think about your class? Did you learn something new about safety?
4. (Optional) **Create:** How can you share the knowledge you learned from the class with others? For an extra point, create something (a presentation, flyer, how-to manual, or more) detailing the things you learned so you can share with friends and family.

Things to Consider

- Some self-defense classes are restricted by ability or gender. Make sure you find out if you can enroll in the class.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Body

BODY ACCEPTANCE

Watch one of several YouTube videos on body acceptance and write your own body acceptance mantra.	Points: 1
	Materials Needed: Internet access

Goals and Planning
The goal of this activity is to learn more about the body acceptance movement and create a mantra for yourself.

Step-by-Step Guide:	
1. Search: Go to YouTube and search for "body acceptance." You'll find several suggested videos in the <i>Things to Consider</i> section below.	4. Write: Create your own body acceptance mantra. A mantra is just one sentence that you can repeat to remind yourself of your worth and beauty. Here are a few examples: "I am strong. I am beautiful. I am enough," "My body deserves love and respect," and "I love my body as it is today."
2. Watch: Watch at least two videos (but more is recommended).	
3. Reflect: What did you learn from listening to those stories? Write a short paragraph about your thoughts.	

Things to Consider
Just as there are body acceptance videos on YouTube, there are plenty of body shaming videos as well. Stay away from the videos that are overtly negative or controversial. Here are a few good videos to watch: <ul style="list-style-type: none">- <i>Lili Reinhart's Revealing Speech About Body Image</i> by Glamour- <i>What Happens When Strangers Get Real About Body Image</i> by BBC Three- <i>Girls Ages 6-18 Talk About Body Image</i> by Allure- <i>Real High School Students Talk About Being Body Positive</i> by Teen Vogue- <i>5 Boys Open Up About Being Body Shamed</i> by Teen Vogue

Reflection
<ul style="list-style-type: none">- What? What happened? What did you think of it? Which parts were easy or challenging?- So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?- Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Body

MEAL PLANNING

Plan a healthy meal for your family, including an ingredient list, recipes and a budget. For an extra point, prepare the meal and share it with your family or friends.	Points: 1-2
	Materials Needed: Internet access, (optional) access to a kitchen

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what your meal will look like before you dive in. What supplies will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Research:** Your goal is to create a healthy meal plan for your family. But what does a "healthy meal" look like? Do a little research of healthier dinner options and find a recipe that looks tasty.
2. **Plan:** Print out your recipe and highlight all of the ingredients.
3. **Budget:** Create a shopping list with all of the ingredients and figure out what it will cost.
4. (Optional) **Cook:** For an extra point, cook the meal and serve it to your family or friends. Review the recipe and decide if you would make it again.

Things to Consider

- When you're picking a healthy meal, make sure you consider any dietary restrictions your friends or family have. Try to pick a meal that everyone can eat.
- "Healthy" is often a subjective term when it comes to food and doesn't mean the same thing to everyone. Come up with your own definition of "healthy" and find a recipe that fits.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Body

PARTICIPATE IN A SPORT

Play a club or varsity sport or dance for a full season. Participate in all practices and games or competitions for at least one season.	Points: 5
	Materials Needed: Check with your coach to see what equipment you'll need

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Join:** Sign up for a sport or dance through your school or a club. Participate for a full season.
2. **Reflect:** Find a way to document your experience for your Reflection. What did you do? What did you learn?

Things to Consider

- A sport can be any organized athletic group, including dance, gymnastics, and cheer.
- You may only earn 5 points from this activity for your Health Inner-Exploration. Additional teams will not count as additional points.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Environment

ENVIRONMENTAL EDUCATION CLASS

Take a semester-long environmental education class and document your experience.	Points: 5
	Materials Needed: Paper and coloring utensils

Goals and Planning

Before you begin the class, consider your goal for enrolling in environmental education. What do you want to learn? What interests you about the subject?

Step-by-Step Guide:

- | | |
|---|--|
| 1. Enroll: Take a semester-long environmental education class at school. | What was the most interesting thing you learned? What's your main takeaway? |
| 2. Reflect: After the semester is over, reflect on what you learned. | 3. Create: Make a brochure advertising the class and what a prospective student will expect to learn. |

Things to Consider

- Some schools offer AP Environmental Education classes. While it won't earn you an extra Inner-Exploration points, taking an AP class can be a good way to earn college credits in high school. Check with your school to see if they offer AP classes.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Environment

GIVE SERVICE, GO OUTSIDE

Volunteer your time at a nonprofit that focuses on environmental stewardship.	Points: 2
	Materials Needed: Check with the organization you're volunteering with about what you should bring

Goals and Planning
Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:	
1. Search: Find a nonprofit that focuses on sustainability or environmental stewardship.	3. Reflect: What did you do? What did you learn? Find a way to document your experience in your Reflection by including pictures, stories, and quotes.
2. Volunteer: Spend at least two hours of your time volunteering with the nonprofit outdoors.	

Things to Consider
<ul style="list-style-type: none">- VolunteerMatch.org is a great resource to find volunteer opportunities in your area.- This opportunity can be a great way to network and make connections. Consider using the nonprofit you volunteer with as a reference for when you're planning your Advocacy Project.

Reflection
<ul style="list-style-type: none">- What? What happened? What did you think of it? Which parts were easy or challenging?- So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?- Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Environment

LEAVE NO TRACE

Learn about the Seven Principles of Leave No Trace can help protect the outdoor places we love.

Points: 2

Materials Needed: Internet access, (optional) art supplies

Goals and Planning

Consider the goal of this activity. What things will your need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Research:** Look up the Seven Principles of Leave No Trace. Learn about why the principles were created and how they're protecting the outdoor places we love.
2. **Educate:** Find a way to teach these principles to others by creating a poster, flyer, presentation, video or brochure with the information.
3. **Reflect:** Think about ways you can incorporate these seven principles into your daily life.

Things to Consider

- Check out the Leave No Trace videos on YouTube for inspiration.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Environment

VISIT A NATIONAL OR STATE PARK

Get outside and visit a National or State Park with family or friends. Or, if you're unable, research a park and create a travel brochure about it.	Points: 2
	Materials Needed: Varies based on where you're going and what the weather will be like

Goals and Planning
The goal of this activity will be different based on whether or not you can visit the National or State Park in person. Before you begin, check with your family about taking a trip to a park. If you're unable to go, plan on creating the travel brochure instead.

Step-by-Step Guide:	
1. Plan your visit: Research National or State Parks in your area and plan your visit. Look up hikes to take and things to see. Research how long it will take to get there and the route you'll go. Make a list of the things you'll need to bring to ensure you'll be safe and comfortable.	2. Visit or Create: If you're able to go, take your family or friends to the park and explore. Or, you can create a travel brochure about the park and all it offers.
	3. Reflect: Find a way to document your experience and include it in your Reflection.

Things to Consider
- There are so many things to consider when planning a trip to a National or State Park. Make sure you bring proper clothing for the weather, enough water for any hike you'll do, and food if you'll be staying there long.

Reflection
- What? What happened? What did you think of it? Which parts were easy or challenging?
- So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Environment

PLAN A CAMPING EXPERIENCE

Plan a camping trip for you and your family or friends. Make a list of all of the things you'll need and find a campground nearby. (Note: You don't actually have to go on the trip if the resources aren't available).	Points: 2
	Materials Needed: You'll be creating a list of materials you need in the activity below

Goals and Planning
Consider the goal of your camping trip. What do you want to do? What do you want to experience? Read the step-by-step guide and plan out what trip will look like before you dive in. What will you need to bring? Who might you need support from?

Step-by-Step Guide:	
1. Plan: Find a campground or park near you that you can visit. Before your trip, come up with a list of equipment you'll need to go camping. There are lists online that can help you with packing – use those as references when making your own list.	3. Reflect: How did the trip go? Reflect on your experience in a way that's meaningful to you. You can create a slideshow of pictures, write a short story about your trip, or create a short play about something that happened. Think about what you would do differently if you could do it all over again.
2. (Optional) Camp: Go on the camping trip as planned with friends or family.	

Things to Consider
There are a lot of factors to consider when making a packing list for a camping trip. Here are just a few things to consider: <ul style="list-style-type: none">- The weather- The climate- Cost- Camping gear- Clothing and shoes- Food

Reflection
<ul style="list-style-type: none">- What? What happened? What did you think of it? Which parts were easy or challenging?- So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?- Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Environment

SUSTAINABLE GOAL SETTING

Set short-term and long-term goals for you and your family to be more sustainable around the house.	Points: 1
	Materials Needed: Internet access

Goals and Planning

The goal of this activity is to learn about goals! Being able to set SMART goals to be more sustainable is important for you now and in the future. Before you dive into the activity, start thinking about what you would like to achieve in the short-term (a few days or a few weeks) and long-term (six months or longer).

Step-by-Step Guide:

1. **Define:** What does “sustainability” mean to you? Look the word up in the definition and reference with other sources on the internet. Come up with your own definition.
 2. **Plan:** Brainstorm ways you can be more sustainable in your daily life.
 3. **Set:** Set at least one short-term goal (something you can do today) and one long-term goal (at least a month) to be more sustainable around the house.
 4. **Reflect:** Did you reach your goals? Why or why not? Reflect on the process of goal setting and sustainability. Find a way to document your experience in your Reflection.
- Your goal can be anything from participating in meatless Monday, carpooling to school, or setting up a recycling system at home.

Things to Consider

- Make sure the goals you are setting are SMART – specific, measurable, achievable, realistic, and timely. If you need help, look up how to set SMART goals.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

Love

1	2	3	4	5	6	7	8	9	10
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Activity	Date Completed	Points

Love was our highest law.

-Charlotte Gulick

Charlotte Gulick knew that love in all forms is incredibly important for development and growth. This section isn't just about romantic love (sorry, Romeo and Juliet) – these activities encourage you to explore self-love, community relationships, Sparks, passions and potential. You'll learn ways to cultivate a positive identity and navigate the tricky landscape of relationships.

You must earn **10 points** in the Love Inner-Exploration by completing the activities of your choice. Record the activity, date completed, point value and a reflection of your experience. Fill out the charts above (or create your own) to track your progress.

WORK · HEALTH · LOVE



Positive Identity

SELF-PORTRAIT

Use a form of artistic expression to explore yourself. Examples could include writing a short story, collection of poems, play, art installation, self-portraits, or music compositions. Share your finished project with others.

Points: 3

Materials Needed: Art supplies

Goals and Planning

The goal of this activity is to see yourself in a new light. You don't have to be a master artist to create a stunning self-portrait. It's all about expressing your identity in a way that feels authentic to you.

Step-by-Step Guide:

1. **Plan:** There are several ways you can go about creating a self-portrait. Use whatever medium sounds interesting to you, including paint, photography, poetry, watercolor, clay, music, and more. You can choose a medium you've done before or learn a new skill.
2. **Create:** Create your self-portrait.
3. **Share:** Once your self-portrait is complete, share it with friends, family or your Advisor.
4. **Reflect:** How do you feel about your self-portrait? Why did you choose that medium to create your art? What does this portrait mean to you? Document your thoughts and include it in your Reflection.

Things to Consider

- Because this activity is worth three points, it should take 3-10 hours to complete. If you find your self-portrait only took an hour, add more detail to it.
- Who can help you decide what medium you want to use? Do you have an aunt that into pottery? Or a friend with a nice camera? Ask the people around you if they can teach you a new skill.
- A lot of famous artists have made self-portraits. Do a quick internet search for famous self-portraits to get some ideas.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Positive Identity

SELF-COLLAGE

Make a collage of words and images that represent you. Use any medium of your choice.

Points: 1

Materials Needed: Magazines, scissors, a large piece of paper, glue (liquid or a glue stick)

Goals and Planning

Making a collage can be fun, relaxing, and a good way to practice being “artsy” (even if you’re not confident in your art skills). The goal of this activity should be to create something that is a reflection of who you are by using images and words you find in magazines and newspapers.

Step-by-Step Guide:

1. **Gather:** Gather all of your materials before you begin. Collect magazines, glue (liquid or a glue stick), scissors, and a large piece of paper.
2. **Clip:** Go through the magazine and cut out any images or words that you respond to. Remember, the goal of this activity is to create a collage that is a reflection of who you are. So clip words, phrases and images that match your skills, interests, and identities.
3. **Paste:** Glue the images and words on your piece of paper. Try to completely fill your piece of paper until there’s no white space left. Don’t be afraid to layer images and words.
4. **Reflect:** Share your self-collage with others and explain why you chose the pictures and phrases. Reflect on the experience. Did you enjoy making your collage? How does it feel to look at your work?

Things to Consider

- Ask friends and family to use their magazines for this project. You don’t have to run out and buy new magazines from the store – ask friends and family if you can use their magazines for this project.
- Try to get a mixture of different types of magazines to get a wide variety of images and words.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Positive Identity

SELF-COMPASSION

Research the concept of self-compassion and complete a related activity.

Points: 2

Materials Needed: Internet access

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Research:** Visit the website self-compassion.org to learn about the concept. Write down the definition of self-compassion from the website and create your own definition. Watch a few videos and read any of the articles.
2. **Practice:** Go to the "Self-Compassion Exercises" in the Practices section on the website.
3. **Reflect:** After you've completed an activity, reflect on the concept of self-compassion. What do you think of it? Did you enjoy the exercise? How can you incorporate self-compassion practices into your life?

Things to Consider

- Self-compassion is a skill just like riding a bike – the more you practice, the better at it you'll be.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Positive Identity

#5YEAROLDSELFIE

Find a picture of yourself from when you were young and post it to your social media account along with three positive things about your five-year-old self.	Points: 1
	Materials Needed: An old photo of yourself, social media account

Goals and Planning

Consider the goal of this activity. Why write a letter to your five-year-old self? What are you hoping to feel by talking to your younger self? Think about your goals before you jump into the activity.

Step-by-Step Guide:

1. **Find:** Ask your friends or family if they have a photo of you from when you were five (or around that age).
2. **Write:** Write a letter to your five-year-old self with advice and words of encouragement. What would you say to yourself back then if you could?
3. **Post:** Post your #fiveyearoldselfie on your social media account with part or all of your letter.
4. **Reflect:** How do you feel about your #fiveyearoldselfie? Why did you choose to do this activity? Be sure to document this experience in your Reflection.

Things to Consider

- There are so many things you can add in your letter. You can talk about things your five-year-old self should focus on, and things that won't matter in ten years. You can impart wisdom to your five-year-old self and a warning about the hardships ahead.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Positive Identity

TELL YOUR STORY

Everyone has a story – learn how others are telling theirs and try your hand at writing your own.

Points: 2

Materials Needed: Internet access

Goals and Planning

The goal of this activity is to write about yourself in a way that's vulnerable and personal. Everyone has a story – this is your opportunity to write yours. You don't have to write about anything that makes you too uncomfortable.

Step-by-Step Guide:

1. **Research:** Watch *The Power of Storytelling* by GLAAD Media Institute. Find a few more videos or read articles about the power of telling your own story. You'll find several suggested resources in the *Things to Consider* section below.
2. **Plan:** Decide what your story is going to be about. Create an outline for how you're going to tell it.
3. **Write:** Begin to write your story following your outline. Check with resources online if you get stuck. Ask your Advisor for help as needed. Your story should be around two pages long.
4. **Reflect and share:** Share your story with someone you are comfortable with. Reflect on the experience.

Things to Consider

Here are a few suggested videos and articles about storytelling:

- *The Power of Telling Your Story* by Dominic Colenso
- *The Healing Power of Telling Your Story* by Lissa Rankin
- *The Power of Vulnerability* by Brené Brown

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Positive Identity

SHARED IDENTITY

Research a famous person you admire who holds a similar identity as you (age, race, gender expression, ethnicity, ability, culture, etc.) and create a presentation about them.	Points: 2
	Materials Needed: Internet access, (optional) library access, access to PowerPoint or other presentation software

Goals and Planning

The goal of this activity is to learn more about yourself by researching a famous person who holds a similar identity as you. Before you begin, it's important that you're able to name a few of your own identities. Make a mental list of the identities you hold, including your age, race, gender expression, ethnicity, ability, culture, interests, and any other community you belong to. You don't have to write this list down – just make sure you're reflecting on your identities.

Step-by-Step Guide:

1. **Brainstorm:** Reflect on the identities you hold. If you need ideas, do a quick internet search for "personal identity examples." There are worksheets you can fill out to brainstorm your identities.
2. **Consider:** Choose one personal identity that you're proud of. Do you know a famous person in the news, politics, music and movie industry, or sports that holds a similar identity as you? Where do you see yourself represented on TV and on the internet?
3. **Research:** Choose a famous person and begin to research their life. Search the internet for quotes, stories and facts about their upbringing and their struggles. What makes this person unique or inspiring?
4. **Create:** Create a presentation or poster about this person and why they're important to you. Include pictures and quotes.
5. **Share:** Show your presentation to others.

Things to Consider

- Is there a famous person you follow on Instagram that you find fascinating, but you don't know why? It could be because they hold a similar identity as you! Think about why you are inspired by certain people and find out if you're similar in any way.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Positive Identity

GENDERBREAD PERSON OR GENDER UNICORN

Learn more about gender, sex, sexual orientation and more by researching the Genderbread Person or Gender Unicorn.	Points: 1
	Materials Needed: Internet access

Goals and Planning

The goal of this activity is to learn more about gender identity and gender expression. You do not have to write down your gender identity and expression, but rather reflect on the different types of positive identities you or people you know hold.

Step-by-Step Guide:

1. **Search:** Search for "Genderbread Person" and "Gender Unicorn" on the Trans Student Educational Resources website (transstudent.org).
2. **Define:** If any of the terms or phrases on these diagrams are unfamiliar to you, look up the definition.
3. **Explore:** Search the Trans Student Education Resources website for more information on gender identity and expression.
4. **Pronouns:** Review the Gender Pronouns Infographic.
5. **Reflect:** Some of this information may have been new to you and some of it you may already know. Reflect on what you've learned or what you've reviewed and find a way to document it in your Reflection.

Things to Consider

- It's ok if all of this information is new to you. Transstudent.org is full of helpful information regarding gender identity, gender expression, sex, sexual orientation and more. Look around their website for more information.
- The Trans Student Educational Resources (TSER) is a youth-led organization dedicated to transforming the education environment for trans and gender nonconforming students. TSER has volunteer opportunities listed on their website. If this organization is of interest to you, consider planning one of your Advocacy Projects around this type of work.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Relationships

DEFINING FAMILY

In this activity, you will create your own definition of "family," and create a piece of art that reflects yours.	Points: 1-2
	Materials Needed: Internet access, (optional) art supplies (materials vary based on your chosen art piece)

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what your art piece will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Think:** Before beginning, think about what the word "family" means to you and jot down any thoughts.
2. **Watch:** Watch the ten-minute TED Talk called "The world's largest family reunion... we're all invited!"
3. **Research:** Look into the field of genealogy. Have you heard of it before? How far back can you trace back your family tree?
4. **Define:** What does "family" mean to you?
5. (Optional) **Create:** Create a piece of art that you can share with your family members. This can be anything from a slideshow of picture, a portrait, a poem or song, a family crest – whatever you decide!
6. **Reflect:** Answer the reflection questions below on your experience.

Things to Consider

- The dictionary definition of family is "a group consisting of parents and children living together in a household," but is that really what you think? The meaning of family has changed throughout the years – so your definition may sound completely different than someone in an older generation. Keep in mind that who you consider family may be different than who your *family* considers family.
- What's the difference between *family* and *friends*? Do you have friends who you consider family? How about a family member that you would call a friend? Consider this when creating your definition.
- Think about how you can use your Spark to complete this activity.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Relationships

LOVE LANGUAGES

Take a quiz on your love language and encourage your friends, family and significant other to take the quiz as well.

Points: 1

Materials Needed: Internet access

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Learn:** Search for "love languages" on the Internet. Author Gary Chapman outlines five ways to express love, what he calls the "love languages." Find out what the languages are.
2. **Quiz:** Take one of the free quizzes to find out what your love language is.
3. **Reflect:** What do you think of your results? Was it surprising? Does it fit?
4. **Share:** Share your results with your loved ones and encourage them to take it as well. Write down the love language of your friends and family.
5. **Plan:** How can you use this information to better express your love? Plan to show your love in your love language or the love language of your friend or family member.

Things to Consider

- While Gary Chapman specifies that these are the five ways to express love between romantic partners, many believe that the love languages can also apply to familial and friendship love. So if you're not currently dating someone, don't worry! Learning about your love language can help with all of your relationships.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

Watch YouTube videos about dating abuse and create an ad campaign to educate others on the issue.	Points: 2
	Materials Needed: Internet access, art supplies (materials vary based on your ad campaign)

Goals and Planning
Read the step-by-step guide before jumping into the activity. Consider the goal of any ad campaign.

Step-by-Step Guide:	
<ol style="list-style-type: none"> 1. Learn: Dating abuse comes in many forms and can happen to anyone at any age. Dating abuse isn't always physical – emotional, financial and mental abuse can happen as well. 1 in 3 young people will be in an abusive or unhealthy relationship. The tricky question: what does an unhealthy relationship look like? 2. Watch: Visit OK, Inc. on YouTube and watch at least two of their dating abuse videos. 3. Reflect: Think about the behaviors you saw in the videos. Reflect on what an abusive or unhealthy relationship looks like. What behaviors or characteristics did you see? 	<ol style="list-style-type: none"> 4. Create: Develop an ad campaign about what a healthy relationship should look like. You can use #loveis (or create your own hashtag) to highlight positive behaviors and characteristics. Your campaign can be pictures, stories, or interactive. Be sure to include resources where people can go to learn more and get help. 5. Share: Share your ad campaign with others on social media or in person. Reflect on the success of your campaign and what you could have done differently.

Things to Consider
<ul style="list-style-type: none"> - Warning: This activity addresses abuse and intimate partner violence (IPV). These subjects may be difficult or triggering. Please make sure to take care of yourself. - One of the most successful campaigns of the last decade has been #MeToo. How can you use this example to make your campaign a success? - If this topic is of interest to you, consider planning one of your Advocacy Projects around this issue.

Reflection
<ul style="list-style-type: none"> - What? What happened? What did you think of it? Which parts were easy or challenging? - So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better? - Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Relationships

SPARK CHAMPION

Have a conversation with someone you consider a Spark Champion to learn more about them.

Points: 2

Materials Needed: Journal or notebook

Goals and Planning

The goal of this activity is to learn more about someone you consider a Spark Champion. When you interview someone, it's important to plan out what questions you want to ask them before you meet with them. Make sure you come prepared.

Step-by-Step Guide:

1. **Define:** What does it mean to be a Spark Champion? Write down your definition.
2. **Consider:** Think about the Spark Champions in your life. Who have been championing you throughout your life? Write down a list of the adults in your life who have shown an interest in your skills.
3. **Plan:** Choose one Adult Champion to interview. Write down several questions to ask them about their own life.
4. **Ask:** Sit down with them for at least a half hour (or chat with them on the phone) and ask questions.
5. **Reflect:** Reflect on the experience and document your interview in your Reflection.

Things to Consider

- It's always helpful to send the person you're interviewing the questions you'll be asking beforehand so they can prepare.
- Follow up after the interview to show your appreciation for their time and energy. Consider sending a thank you note or email.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Relationships

DATING THROUGH THE AGES

Talk to couples that have been together for a varying amount of time (less than a year, 10 years, more than 20 years) to gain insight on dating, relationships, partnerships and marriage.	Points: 2
	Materials Needed: Journal or notebook

Goals and Planning

When you interview someone, it's important to plan out what questions you want to ask them before you meet with them. Make sure you come prepared.

Step-by-Step Guide:

1. **Plan:** Brainstorm couples you know that have been together for a varying amount of time. How do you think a newlywed's view of relationships is different from people who have been together for a long time? Choose three couples and come up with a list of questions to ask them about dating, relationships, partnership and marriage.
2. **Ask:** Sit down with the couple or talk with them on the phone to ask them questions.
3. **Reflect:** Once you've conducted all three interviews, reflect on the experience. Did you hear similar stories? Come up with a way to document these interviews and include it in your Reflection.

Things to Consider

- Try to talk to both people in the couple when you're doing your interviews.
- Consider friends and family members when coming up with couples to interview.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Relationships

CULTURAL HISTORY

Explore your family's culture and create a piece of art that reflects your family.

Points: 2

Materials Needed: Art supplies (varies based on your project)

Goals and Planning

Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Define:** What is culture? Do a quick internet search for the definition of culture. What does culture mean to you?
2. **Gather Information:** What do you know about your family's cultural history? Ask your family members about what they consider your culture. Make notes of your conversations.
3. **Create:** Based on your definition and the information you learned from your family, create an art project around your family's culture history. You can create a painting, poem, story, play, or whatever type of art medium you choose.
4. **Share:** Share your art piece with your family.

Things to Consider

- Everyone has their own definition of culture. If you're confused or need more information, there are several YouTube videos about the topic.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Relationships

THANK YOU FOR YOUR FRIENDSHIP

Write a thank you note for several of your friends (at least 3). In it, detail what you value about your friendship and how you plan to continue to work on your relationship.

Points: 1

Materials Needed: Thank you cards, envelopes and stamps

Goals and Planning

What does it mean to receive a thank you note? Consider your goal and how you want your friends to feel before you begin writing your letters.

Step-by-Step Guide:

1. **Plan:** Pick at least three friends that you want to show your appreciation to. Get their home address.
2. **Write:** Write each friend a thank you note detailing what you value about their friendship and how you plan to continue working on your relationship.
3. **Send:** Properly address the envelope and mail it to them.
4. **Reflect:** Document your experience and include it in your Reflection.

Things to Consider

- Think about the tone you want to use before you begin writing your letter. Do you want it to be funny? Serious? Sweet?
- Consider adding pictures in your letter.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Relationships

#TBT

Go through a photo album from your childhood or your parents' childhood. With your family or friends, recreate an old photo.	Points: 1
	Materials Needed: Access to old photographs, camera

Goals and Planning

Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from?

Step-by-Step Guide:

1. **Search:** Look through an old photo album from your childhood or your parents' childhood. Find a funny, interesting, or beautiful photo to recreate.
2. **Plan:** Try to make this recreation as spot-on as you can. Gather any props you may need and try to match your clothing and background to the photo.
3. **Capture:** Ask for help to take the recreation picture. Try a few different angles so you can get it right.
4. **Share:** Share the photos side-by-side and notice the similarities and differences.
5. **Reflect:** Write a short reflection about the photos. What feelings or emotions do you have seeing them side-by-side?

Things to Consider

- Ask family and friends for photographs if you can't find any. Be sure to enlist the help of others in setting up or taking the picture.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



DEVELOPMENTAL RELATIONSHIPS

Download the Developmental Relationships Framework and create an activity around it for younger kids. (Optional) You can earn an extra two points for facilitating the activity with a group of younger kids.	Points: 2-4
	Materials Needed: Internet access, printer, materials for your activity (if needed)

Goals and Planning
Read the step-by-step guide before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:	
1. Download: Search for the Developmental Relationships Framework on search-institute.org. Download the framework.	How can you write a game where people express care, challenge growth, provide support, share power and expand possibilities for one another?
2. Learn: Look through the framework and learn about why strong relationships are so important. Write down the five elements.	4. (Optional) Lead: Facilitate the activity you wrote with a younger Camp Fire (or non-Camp Fire) group. Ask your Advisor or council leadership for help finding opportunities.
3. Create: Using this information, create an activity that centers around the five elements of developmental relationships.	5. Reflect: How did it go? Find a way to document your experience in your Reflection.

Things to Consider
- You may not be able to fit all five elements into your activity. That's ok! Just make sure you are very intentional and point out when you are using one of the elements. For example, if you write a game where youth can give their teammates hints to solve a puzzle, be sure to document it as an example of providing support.

Reflection
- What? What happened? What did you think of it? Which parts were easy or challenging?
- So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Community

DEFINING COMMUNITY

Create a definition for community and create an art project about one of your community.

Points: 1

Materials Needed: Art supplies (varies based on your project)

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Think:** Before beginning, think about what the word "community" means to you and jot down any thoughts.
2. **Define:** Create and write down your own definition of community, including the communities you identify that you belong to.
3. **Create:** Create a piece of art about one of your communities. This can be anything from a slideshow of picture, a portrait, a poem or song, a community crest – whatever you decide!
4. **Reflect:** Answer the reflection questions below on your experience.

Things to Consider

- The dictionary definition of community is "a group of people living in the same place or having a particular characteristic in common." Communities come about when there is a shared characteristic, including religion, interest, location and more.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Community

COMMUNITY MAPPING

Create a community map with the resources in your town or community.

Points: 1

Materials Needed: Whiteboard or poster paper

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Learn:** Community mapping is the process of creating a map of people, places and things that are valuable in the community. Think about the main resource your community has to offer – perhaps a community center, annual festival or strong leader.
2. **Draw:** On a whiteboard or large poster paper, draw a circle in the middle with the main community resource inside.
3. **Connect:** Next, think of the people, places and resources that connect to the concept in the middle. Create circles that connect to the inner circle with those resources inside.
4. **Share:** Share your community map with your Advisor or other community members. Ask for their advice and keep adding resources to the map.
5. **Reflect:** Review the positive resources in your community. Reflect on what your community does well and where there can be more resources.

For example, if “town center” is the main resource you recognized, you can connect the resource of “town hall” to the web. Take it a step further and include resources from town hall, including “town hall meetings.” Continue to connect circles and brainstorm important resources in your town.

Things to Consider

- This is a great way to come up with ideas for your Advocacy Project. Target important hot spots where more assistance and resources are needed and consider completing a service-learning project to support your community. Notice a lack of resources for mental health in your community? Use this insight to create mental health resources for your peers.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Community

DAY IN THE LIFE VIDEO

Create a one-minute video highlighting clips from "a day in the life" of a person or place in your community.

Points: 2

Materials Needed: Camera, phone or laptop

Goals and Planning

All good filmmakers think about the goal of their project before the jump in. Write down what you'd like to accomplish with this activity and what you'll need to be successful

Step-by-Step Guide:

1. **Brainstorm:** Think about who or what would be an interesting subject for your "a day in the life" video. Consider choosing a popular community resource, like your local ice cream shop or sports center.
2. **Record:** Record 5-8 short video clips of this person or place during different points of the day.
3. **Create:** Edit your mini clips to put together to form a one-minute highlight video .
4. **Share:** Share your video with others to celebrate that person or place.
5. **Reflect:** Why is the subject in your video important to the community? Reflect on your experience and document it in your Reflection.

Things to Consider

- There are apps and programs you can download to help you stitch videos together.
- If you are taking videos of people, make sure that they agree to be recorded beforehand. Explain what you're doing and what you plan to do with the video.
- How will you share your video? Consider sending it to people in the community or sharing it on your social media.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
- **Now what?** Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



Love
My Community

PHOTOJOURNALISM

Create a collection of photos about your community to tell a story.

Points: 3

Materials Needed: Camera or phone, computer

Goals and Planning

Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:

1. **Brainstorm:** Think about a story you want to tell about your community. How can you capture that story through photography?
2. **Choose:** Decide on a subject you'd like to photograph for your photojournalism project and why it's important to your community. For example, if your town has an annual Independence Day parade, photograph the experience to tell a story about the excitement of the day.
3. **Photograph:** Take your camera or phone to the event and snap some photos. Be sure to be taking photos that tell a story. For example, if your story is about how much fun the parade is, make sure you take pictures of smiling faces.
4. **Edit:** Pick out the best few photos from the event and write captions.
5. **Display:** Come up with a way to display your collection of photos and share it with others.

Things to Consider

- If you are photographing people, be sure you have their consent before snapping the pictures.
- Look at examples of photojournalism projects online to brainstorm ideas.
- Consider sharing the photos and captions on your social media account.

Reflection

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My Community

CULTURAL POTLUCK

Create, plan and execute a cultural potluck gathering at least three different cultures and their families. Each culture will be responsible for bringing a dish that represents where they are from.

Points: 3

Materials Needed: Access to a kitchen, ingredients based on your recipe, additional hosting materials (plates, forks, napkins and more)

Goals and Planning

This activity requires a lot of planning to make the cultural potluck a success. You'll be planning a dinner and making a dish to eat. What things will you need to host? Make a comprehensive list of the materials you'll need to gather before the potluck and who you can go to for help.

Step-by-Step Guide:

1. **Think:** Do you have a dish from your culture that you love? Is there something you've always wanted to try? Think of what you can cook or bake that represents your culture.
2. **Plan:** Come up with lists of things you'll need for this potluck and who you're planning on inviting.
3. **Invite:** Plan a date and send out invitations to at least three people. Make sure they know that it is a potluck where they are expected to bring a dish from their culture.
4. **Prepare:** Gather all materials you'll need for the potluck and delegate tasks as needed. Reach out to your guests to find out what they're bringing and create a menu. Prepare your dish before the event.
5. **Celebrate:** During the potluck, make sure you are taking pictures of the food and experience.
6. **Reflect:** What went well? What would you change if you could? Reflect on how the potluck went and document the experience in your Reflection.

Things to Consider

- Remember, an individual might identify as having more than one culture (i.e Puerto Rican and Black, or Russian and American).
- If a person knows they are a specific culture but haven't directly experienced its food, they are still free to bring a dish from that culture. (i.e. an American that has never had Coq au Vin but knows they have French lineage can still make and bring this dish).
- Different cultural music might be a good addition to the party, have fun!

Reflection

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- **So what?** Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better?
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Volunteer at daycare center or a senior center. Record quotes or stories from your experience and reflect on the differences between generations.	Points: 1
	Materials Needed: Ask your volunteer organization what you'll need

Goals and Planning
Consider the goal of this activity. What things will your need to accomplish it? Read the step-by-step guide and plan out what project will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:	
1. Find: Search for a volunteer opportunity at either a daycare center or a senior center to interact with people in a different generation than you.	3. Record: Make note of any quotes you hear or stories you were told.
2. Volunteer: Spend at least an hour volunteering with the center.	4. Reflect: Reflect on the different between your generation and the generation you just worked with. How are your lives different? Document your experience in your Reflection.

Things to Consider
<ul style="list-style-type: none"> - Try not to make generalizations of certain generations based on your experience. For example, if someone you talked to at the senior center was in a bad mood, it would be unfair to say that older generations are always grumpy. - If this subject interests you, consider doing one of your Advocacy Projects based on the issues you explored.

Reflection
<ul style="list-style-type: none"> - What? What happened? What did you think of it? Which parts were easy or challenging? - So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better? - Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Community

COMMUNITY EVENT

Attend a new or yearly event in your town or city, like an art fair or cultural celebration. Write a short story about your experience (1 point/event for a total of 2 events).	Points: 1 or 2
	Materials Needed: None

Goals and Planning

The goal of this activity is to find a new way to connect to your community. After you attend the event, you'll be writing a short story about your experience. So plan to bring a notebook or journal to take notes of the event.

Step-by-Step Guide:

1. **Plan:** Search for cultural events happening in your town or city. The event can be an art fair or cultural celebration.
2. **Attend:** Take friends or family members to the event.
3. **Reflect:** Write a short story about your experience at the event. What did you think of it? Find a way to document the community event in your Reflection.

Things to Consider

- Remember – you can earn 2 points for the Love Inner-Exploration by attending 2 separate events.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
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Create an art project that shows off your Sparks.	Points: 2
	Materials Needed: Various art supplies

Goals and Planning
The goal of this activity is to show off one of your creative Sparks. Before you dive into the activity, make a list of your Sparks.

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Plan: Choose a creative Spark and plan to make a project out of it. Your creative Spark can be painting, sewing, dancing, music, pottery, or another artistic medium. 2. Create: Create a work of art that is special to your WoHeLo and Camp Fire journey. Put in at least 3 hours of work. 3. Share: Share your Spark art with your Advisor.

Things to Consider
<ul style="list-style-type: none"> - There are so many art mediums that you can choose from. - Don't just choose a piece of artwork you've already created. This Spark art should be special and a reflection of your Camp Fire experience.

Reflection
<ul style="list-style-type: none"> - What? What happened? What did you think of it? Which parts were easy or challenging? - So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better? - Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

Take a multi-week or semester-long class that highlights one of your personal Sparks.	Points: 3-5
	Materials Needed: Materials vary based on your class. Check with your teacher about what you'll need

Goals and Planning
The goal of this activity is to take a class that highlights a Spark you already have so you can continue to grow your skills.

Step-by-Step Guide:	
1. Plan: Look into classes you can take at school or at your community center that highlight one of your Sparks.	3. Reflect: How did it go? What did you learn? How did you grow your skills? Reflect on your experience and document it in your Reflection.
2. Enroll: Participate in the class for multiple weeks (3 points) or an entire semester (5 points)	

Things to Consider
- This activity is not asking you to pay hundreds of dollars to take a class – find classes that are free and offered by your school or community.

Reflection
<ul style="list-style-type: none"> - What? What happened? What did you think of it? Which parts were easy or challenging? - So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better? - Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?

Create a how-to video, document, or activity explaining your Spark to others.	Points: 3
	Materials Needed: Vary based on the activity chosen.

Goals and Planning
Consider the goal of this activity. What things will you need to accomplish it? Read the step-by-step guide and plan out what your how-to will look like before you dive in. What materials will you need? Who might you need support from? How will you shift strategies if you're not reaching your goal?

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Brainstorm: Make a list of all of your Sparks. Choose one that you feel most comfortable teaching others how to do. 2. Plan: Write down what you're going to say in your video, document or activity. 3. Record: If you're making a video, record yourself explain how to do the activity. 4. Share: Show others your video, document or activity. 5. Reflect: Reflect on your experience and document your work in your Reflection.

Things to Consider
- Think back to how-to videos used to learn something new. What about it made it helpful? What techniques did they use to explain things? How long was the video? How fast or slow did they talk?

Reflection
<ul style="list-style-type: none"> - What? What happened? What did you think of it? Which parts were easy or challenging? - So what? Why does this activity or topic matter? What skills did you use in completing this activity? What could you have done better? - Now what? Will this activity influence how you think or act in the future? How and why? What have you taken away from this experience? Will this experience help you on the road to thriving? Why or why not?



My Sparks

LEARN SOMETHING NEW

Commit to learning a new skill or hobby and put in at least 10 hours of practice.	Points: 3
	Materials Needed: Vary based on activity chosen

Goals and Planning

The goal of this activity is to learn something new. You're not going to be great at it your first time trying – and that's ok! Practice using a growth mindset during this activity (see the WoHeLo Guidebook for more information on growth mindset).

Step-by-Step Guide:

1. **Plan:** Is there anything you've always wanted to try? A skill you've always wanted to learn? Brainstorm things you're interested in trying.
2. **Select:** Choose one new skill or hobby and find a class, video or teacher that can help you learn it.
3. **Practice:** Put in at least 10 hours of practicing your new skill or hobby. Document your practice hours.
4. **Share:** Once you feel more comfortable with your new skill, share your work with others! Reflect on the experience and document your work in your Reflection.

Things to Consider

- Select a new skill or hobby that you have the resources to learn. For example, sailing might be a skill you've always wanted to try. But if you don't have access to a sailboat or know a sailor to teach you, you probably won't be able to learn the skill.

Reflection

- **What?** What happened? What did you think of it? Which parts were easy or challenging?
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My Sparks

CAMP ACTIVITY

Participate in any new camp activity for at least one hour. Examples can include archery, outdoor living skills, horseback riding, canoeing, fishing, etc.	Points: 1 Materials Needed: Check with camp leadership to find out what you'll need for the activity
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Goals and Planning

What's your goal for trying a new camp activity? Before you begin the activity, come up with a list of things you'd like to accomplish.

Step-by-Step Guide:

- 1. Try something new:** Participate in any new camp activity for at least one hour.
- 2. Reflect:** How did it go? What did you learn? Find a way to document your experience in your Reflection.

Things to Consider

- This activity is all about trying something new! Is there an outdoor skill you've always wanted to work on but never got the chance? Reach out to your local camp leadership to find out what you can try.

Reflection

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