

Little Stars is an official, national publication of Camp Fire. It was created to provide pre-kindergarten children with experiences that will increase their opportunities for developing assets and building skills.

This book was revised from Camp Fire Green Country Council's *Little Stars* curriculum and from the national *Starflight* curricula. The production team consisted of Camp Fire Green Country Council staff in Tulsa, Okla., and Camp Fire national staff: Deanna Armstrong, national chief program officer, Erin Duvall, program design manager, and Kathleen Hermes, senior program consultant.

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CAMP FIRE'S PROMISE

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

ABOUT NOW

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

CAMP FIRE COMMITMENT

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

WATCHWORD

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

PROGRAMS

We impact thousands of communities nationwide through:

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

CAMP FIRE LEGACY

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

OUR PROGRAM PHILOSOPHY

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

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

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

3. We are welcoming and inclusive. We invite children, youth and adults regardless of race, religion, socioeconomic status, disability, sexual orientation or other aspect of diversity. Camp Fire programs are designed to provide coeducational activities for all youth. Youth find a safe and inclusive place to explore the uniqueness of who they are, to master important life skills, to share with peers and adults, and to develop assets that experts assert are essential to the process of building character and maturity. We require no oath or participation in rituals that may create barriers to inclusiveness.

4. We build youth and adult partnerships.

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

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

OUR CORE VALUES ►

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

WE BUILD DEVELOPMENTAL ASSETS

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

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

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

INTRODUCTION TO LITTLE STARS

Camp Fire's *Little Stars* program contains projects that will serve as an introduction to Camp Fire. They are designed to excite and educate children before entering kindergarten (generally ages three to five) on a wide range of topics. The *Little Stars* program helps build confidence in children.

Throughout the *Little Stars* program, young children form lasting relationships and gain a sense of belonging as well as a feeling of emotional commitment by adults, both inside and outside the family circle.

Camp Fire is unique in that it offers opportunities for the entire family to belong and to join together in fun and enriching activities. We encourage family members, older youth and members of the community to routinely interact with the children. Family activities are an important part of the *Little Stars* program.

The foundation for Camp Fire's small group program is to build confidence in children. Activities that expose young children to music, listening skills, nature, their community, nutrition and dramatic play contribute to a developing sense of identity and personal confidence. Because the developmental needs and interests of Pre-K children are unique, activities need to reflect their physical and social needs and abilities.

For young children, the process of child growth and development results in children attaining developmental milestones. A guide to childhood growth and development for children ages three, four and five is included in the appendix for your use in determining the best way to provide program activities that are appropriate to a young child's stage of development. These activities will result in positive outcomes for children by supporting their natural interest in learning and preparing them to begin elementary school.

CAMP FIRE TRAILS, PROJECTS AND MEETING PLANS ▶

Trails

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

- Trail to Knowing Me, which helps children learn relationship and communication skills and focuses on increasing children's self-knowledge.
- Trail to Family and Community, which works to strengthen each child's place in the family and community.
- Trail to Creativity, which stimulates children's creativity and imagination through activities that involve visual and performing arts.
- Trail to the Environment, which helps children understand and appreciate the natural world by providing activities on nature, environmental awareness and animals.
- Trail to the Future, which contains activities designed to develop mental and physical skills. It focuses on subjects such as sports, cooking and transportation.

Projects

Within each trail, there are projects that can be completed. There are 13 projects in the *Little Stars* curriculum:

- Trail to Knowing Me: "My Family and Me," "Health" and "Safety."
- Trail to Family and Community: "Our Group," "I'm Learning to be Polite."
- Trail to Creativity: "Create and Pretend," "Arts and Crafts" and "Fun with Food."
- Trail to the Environment: "Ecology," "Exploring My World" and "My Animal Friends."
- Trail to the Future: "Transportation" and "Fitness."

Each trail project follows the same basic format:

- **Level** – recommended grade level for children participating in the activities.
- **Trail** – name of the trail that the project falls under.
- **Project** – name of the project.
- **Purpose** – general description of what the children will learn while doing the project.
- **Meeting Plans** – how to do activities and supplies or materials needed to complete them.
- **Youth Outcomes** – list of ways children will benefit from participating in the project activities.
- **Requirements** – what the children need to accomplish to receive a recognition item.
- **Tips for Group Leaders** – advice for making each project a success.
- **Family Take-Home Page** – worksheet included at the end of the projects to be photocopied and sent home with the children. These take-home pages contain activities for the children to complete with their families.

Requirements

In *Little Stars*, there are no requirements in how groups complete projects or meeting plans. Groups can do projects in any order. A group could complete all of the meeting plans from a project in consecutive order, or could work on several projects at once. For example, a meeting plan from “Safety” may be done one week, and a meeting plan from “Fitness” may be done the following week. The group can consider the seasons and its own interests in choosing which to do first.

Little Stars groups can complete any number of meeting plans within a project. If the children really like a particular project topic, they may want to do all of the meeting plans listed.

Meeting Plans

Each activity option within a project is written as a meeting plan.

Meeting plans are provided to help Camp Fire leaders create a fun, educational program. They are a guideline for leaders conducting a Camp Fire

meeting. You are encouraged to plan your own meetings or to substitute activities within a meeting plan. Camp Fire only asks that what you do relate to the purpose of the project or meeting plan and the anticipated outcomes for youth.

Reflection is an important part of all meetings. It is an opportunity for children to talk about what they have learned and express their thoughts and feelings. Use the “Playback: Points to Reinforce” questions at the end of the meeting plans as a guide for this activity.

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

- **Trail** – name of the trail that the project is on.
- **Meeting Plan** – name of the meeting plan.
- **Project** – name of the project that the plan falls under.
- **Purpose** – general description of what the children will learn while participating in the activities listed in the meeting plan.
- **Opening** – activity to signal the beginning of the meeting. See “Meeting Openings and Closings” on page 129 for ideas.
- **Materials** – list of materials needed to complete the meeting plan.
- **Preparation** – tasks that should be done before the meeting.
- **Activities** – explanation of the activities in the meeting plan.
- **Playback: Points to Reinforce** – list of questions to reinforce what the children have learned in the meeting.
- **Closing** – activity to signal the conclusion of the meeting. See “Meeting Openings and Closings” on page 129 for ideas.

Getting Started

The “Our Group” project provides an excellent introduction to Camp Fire. The “Our Group” project is in the Trail to Family and Community and begins on page 33.

YOUTH OUTCOMES ►

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

The Search Institute, a widely respected research organization, has determined 40 developmental assets that will help children to become responsible, successful and caring adults. Camp Fire has chosen some of these developmental assets to focus on. To do this, program outcomes in each of the five trails were created. Camp Fire program outcomes support the growth and development of young children. *Little Stars* outcomes include:

Trail to Knowing Me

Children’s motor skills and physical development are supported.

- Meet developmental milestones for one’s age.

Children develop life skills.

- Know safety risks and develop safe habits.
- Know what healthy habits are.

Children have a positive sense of self.

- Express feelings and emotions in a positive way.
- Accept responsibility for one’s actions.
- Are willing to engage in personal growth activities.
- Express personal needs.
- Have a sense of value as a person.

Children participate in group discussion and activities.

- Are aware of other’s feelings.
- Listen when others speak.
- Know that groups have rules.
- Are aware that actions impact others.
- Work and play cooperatively.

Trail to Family and Community

Children are aware of the community outside of their family.

- Are aware that each person is part of a larger group.
- Understand their ability to help others.

Trail to Creativity

Children develop personal expression skills.

- Demonstrate artistic skills in the medias of visual and/or performing arts.

Trail to the Environment

Children have an increased appreciation and understanding of nature.

- Respect and care for the natural world.
- Learn about and use natural resources wisely.

Trail to the Future

Children acquire basic learning skills.

- Develop an enjoyment of learning.
- Communicate their thoughts and feelings.
- Follow verbal directions.
- Develop skills to prepare for reading, writing, science and math.

Basic Materials

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

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

See the “Additional Meeting Supplies” on page 130 of the appendix for a list of equipment, tools and miscellaneous materials that are used throughout the *Little Stars* meeting plans.

Camp Fire Leader Guide

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

Progress and Recognition

Camp Fire believes in the value and importance of recognition for accomplishment. All curricula for older children build this into their structures. However, the needs of Pre-K children are different. Their short-term memory and limited understanding of concepts such as earning awards over a period of time change the need for recognition.

Preschool children enjoy playing and doing activities for the joy of it. They do not carry over the concept of what they are working toward week to week. They live in the here and now. Receiving a sticker for the activity immediately after they complete it is recognition enough. As a result, when children complete a meeting plan, they each receive a sticker from the project to place on their *Little Stars* recognition charts (#D00016). The *Little Stars* identification sticker (#D00015) is given to children when they join.

Recognition Charts

The *Little Stars* recognition chart (#D00016) is specially designed for young children. It provides a place for children to collect and enjoy the stickers they receive after completing each meeting plan.

Planning Considerations

Working effectively with Pre-K children requires an understanding of child development and reasonable expectations. A program leader needs to understand what can be expected of this age group. Working

with three, four and five year-olds requires adequate supervision to enable each child to accomplish the goals of the meeting. We recommend that two adults be present at all times, working with a maximum of eight children. The *Camp Fire Leader Guide* (#D05000) offers suggestions for meeting planning and group management.

Success with this age group requires preparation. Always allow enough time to set up the meeting space and have materials gathered before the children arrive. Young children need help with the transition from one activity to another. Think about how you are going to introduce an activity or what it will take to move the group to another location. Have toys or drawing materials available for children who arrive early. This is also helpful if children get restless or bored before the meeting is over. Let children choose to not participate if they are not in the mood or do not want to do the activity. Most Pre-K children cannot focus on an activity for longer than 10 minutes, so plan accordingly. Get them up and moving if the group seems restless. Then try to continue the activity after their need for movement has been met. Flexibility is key.

Meeting Planning Tips

Plan an opening that sets the stage for the activity. It can be sitting together in a circle and explaining the plans for the meeting or perhaps singing a song. Tell the children that Camp Fire activities are fun and that they are going to do a Camp Fire activity today. Reading books is a great introduction to any activity and is also a good way to end the meeting.

Choose a project or an activity that best meets the needs of the children in the group. If one doesn't work as you planned, try another. Mix and match. The group doesn't have to do all of the activities from one project.

Serve a snack either as part of the activity or after an activity. Keep it simple and nutritious (such as crackers, juice or fruit). Be sure to note any food restrictions any group members may have.

At the end of each meeting, **ask the children if they had fun**. What did they like best? Would they like to do it again? The best indicator of the success of the activity will be the children's behavior. Were they able to understand and follow the directions? How many children were able to accomplish the activity? Was it the right length of time and suitable to their skill levels?

End the meeting with a closing activity. Talk briefly with the children about the fun they had with their Camp Fire activity. Lead a song or have them sit together in a circle, so they will know that the meeting is over. Use the same closing for each activity to create a routine the children will know and expect.

LEVEL ▶ Pre-K

TRAIL TO KNOWING ME

PROJECT ▶ MY FAMILY AND ME

PURPOSE ▶ Children learn about themselves and their roles in their families.

MEETING PLANS ▶

My Family
I Am One of a Kind
I'm Growing Everyday
Feelings

YOUTH OUTCOMES ▶

- Meets developmental milestones for his or her age.
- Expresses feelings and emotions in a positive way.
- Is willing to engage in personal growth activities.
- Has a sense of value as a person.
- Is aware of other's feelings.
- Listens when others speak.
- Is aware that each person is part of a larger group.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM ▶**

When children complete each meeting plan, they each receive sticker #D00017 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.
- Respect and be sensitive to the various kinds of families in which children live.
- When the children are asked to pretend, describe the situation clearly so they can understand it.

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

MEETING PLAN ► MY FAMILY**PROJECT ► MY FAMILY AND ME****LEVEL ►** Pre-K**PURPOSE ►** Children learn about the family unit and their roles within the family.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Magazines, scissors, glue stick, construction paper, markers or crayons, stapler. Optional: pictures of people, pets, etc., access to a computer scanner and printer.**PREPARATION ►** Cut windows and doors in construction paper for each member. Be sure to only cut on three sides, leaving a “flap” to create windows and doors. These are the “houses.” Place each “house” over a plain sheet of construction paper and trace around the edges of the doors and windows.**ACTIVITIES ►****What is Family?**

Talk about the number of siblings, pets, etc., within each child’s family. Talk about some of the different kinds of families, such as single-parent families with only one dad/mom and families with stepchildren.

The Family Home

Provide children with picture cut outs of people, pets, furniture, etc., from magazines. (An alternative would be to scan photos that each child brings from home and cut those out.) Give each child a sheet of paper with doors and windows outlined. Have children glue pictures of their family members into the spaces provided. Explain that these are their houses and their families and that

these pictures are seen through a door or window. When children are ready, have them put glue on the empty areas of the paper. Help each child press his or her “house” into place. Let children decorate the outside of the house. Children can peek inside by folding back the flaps on the doors and windows.

Family Book

Fold a few sheets of paper in half to make a book. Ask children to draw pictures of their families on the front of the book. On each page of the book, have the children draw something they like to do with their families. Ask the children to tell you about their drawings and write a few words on each page from their descriptions. Remove any blank pages and staple along the fold.

PLAYBACK: POINTS TO REINFORCE ►

- What is family?
- What do you like best about your family?
- What special things do you do for your family?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► I AM ONE OF A KIND

PROJECT ► MY FAMILY AND ME

LEVEL ► Pre-K

PURPOSE ► Children see themselves and others as special and unique people.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Washable ink pad or finger paints, markers, magnifying glass, soap and water or baby wipes, several pieces of colored tissue or construction paper, glue, 8 1/2" x 11" paper.

ACTIVITIES ►

Hand Printing

Create a print of each child's hand on a separate piece of paper. Write the child's name and the date on each paper for his or her parent(s). Let the children look at the swirls, lines and whorls of their handprints using magnifying glasses. Talk about what makes each child unique.

One of a Kind

Have the children sit in a circle. Explain that you are going to make a picture. Begin tearing or cutting pieces of paper into different sizes and shapes. Glue several pieces together to make a picture or a design.

When finished, ask the children if they have ever seen a picture that looks exactly like this. Explain that there is not another one like it and that is what makes it special. Explain that each one of them is special because there is no one exactly like him or her.

Let the children make their own torn-paper pictures. After they have finished, display their pictures. Encourage the children to give their pictures to people who are special to them (family members, friends, teachers, etc.).

Difference Game

Have the children line up. (If you have a small area inside, go outside.) Give the following commands quickly to make the game more fun.

- Stomp your foot if you are wearing the color blue.
- Turn around two times if you have brown eyes.
- Take two giant steps if you are happy.
- Touch your toes two times if your eyes are blue.
- Sit down and stand up if you have blond hair.
- Reach up high if you have black hair.
- Shake hands with a friend if you have curly hair.
- Hop like a frog if you wear glasses.
- Touch your knee if you like Camp Fire.

Ask the children to help you create more commands for the game. After the game, point out that some of them are alike in some ways and different in others. The world wouldn't be very interesting if they were all alike!

PLAYBACK: POINTS TO REINFORCE ►

- What makes you special?
- What do you like best about yourself?
- What makes your Camp Fire group special?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

**MEETING PLAN ▶ I'M GROWING
EVERYDAY**
PROJECT ▶ MY FAMILY AND ME
LEVEL ▶ Pre-K
PURPOSE ▶ Children learn to be proud of their personal qualities and reflect on the changes that have occurred since they were babies.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Baby pictures of the children in the group, Plaster of Paris or play dough, paper plates, pen or pencil, paper clips, rulers, scale.

PREPARATION ▶ Prior to this meeting, send a note home to parents asking them to send baby pictures with the children to this meeting.

ACTIVITIES ▶
Babies

Have the children bring baby pictures of themselves. Look at the pictures and talk about how much they have grown. Talk about the changes in their appearance and things that they are able to do now that they could not when they were babies.

Handprints

Using either play dough or Plaster of Paris, give each child some of the dough/plaster to flatten on a paper plate. Write children's names on their plates and help them make imprints of their hands in the dough. Unbend a paperclip and place one end in the back of the dough to use as a hanger. When the dough/plaster is firm, scratch the children's names and date in the back, or let dry completely and write their names with a permanent marker. Be sure to dispose of left over Plaster of Paris in a trash receptacle, or otherwise it may clog your plumbing permanently.

My, How You've Grown

Measure the height of each child. Teach them this song and corresponding actions:

I'm stretching very tall (a)
And now I'm very small (b)
Now tall (a)
Now small (b)
Now I'm a tiny ball. (c)

Actions: a) Squatting position to standing, b) back to squatting, c) curl into a ball.

PLAYBACK: POINTS TO REINFORCE ▶

- What can you do now that you could not as a baby?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ FEELINGS

PROJECT ▶ MY FAMILY AND ME

LEVEL ▶ Pre-K

PURPOSE ▶ Children begin to understand their feelings in a variety of situations.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Favorite toys of the children in the group.

PREPARATION ▶ Prior to this meeting, send a note home with the children asking the parents to send their child's favorite toy with them to this meeting.

ACTIVITIES ▶

Laugh Breaks

Have the children close their eyes. Give them a few minutes to relax. Read them a simple story that is funny or tell them a short joke. Let them laugh out loud for a while. Ask them how laughing out loud makes them feel.

Happy Object

Ask that each child bring an object from home that makes him or her happy. Let the children share what they brought and why these objects make them happy. Ask the following questions:

- What does it feel like to be happy?
- How can you tell if you are happy?
- What other things make you happy?

Let's Pretend

Have the children act out the following feelings. Encourage them to use facial expressions, body movements and various sounds. Let them help you think of other animals and feelings to act out.

- Angry like a gorilla
- Proud as a peacock
- Happy as a bird
- Mean as a bear
- Silly as a puppy
- Sad as a lost kitten
- Frightened as a deer
- Fierce as a lion

PLAYBACK: POINTS TO REINFORCE ▶

- What makes you feel better when you are scared?
- What makes you feel better when you are angry?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.



FAMILY TAKE-HOME PAGE

“My Family and Me” is a project on the Trail to Knowing Me that teaches children about themselves and their roles in their families. As a result of the project, Camp Fire hopes your child:

- Meets developmental milestones for his or her age.
- Expresses feelings and emotions in a positive way.
- Is willing to engage in personal growth activities.
- Has a sense of value as a person.
- Is aware of other’s feelings.
- Listens when others speak.
- Is aware that each person is part of a larger group.
- Works and plays cooperatively.

AT HOME ►

Something Special

Talk about how family members help and care for each other. Draw a picture with your child showing a time when a family member did something special. What made the event so special? How was the person thanked for what he or she did?

Family Award

Work with your child to make and design an award for a family member who did something special. It can be a ribbon made out of paper, a picture or a homemade card. Plan how you will present the award to the family member.



LEVEL ▶ Pre-K

TRAIL TO KNOWING ME

PROJECT ▶ HEALTH

PURPOSE ▶ Children learn how to practice good health habits and nutrition.

MEETING PLANS ▶

Dental Health
Germs, Germs, Go Away
Messy-Tidy
Healthy Eating
Good Grooming

YOUTH OUTCOMES ▶

- Meets developmental milestones for his or her age.
- Knows safety risks and develops safe habits.
- Knows what healthy habits are.
- Accepts responsibility for one's actions.
- Is willing to engage in personal growth activities.
- Has a sense of value as a person.
- Is aware that actions impact others.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM ▶**

When children complete each meeting plan, they each receive sticker #D00019 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Before leaving the meeting site, be sure to obtain proper permission from parents and the child-care center.
- If you have a child who has poor grooming habits, lots of dental work, etc., be sure that child does not become the object of ridicule.
- Identify any food allergies or dietary restrictions children may have before planning snacks or doing activities involving food.
- Attitudes and habits learned early can impact decisions that children make later. Help children learn decision-making skills by letting them choose from a range of acceptable options whenever possible.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

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

MEETING PLAN ► DENTAL HEALTH**PROJECT ► HEALTH****LEVEL ►** Pre-K**PURPOSE ►** Children learn good dental health habits.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Paper plates, new toothbrushes (you can get these from a local dental office), green crayons or paint, glue, large wiggle eyes or eyes cut out of construction paper, strips of paper, stapler, two cups, two egg shells, table spoon, vinegar, water.**PREPARATION ►** Cut “crocodile teeth” about 1/2” wide out of paper plates and fold the top of the paper plate over so that there is a place for glue.

Place an eggshell in a cup and cover it with a few tablespoons of vinegar. Put another eggshell in a different cup and cover it with a few tablespoons of plain water. Soak the shells for two or three days.

Get permission slips signed if group will be visiting a dental office.

ACTIVITIES ►**Crocodile Smiles**

Give each child a new toothbrush that is still in the wrapper. Talk to the children about good brushing habits (brush every tooth, brush at least twice a day, always use toothpaste, etc.). Have each child make a crocodile puppet by folding a paper plate in half. Color or paint the plate green.

Glue eyes on the outside of the puppet and teeth on the inside of the plate. Cut a 1” wide strip of paper the length of the plate’s diameter and staple it near the fold on the outside of the plate. Children can slip their hands under the strips to make the mouth open and close. Pretend to brush the crocodile’s teeth using good brushing habits with the toothbrushes still in the wrappers.

Why Do We Brush?

Talk about what a “yucky” mouth feels like and what a “clean” mouth feels like. Show the children the eggshell in vinegar and the eggshell in water. Discuss how the acid from the germs in our mouth can dissolve the calcium in our teeth. Tell the children to pretend that the eggshells are teeth. Ask children which eggshell is soft and weak. Tell them this is what happens to teeth also. When we do not brush our teeth well, they get soft and weak, and we get holes in them.

Dentist

Invite a dentist to speak to your group. If touring a dental office, be sure to get permission slips signed. Children usually go to the dentist for the first time when they are three or four years of age. Ask the dentist to explain what a dental visit is like.

PLAYBACK: POINTS TO REINFORCE ►

- Why do we need to brush our teeth?
- How should you brush your teeth?
- What does a dentist do?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

**MEETING PLAN ► GERMS, GERMS,
GO AWAY**

PROJECT ► HEALTH

LEVEL ► Pre-K

PURPOSE ► Children learn how to prevent the spreading of germs and how to stay healthy.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Sink, soap, paper towels, shaving cream, tape/CD player with music or radio, cotton swabs, baby food jars with lids.

ACTIVITIES ►

Hand Washing

Talk to the children about the best times to wash our hands, such as when we are sick, after using the bathroom and before we eat. Show the children how to wash their hands and have them sing “Happy Birthday” while they do it. Explain that the length of time it takes to sing “Happy Birthday” is the length of time it takes to do a good job of washing our hands. Inform children that since we cannot see germs with our eyes, we are going to pretend that shaving cream is full of germs. Germs are the things that get into our bodies and make us sick.

Let one child put shaving cream in his or her hand. Have the other children wash their hands. Explain that there might be germs on the door handles. Ask the child with “germy” hands to open the bathroom door. Now let the other children open the door and go out. Talk about what happened with their clean hands. Show them how to turn off the water and open the door using a paper towel. Tell the children how using a paper towel can keep germs from getting on their hands. Have children practice turning off the water and opening the door with paper towels.

Sneezes and Coughs

Teach children to cough or sneeze toward their shoulders. When we do not cover our sneezes and coughs, germs go flying everywhere. You can demonstrate this by using a spray bottle with water. Some parents have probably taught their children to cover their mouths with their hands when they cough or sneeze, and that is okay. Just remind children to wash their hands every time they cough or sneeze.

Grow Germs

Using a cotton swab, swab the inside of each child’s cheek. Put the cotton swab inside a baby food jar with the lid on tightly. Have the children look at the jar weekly for any changes.

PLAYBACK: POINTS TO REINFORCE ►

- What are germs?
- How do we keep germs from spreading?
- When should you wash your hands?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ MESSY-TIDY**PROJECT ▶ HEALTH****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn the importance of picking up after themselves.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Toys.**PREPARATION ▶** Hide toys around the room.**ACTIVITIES ▶****Clean-up Fun**

Make clean-up time fun for children. Create a clean-up song to a familiar tune and repeat it until the mess is picked up.

Clean-up Race

Have a race, asking children to pick up five things, put them away neatly and sit back in their seats before the others are done.

Treasure Hunt

Hide toys around the room. Ask the children to find each hidden object. Example, "Find the brown teddy bear," or "I spy a brown teddy bear." Have the children find and put away the brown teddy bear.

PLAYBACK: POINTS TO REINFORCE ▶

- What would happen if we did not have parents or trash collectors to help clean up?
- How can you help keep your home tidy?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► HEALTHY EATING

PROJECT ► HEALTH

LEVEL ► Pre-K

PURPOSE ► Children learn the importance of eating healthy.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Pictures of food, index cards, scissors, glue, apples, cinnamon, sugar, banana and lemon or any other two foods that are the same color, celery, carrot sticks, broccoli.

PREPARATION ► Make food cards by gluing pictures of all kinds of foods onto index cards. You may have groups of beverages, potatoes, breads, etc. In addition to those, have a junk food category.

Bake apples in cinnamon and sugar for taste testing. Be sure to note any food restrictions any group members may have.

ACTIVITIES ►

Food Cards

Pick a category of food, but do not tell the children what it is. Place three cards fitting the category on the table. Add a card that does not fit into the category on the table. Ask the children which food is different. If the children can, have them place the different card in the appropriate category pile. Use junk food as your last category.

Taste Test

Have the children try slices of a raw apple and an apple baked with cinnamon and sugar. Ask the children if the apple tasted the same when it was baked as it did when it was raw. Have the children eat any two foods that are the same color, such as a banana and a lemon. Talk about the similarities and the differences. Explain that the way the food looks or its color does not mean that it is “yucky.” Tell the children that the only way we will know if we like a certain food is if we try it.

Mmm, Mmm Good

Have each child bring his or her favorite fruit or snack. Combine each fruit to make a fruit salad, each snack to make a trail mix, or just sample each other’s favorites.

PLAYBACK: POINTS TO REINFORCE ►

- What is the difference between healthy food and junk food?
- What do we do if we do not like something?
- How do we know if we will like something or not?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► GOOD GROOMING**PROJECT ► HEALTH****LEVEL ►** Pre-K**PURPOSE ►** Children learn the importance of good grooming.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Coats and jackets with buttons and zippers, paper dolls, magazines.**ACTIVITIES ►****Looking Good**

Show children how to button and zip coats. Talk about other ways to look nice.

Simon Says

To prepare children for kindergarten, give directions that focus on body parts. Be sure to include: hair, eyes, nose, mouth, cheeks, chin, neck, back, shoulders, waist, hips, arms, fingers, eyebrows, eyelashes, stomach, legs, knees, heels, feet, toes, chest, forehead, wrists and ankles.

Good Habits, Bad Habits

After playing, talk to the children about habits. Explain that we sometimes do things because we get in the habit of doing them. A bad habit is something we do without thinking that is not good for us. We may have bad habits like going to bed without brushing our teeth, or not washing our hands after we use the bathroom. We can have good habits, too! A good habit is something we do without thinking that is good for us. We have good habits like always brushing our teeth before bed, washing our face each morning and always saying, "Please" and "Thank you."

Hair

Talk to children about the importance of keeping our hair clean. Talk about lice and caution them to not share their hats or combs with other children. Have the children find pictures in a magazine of people with hair like theirs.

PLAYBACK: POINTS TO REINFORCE ►

- Why should we not use someone else's comb or other hair stuff?
- What can we do to look our best?
- What is a habit?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

FAMILY TAKE-HOME PAGE

"Health" is a project on the Trail to Knowing Me that teaches children how to practice good health habits and nutrition. As a result of the project, Camp Fire hopes your child:

- Meets developmental milestones for his or her age.
- Knows safety risks and develops safe habits.
- Knows what healthy habits are.
- Accepts responsibility for his or her actions.
- Is willing to engage in personal growth activities.

- Has a sense of value as a person.
- Is aware that actions impact others.
- Works and plays cooperatively.

AT HOME ►

Healthy Snack Magnets

Snacks are the culprit to poor nutrition. Talk to your child about making healthy snack choices. Go over the Food Guide Pyramid with your child. Cut out the pyramid below and glue to a magnet to put on your refrigerator.

Food Guide Pyramid

A Guide to Daily Food Choices

Fats, Oils, & Sweets
USE SPARINGLY

Milk, Yogurt,
& Cheese
Group
2-3 SERVINGS

Vegetable
Group
3-5 SERVINGS

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

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

KEY
◻ Fat (naturally occurring and added) ◻ Sugars (added)
These symbols show that fat and added sugars come mostly from fats, oils, and sweets, but can be part of or added to foods from the other food groups as well.

Meat, Poultry, Fish,
Dry Beans, Eggs,
& Nuts Group
2-3 SERVINGS

Fruit
Group
2-4 SERVINGS

Bread, Cereal,
Rice, & Pasta
Group
6-11 SERVINGS

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

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

Or, use the information about the Food Plate at www.choosemyplate.gov.



LEVEL ▶ Pre-K

TRAIL TO KNOWING ME

PROJECT ▶ SAFETY

PURPOSE ▶ Children learn important information and techniques to help keep them safe.

MEETING PLANS ▶

Safe at Home
Fire Safety
Street Safe
Stranger Danger!

YOUTH OUTCOMES ▶

- Meets developmental milestones for his or her age.
- Knows safety risks and develops safe habits.
- Knows what healthy habits are.
- Accepts responsibility for his or her actions.
- Is willing to engage in personal growth activities.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM ▶**

When children complete a meeting plan, they each receive sticker #D00020 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Before leaving the meeting site, be sure to obtain proper permission from parents and the child-care center.
- Present safety materials in a manner that will not frighten the children. Help them feel secure and confident in knowing how to handle dangerous or potentially dangerous situations.
- Build trust with the children before discussing topics that are very personal to them.
- Reinforce family rules whenever possible.
- Children face violence every day, from popular television shows to domestic quarrels. Therefore, it is understandable when two children try to settle a disagreement by fighting. Stress to the children that fighting is not an acceptable way to try to solve a disagreement or problem.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.

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

MEETING PLAN ► SAFE AT HOME**PROJECT ► SAFETY****LEVEL ►** Pre-K**PURPOSE ►** Children learn how to recognize dangerous situations in the home and ways to respond.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Coffee cans, pictures or labels of poisonous and non-poisonous items, buttons, toilet paper tubes, small items or food (toys, buttons, coins, etc.) that can choke a child, bigger items that cannot choke a child, supplies for a First Aid Kit (possibilities include scissors, tweezers, antibiotic ointment, adhesive tape, roll of gauze, sterile nonstick dressings, adhesive bandages, sun block, sewing kit, soap, cotton swabs, rubber gloves, matches, flashlight, insect repellent, spare socks).**PREPARATION ►** Paste labels on coffee cans.**ACTIVITIES ►****Poison Toss**

Talk to children about items that can be poisonous such as cleaners, plants, gasoline and medicines. Set up coffee cans with labels of both poisonous and non-poisonous items a few inches apart. Have children stand a few feet away and toss a coin into the cans that are poisonous.

Categories

Have the children put the pictures or labels of poisonous and non-poisonous items into groups of poisonous and non-poisonous items. Do other categories, such as medicine, hot and electrical.

Choking Carla

Decorate the toilet paper tubes with faces and call them “Carla.” (Doctors say that anything that can fit into a toilet paper tube is small enough for a child to choke on.) Explain choking to the children and talk about the different items you have collected. Have the children guess which items “Carla” may choke on, and then have the children demonstrate this by trying to put the objects into the tubes. Have the children separate the items that can be choked on from the ones that cannot be choked on.

Danger Hunt

Take the children around the meeting area. Place tags on the dangerous things children should avoid and show them the areas that could be potentially dangerous for them to play in.

Is It Candy?

Teach children that pills are not candy. Explain that some medicines taste and look like candy (show them a children’s vitamin), but they are not. Tell the children that they should not eat or drink anything that could be medicine unless a parent, teacher, doctor or nurse gives it to them. Explain that taking medicine can sometimes make you very sick. Tell the children that they should always talk to their parents before eating anything that looks like medicine.

First Aid Kit

Talk about things that belong in a First Aid Kit. Let children help put one together.

PLAYBACK: POINTS TO REINFORCE ►

- What are things you can do to be safe at home?
- What should go in a First Aid Kit?
- What do you do if you find medicine on the floor?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► FIRE SAFETY

PROJECT ► SAFETY

LEVEL ► Pre-K

PURPOSE ► Children learn fire safety and escape procedures.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Graph paper, crayons, *Smokey the Bear*, signed permission slips, toy phone, a list of each child's full name, address and phone number.

PREPARATION ►

Arrange a tour of a fire station and obtain signed permission slips from parents.

Check out the book, *Smokey the Bear*, from a library.

ACTIVITIES ►

Fire Station Tour

Call in advance and set up a tour with a local fire station. Be sure to get signed permission slips from parents. Discuss how firefighters help keep communities safe and what to do in case of a fire.

Smokey the Bear

Smokey the Bear is a national symbol for preventing forest fires. Tell the children the story of Smokey the Bear and talk about the importance of not playing with matches or lighters.

Stop, Drop and Roll

Ask the children what to do if their clothes catch on fire. Show them how to stop, drop and roll to put out the fire. Remind them never to run. Let the children practice stopping, dropping and rolling.

Fire Drill!

Talk about what to do in case of a fire. Discuss rules such as walk quickly, no talking and so on.

Caution the children to never go back to get something they have forgotten in a fire or other emergency. Teach children how to dial 9-1-1 in an emergency, and only in an emergency. Have a fire drill; show the children where to go if there is a fire at your meeting location.

Calling 9-1-1

Let the children practice calling 9-1-1 on a toy phone or one that is not in service. Ask the children to provide their full names, addresses and phone numbers to the "operator."

Take Home

Send graph paper home for parents and children to map out their homes. Each map should show all exits from each room/house. Each room should have at least two ways to get out in case of a fire. Encourage families to develop an escape route and practice fire drills at home.

PLAYBACK: POINTS TO REINFORCE ►

- What should you do if you see matches or a lighter on the floor?
- What do you do if there is a fire?
- What do you do if your clothes catch on fire?
- When should you call 9-1-1?
- What is the safest way to get out of the meeting room should it catch fire?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► STREET SAFE**PROJECT ► SAFETY****LEVEL ►** Pre-K**PURPOSE ►** Children learn how to be safe on the street.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Styrofoam meat trays, glue, raw egg, large toy car, masking tape, antibacterial cleaner, paper towels, a slide or board.**ACTIVITIES ►****Going Places**

Talk to the children about things that can be dangerous when going from one place to another, such as traffic, construction sites, animals, parked cars, abandoned buildings and strangers. Teach children to look both ways before crossing the street. Encourage children to walk with a friend or grown-up and to avoid things that are dangerous. Discuss situations where a child might run into the street from between parked cars, such as when chasing a ball or a pet.

Play “Red Light, Green Light”

Using the meat trays, have the children color red, yellow and green circles (lights). Talk about what each color stands for on a traffic light. Play “Red Light, Green Light.” One child is “it,” and the other children line up on the opposite side of the room or yard. When “it” says “green light,” the other children try to run across the room and be the first to tag him or her. When “it” says red light, the other children must freeze in place. If a child moves during this time, “it” can send him or her back to the starting line.

Crash Test

Secure a raw egg in the seat of a toy car with tape and tell the children you are putting Mr. Egghead's seatbelt on. Have the children take turns gently pushing the car down a slide or incline. Ask the children to see if Mr. Egghead is okay. Ask what might happen if Mr. Egghead did not wear his seatbelt. Take the seat belt off Mr. Egghead. Have the children push the car down the incline again. Talk about what happened to Mr. Egghead and the importance of wearing a seatbelt. If necessary, hold a short memorial service for Mr. Egghead. Be sure to immediately clean up the raw egg from the surface area with antibacterial cleaner and don't allow children to touch the raw egg.

PLAYBACK: POINTS TO REINFORCE ►

- What are some ways we can be safe on the street?
- What should we do if our ball, pet, etc., rolls or runs out into the street between parked cars?
- What could happen to someone who does not wear a seatbelt?
- Who helps us be safe on the street?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► STRANGER DANGER!

PROJECT ► SAFETY

LEVEL ► Pre-K

PURPOSE ► Children learn methods for protecting themselves from strangers.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► None.

PREPARATION ► Arrange for a police officer to come and speak to the children.

ACTIVITIES ►

What is a Stranger?

Ask the children if they know who a stranger is. Explain that a stranger is someone they do not know. Reinforce the message that a stranger can have any skin color, can be a man, woman or a child, and can be dressed in any way. Tell children that a stranger might be good or bad, but since we cannot tell by looking at them, we have to be careful.

If-Do

Ask the children "if-do" questions (see examples below). Have the children stand still if their answers are no and jump up and down if their answers are yes. Ask each child why he or she answered the way he or she did.

- If a stranger asks you to go with him or her, do you go?
- If a stranger talks to you, do you have to talk to him or her?
- If a stranger asks if your parents are home, do you tell him or her?
- If a stranger asks your name, address or phone number, do you need to give it to him or her?
- If a stranger offers you candy, money or a toy, do you take it?

- If a stranger tells you that your mom was hurt and has asked him or her to pick you up, do you go?
- If a stranger asks you to come into his or her house, do you go?

**This would be a good time to talk about family passwords. Have the children talk to their families about making up a password to be used in an emergency situation.*

Who's Missing?

Have everyone stand in the front of the room. Choose one person to study the group for a short time. Ask the child to turn his or her back to the group. Choose one child to hide. Ask the other child to turn around and guess who is missing.

Police Officer

Ask a police officer to speak to the group about staying safe from strangers.

PLAYBACK: POINTS TO REINFORCE ►

- What does a stranger look like?
- What should you do if a stranger asks you to go with him or her?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

STRANGER DANGER!



FAMILY TAKE-HOME PAGE

“Safety” is a project on the Trail to Knowing Me that teaches children important information and techniques to help keep them safe. As a result of the project, Camp Fire hopes your child:

- Meets developmental milestones for his or her age.
- Knows safety risks and develops safe habits.
- Knows what healthy habits are.
- Accepts responsibility for his or her actions.
- Is willing to engage in personal growth activities.
- Works and plays cooperatively.

AT HOME ►

Strangers

Talk to your child about strangers. What should your child do if he or she encounters a stranger?

First Aid Kit

Talk about things that belong in a First Aid Kit. Let children help put one together. Supplies could include scissors, tweezers, antibiotic ointment, adhesive tape, roll of gauze, sterile nonstick dressings, adhesive bandages, sun block, sewing kit, soap, cotton swabs, rubber gloves, matches, flashlight, insect repellent, spare socks.

Fire Escape Plan

As a family, develop a fire escape plan. The plan should include how to get out of rooms and where to meet outside the home. As a family, practice the plan. Know two ways out of every room. The light may not be working during a fire, so know how to get out in the dark. Practice staying low or crawling if smoke is present. Be sure your home has smoke detectors and fire extinguishers and maintain them regularly.

Safety Walk

Take your child on a safety walk around the neighborhood. Point out unsafe places and areas that children should avoid and discuss why they are unsafe.



LEVEL ▶ Pre-K

TRAIL TO FAMILY AND COMMUNITY

PROJECT ▶ OUR GROUP

PURPOSE ▶ Children develop an understanding of Camp Fire and begin to establish a cohesive group.

MEETING PLANS ▶

Getting to Know You
Camp Fire Rules
Camp Fire Banner

YOUTH OUTCOMES ▶

- Knows that groups have rules.
- Works and plays cooperatively.
- Is aware that each person is part of a larger group.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM ▶**

When children complete each meeting plan, they each receive sticker #D00021 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Many leaders use this popular project to introduce Camp Fire to their newly formed groups.
- The “Our Group” project is only completed once, when a child first joins the organization.
- There may be more activities in the meeting plan than you can do. However, it’s better to be over prepared than to not have enough to do. If the children really enjoy an activity, or it takes longer than you expected, carry over an activity to the following meeting.
- Provide refreshments for each meeting.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children’s contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

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

MEETING PLAN ► GETTING TO KNOW YOU

PROJECT ► OUR GROUP

LEVEL ► Pre-K

PURPOSE ► Children obtain a sense of belonging to a group.

OPENING ► Give each child a nametag. Welcome children and introduce yourself. Play a get-acquainted ball game. Ask children to stand in a circle. Gently throw or roll a ball to one child. As that child gets the ball, ask the child to say his or her name. With older children, also ask them to share something unique about themselves. Ask that the ball be returned to you. Repeat until each child is introduced.

MATERIALS ► Index cards or pieces of paper for nametags, beach or sponge ball, Camp Fire logo outline (included on page 37), large sheet of paper, markers, scissors, scarf, Camp Fire *Little Stars* identification sticker (#D00015) and project stickers (#D00021) for each child.

PREPARATION ► Print off a color photo of the Camp Fire logo at www.campfire.org. Make name tags for the children or have them make their own at the meeting. For younger children, attach a piece of yarn so the name tag can be put on over the head.

ACTIVITIES ► Sit in a circle with the children to discuss what a Camp Fire group is. Camp Fire helps both boys and girls learn new things in a fun way. It is also fun to do things together and for others. Talk about how the group will work together, plan things, share ideas and grow as leaders. Ask children if they have been in a Camp Fire group before. Ask what it means to belong to a group. Compare their ideas to what their Camp Fire group will do.

Explain that there will be some business to take care of at each meeting. Demonstrate by calling roll and collecting dues from each member (if applicable).

Talk about how friends work together in Camp Fire. Friends depend on each other for help, ideas and fun. Divide the children into pairs. Space the pairs around the room. If there is an uneven number, a leader can pair with the extra child.

Explain that when given a direction, the partners perform the task or act out the option together. As an example, demonstrate “swimming through gelatin.” Ask one of the children to help you think of different ways to get through the gelatin.

Give some of the following directions to start the game:

- Play baseball with your friend.
- Be very small with your friend.
- Sit on the floor back to back, bend knees, hook arms and try to stand up.
- Balance on a log without falling off.
- Put your thumbs together and dance up and down.
- Hold up your left foot and hop with your friend.

Change partners several times during the game so all children have a chance to work with each other.

Tour of Meeting Area

Give the children a tour of the meeting area. Share your ground rules about where they can go and what they can do in the meeting area. Describe areas which are off limits. Show the children where to put their belongings. Let them know which bathroom facilities they can use. Point out exit doors and emergency exit routes. Identify an emergency meeting place outside in case there is a fire. Talk about safety rules, especially for situations when you are not in your regular meeting place. Basic rules include:

- Walk in pairs.
- Stay with the group.
- Know what the adults are wearing (to identify the leaders).

Ask the children if there are other situations that might require safety rules, outside of the meeting place (busy streets, driveways, alleys, dogs, poisonous plants, flowers, etc.).

Write down these rules for use when a field trip is planned.

Camp Fire Logo

Ask a child to hold up the Camp Fire logo. Explain that it is the symbol for Camp Fire. Explain that a symbol is used to help people easily remember something. Ask about symbols they have seen at home, school, church or in their neighborhood, such as the “golden arches.” Talk about other common symbols. Explain that the Camp Fire symbol means lighting the fire within. Explain that the Camp Fire logo is a view of a camp fire from above. The logo also represents a spark that ignites the fire from within.

Giggle, Giggle Game (for young children)

Stand in a circle. Have one child throw a scarf in the air. As long as the scarf is in the air, everyone giggles. As soon as the scarf hits the floor, everyone stops giggling. The next time, have the children wiggle their noses or clap their hands. Have them stop when the scarf touches the ground.

Give several children a chance to lead the game. Explain that being a leader in a game will help them be a good leader in their group.

Group Mural

Spread a large sheet of paper on the floor. Give each child colored markers or other drawing materials. Ask the children to find a space on the paper and write their names or draw their handprints. Have them draw pictures of things they like to do. Ask what games they like to play, what they do with their friends, what they do to help someone, etc. Encourage older children to work together on their drawings. Ask each child to talk about what he or she drew. Pay attention to what they mention, as you can use the information about their interests when planning future meetings. Cut apart the mural and let the children take home their sections. Be sure to draw something about yourself. This helps the children become better acquainted with you.

Camp Fire Recognition


Explain to the children that they are part of a very special group. Tell them that they will do fun activities at Camp Fire and will earn stickers. Explain to the children that they can put their stickers on their *Little Stars* recognition charts (#D00016). Show them the *Little Stars* identification sticker (#D00015) and explain to them that they get this sticker just for being part of the group. Give each child an identification sticker and a chart and show them where to place the sticker. Show the children project stickers and tell them that they will earn a sticker after each meeting that they can place on their charts. Give each child an Our Group sticker (#D00021) for this meeting.

PLAYBACK: POINTS TO REINFORCE

- How would you describe Camp Fire?
- What does the Camp Fire logo mean to you?
- What do you want to do in Camp Fire?

CLOSING

► Use a friendship circle to close the meeting. Have the children stand in a circle and cross their right arms over their left arms and join hands with the person on each side. Explain that a friendship squeeze will be passed around the circle. Ask a child to gently squeeze the hand of a neighbor as a sign of good wishes. Pass the good wishes (the gentle squeeze) around the circle. Say something nice about the meeting today. Wish them a safe and happy week.



Camp Fire

Light the fire within



MEETING PLAN ► CAMP FIRE RULES

PROJECT ► OUR GROUP

LEVEL ► Pre-K

PURPOSE ► Children learn about Camp Fire.

OPENING ► Choose one from the suggestions on page 129 or develop one of your own.

MATERIALS ►

Several large pieces of paper or poster board for helper's jobs and group rules, poster board or cardboard for puzzle, red and blue markers.

PREPARATION ►

Trace the Camp Fire logo onto poster board or cardboard. Cut the symbol into pieces to make a puzzle. Make the number of pieces equal to the number of children in the group. You will need to redo the puzzle as you add children to your group.

Make a list of simple meeting rules (children will have the chance to add to the list). Rules might include:

- One person talks at a time.
- Ask a leader when you need to leave the room.
- Be quiet when asked.
- Take turns.

Think about appropriate consequences of breaking the rules, keeping in mind a reasonable expectation of what children can do.

Make a poster displaying helper jobs. Use pictures, instead of words, to represent the jobs. For example, for clean-up helper, draw a broom.

ACTIVITIES ►

Rules

Explain that every group has rules that allow everyone to participate in a safe and positive way. Ask what rules they have at home, at school or while playing games. Talk about each of your rules. Demonstrate a quiet sign by raising one hand into the air. When others see a hand in the air, they stop talking and put their hands up, until everyone is quiet. Ask if the children want to add any new rules. Talk about what would happen if rules are broken. Emphasize that if they are considerate of others and follow the rules, their meetings will be fun and productive.

Camp Fire Puzzle

Sit in a circle. Show the Camp Fire logo puzzle. Remind the children of the logo's meaning. Take apart the puzzle and give each person a piece. Ask the children to put the puzzle together. As they are putting it together, explain how each person is important to the group just as each piece of the puzzle is important. Explain that in Camp Fire, their group is a way to put all their good ideas together. If someone is absent, have another child add his or her piece to the puzzle. This shows that the missing person is still important to the group.

Helpers

Explain that one way a group accomplishes things is with helpers. Everyone will have a chance to be a helper during his or her time with Camp Fire. Here are some examples:

- Supply helper helps the adults distribute and collect supplies.
- Clean-up helper gets everyone involved in clean-up.
- Refreshment helper helps prepare and clean up refreshments.
- Squeeze helper starts the squeeze in the closing friendship circle.

Show the children the poster displaying the jobs for the group. Explain to them what job each picture symbolizes.

Game Time

Play a quick, fun game. Play, “Duck, Duck, Goose” or another familiar game.

PLAYBACK: POINTS TO REINFORCE

- Why are rules important in a group?
- What kind of jobs do helpers have?

CLOSING

Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► CAMP FIRE BANNER

PROJECT ► OUR GROUP

LEVEL ► Pre-K

PURPOSE ► Children create a sense of group identity.

OPENING ► Welcome the children. Display the job chart on the wall (from the previous meeting). Make a circle. Pull out one slip of paper from the “today” container and assign jobs to children whose names are on the slips. As a name is drawn, it goes into the “another time” container. Be sure children understand that next time the rest of the names from the “today” container will be drawn so everyone has a turn. When the “today” container is empty, all the names will be returned to it, and the process will begin again.

MATERIALS ► Strips of paper, two large sheets of paper, two small sacks or cans, ideas for group name, poster from previous meeting displaying helper jobs, materials for a group banner (felt, paper, sheets or fabric), materials to glue, staple or iron on material, paint or magic markers.

PREPARATION ► Write each child’s name on a strip of paper. If you haven’t already done so, use a large poster board to draw pictures to represent the following jobs: refreshments, clean-up, squeeze, etc. Decorate two cans or sacks. Label one “today” and the other “another time.”

ACTIVITIES ►

Group Name

Sit in a circle. Explain that the first thing people ask when they meet is, “What’s your name?” Ask why names are important. Explain that just as each person has a name, so do Camp Fire groups. Point out that the children are going to choose a name for their group. Explain that a name says something about the members of the group. Just as people have first and last names, their group’s last name will be “Camp Fire group.” They are choosing a first name now, like Flying Tigers Camp Fire Group. Make sure the names are positive and good for Camp Fire’s public image.

Stimulate ideas for the group name by asking questions. Ask what they like to do. Compare the group to an animal and ask what kind of animals they are like. Choose two good ideas and have the children raise their hands to vote for their favorites. If it’s hard to make a decision, assure them that they can change the name any time they want.

Group Banner

Put out the materials you have brought to make a group banner. Print the group name on the banner and then let the group decorate it. To hang the banner, make two holes at the top and thread yarn through the holes. Explain to children that the banner will be in their room during group meetings. Point out that the banner is special because each person contributed to it. It tells everyone they are a group and proud of it.

PLAYBACK: POINTS TO REINFORCE ►

- What jobs could also be done at home to help your family?
- What special meaning does the group name have?
- Why did you make a banner?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.



LEVEL ▶ Pre-K

TRAIL TO FAMILY AND COMMUNITY

PROJECT ▶ I'M LEARNING TO BE POLITE

PURPOSE ▶ Children learn positive behavior and how to be polite.

MEETING PLANS ▶

P's and Q's
Let's Have a Party
Listen Up!
Hello?
School Rules
We're All Wonderful

YOUTH OUTCOMES ▶

- Is aware that each person is part of a larger group.
- Understands his or her ability to help others.
- Works and plays cooperatively.
- Is aware that actions impact others.

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ▶

When children complete each meeting plan, they each receive sticker #D00022 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- When looking for resource people and volunteers, try to include people with disabilities or people of different races or religions. Have them share their skills and knowledge and let any other discussion take place naturally.
- Model positive behaviors for role-playing.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

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

MEETING PLAN ▶ P'S AND Q'S**PROJECT ▶ I'M LEARNING TO BE POLITE****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn to use kind words and how to be polite.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Chart paper, markers.**ACTIVITIES ▶****Elephant Rules**

Explain to the children that an elephant is very polite and will go out of its way NOT to step on a tiny animal as it makes its way across the plains of Africa. Explain that the elephants are ladies and gentlemen and ask the children to set up some “elephant” rules to be polite to each other. Write the rules on chart paper to display during group meetings. Discuss how the rules will help the children to act in a polite manner toward friends.

Zookeeper Games**Bear, Tiger, Zookeeper**

Have the children sit in a circle and play a variation of “Duck, Duck, Goose.” Choose a child to be “zookeeper” first. As the zookeeper walks around the outside of the circle, have him or her touch each child lightly on the head and say either a type of animal or “zookeeper.” When the new zookeeper is chosen, the original zookeeper must run around the circle and sit in the empty spot before the new zookeeper tags him or her. If tagged, the child sits in the middle until someone else takes his or her place.

Zookeeper, May I?

Children will play a variation of “Mother, May I?” Children ask the “zookeeper” if they may take a specified number of movements.

PLAYBACK: POINTS TO REINFORCE ▶

- Why do we want to be polite to friends?
- What are some kind words?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ LET'S HAVE A PARTY

PROJECT ▶ I'M LEARNING TO BE POLITE

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn table manners and how to prepare for a party.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Invitations, crayons, stickers, party decorations, napkins, plates, cups, serving trays, eating utensils, a beverage (like tea, juice, soda or milk), cookies, cake, materials needed to create centerpiece decorations for the tables.

PREPARATION ▶ At a previous meeting, children should decide what the theme of the party is. Make up invitations to include who, what, where and when. Each child should be allowed to invite one or more people to attend the party.

The length of this meeting may need to be extended in order to have time for preparations and the party.

ACTIVITIES ▶

Invitations

At a prior meeting, have the children decorate invitations that include the details of the party and send them to family or friends of the children. Use crayons, stickers and any other craft materials on hand. On the invitations, ask your guest to arrive during the second half of the group meeting. This will give children time to help decorate for the party.

Setting a Table

Provide children with napkins and show them how to fold them to triangles. Have the children place the napkins in the appropriate spot for a place

setting. Do the same with the plates, utensils and cups. Have the children create centerpieces for the table.

Table Manners

Cover basic table manners by role-playing. Talk about not tasting food before it is served, not licking the serving spoons, not talking with your mouth full and how to pass food. Act out what not to do and see if the children can tell you what you did wrong and what you should have done instead. Explain to the children that they should wash their hands before preparing or serving food.

Decorate!

Have children help decorate for the party. Use the centerpieces created earlier, as well as any other decorations the children created or brought.

Almost Party Time!

Have the children help you put cookies on a serving tray and prepare the drinks. Have the children introduce their guests as they arrive and seat and serve them.

Clean-up Time

After the party, encourage the children to help clean up the decorations and put away the trash. Celebrate a job well done!

PLAYBACK: POINTS TO REINFORCE ▶

- What are things we need to do when preparing for a party?
- What are some good table manners?
- What do we need to do before serving or preparing food?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ LISTEN UP!**PROJECT ▶ I'M LEARNING TO BE POLITE****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn to improve listening skills.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Six plastic 35mm film containers, tape player/recorder, tape cassettes, hot glue gun, small amounts of dried whole peas, dried lentils, barley, uncooked rice, coarse sand, fine white sand. Optional: Paint.**PREPARATION ▶** Record everyday sounds and voices on a cassette tape.

Fill each of the six film containers half way full with a separate ingredient. Use dried whole peas, dried lentils, barley, uncooked rice, coarse sand and fine white sand. Permanently glue the lids on each container with a hot glue gun. Optional: Make two sets of “sound boxes” if the group is large. Mark the top of one set with paint to identify a complete set.

ACTIVITIES ▶**Familiar Sounds**

Play the pre-recorded tape of everyday sounds and voices. See if the children can tell what or who made the sounds.

Simon Says

Explain to the children that in this game they should follow only the leader's instructions that begin with the phrase, “Simon Says...” Have one child stand at the front of the room and tell the other children, “Simon says jump around” and have the other children follow. Have the leader give a command without saying, “Simon Says.”

The children who move to this command must sit down until the next game begins. The last child standing is the new leader.

Telephone Game

Ask children to sit in a circle. Whisper something in a child's ear. He or she then whispers what he or she heard into the next child's ear and so forth down the line. When the last person receives the message, have him or her repeat it to the group. Compare the final message to the original message.

Sound Boxes

Teach the children listening skills of soft vs. loud, louder and loudest using one set of film containers. Let the children experiment with the “sound boxes” and making sounds at different volumes.

Our Voices

Make a tape recording of the children's voices and play it back to them. Let the children take turns guessing whose voice they hear.

PLAYBACK: POINTS TO REINFORCE ▶

- Why is it important to listen?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ HELLO?

PROJECT ▶ I'M LEARNING TO BE POLITE

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn how to politely answer a telephone and to recite their phone numbers.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Toy telephone, copy of the telephone handset pattern on page 51, crayons, a list of everyone's phone number.

PREPARATION ▶ Copy and cut out the telephone handset pattern on page 51 for each child.

ACTIVITIES ▶

Home Telephone Numbers

Explain to the group that it is important for them to know their home telephone numbers in case they need to call home when they are away from home. Give each child a copy of the telephone handset and let each child decorate his or her own telephone and write his or her telephone number on it (you may have to help with this). Let them practice calling their home numbers by touching the buttons on their telephones.

Hello?

Demonstrate to the children how to answer the phone and what to do if the phone call is for another person. Emphasize that they should always ask permission from an adult before using the telephone.

Call Me

Discuss phone courtesy rules. Teach children how to answer the phone and what to say if a parent cannot come to the phone. Have the children use the toy phones and pretend to call each other.

PLAYBACK: POINTS TO REINFORCE

- What do you say when you answer the phone?
- What do you do if you want to use the phone?
- Why should you know your phone number?

CLOSING

Choose one from the suggestions on page 129 or develop one of your own.





MEETING PLAN ► SCHOOL RULES

PROJECT ► I'M LEARNING TO BE POLITE

LEVEL ► Pre-K

PURPOSE ► Children begin to learn and understand why rules are important.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Scarf or bandanna.

ACTIVITIES ►

Inside Voices

Have the children sit in a circle on the floor. Toss a scarf/bandanna into the air and let the children yell and make as much noise as they can while the scarf floats to the ground. Once the scarf is on the ground, the children must talk with an "inside" or quiet voice.

Shoe Game

Have the children sit in a circle. Ask that each child take off one shoe and place it in the middle of the circle. Make the circle large enough that they are not close to the shoes. Mix up the shoes. Tell the children that they are not allowed to push, shove or throw shoes. Say "GO," and the first person to find and put on his or her shoe is the winner. Ask the kids why there are rules. Explain that we have rules to keep us safe and to keep us from getting hurt.

Rules Song

Teach the children the following song to the tune of "Mary Had a Little Lamb." Let them make up their own rules, song or rap.

Rules are very good for me,
Good for me, good for me,
Rules are very good for me in everything I do.
Rules are made to keep us safe,
Keep us safe, keep us safe,
Rules are made to keep us safe and keep us happy, too!

PLAYBACK: POINTS TO REINFORCE ►

- Are rules important?
- How do rules help you?
- What happens when you break a rule?
- What are some rules you have at home? (Example, not running in the house)

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

**MEETING PLAN ▶ WE'RE ALL
WONDERFUL**
**PROJECT ▶ I'M LEARNING TO BE
POLITE**
LEVEL ▶ Pre-K

PURPOSE ▶ Children begin to learn acceptance of different cultures and people.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Dress-up clothing and music or instruments from other cultures, children's books about different cultures and traditions, newsprint, crayons or markers, anything that would represent a disability, such as a brace or eye patch.

PREPARATION ▶ Find children's books about different cultures, traditions, disabilities, etc.

ACTIVITIES ▶
Dress-Up

Allow the children to dress up in clothing representing another culture or pretend to have a disability. Talk about what it would be like to wear these clothes or have this disability all the time. Be sensitive to the fact that some of the children may have a disability themselves and be ready to adjust the activity as needed.

Languages

Teach the children how to count in another language or how to say a few phrases.

Story Time

Read a story to the children about a child from another culture. Examples could be a story about Native-American folklores, Chinese traditions, etc.

Shadows

Have each child lie still on a large sheet of paper. Trace around his or her entire body. Try to draw as close to the body as possible. Tell the children to write their names on their drawings. Have the children decorate the tracings using markers, crayons and other decorations. Lay the drawings side by side so the children can see how each person in the group is unique, then have them talk about how they are the same. Let the children have a parade with the pictures.

PLAYBACK: POINTS TO REINFORCE ▶

- Talk about how each person is unique and special, and that there is no other person exactly the same.
- What are some special things about each child?
- What are some different cultures in this Camp Fire group?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

FAMILY TAKE-HOME PAGE

“I’m Learning to be Polite” is a project on the Trail to Family and Community that teaches children positive behavior and how to be polite. As a result of the project, Camp Fire hopes that your child:

- Is aware that each person is part of a larger group.
- Understands his or her ability to help others.
- Works and plays cooperatively.
- Is aware that actions impact others.

AT HOME ►

Our Family

Talk to your child about the culture and background of your family. Where did your family come from? Make a meal together that represents a country of your ancestry.

Family Meal

Together with your child, plan a family meal. Have your child help plan and prepare the meal. Have your child help set the table and clean up.

Family Rules

Make a chart with your child showing the different rules that apply to the family.



LEVEL ▶ Pre-K

TRAIL TO CREATIVITY

PROJECT ▶ **CREATE AND PRETEND**

PURPOSE ▶ Children explore and express themselves through a variety of musical, dramatic and artistic experiences.

MEETING PLANS ▶

Strike up the Band
Puppet Friends
Let's Pretend
Just Clowning Around
Finger Plays

YOUTH OUTCOMES ▶

- Demonstrates artistic skills in the media of visual and/or performing arts.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM** ▶

When children complete each meeting plan, they each receive sticker #D00024 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Try to develop an atmosphere of creative freedom. Let the children feel free to use their imaginations in new ways.
- Avoid the idea that there is a right way of creating something. Patterns or models limit creativity and should be used only to stimulate ideas. Suggest options, but allow the children to make final decisions.
- Encourage the children to share ideas with each other while working on their projects. Ask the children to tell you what their artwork is as opposed to guessing what they have created.
- Never compare artwork. Each child progresses at his or her own pace.
- Before leaving the meeting site, be sure to obtain proper permission from parents and the child-care center.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

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

CREATE AND...



MEETING PLAN ▶ STRIKE UP THE BAND

PROJECT ▶ CREATE AND PRETEND

LEVEL ▶ Pre-K

PURPOSE ▶ Children stimulate and improve listening skills and rhythm.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ CD player, empty oatmeal carton (one per drum), masking tape, markers, scissors, cardboard tubes (from toilet paper, paper towels or wrapping paper), cellophane, rubber bands, paper plates (two per tambourine), stapler, beans or rice, rectangular tissue boxes (one per guitar), glue, jingle bells, yarn, mittens (does not have to be a pair), sand paper, blocks of wood (two each per block instrument).

PREPARATION ▶ Record different sounds that have rhythms, such as walking, bouncing ball, clapping, finger snapping, clicking of tongue, etc.

Remove plastic from oval portion of a rectangular tissue box.

ACTIVITIES ▶

Sounds

Have the children identify the sounds you pre-recorded, one at a time. Ask the children to repeat the sounds.

Rhythm Band

Help each child make a different musical instrument:

- **Drums:** Decorate an empty oatmeal carton with the lid taped on. Then beat it like a bongo drum.
- **Trumpets:** Place cellophane over one end of an empty cardboard tube and secure it with a rubber band. To play, place your mouth over the open end and make tooting sounds. **Be**

sure the cellophane remains attached to the tube, otherwise it may pose a suffocation hazard.

- **Tambourines:** Decorate two paper plates and staple the edges together leaving a small opening. Have the children put beans, rice or bells inside. Staple the opening shut. Hit the tambourine against your hip or hand to play it.
- **Guitars:** Decorate a rectangular tissue box and cardboard tubes. Allow plenty of time for paint and glue to dry before proceeding. To make the guitar, cut a hole in one of the shorter sides of the tissue box and insert the cardboard tube. Make the strings by placing rubber bands lengthwise around the box so that they pass over the oval opening. Strum to play.
- **Jingle-its:** String jingle bells onto a piece of yarn and tie the ends together to form bracelets or anklets. Shake your hands and stomp your feet to make music.
- **Sand Paper Blocks:** Cut two pieces of sandpaper each a little larger than the side of a block of wood. Glue sandpaper to the blocks. Rub blocks together.

When the instruments have been created, let everyone take turns playing them. Talk about what each instrument sounds like. Divide the group in half. Give one group instruments. Lead the group without instruments in some kind of rhythmic pattern of clapping while the other group plays the instruments, keeping time with the clapping. Switch sides.

PLAYBACK: POINTS TO REINFORCE ▶

- How did the instruments in the band sound to you when they were played one at a time?
- How did they sound when played together?
- What was your favorite instrument?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► PUPPET FRIENDS**PROJECT ► CREATE AND PRETEND****LEVEL ►** Pre-K**PURPOSE ►** Children make puppets for dramatic play.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Markers, yarn, fabric scraps, scissors, stapler, old socks, needles, thread, glue, buttons or wiggle eyes. Optional: Music player, music for puppet show, a table.**ACTIVITIES ►****Sock Puppets**

The children can bring an old sock from home, or you can provide one. Sew on buttons or glue on wiggle eyes and other fabric scraps for facial features, hair and clothes. When the puppets are finished, let the children play with the puppets. Use the edge of a table as a puppet stage. Let the puppets dance and perform to the music. Present some situations and have two or three children at a time act out a situation with their puppets.

Example: The puppet friends are going to a circus. Ask questions such as:

- What things will you see?
- What will you eat?
- The clowns are funny. What did they do to make you laugh?

Come up with other situations to act out such as riding in a rocket, going to the zoo, going to school, etc.

Pretend Through Movement

Suggest the children pretend to be sawdust people, with a hole in their toes and sawdust slowly running out until they've collapsed on the floor. Have them pretend to be a toaster toasting bread. Then suggest that they pretend to be the following:

- Bacon frying in a pan.
- An orange being peeled.
- Trapped inside a bubble and trying to get out.
- A space creature walking on the moon.
- A dog climbing up a fence.
- A bicycle.

Have the children come up with other scenarios of their own.

PLAYBACK: POINTS TO REINFORCE ►

- What was fun about making your puppet talk?
- What kind of puppets can you make with members of your family?
- What do you like best about play acting or pretending?
- Was it more fun to move the puppets or watch them from the audience?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ LET'S PRETEND

PROJECT ▶ CREATE AND PRETEND

LEVEL ▶ Pre-K

PURPOSE ▶ Children use creativity to make costumes and perform skits.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Construction paper, poster boards, markers, glue, transparent tape, scissors, children stories. Optional: Glitter, sequins, curling ribbon, yarn, hats, shoes, purses, canes, glasses with the lenses removed, etc.

ACTIVITIES ▶

Hats and Headdresses

Hats and headdresses are often enough to suggest an entire costume. Hats are made in two pieces, the crown and the brim. Use construction paper or poster board to create hats and headdresses. For the crown, roll a cylinder or cone that fits around the child's head. Tape it closed. For the brim, trace around the end that fits on the head on another piece of poster board and cut out the circle. Cut tabs in the crown, fit the brim over the crown and spread out the tabs. Glue the tabs to the brim in the shape the child wants. The easiest headpieces are made with a paper headband. You can cut animal ears (rabbit, dog, etc.) and glue them on, or make a wig by gluing on curled ribbon or yarn.

Props

Props can stimulate creativity and identify characters. Use pipe cleaners to make glasses and antennae. Also use scarves, jewelry, wigs, canes and shoes for costumes and props.

Lights, Camera, Action!

Read one or two stories together and talk about what the children could perform in a skit. If the story is familiar to everyone, the children should be able to ad lib. Be sure no one has too much to say except you, as the narrator. Make sure everyone has a part. The time limit for the skit should be five to 10 minutes. If there are enough children, divide the group into two smaller groups and have each group perform for the other.

PLAYBACK: POINTS TO REINFORCE ▶

- How did it feel to act in front of a group?
- What can you use as a costume?
- What are some things we can pretend to be?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► JUST CLOWNING AROUND

PROJECT ► CREATE AND PRETEND

LEVEL ► Pre-K

PURPOSE ► Children learn to use their imaginations.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Clown make-up or face paints, cardboard box about 12" deep, bean bags, music, masking tape, something to weigh down the box, one balloon per child.

PREPARATION ► Draw a clown face on the box and cut a hole where the mouth is.

Get permission slips signed by the parents for the children to visit a nursing home.

ACTIVITIES ►

Clowning Around

Buy clown make-up or face paints and paint the children's faces to look like clowns. Children can also decorate the clown on the cardboard box.

Circus Games

Beanbag Toss:

Place the cardboard box in the area you designate for the game and put an item inside the box to weigh it down. Mark at least three lines in varying lengths from the box with masking tape. Have the children stand behind the "easy" line and toss beanbags into the clown's mouth. Let them work their ways back to the "challenge" line as they toss the ball into the mouth.

Musical Balloons:

You will need one balloon per child, less one (as in musical chairs). Have the children form a circle and tap the inflated balloons gently in the air to the music. If a balloon falls to the floor, have a child pick it up and get it started again. When the music stops, each child must grab a balloon. The child remaining without a balloon is out, but can be consoled by popping a balloon.

Visiting Clowns

Arrange ahead of time for the group to visit a nursing home. Take the "clowns" to an area nursing home to help cheer up the residents there. Make sure to explain ahead of time what the children might see, hear and smell while there. Have children visit with the residents. They may also prepare a skit or song to be performed.

PLAYBACK: POINTS TO REINFORCE ►

- Have you ever been to a circus?
- What might you see at a circus?
- How are some ways clowns help cheer people up?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► FINGER PLAYS

PROJECT ► CREATE AND PRETEND

LEVEL ► Pre-K

PURPOSE ► Children practice fine motor skills through play.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

PREPARATION ► Learn the actions with the words so the children can model you.

ACTIVITIES ►

Clap Your Hands

This activity helps get out the wiggles.

Clap, clap and clap your hands as slowly as you can.

Clap, clap and clap your hands as fast as you can.

Shake...

Roll...

Wiggle your fingers...

Pound your fists...

Animal Finger Plays

Here Is the Beehive:

Here is the beehive, where are the bees?

(Make a fist with thumb inside to make the hive.)

Hidden where nobody sees. (Place other hand over the hive.)

Watch and you will see them come out of the hive. (Closely watch hive.)

One, Two, Three, Four, Five.

(Slowly, beginning with thumb, fingers come out of hive one by one.)

BZZZ all fly away.

Three Little Monkeys

Three little monkeys jumping on a bed, (Tap three fingers on the palm of other hand.)

One fell off and bumped his head. (One finger falls off, then hold head.)

Mama called the doctor and the doctor said,

(Hold phone by ear and dial in the air.)

"No more monkeys jumping on the bed." (Shake finger in the air.)

(Repeat, going down in numbers.)

Bear Hunt

Say a line and have the children repeat it. (You may need to break up some of the longer lines to make it easier for children repeat.)

Would you like to go on a bear hunt?

Okay, all right. Let's go!

Open the gate; close the gate. (Clap hands.)

Coming to a tree, can't go over it, can't go under it, guess I gotta climb it. (Pretend to climb.)

Coming to a bridge, can't go over it, can't go under it, let's cross it. (Thump chest with fist.)

Coming to a field, can't go over it, can't go under it, so let's go through it. (Rub palms together for swishing sounds.)

Coming to a river, can't go over it, can't go under it, so let's swim it. (Pretend to swim.)

Oh! I see a cave, it's dark in here. (Cover eyes.)

I feel something furry. (Reach out hand.)

It's a bear! Let's go home! (Run in place, pretend to swim, run through field, cross bridge, climb tree, slam the gate.)

Whew, we made it!

Grandma's Glasses

Discuss what the children call their grandparents.

Here are grandma's glasses. (Make circles with fingers around eyes.)

Here is grandmas hat. (Hold hands on head.)

Here is the way she folds her hands. (Fold hands.)

And lays them in her lap. (Lay folded hands in lap.)

Here are grandpa's glasses. (Make larger circles.)

Here is grandpa's hat. (Make larger hat.)

This is the way he folds his arms. (Fold arms across chest.)

Just like that. (Repeat with emphasis.)

Five Little Fishes

Five little fishes swimming in a pool.

(Wiggle five fingers.)

First one says, "This pool is cool." (Hold one finger, then wrap arm around body.)

Second one says, "This pool is deep." (Hold two fingers, then hands measure deep.)

Third one says, "I want to sleep." (Hold three fingers then rest head on hand.)

Fourth one says, "Let's dive and dip." (Hold four fingers, then hand dives and dips.)

Fifth one says, "I see a ship." (Hold five fingers, peer out under hand.)

Line goes ker-splash. (Imitate fishing rod.)

Away five little fishes dash. (Wiggle fingers away.)

PLAYBACK: POINTS TO REINFORCE

- What other rhymes do you know?

CLOSING

Choose one from the suggestions on page 129 or develop one of your own.

FAMILY TAKE-HOME PAGE

“Create and Pretend” is a project on the Trail to Creativity that allows children to explore themselves through a variety of musical, dramatic and artistic experiences. As a result of the project, Camp Fire hopes that your child:

- Demonstrates artistic skills in the media of visual and/or performing arts.
- Works and plays cooperatively.

AT HOME ►

Recital

If anyone in your family sings or plays an instrument, have that person put on a recital. If he or she plays a musical instrument, have him or her talk about the instrument and how it is played.

Family Puppet Show

Have each person in your family make a puppet out of a paper sack or old sock. Create a puppet show about your family and present it to neighbors, other relatives or friends.



LEVEL ▶ Pre-K

TRAIL TO CREATIVITY

PROJECT ▶ ARTS AND CRAFTS

PURPOSE ▶ Children explore and express themselves through a variety of artistic experiences.

MEETING PLANS ▶

Print Making
Creative Collages
Painting
Playing with Clay
Moving Art
Lacing

YOUTH OUTCOMES ▶

- Demonstrates artistic skills in the medias of visual and/or performing arts.
- Works and plays cooperatively.

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ▶

When children complete each meeting plan, they each receive sticker #D00025 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Try to develop an atmosphere of creative freedom. Let the children feel free to use their imaginations in new ways.
- Avoid the idea that there is a right way of creating something. Patterns or models limit creativity and should be used only to stimulate ideas. Suggest options, but allow the children to make final decisions.
- Encourage the children to share ideas with each other while working on their projects. Ask the children to tell you what their artwork is as opposed to guessing what they have created.
- Never compare artwork. Each child progresses at his or her own pace.
- Involve children in setting up and cleaning up activities.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

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

MEETING PLAN ▶ PRINT MAKING**PROJECT ▶ ARTS AND CRAFTS****LEVEL ▶** Pre-K**PURPOSE ▶** Children express themselves through art.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Paint smocks or old shirts, yarn, glue, scissors, paper, tin cans or cardboard tubes, paint, shallow dish, potato, sharp kitchen knife, ink or thick paint, ballpoint pens, leaves of various shapes and sizes, Styrofoam trays. Optional: T-shirts, tablecloths, flowers, fabric.**PREPARATION ▶** Cut yarn into foot long strips to use in making roller prints.

Cut a potato in half and use a pencil point to lightly scratch out a pattern or shape on one half of the potato. Using the kitchen knife, carefully cut away the potato outside the scratched design. Repeat with the other potato half.

Cut sides off the Styrofoam trays leaving just the flat bottoms.

ACTIVITIES ▶**Roller Prints**

Give each child a paint smock or old shirt to wear while painting. Explain to children that everyday objects can be used to make interesting prints or images. Tell the children they will be making a variety of prints with different objects. Have the children glue pieces of yarn, without overlapping, around the outside of a roller (tin can or cardboard tube). Encourage the children to glue some of the yarn in wavy lines around the roller. Let dry (do another activity while waiting to dry). Children will dip their rollers into paint and roll them back and forth over their paper.

Potato Prints

Children can choose one of the pre-cut potato designs or help design one of their own. Dip the potato into ink or paint. Press the potato firmly and evenly onto a flat sheet of paper or fabric. Prints can be used to decorate shirts, cards, wrapping paper and tablecloths.

Styrofoam Prints

Ask children to use a ballpoint pen to draw a design into their piece of Styrofoam, pressing it just hard enough to make a shallow groove. Dip the Styrofoam into paint and press onto paper.

Leaf Prints

Have the children paint the backs of leaves. Show the children how to gently put the painted side of a leaf onto a piece of paper. Next, smooth down the leaf. Gently lift the leaf off the paper. Try this activity using flowers also.

PLAYBACK: POINTS TO REINFORCE ▶

- What is a print?
- What are other ways we can make a print?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► CREATIVE COLLAGES

PROJECT ► ARTS AND CRAFTS

LEVEL ► Pre-K

PURPOSE ► Children learn to make collages by overlapping.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Calendars and magazines with animal pictures, scissors, glue, poster board, tissue paper in several colors, cup or bowl, paintbrushes, sheets of white paper, crayon pieces, shelf paper or finger paint paper, iron, a tool to shave crayons such as a vegetable peeler or grater.

PREPARATION ► Make a solution of one-part glue and one-part water in a cup or bowl for use in the tissue paper collage.

ACTIVITIES ►

Animal Collage

Explain that a collage is made of pictures that overlap, but that you can still see a portion of each picture. Have the children cut or tear pictures from calendars and magazines, then glue them onto a poster board in an overlapping fashion. Help the children with placement until they have the idea.

Tissue Paper Collage

Have the children tear tissue paper into small pieces and glue the pieces onto a sheet of white paper so that they overlap slightly. When the white paper has been covered to the children's satisfaction, coat the entire page with a thin layer of the water/glue solution using a paintbrush. Show the children how the colors are bleeding into each other and creating new colors.

Melted Crayon Collage

Chip crayons onto a smooth, shiny piece of paper for each child. Place a second sheet on top of the sheet with the crayon chips. Using a warm iron, press the second sheet of paper to melt the crayon. Only the adult leader should use the iron. After you remove the top paper, children can draw with a black crayon over the melted colors or scratch in a line design into the wax with their fingernails.

PLAYBACK: POINTS TO REINFORCE ►

- What is a collage?
- What happened to the color in the tissue paper when it got wet?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ PAINTING**PROJECT ▶ ARTS AND CRAFTS****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn how to express feelings or ideas through pictures.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Paint smocks or old shirts, paint, paintbrushes, paper, strings, scissors, sponges, white paper. Optional: Pudding, dry raspberry or black cherry gelatin with finger paint paper, shaving cream with dark construction paper.**PREPARATION ▶** Prepare the pudding if using it in the activities.

Cut sponges into animal or people shapes.

ACTIVITIES ▶**Paintbrush**

Give each child a paint smock or old shirt to wear while painting. Have the children tap, twist and roll a paintbrush on paper. Roll a small scrap of paper and place between the bristles to make a split line.

Finger Painting with a Twist

Experiment with fingers, knuckles, fists, sides of hands and fingernails in pudding or shaving cream on dark construction paper. You can also wet finger paint paper on its glossy side and sprinkle two to three tablespoons of dry, flavored gelatin on the wet paper for them to use as finger paint.

String Painting

Have the children lay one end of the string into the paint and slowly pull the string out. Put the wet end of the string on paper and drag it around. Encourage children to move their arms up and down to make new patterns.

Sponge Painting

Give each child a choice of sponge cut outs. Show them how to put the paint on the sponge and press it to a sheet of paper.

PLAYBACK: POINTS TO REINFORCE ▶

- What colors make you happy?
- How did the paint feel between your fingers and your toes?
- What different designs were made with each new way of painting?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ PLAYING WITH CLAY

PROJECT ▶ ARTS AND CRAFTS

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn how to make dough and experiment with their sense of touch.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Vegetable shortening, a bowl for each child, magnets, glue gun, 3 cups of flour; 1 cup of salt; 1 1/4 cup of warm tap water, measuring cup, bowl, spoon; wooden board or wax paper taped to the table; rolling pin or the side of a smooth glass; plastic knife; items to make designs: toothpicks, pencil points, plastic forks.

PREPARATION ▶ To make play dough, pour 1 cup of salt into a bowl. Add 1 1/4 cup of warm tap water to the salt, stirring until the salt dissolves. Add 3 cups of flour to this mixture. Stir. Mix and knead the dough by working it with your hands, shaping and reshaping until it is smooth and firm. Form it into a ball.

ACTIVITIES ▶

Play Dough

Give children a piece of the home-made play dough. Encourage the children to try to make shapes, animals, etc.

Coils and Balls

Demonstrate how to roll the clay to make coils and balls. Encourage the children to make a snake or snowman using these methods.

Bowls and Pinch Pots

Help the children make bowls or pinch pots. To make a bowl from coils, coat the outside of a bowl with shortening. Place the bowl upside down and begin by placing a coil at the top and center of the bowl's bottom. Continue placing ropes of clay, winding them around the bowl until it is covered.

To make a pinch pot, start with a ball of clay and push and pinch it into a bowl shape. Dry until hard and paint with poster paints, if desired, at a later meeting.

Magnets

Have the children make small, flat shapes out of clay (example: animals or fruit). Once the clay has hardened, paint with poster paints. After the paint dries, hot glue a magnet to the back. Only adults should use the hot glue gun.

PLAYBACK: POINTS TO REINFORCE ▶

- What did the clay feel like?
- What can you make out of clay?
- How would you make a person out of clay?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► MOVING ART**PROJECT ► ARTS AND CRAFTS****LEVEL ►** Pre-K**PURPOSE ►** Children learn how to make movable art.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Construction paper, glue and/or stapler, string or yarn, hole punch, needle, scissors, straws and/or clothes hangers. Optional: Feathers, wiggly eyes, crepe paper or streamers, driftwood, pinecones or other hang-able nature items, screw in eyehooks, crayons, Styrofoam egg cartons.**ACTIVITIES ►****Fish**

Explain to the children that a mobile is a decoration or piece of art that has many parts and moves freely in the air. Ask the children if they have ever had a mobile. Cut two cups out of a Styrofoam egg carton. Fold over and bend the front end of the pieces (the side not connected together) to form the mouth of the fish. Poke a hole using the needle in the top of the fish and insert a string up through the body for hanging. Glue the two pieces of the fish together. Have the children make as many fish as you want to cut out. Glue on wiggly eyes and a tail and suspend from ceiling or hanger.

Nature Mobiles

Using the driftwood, screw in one eyehook at the top and several eyehooks along the bottom. Large pieces of driftwood may require an eyehook on each end of the top for hanging. Have the children collect their own nature items. Have the children cut string into various lengths so you can tie string around their nature items. Let the children thread the other side of the strings through the eyehooks

attached to the bottom of the driftwood. Tie a string around the top eyehook(s) for hanging.

Octopus Windsocks

Have each child draw the face of an octopus in the middle of a 6" x 16" piece of construction paper. Help the children cut crepe paper or streamers into eight long arms, somewhat equal to each other in length. Have the children glue one end of each streamer to the bottom inside edge of the construction paper (the side without a face), spacing them apart equally. Let the glue dry for a few minutes and then glue or staple the head into a cylinder shape. Let dry and then show children how to use a hole punch to make two holes near the top of the head, on opposite sides. Thread pieces of string through the holes to make handles for hanging their windsocks.

PLAYBACK: POINTS TO REINFORCE ►

- What is a mobile?
- What makes a mobile move?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ LACING

PROJECT ▶ ARTS AND CRAFTS

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn how to string objects together and improve fine motor skills.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Yarn or string for lacing, glue or nail polish, cardboard or Styrofoam trays, hole punch and scissors. Optional: Patterns of simple shapes or objects, small plastic caps of all types, ice pick, hammer and nails, buttons, shapes cut from bleach bottles or foil pie tins, uncooked noodles, painted pieces of Popsicle sticks or wooden ice cream spoons, colored straws cut into sections, feathers, berries, popcorn, daisies, O-shaped cereals, wooden items of all shapes and sizes with holes for threading, beads.

PREPARATION ▶ Dip the ends of yarn in glue or nail polish. The stiffened ends will be easier for children to use for lacing. If necessary, punch holes in objects to be threaded. Smooth any rough places on wooden item to be threaded.

ACTIVITIES ▶

Sewing Cards

Cut out simple shapes or objects (cars, planes, flowers, shoes, etc.) and punch holes around the edges. You could use cardboard or Styrofoam trays. Let the children use yarn to lace around the edges.

Jewelry

Make necklaces, bracelets and anklets from any small object found around the home that can be punched or threaded. Use pieces of wood, teeth cut from foam and feathers and tell them you are going to make a necklace like a cave man or warrior.

Garlands

Thread items, such as popcorn, daisies, etc., to make Christmas tree garland or hang garland from the ceiling in loops as a party decoration. Caution: Do not hang garland that could injure someone if it fell or came apart. Be sure garland does not hang low enough for anyone to get caught in it.

PLAYBACK: POINTS TO REINFORCE ▶

- What are some things we could use to make necklaces?
- Can you lace your shoes?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.



FAMILY TAKE-HOME PAGE

“Arts and Crafts” is a project on the Trail to Creativity that allows children to explore themselves through a variety of artistic experiences. As a result of the project, Camp Fire hopes that your child:

- Demonstrates artistic skills in the media of visual and/or performing arts.
- Works and plays cooperatively.

AT HOME ►

Gadget Painting

Use whisks, potato mashers, feathers or other items dipped in paint to make prints and designs on paper, T-shirts, etc.

Themed Mobiles

Select a theme such as spring, space, zoo animals, etc., and suspend pictures relating to the theme from varying lengths of string tied to a clothes hanger.



LEVEL ▶ Pre-K

TRAIL TO CREATIVITY

PROJECT ▶ FUN WITH FOOD

PURPOSE ▶ Children explore kitchen safety and fun things to do with food.

MEETING PLANS ▶

Kitchen Safety
Ice Cream, You Scream
Pizza Party!
Edible Insects
Trying New Foods
Cool Cookies

YOUTH OUTCOMES ▶

- Demonstrates artistic skills in the media of visual and/or performing arts.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM** ▶

When children complete each meeting plan, they each receive sticker #D00026 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Choose recipes that are suitable for the age level and interests of your group.
- Closely supervise all cooking activities and have plenty of adult help.
- Identify any food allergies or dietary restrictions children may have before doing activities involving food.
- Be careful when serving foods that might cause choking, such as nuts, raw carrots, celery and popcorn.
- Encourage children to explore using their senses.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.
- Be sure to have children wash hands often and use hand sanitizer as needed.

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

MEETING PLAN ► KITCHEN SAFETY**PROJECT ► FUN WITH FOOD****LEVEL ►** Pre-K**PURPOSE ►** Children learn how to be safe in the kitchen.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Small kitchen utensils, paper grocery sack, 8 1/2" x 11" sheet of paper, pen or pencil, ingredients for a simple recipe such as cinnamon toast cut into shapes with cookie cutters, popcorn flavored with taco seasoning or no-bake cookies.**PREPARATION ►** Select kitchen items small enough to be passed underneath a table and store in a paper grocery sack to use later.

Choose a simple recipe and add illustrations to make a recipe card that the children can read. For example: if the recipe calls for two eggs, then draw two pictures of an egg on the recipe card. (To have enough room for your recipe, use an 8 1/2" x 11" sheet of paper for your recipe card.)

ACTIVITIES ►**Kitchen Safety**

Cover basic safety rules with the children such as never play with matches and always have an adult present when cooking. To help the children remember the rules, make up a song to a familiar tune.

Names and Uses

Sit around the table with the children and hide cooking utensils or other objects in your lap. Pass one object from child to child underneath the table letting everyone feel it, without looking at it. After the object has been passed all the way around, each child gets a chance to say what he or she

thinks the object is. Reveal the object and then start over with a new one.

We're Cooking Now!

Using the prepared recipe cards, have the children fix a simple snack with your help. Have the children help with clean up, too.

PLAYBACK: POINTS TO REINFORCE ►

- What is the first thing you should do if you want to cook something? (Children should ask an adult to help them.)
- What could happen if you did not have an adult help you? (Could start a fire, could cut themselves, etc.)

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

**MEETING PLAN ► ICE CREAM,
YOU SCREAM**

PROJECT ► FUN WITH FOOD

LEVEL ► Pre-K

PURPOSE ► Children learn how to make ice cream.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Gallon-sized and pint-sized plastic zip bags, empty 13-ounce and 33-ounce coffee cans with lids or an ice cream maker, mixing bowl, measuring spoons and cups, ingredients for ice cream (see below). Optional: Duct tape.

PREPARATION ► Ask the children in advance to bring their own bananas and other favorite ice cream toppings to this meeting.

ACTIVITIES ►

Home Made Ice Cream

- **Shake and Make Ice Cream:** Fill the gallon-sized zip bag half full with ice. Add 6 tablespoons of rock salt and seal. Pour 2 tablespoons sugar, 1 cup of milk (or half and half), and 1/2 teaspoon vanilla into the pint-size zip bag and seal. Unseal the larger zip bag and place the small zip bag inside and reseal. Shake the pair of bags for five to seven minutes. Open and enjoy.
- **Rock and Roll Ice Cream:** Combine 2 tablespoons of sugar, 1 cup of milk and 1/2 teaspoon of vanilla in a mixing bowl and pour into an empty 13-ounce coffee can. Snap on lid. (To ensure that lid is on tightly, you may want to tape it shut with duct tape, but this is not required.) Place the 13-ounce can into the 33-ounce coffee can. Fill the space around the small can with 4 cups of ice and 3/4 cup of rock salt. Place the lid on the 33-ounce can and have the children roll the can over a hard flat surface. Add more ice and rock salt as needed.

- **Using an Ice Cream Maker:** Have the children beat 3 eggs (or an equivalent amount of egg beaters) well. Then add 2 1/2 cups of sugar and 1/4 tablespoon vanilla and beat thoroughly. Next add a 13-ounce can of evaporated milk and half-gallon of milk and pour into the ice-cream maker. Follow the ice-cream maker instructions. If using an old fashion maker, be sure to let the children take turns cranking the handle.

BYOB Party

Help children cut bananas length-wise and put them in a bowl or ice cream dish. Then put in a scoop of homemade ice cream, add a few toppings and dig in! Do not forget to have the children help clean up afterwards.

PLAYBACK: POINTS TO REINFORCE ►

- What happens to ice cream on a hot day?
- How does ice cream feel?
- What different flavors can we make for ice cream?
- What is your favorite flavor of ice cream?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

ICE CREAM!

MEETING PLAN ▶ PIZZA PARTY!**PROJECT ▶ FUN WITH FOOD****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn how to make mini pizzas.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** English muffins, pizza sauce, spoons, cookie sheet, oven, hamburger meat, sausage, pepperoni, mushrooms, olives, cheese, etc.**PREPARATION ▶** Precook hamburger and sausage and store in the refrigerator until needed. Be sure to note any food restrictions any group members may have.**ACTIVITIES ▶****Mini Pizzas**

Have each child spread pizza sauce onto half an English muffin with a spoon. Let the children add toppings and cheese. Place the pizzas on a cookie sheet and broil in the oven for two to three minutes until the cheese is melted.

Un-Birthday Party

Sing “Happy Un-Birthday” (to the tune of “Happy Birthday”, replacing the word, “Birthday” with “Un-Birthday”) and make this an Un-Birthday party. Make crowns for everyone to wear on their un-birthday and play party games.

Shape Spying

Play “I Spy” by using shapes instead of colors. For example, you might say, “I spy with my little eye something in the shape of a triangle,” and the children try to guess what it might be. Be sure to let the children know it has to be something they can presently see.

PLAYBACK: POINTS TO REINFORCE ▶

- What is the shape of a whole pizza?
- What is a shape of a slice of pizza?
- When is your birthday?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► EDIBLE INSECTS

PROJECT ► FUN WITH FOOD

LEVEL ► Pre-K

PURPOSE ► Children exercise creativity and learn about insects using food.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Raisins, plastic knives, *The Very Hungry Caterpillar* by Eric Carle, cucumbers, carrots, cream cheese, two sugar cookies per child, black licorice (both licorice twists and shoestrings), chocolate and red frosting, one cupcake per child, chocolate candies, gumdrops, apple juice, green food coloring.

PREPARATION ► Check out *The Very Hungry Caterpillar* by Eric Carle from a local library. Cut cucumbers and carrots into coin shapes, cut regular licorice sticks into “legs” and slit them at the joints.

ACTIVITIES ►

Cocoons and Caterpillars

Read *The Very Hungry Caterpillar* by Eric Carle and make a caterpillar by alternating cucumber and carrots slices with cream cheese in between the slices. Use raisins for eyes.

Spiders

Have each child frost one of the sugar cookies and then place the ends of the licorice legs in the frosting near the edge of the cookie at equal intervals. Then have the children each frost another cookie and put it on top of the other with the legs in between. Talk about how spiders are not insects because they have eight legs and not six. Sing the itsy-bitsy spider:

The itsy-bitsy spider went up the waterspout.
(Make circles out of thumbs and forefingers, put tips together, twist upward.)

Down came the rain and washed the spider out.
(Wiggle fingers while moving downward.)

Out came the sun and dried up all the rain.
(Put hands up in front, palms up, move up in rhythm.)

And the itsy-bitsy spider went up the spout again.
(Repeat first movement.)

Lady Bugs

Let the children ice a cupcake with red frosting to create ladybugs. Have the children lay a piece of black shoestring licorice down the center of the frosted cupcake and add candy spots. Gumdrops can be added toward the edge of the cupcake on either side of the licorice line. Add licorice for antennae.

Bug Juice Punch

Color apple juice with green food coloring. Serve with other insect treats.

PLAYBACK: POINTS TO REINFORCE ►

- Did you enjoy creating interesting and fun treats?
- Which treats were insects?
- Why is a spider not an insect?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ TRYING NEW FOODS**PROJECT ▶ FUN WITH FOOD****LEVEL ▶** Pre-K**PURPOSE ▶** Children get the opportunity to try new foods.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Selection of foods that may be unfamiliar to the children (kiwi, mango, papaya, pomegranate, jicama, date), knife, plates, eating utensils, samples of various types of bread (cornbread, tortillas, Mexican sweet bread, matzo, Rusk, lefse, iota bread, chapattis, scones, fry bread), samples of other culturally diverse foods.**PREPARATION ▶** Prepare, purchase or assign children to bring foods for a food festival.**ACTIVITIES ▶****Try It, You'll Like It!**

Introduce the activity by telling the children that you brought some foods that may be new to them. Ask if they can think of ways to get to know these foods. Focus the conversations on being open and trying new things. Ask the children what would happen if you said “yucky” and walked away. Explain how we miss out on a lot when we are afraid to try new things. Encourage the children to explore the food with their senses. Cut the fruit open and let the children taste the different foods. Talk about other things that may be new and different in their lives.

Breads

Talk with the children about how some people from other cultures eat different kinds of bread. Sample the various types of bread and talk about the countries that the breads came from or represent.

Food Festival

Try to represent as many cultures as possible in your food festival. Avoid stereotypical or Americanized foods like nachos, pizza and hamburgers. Instead look for authentic recipes that give a true picture of culinary diversity.

PLAYBACK: POINTS TO REINFORCE ▶

- What are your favorite foods?
- Why should you try new things?
- What did you like today that you had never eaten before?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► COOL COOKIES

PROJECT ► FUN WITH FOOD

LEVEL ► Pre-K

PURPOSE ► Children learn how to bake cookies and use creativity and skill in decorating cookies.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Ingredients for sugar cookie dough, colored sugars, cookie cutters, rolling pin, cream cheese, white bread, frosting, sprinkles, ice cream sticks.

PREPARATION ► Prepare some cookie dough in advance in case you run low or purchase soft, store bought cookies.

ACTIVITIES ►

Cool Cookies

With the children's help, make sugar cookie dough and roll it out. Use cookie cutters, bake and decorate. Show the children how to ice a cookie. Encourage the children to use their creativity in decorating their cookies and show them the available decorating supplies. Tell the children how many dozen cookies the recipe makes and explain that 12 items make a dozen.

Lollipop Cookies

Shape dough into 1" to 1 1/2" inch balls and push an ice cream stick into the center of the dough. Place dough with sticks parallel, three inches apart on a cookie sheet. Grease and flour a large smooth bottomed glass and use it to flatten dough into circles half an inch thick. Bake and decorate as desired.

Out of Dough or Time?

Frost some store bought cookies and decorate. Children can also spread cream cheese on a slice of white bread, sprinkle with colored sugar and cut shapes out with cookie cutters.

Silly Sandwiches

Use cookie cutters to make fun sandwiches.

PLAYBACK: POINTS TO REINFORCE ►

- What can you use to decorate cookies?
- What is your favorite kind of cookie?
- How many cookies are in a dozen?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.



FAMILY TAKE-HOME PAGE

“Fun with Food” is a project on the Trail to Creativity that allows children to explore and create new experiences using food. As a result of the project, Camp Fire hopes that your child:

- Demonstrates artistic skills in the media of visual and/or performing arts.
- Works and plays cooperatively.

AT HOME ►

Fun, Healthy Snacks

Get creative and think of fun, healthy snacks that your family can try. As a family, make fruit smoothies, create a new fruit or vegetable dip, or make yogurt parfaits or mini vegetable pizzas.

Family Meal

With your child, plan a family meal. Let your child help prepare and serve the meal.



LEVEL ▶ Pre-K

TRAIL TO THE ENVIRONMENT

PROJECT ▶ ECOLOGY

PURPOSE ▶ Children learn about taking care of their community and their responsibilities as a member of the community.

MEETING PLANS ▶

Trees!
Don't Throw That Away!
Let's Keep It Clean
Saving Our World
Turn That Down!

YOUTH OUTCOMES ▶

- Respects and cares for the natural world.
- Learns about and uses natural resources wisely.
- Understands his or her ability to help others.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM** ▶

When children complete each meeting plan, they each receive sticker #D00023 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Before leaving the meeting site, be sure to obtain proper permission from parents and the child-care center.
- Discuss safety measures before picking up litter. Tell children not to pick up glass, needles or other sharp objects. Remind them not to put things in their mouth that were found outside.
- Before leaving the meeting site, talk about what children will be seeing and why they are going. Make sure the children, not you, carry out activities.
- Emphasize to children the importance of leaving things better than when they found it.
- When looking for resource people and volunteers, try to include people with disabilities or people of a different race or religion. Have them share their skills and knowledge and let any other discussion take place naturally.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.

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

MEETING PLAN ► TREES!**PROJECT ► ECOLOGY****LEVEL ►** Pre-K**PURPOSE ►** Children learn to appreciate nature and how things grow.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Two or three jars or cups, water, food coloring, celery stalks, white paper, crayons.**PREPARATION ►** Do the activity “How Do Plants Get Water?” the day before the meeting. Leave the jar with celery in a warm, lit area for at least one day. A few minutes before the actual meeting, remove the celery from the water and set it aside. Repeat the activity at the meeting so the children can see and discuss what happens to the celery.**ACTIVITIES ►****How Do Plants Get Water?**

Explain that when it rains, the ground soaks up some of the water. Tell the children that you are going to show them how plants get water from the ground. Let the children fill a jar half way with water and add a few drops of food coloring. Cut the end off a stalk of celery and stand it in the jar with colored water. Show the children the celery from the previous day so they can see how the plant drank the dyed water. Slice off pieces to see how much it drank. Take the children outside to look at trees. Point out any roots showing above the ground. Explain that the roots help the tree reach water that is further away or deep in the ground.

Tree House

Talk to the children about how trees provide shelter and food to various animals. Ask the children about different animals that use trees for shelter. Ask about the animals that use trees for food. Go outside and look for nests or other homes of various animals. Identify bird nests, squirrel nests, woodpecker holes, etc. Look for different insects that might live on the tree.

Tree Rubbings

Remove the paper wrapper from a crayon. Have the children hold a piece of white paper against a tree and rub the side of the crayon against the paper to make a rubbing of the tree bark. Have the children make rubbings from different trees and compare the patterns.

PLAYBACK: POINTS TO REINFORCE ►

- Why are trees important?
- Can you name something that lives in a tree?
- What would the world look like without trees?

CLOSING ►

Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ DON'T THROW THAT AWAY!

PROJECT ▶ ECOLOGY

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn about recycling.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Items with a recycling symbol, powder paint, old magazines, salt boxes, string, brads, small eyehooks, one inch strips of cardboard, egg shells, rolling pin, waxed paper, plain picture frames, spray paint, Plaster of Paris, glitter.

PREPARATION ▶ Cut saltboxes in half lengthwise for drums. Lay the two halves on their sides, fill with Plaster of Paris and let set. Be sure to dispose of left over Plaster of Paris in a trash receptacle, or otherwise it may clog your plumbing permanently.

Remove skin from inside of eggshells if the children will be making mosaics.

ACTIVITIES ▶

Recycling Scavenger Hunt

Tell the children that "Recycle" means to use something again. Go on a scavenger hunt through your meeting place to look for items that have the recycling symbol. Explain that when the items have these symbols, they can be taken to a recycling plant to make new things.

Drum Making

Explain to the children that we can make things from trash or other unwanted items. Have children paint both ends of a saltbox with a bright color. When dry, have the children make a strap for their drum. Have them glue a cardboard strip one inch wide from the top to the bottom. Secure the strips using the eyehooks or brads.

Eggshell Mosaics

Place eggshells between waxed paper and let the children press with a rolling pin. Roll shells until they are ground into tiny pieces. Have the children apply glue to a picture frame and sprinkle eggshells onto glue. The eggshells can be spray painted, and a light coating of glitter can be applied before the glue is dry to fill in any areas not covered by eggshells. Explain to the children that we use trash or unwanted items to make new things.

PLAYBACK: POINTS TO REINFORCE ▶

- What are some things that can be recycled?
- What are some things we can make from trash?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

DON'T THROW...

MEETING PLAN ▶ LET'S KEEP IT CLEAN**PROJECT ▶ ECOLOGY****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn to take responsibility for a clean community.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Paper, crayons, poster board, trash examples, trash sacks, latex gloves or a non-allergenic substitute, anti-bacterial soap, plastic baggy, plastic six-pack can holder.**PREPARATION ▶** Get permission slips signed if you will be picking up trash at another location.**ACTIVITIES ▶****Olga the Octopus**

Ask children if they know why we should keep things clean. Tell them that when we keep things clean, we are safer and things look better. Trash and pollution kills plants and makes animals and people sick. Tell children about Olga the Octopus:

Olga the Octopus and some of her friends got hurt one day because of some careless people. A family went to the beach and had a picnic. When they were done eating, they did not pick up their trash. The ocean waves came swooshing up and carried the trash into the ocean. Olga's friend Bob came swimming along and saw a sandwich baggy floating on the top of the water. Bob was a big fish who usually ate smaller fish. The sandwich baggy looked like food to him, so he ate it (show children a sandwich baggy). It made him very sick. Later, Olga the Octopus saw some trash, too. She found a plastic six-pack can holder (show children a six-pack can holder). She had never seen one before, and it looked very interesting. Olga started to play with it, but she got all

tangled up. Olga could not get out! She asked her friends for help, but they could not get her out. Olga was in trouble. She needed her arms untangled so she could swim and catch food. She was getting very hungry. Just then a fisherman caught Olga in his net. He freed her from the trash and made sure she was okay. Then he gently tossed her back into the ocean. Olga was lucky to be alive.

Explain to the children that Bob and Olga are very lucky because plastic and Styrofoam are dangerous to all sea life. Have the children draw pictures of Olga. Use the pictures to make a poster teaching others about the dangers of water pollution.

Wiggle or Jiggle

Hold up items or pictures of items the children might find while picking up trash. If the item is safe to pick up, the children wiggle their ears. If the item is not safe to pick up (glass, needles and other sharp or dangerous items), the children jiggle their feet. Remind children to not put their hands near their mouths while picking up trash. Have the children put on gloves before picking up trash and wash their hands with anti-bacterial soap when they finish.

PLAYBACK: POINTS TO REINFORCE ▶

- Why do we need to keep things clean?
- What might happen if we left trash lying around?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► SAVING OUR WORLD

PROJECT ► ECOLOGY

LEVEL ► Pre-K

PURPOSE ► Children learn to take responsibility for conservation.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Drain stopper and sink, toothbrush, toothpaste, watering can or bucket, glass, grease pencil or marker, balloons.

ACTIVITIES ►

What is Conservation?

Talk to the children about helping save our world by doing simple things like turning off lights and saving water. Explain why this is important. (It costs money, uses up resources, etc.) Tell the children that “conservation” means saving things in our world. Ask for a volunteer or select a child to show you how much water he or she uses when brushing his or her teeth. Put in a drain stopper and turn on the water while the child brushes his or her teeth. Ask the children to come up with ways to use less water when they brush. Talk about other ways to conserve resources such as turning out the lights when they are not in use.

Watering Conservation

Show the children how they can save rainwater or snow in a watering can or bucket. Explain that saved water can be used to water houseplants. Tell the children how they can encourage adults to water in the morning on hot summer days so the water does not evaporate. Show the children what evaporation is by placing a glass of water on a sunny windowsill. Make a mark at the water line with a grease pencil or a marker. Let the children check the water levels in the glass weekly. Talk about what is happening.

Carpooling

Partially fill a balloon with air for each child and let the air escape. See how far the balloons will go. Tell the children that each balloon is like a car using gas. Show the children what would happen if everyone put all their gas together to make one car go. Completely fill a balloon with air and watch it go. Explain that sharing rides in a car saves gas. When all the gas is put together like the air in the balloons, cars can go a lot farther.

PLAYBACK: POINTS TO REINFORCE ►

- What are some things we need to save in our world?
- What can you do to help?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ TURN THAT DOWN!**PROJECT ▶ ECOLOGY****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn about noise pollution.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Earplugs, paper, noisemakers, radio, toys with sirens and other things that make loud noises, cardboard semi circles, crayons, markers, movable hand. Optional: Television, tape/CD player with music.**PREPARATION ▶** Cut cardboard into semi circles for noise meters; divide into three equal sections, color one section green, one section yellow and one section red. Attach a movable hand.**ACTIVITIES ▶****Noisy Things**

Have the children wear earplugs or cover their ears and turn away from you. Tear paper, turn on a television, drop or hit things and turn on noisy toys. Have the children remove earplugs and turn around. Talk about what they heard.

Dancing

Let the children dance to music, but tell them to stop and cover their ears if the music gets too loud. Adjust the volume louder and softer as the children dance. Afterwards, talk about how it felt when the music was too loud.

Noise Meter

When the children are quiet, have the meter on green. If the children start to get noisy, move the hand to yellow. When the children are too loud, move the hand to red and have everyone freeze until the room is quiet. Reset the meter and start again.

PLAYBACK: POINTS TO REINFORCE ▶

- What happens when things are too loud?
- How do loud noises make you feel?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

FAMILY TAKE-HOME PAGE

“Ecology” is a project on the Trail to the Environment that helps children learn about taking care of their community and their responsibilities as a member of the community. As a result of the project, Camp Fire hopes that your child:

- Respects and cares for the natural world.
- Learns about and uses natural resources wisely.
- Understands his or her ability to help others.
- Works and plays cooperatively.

AT HOME ►

Recycle Bins

If your family does not already recycle, make recycling bins for your home. Find out what is and is not recyclable.

Litter Walk

Go on a litter walk with your family. Talk about what is safe and what is not safe to pick up (broken glass, sharp objects, etc.).

Plant a Tree

Together with your family, plant a tree. Call your local garden center to see when is the best time to plant.



LEVEL ▶ Pre-K

TRAIL TO THE ENVIRONMENT

PROJECT ▶ **EXPLORING MY WORLD**

PURPOSE ▶ Children learn to explore, appreciate, respect and care about the natural world.

MEETING PLANS ▶

Nature Walks
All About Plants
Outdoor Fun
Weather
A Pile of Leaves
Snowflake Flurries

YOUTH OUTCOMES ▶

- Respects and cares for the natural world.
- Learns about and uses natural resources wisely.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM** ▶

When children complete each meeting plan, they each receive sticker #D00027 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Before leaving the meeting site, be sure to obtain proper permission from parents and the child-care center.
- Be sure children have on proper clothing and shoes for outdoor activities.
- Explore the outdoor site ahead of time and become familiar with the area. Also, be sure the site is safe for the activity.
- Listen to children's ideas as to why things happen. Their explanations can be fascinating and delightful.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

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

EXPLORING MY...

MEETING PLAN ► NATURE WALKS**PROJECT ► EXPLORING MY WORLD****LEVEL ►** Pre-K**PURPOSE ►** Children learn about nature through using their senses.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Jar of peanut butter, cooking extracts (like vanilla extract or almond extract), forest music. Optional: Magnifying glass, binoculars.**PREPARATION ►** Decide where you will take your walk and get permission slips signed by a parent or guardian if you will be leaving the meeting site.

Be sure no one in the group is allergic to peanuts.

ACTIVITIES ►**Discovery Hike**

Begin the activity by asking the children what their favorite color is. Ask them about the colors they are wearing. Ask them what things they like to smell and what things they do not like to smell. Let the children smell the peanut butter and the cooking extracts. Ask them, "What things are fun to touch? What things are not fun to touch or could hurt you?" Now have them close their eyes and talk about what they are hearing (chirping, honking, barking, etc.). Focus on another of their senses and see if they can name some examples. Have the children look for differences in trees, birds and plants. If you see a poisonous plant or a stinging insect, explain why those would not be fun to touch. Let children lie in the grass and feel the petal of a flower to their cheeks; talk about how it feels.

Follow the Leader

When taking the children for a walk, have them take turns giving each other instructions such as "sit on the grass," "hug that tree" or "scamper like a squirrel."

Forest Walk

Pantomime a walk through the forest. Let the children choose an animal they would like to imitate. Caves and animal homes can be under chairs and tables. Let the children crouch, hide or scamper about. Forest music, like "Peter and the Wolf," makes a good accompaniment to this activity.

PLAYBACK: POINTS TO REINFORCE ►

- What new things did you learn about the outdoors?
- What did you see on your walk?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► ALL ABOUT PLANTS

PROJECT ► EXPLORING MY WORLD

LEVEL ► Pre-K

PURPOSE ► Children learn about plants and how they grow.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► One eggshell for each child (plus a few extra), toilet paper tubes, potting soil, grass seeds, spoons, hot or cold melt glue guns, wiggle eyes, markers, scraps of paper to make egg faces, variety of fruits and vegetables, fruit pits (seeds) such as avocado pits or sweet potatoes.

PREPARATION ► Prior to this meeting, call or send a note home with each child asking him or her to bring a fruit or vegetable to this meeting.

To create egg buddies, make a small opening at the top of each egg and empty the contents out, making sure that the hole is large enough for the children to put the soil in with a spoon. Cut toilet paper tubes in half and glue an eggshell onto each half. The hole of each egg should be on top with the tube underneath.

ACTIVITIES ►

What Is a Plant?

If the weather permits, take the children outside and ask if they see any plants. Have them tell you what a plant is. Name some things you can see such as trees, cars, signs, bushes, moss, garbage, telephone poles and flowers. After each thing you name, ask the children to tell you if it is or is not a plant.

Egg Buddies

Ask the children if they know how grass grows. Tell them about the things that trees and plants need in order to grow (sun, dirt and water). Explain that we are going to grow some grass in an eggshell, but

they need to be very careful. Give each child an eggshell in a tube. Demonstrate how to fill the eggshell halfway with soil using the spoon. Then show them how to sprinkle in some grass seeds and water it just a little. Next have them gently decorate the egg with a face. Tell them to take their buddy home and put him in a windowsill and do not forget to give him water!

Plants We Eat

Tell the children that fruits and vegetables are plants we eat. Talk about the different parts of a plant. Classify different vegetables and fruits according to their parts:

Roots: Onion, carrots, potatoes. These vegetables grow underground.

Stems: Celery.

Leaves: Lettuce, cabbage, spinach.

Flowers: Broccoli, cauliflower.

Ovaries: Oranges, apples, grapes, tomatoes, cucumbers. They hold the seed.

Seeds: Corn, peas and all types of beans.

PLAYBACK: POINTS TO REINFORCE ►

- Can you name some plants?
- What do plants need to grow? (sun, water, soil)
- What plants can we eat?
- What is your favorite vegetable?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► OUTDOOR FUN**PROJECT ► EXPLORING MY WORLD****LEVEL ►** Pre-K**PURPOSE ►** Children have an opportunity to enjoy the outdoors.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Crayons, paper, rope, stakes, magnifying glass, string, newspaper, birdseed, pinecones and/or two-liter plastic bottles, peanut butter, spoons or knives, wood-burning tool, very fine sand paper, nail, funnel, paint pens or permanent markers.**PREPARATION ►** Tie a piece of string around each pinecone or bottle you will be using for a bird feeder. If you are using the plastic bottle bird feeder, you will need to use a wood-burning tool to melt an upside down U into the bottom of the bottle. This will give birds a perch to sit on while they get food.

If making the Pinecone Feeder, be sure no one in the group is allergic to peanuts.

ACTIVITIES ►**Leaf Rubbings**

Have the children peel the wrappers off of crayons. Take the children outside to collect some leaves and then arrange one or more leaves with a piece of paper on top. Using the side of the peeled crayon, have children rub the crayon over the top of the paper with the leaf arrangement. Encourage them to make rubbings of other naturally occurring items, such as flowers.

Outdoor Observations

Rope off a small area and have the children talk about it using their senses. Ask them what they hear or see. Count the number of leaves or see

how many colors they can name. Use a magnifying glass to see really small things.

Bird Feeders

Talk about ways to take care of animals especially when food is hard to find.

- **Pinecone Feeder:** Have the children spread peanut butter on a pinecone with a spoon or knife. (If using a knife, please cover all safety rules beforehand.) Lay newspaper down and scatter birdseed onto it. Then have the children roll the peanut-buttered pinecone in the birdseed.
- **Plastic Bottle Feeder:** Have the children use a nail to scratch lines in the plastic perch you made in the bottle. This will make it easier for birds to hang onto the feeder. Then use a very fine sandpaper to roughen the outside of the plastic bottle so the picture does not peel. Decorate with paint, pens and markers. Stuff newspaper in the doorway and have the children pour birdseed through a funnel until it is level with the perch. Remove the newspaper and hang the feeder.

PLAYBACK: POINTS TO REINFORCE ►

- What happened when you rubbed your crayon on the paper with the leaf?
- Tell me about something you saw outside that you have never seen before.
- Why did we need to make the bird feeders?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► WEATHER

PROJECT ► EXPLORING MY WORLD

LEVEL ► Pre-K

PURPOSE ► Children learn about weather.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Outdoor thermometer, paper, crayons, thin cardboard, markers, straws, glue, pencils with erasers, paper cups, straight pins, garden hose, 18" zipper.

PREPARATION ► Cut cardboard into triangles (two for each child), cut slits in the straws for the triangles to use in wind vanes.

ACTIVITIES ►

Thermometers

Teach children to “read” an outdoor thermometer by watching the indicator move up or down. What does it mean when the red line is little? What does it mean when the red line is longer. Have the children glue the zippers to a piece of cardboard. Mark the appropriate degrees and mount on a wall. As the children check the outside temperature, have them move the zipper to match the thermometer.

My Favorite Weather

Have the children draw pictures of their favorite weather, such as sunny skies, thunderstorms, snow, etc.

Wind Vanes

Allow children to color the cardboard triangles with markers, if desired. Glue cardboard triangles into the slits in the straws to form an arrow. Push a straight pin through the center of the straw into a

pencil eraser. Be sure the straws swing freely. Support the pencil in a Styrofoam cup that is anchored to a board with some glue. Mark on the cup: N, S, E, W. Place the vane outside. The arrow will point to the direction the wind is blowing.

Create a Rainbow

Weather permitting, create a rainbow for the children to see, using a water hose. With the sun shining to your back, spray a fine mist in front of you, preferably against a dark background so that the colors will really stand out. This activity works best when the sun’s rays are slanting lower in the sky. Talk about rainbows with the children. Ask them what colors they see in the rainbow.

Weather Songs

There is thunder; there is thunder. (Pound floor with palm of hand.)

Hear it roar; Hear it roar;

Pitter, patter, rain drops.

Pitter, patter, rain drops. (Slap knees.)

I’m all wet, I’m all wet. (Shake rain off.)

It’s raining. It’s pouring. (Wiggle fingers downward motion.)

The old man is snoring. (Cover ears with hands.)

He jumped in bed and hit his head. (Jump up and down then rub head.)

And couldn’t get up in the morning. (Shake head no.)

PLAYBACK: POINTS TO REINFORCE ►

- What does a thermometer do?
- How do you measure wind with a vane?
- What is your favorite weather?
- What are some colors in a rainbow?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► A PILE OF LEAVES**PROJECT ► EXPLORING MY WORLD****LEVEL ►** Pre-K**PURPOSE ►** Children learn and do fun things using leaves.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Paper, paint smocks or old shirts, old toothbrushes, one white votive candle, fire extinguisher, tweezers, newspaper, felt board, construction paper, brown and green felt, plate, access to a stove, sauce pan, fresh leaves, flowers, paintbrushes, tempera paint, box of facial tissue.**PREPARATION ►** Cut a large leafless tree out of brown felt, and the numbers 1-10 out of any color felt. Cut leaf shapes out of green felt (you need at least 10).**ACTIVITIES ►****Preserving Leaves**

Give each child a paint smock or old shirt to wear while doing these activities. Place two cups of water in a small saucepan. Drop in the wax of one white votive candle. Wax is extremely flammable so use caution when heating wax. Keep children away from stove and have a fire extinguisher handy. Heat the wax over a small burner until it melts completely. Remove from heat and let cool slightly. Using tweezers, help the children to carefully dip felt or fresh leaves into the pan to coat them with wax. Dry them on newspaper. The leaves will stay soft and supple, but will take a long time to change colors.

Leaf Prints

Have the children arrange leaves and flowers in a circle on a piece of paper. On another sheet of paper, help the children draw a circle in the center of the page by tracing around a plate. Help the

children brush paint on the back of their leaves and then place them on the circle outline. Cover the leaf with tissue and smooth it down lightly. Lift the tissue and peel off the leaf. Repeat the process with other leaves and flowers.

Leafless Tree

To begin the activity, place the leafless tree on the felt board and the leaves in a pile within reach. Select a numeral and place it on the felt board next to the tree. Ask the children to come forward to place that many leaves on the tree. Continue until the tree is filled and no leaves remain. (For older children, cut out more leaves and use larger numerals. Cut out a felt zero and put NO leaves on the tree.)

PLAYBACK: POINTS TO REINFORCE ►

- Who can count to five?
- Hold up fingers or say a number and ask children to find the corresponding felt numeral.

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► SNOWFLAKE FLURRIES

PROJECT ► EXPLORING MY WORLD

LEVEL ► Pre-K

PURPOSE ► Children learn fun things to do in the snow.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Shaved ice, a sled, one package of Kool-Aid, 1 cup of sugar, 1/2 cup of water, stove, saucepan, compass or three different sizes of round lids, crayons, markers, sheets of paper.

PREPARATION ► Plan the activities "Snow Games" and "Sledding" after a snow.

Using a large round lid, make a circle at the bottom of a piece of paper. Make progressively smaller circles on top of the large circle to form a snowman. Don't add any details to the snowman. Photocopy the snowman for each child.

ACTIVITIES ►

Snow Games

Have the children lay on the ground and spread arms and legs together and apart to make a snow angel. Build a snow fort or a snowman. Play catch with a snowball or try to catch a snowflake on your tongue.

Sledding

Talk about things people use when it snows to make it easier to get around. (Example: snow tires, snowmobiles, snowshoes, sleds, etc.). Pretend to be sled dogs and pull each other on a sled.

Snow Cones

Combine Kool-Aid, sugar and water. Heat and stir until all the sugar is dissolved. Cool and serve over shaved ice.

Sing-Along Snowman

When the children come inside, give each one a photocopy of the snowman. Have them follow the song directions to complete a snowman picture. Think of the verses using all the features that would need to be added to the snowman to make it look "real." Verses such as the following can be sung to the tune of "Happy Birthday":

*Here's a big nose for you,
Here's a big nose for you.
It's a carrot mister snowman,
Here's a big nose for you.*

*Here's a big smile for you,
Here's a big smile for you.
It's a red smile mister snowman,
Here's a big smile for you.*

*Here's a new hat for you,
Here's a new hat for you.
It's a green hat mister snowman,
Here's a new hat for you.*

*Here are two eyes for you,
Here are two eyes for you.
They are blue eyes mister snowman,
Here are two eyes for you.*

*Here are buttons for you,
Here are buttons for you.
Six big buttons mister snowman,
Here are buttons for you.*

*Here are big boots for you,
Here are big boots for you.
Keep your feet dry mister snowman,
Here are big boots for you!*

PLAYBACK: POINTS TO REINFORCE ►

- What does snow feel like?
- What do you like most about snow?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

SNOWFLAKE



FAMILY TAKE-HOME PAGE

AT HOME ►

“Exploring My World” is a project on the Trail to the Environment that allows children to explore, appreciate, respect and care about the natural world. As a result of the project, Camp Fire hopes that your child:

- Respects and cares for the natural world.
- Learns about and uses natural resources wisely.
- Works and plays cooperatively.

Potato Plants

Place three to four toothpicks around the center of a sweet potato. Place the bottom half in a clear jar filled with water. Place the jar in a sunny area and water as needed. Have children monitor the progress.

Take a Hike

Take your family on a hike. Look for different types of plants, insects, trees and leaves. Talk about the different things in nature that you see.



LEVEL ▶ Pre-K

TRAIL TO THE ENVIRONMENT

PROJECT ▶ MY ANIMAL FRIENDS

PURPOSE ▶ Children learn about animals.

MEETING PLANS ▶

Down on the Farm
Baby Animals Get Bigger, Too!
Perfect Pets
Zoo Pals
Wet and Wild
Animal Tracks

YOUTH OUTCOMES ▶

- Respects and cares for the natural world.
- Learns about and uses natural resources wisely.
- Works and plays cooperatively.

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ▶

When children complete each meeting plan, they each receive sticker #D00028 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Be sure children have on proper clothing and shoes for outdoor activities.
- Keep activities simple and explanations at a level that children can understand.
- Explore the outdoor site ahead of time and become familiar with the area. Also, be sure the site is safe for the activity.
- Before leaving the meeting site, be sure to obtain proper permission from parents and the child-care center.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

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

MEETING PLAN ► DOWN ON THE FARM**PROJECT ► MY ANIMAL FRIENDS****LEVEL ►** Pre-K**PURPOSE ►** Children learn about animals found on farms.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Pint of fresh whipping cream (not cool whip), glass jar with lid, salt, crackers, plastic knives.**PREPARATION ►** Arrange to visit a farm and get permission slips signed.**ACTIVITIES ►****Animal Games**

Learn animal sounds by singing “Old MacDonald Had a Farm.” Then sing “Farmer in the Dell” to learn about the types of animals found on the farm.

Old MacDonald Had a Farm

Old MacDonald had a farm, E-I-E-I-O.

And on his farm he had some cows,
E-I-E-I-O.

With a moo, moo here,

And a moo, moo there,

Here a moo, there a moo,

Everywhere a moo, moo.

Old MacDonald had a farm, E-I-E-I-O.

(Repeat using different types of animals and sounds.)

The Farmer in the Dell

The Farmer in the Dell, the Farmer in the Dell,
hi-ho-the-Derry-o, the farmer in the Dell.

Repeat using:

The farmer takes a wife.

The wife takes a child.

The child takes a nurse.

The nurse takes a dog.

The dog takes a cat.

The cat takes a rat.

The rat takes the cheese.

The cheese stands alone.

Farm Food

Talk about the many foods that come from a farm. Ask the children which animals give us milk, eggs, hamburgers, etc. Make butter by pouring fresh cream into a glass jar. Have an adult screw the lid on tightly and let the children take turns shaking the jar until the cream becomes butter. Add 1/2 teaspoon of salt and spread on crackers for children to taste.

Visit a Farm

Talk about animals or crops that might be seen before you go and have the children see if they can find them on the farm.

PLAYBACK: POINTS TO REINFORCE ►

- What animals are found on a farm?
- Name some foods that come from a cow.
- How do you make butter?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► BABY ANIMALS GET BIGGER, TOO!

PROJECT ► MY ANIMAL FRIENDS

LEVEL ► Pre-K

PURPOSE ► Children learn names of adult animals and their young.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Glue, magazines, index cards, hole punch, cotton balls, one eggshell half for each child, powdered yellow paint, zippered plastic bag, orange and black construction paper, an empty egg carton.

PREPARATION ► Glue pictures of different baby animals and full-grown animals onto index cards.

ACTIVITIES ►

Who Is My Mommy?

Name adult animals and have the children tell you the names of their young. For example, you say “cat” and the children answer “kitten.”

What Came First?

Using the index cards, show the children different animal pictures and ask if they are the baby animal or the mommy animal. Have the children tell you the name of each animal. You may also have them make the animal sound, such as cow says, “moo.”

Fuzzy Baby Chicks

Place some powdered yellow paint and several cotton balls into a plastic bag. Zip the bag shut and let the children shake the bag to coat the cotton balls with yellow paint. Ask the children to glue one yellow cotton ball into their eggshell halves. Show them how to hole punch two circles from black construction paper for eyes. Ask them to cut a tiny triangle from a corner of the orange construction paper to make a beak. With small drops of glue, have the children glue the eyes and beak in place on the cotton ball. Let the chick dry in a section of an empty egg carton.

PLAYBACK: POINTS TO REINFORCE ►

- Name a baby animal that comes from an egg.
- What were you like as a baby?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ PERFECT PETS**PROJECT ▶ MY ANIMAL FRIENDS****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn about pets and how to care for them.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** None.**PREPARATION ▶** Send a note home before this meeting asking each child to bring a picture of his or her pet or a favorite stuffed animal to the next meeting. Get permission slips signed if going on an outing.**ACTIVITIES ▶****My Pet**

When the children arrive, have a special area where they can put their stuffed animals and animal pictures. If someone forgets a picture or stuffed animal, have him or her draw a picture of his or her pet to share with the group.

Have a “show and tell” for each pet or stuffed animal. Ask the following questions as the children are sharing:

- How long have you owned your pet?
- Where is it kept?
- How do you like to play with it?
- What do you do to take care of it?

Encourage everyone to pass his or her pet picture or stuffed animal around for everyone to see. Talk about how to take care of pets (feeding, exercising, dangers of leaving in a car on a hot day, showing them affection, etc.). After the pet show, ask the following questions:

- What animals would not make good pets?
- Why are these animals better left in the wild?
- How do animals in the wild get food?

Guest Speaker

Arrange a visit with a veterinarian or invite one to speak to your group about pets and pet care.

Zoo Trip

Plan a zoo trip. Call ahead to see if there are special tours available. Check feeding schedules and, if possible, talk to people who care for the animals.

PLAYBACK: POINTS TO REINFORCE ▶

- What makes a good pet?
- What would not make a good pet?
- How do you take care of pets?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► ZOO PALS

PROJECT ► MY ANIMAL FRIENDS

LEVEL ► Pre-K

PURPOSE ► Children learn about the importance of zoos and the types of animals found there.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► None.

PREPARATION ► Get permission slips signed if going on an outing.

ACTIVITIES ►

Visit a Zoo

Explain that a long time ago, zoos were mostly for fun. They gave people a chance to see animals they would not normally get a chance to see. Now zoos also protect animals that are almost gone and teach people about the animals.

Zoo Games

Monkey See Monkey Do

Choose one child to be the leader. He or she pretends to be a monkey at the zoo. The monkey performs any kind of action, such as combing hair, chewing food or making funny faces. (You may need to whisper some ideas to the first monkey or be the first monkey to get children started). The other children should mimic the monkey as closely as possible. Let the first monkey choose someone to be the next monkey.

Guessing Game

Ask the children to take turns pretending to be an animal at the zoo. Each child should act out or tell something about the animal and see if the other children can guess what the animal is.

Zoo Races

Have an elephant race with the children on their knees, using one arm as a trunk and the other arm for balance. Also, have a snake (on their tummies), bird (running while flapping arms) and kangaroo (hopping) races.

Dr. Doolittle

Sing this song to the tune of "Old MacDonald Had a Farm."

Doctor Doolittle had a zoo, E-I-E-I-O.

And in that zoo he had a _____, E-I-E-I-O.

With a _____ here and a _____ there,
here a _____, there a _____,

Everywhere a _____,

Doctor Doolittle had a zoo, E-I-E-I-O.

PLAYBACK: POINTS TO REINFORCE ►

- What animals did you see at the zoo?
- Which animal is your favorite?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ WET AND WILD**PROJECT ▶ MY ANIMAL FRIENDS****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn about the ocean.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Globe or world map, salt, water, two-liter plastic bottles with lids, vegetable oil, blue or green food coloring.**PREPARATION ▶** Make salt water.**ACTIVITIES ▶****Oceans**

Look at a globe or a world map and see how much of it is blue. Explain that the blue part is where the oceans are. Tell children how the ocean is salty and let them have a small taste of salt water.

Name items related to either land or ocean. If the item relates to land, have the children walk in place; if relates to ocean, have the children pretend to swim in place.

Make a Wave Bottle

Fill a two-liter bottle one third of the way full with vegetable oil. Fill the rest of the bottle to the top with water. If you want the water to be blue or green, add several drops of food coloring. Screw the cap on tightly and gently rock it back and forth on its side. Ask the children if they see how the small waves form and break?

PLAYBACK: POINTS TO REINFORCE ▶

- Is there more land or water on the globe?
- Do you think there are more land animals or water animals?
- What did you learn about the ocean?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► ANIMAL TRACKS

PROJECT ► MY ANIMAL FRIENDS

LEVEL ► Pre-K

PURPOSE ► Children learn how scientists study animals past and present.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Small wading pool or bucket of water near a sidewalk or driveway, animal tracks, Plaster of Paris, disposable container, stirring stick.

PREPARATION ► Find an area with tracks or wet ground and make your own tracks. Get permission slips signed if you will be going on a field trip.

ACTIVITIES ►

Tracking

Make footprints on the sidewalk with water and tell children that animal footprints are called tracks. Explain how scientists learn about animals by studying their tracks (footprints) to see where they went, how many animals there were and how big they were when they made the tracks. Look at some tracks or pre-made mud prints and see if you can guess who or what made them. Be careful not to step on the tracks or fill them in.

Plaster Casts

While looking at the tracks from the previous activity, mix some Plaster of Paris in a disposable container, according to the package instructions, just prior to use. Be sure to dispose of left over Plaster of Paris in a trash receptacle, or otherwise it may clog your plumbing permanently. Tell the children they can help remove twigs or leaves from the track but they should not step in the track or fill it in. Have an adult fill the track with the plaster mixture and allow plenty of time for the plaster to harden. Later, come back to the tracks and pick up the cast for the children to see and feel.

PLAYBACK: POINTS TO REINFORCE ►

- What are tracks?
- What do scientists learn about animals from their tracks?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.



FAMILY TAKE-HOME PAGE

AT HOME ►

“My Animal Friends” is a project on the Trail to the Environment that allows children to explore, appreciate, respect and care about our animal friends. As a result of the project, Camp Fire hopes that your child:

- Respects and cares for the natural world.
- Learns about and uses natural resources wisely.
- Works and plays cooperatively.

Animal Homes

If you have pets at home, talk about them with your child. What kind of homes do they live in? Why is it important for animals to have homes? Why is it important for people to have homes? What types of things do pets need?

Aquarium

Take your family to an aquarium. Talk about the different fish in the aquarium.



LEVEL ▶ Pre-K

TRAIL TO THE FUTURE

PROJECT ▶ TRANSPORTATION

PURPOSE ▶ Children learn about different types of transportation.

MEETING PLANS ▶

Just Plane Fun
Keep on Rollin'
Ships, Boats and Other Things that Float
An Inside Look

YOUTH OUTCOMES ▶

- Develops an enjoyment of learning.
- Communicates his or her thoughts and feelings.
- Follows verbal directions.
- Develops skills to prepare for reading, writing, science and math.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM ▶**

When children complete each meeting plan, they each receive sticker #D00029 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

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

MEETING PLAN ► JUST PLANE FUN**PROJECT ► TRANSPORTATION****LEVEL ►** Pre-K**PURPOSE ►** Children learn about planes and flight.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Handkerchief, glass jar, dishpan or large container, several sheets of 8 1/2" x 11" paper, 2" x 6" sturdy paper or poster board for each child, scissors, paperclips.**PREPARATION ►** Cut sturdy paper or poster board into 2" x 6" pieces, one for each child.**ACTIVITIES ►****What is Air?**

Ask the children what air looks like. Tell them that air is all around us, but we cannot see it. Show the children two identical sheets of paper. Have a child wad one of the pieces of paper into a ball. Explain to the children that you are going to drop both sheets of paper at the same time. Ask the children to guess which one will reach the ground first. Drop both sheets of paper at the same time from four to five feet above the ground. Talk about how the air slowed the flat piece of paper down.

Air and Water

Stuff a large handkerchief into an empty jar. Be sure that the handkerchief will not fall out when you hold the jar upside down. Fill a dishpan with water. Holding the jar upside down, lower it deep into the water. Hold it there for a minute or more. Lift the jar out of the water. Touch the handkerchief. Explain why it stayed dry. (The air took up space in the jar and kept it from filling up with water.)

Things That Fly

Ask the children to name things that fly. Talk about animals, seeds, helicopters, hot air balloons and rockets. Give each child a 2" x 6" piece of sturdy paper or poster board. Help each child cut a three-inch slit into the paper (lengthwise). Bend these flaps in opposite directions from each other to form a propeller. Attach a paper clip to the bottom. Have the children toss the "helicopters" into the air and watch as they slowly make their way to the ground.

PLAYBACK: POINTS TO REINFORCE ►

- How do we know there is air if we cannot see it?
- What things fly like the "helicopter"?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► KEEP ON ROLLIN'

PROJECT ► TRANSPORTATION

LEVEL ► Pre-K

PURPOSE ► Children learn about movement.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Cylindrical, triangular and rectangular blocks or containers; two coffee cans with lids, sand, sturdy paper, miniature cars and motorcycles, paints, pie pans or other containers to hold paint, paper.

PREPARATION ► Fill two coffee cans with sand and replace the lids.

ACTIVITIES ►

Going Around

Have the children experiment with rolling different shaped blocks or containers. Put the coffee cans with sand on the floor, placing one on its side and one flat on the floor. Ask the children to predict which one will be easier to move. "Is it easier to push the flat can or to roll the can on its side?" Explain that when we roll the can, less of the can is touching the floor, which makes it easier to push. (There is less friction because there is less surface area on the floor.) Talk about which of the shapes roll better. Explain that circles do not have corners, which makes them roll better.

Wheel-y Interesting

Show the children pictures of various forms of transportation. Have the children count how many wheels there are on each type of vehicle.

Making Tracks

Spread a small amount of paint into each pie tin. Give children toy cars or motorcycles to dip into the paint. Allow the children to drive their vehicles over a piece of paper.

PLAYBACK: POINTS TO REINFORCE ►

- Why do cars have wheels? (It's easier to roll something than to push it.)
- Why are wheels round? (Round rolls better than shapes that have corners.)
- What things have wheels?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► SHIPS, BOATS AND OTHER THINGS THAT FLOAT**PROJECT ► TRANSPORTATION****LEVEL ►** Pre-K**PURPOSE ►** Children learn about buoyancy.**OPENING ►** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ►** Tub of water or an aquarium without fish, clay, small inflatable toy, sponge, life jacket, walnut shell halves, dishwashing detergent, straws, scissors, paper, crayons or markers, transparent tape, toothpicks.**ACTIVITIES ►****Float or Sink**

Place a small inflatable toy that has not been inflated or a dry sponge onto the surface of the water. Eventually, the toy will start to sink. Blow it up, and it will float. The sponge floats because it has many small holes filled with air. Let the children squeeze the sponge under water and watch the air bubbles escape to the surface. Fill it with water instead of air and watch the sponge sink. Let the children lift the sponge from the water and see how heavy it feels.

Life Jackets

Have the children practice putting on a life jacket. If the life jackets are easy to fasten, let the children have a race to see who can put his or hers on the fastest. Explain that life jackets help people stay afloat and why even good swimmers should wear a life jacket.

Walnut Boats

Have the children take a little piece of clay and stick it inside a walnut shell half. Stick a toothpick in the clay. Cut a small sail out of paper and color it in. Tape the sail to the toothpick.

PLAYBACK: POINTS TO REINFORCE ►

- How do heavy things float?
- Why should you wear a life jacket?
- What helped the objects float on water?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► AN INSIDE LOOK

PROJECT ► TRANSPORTATION

LEVEL ► Pre-K

PURPOSE ► Children learn how vehicles are assembled.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Peanut butter, jelly, bread, butter knives, plate, timer, blocks of wood, spools, nails, hammers, rubber bands, car, camera with film or magazines and scissors, large squares of heavy cardboard, cool melt glue gun, machine washers, gears, other odds and ends from the garage.

PREPARATION ► Take close up photographs of parts of vehicles or find pictures of vehicle parts in a magazine and cut them out.

Be sure no one in the group is allergic to peanuts.

ACTIVITIES ►

Assembly Line

Let the children experience how an assembly line works. Have the children do an activity with several steps such as making a peanut butter and jelly sandwich. Repeat the activity as an assembly line having each child do only one step. Time the children as they work alone and in groups. Explain that vehicles are put together in an assembly line because it is faster than working alone.

Gears

Explain to children that many vehicles have gears on the inside. Let the children watch as you hammer nails through the centers of spools and into blocks of wood. Join spools by stretching rubber bands around the spools. Show the children what happens when you turn one of the spools. Show the children what is under the hood of the

car (with it not running) and talk about how the belts move other parts of the car.

What's That?

Show the children pictures of different vehicle parts, such as a close up photo of a steering wheel, a canoe seat or a bicycle pedal. Have them identify what type of vehicle is shown in the photo. Have the children glue machine washers, gears and odds and ends to a piece of cardboard to show what the inside of a vehicle looks like.

PLAYBACK: POINTS TO REINFORCE ►

- Why do car makers use assembly lines?
- If you made a new kind of vehicle, what kind of parts would you use?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.



FAMILY TAKE-HOME PAGE

“Transportation” is a project on the Trail to the Future that allows children to explore, through guided observation, why and how things happen. As a result of the project, Camp Fire hopes that your child:

- Develops an enjoyment of learning.
- Communicates his or her thoughts and feelings.
- Follows verbal directions.
- Develops skills to prepare for reading, writing, science and math.
- Works and plays cooperatively.

AT HOME ►

Construction Equipment

Visit a construction site and watch vehicles from a safe distance or watch a video of construction vehicles in action together.



LEVEL ▶ Pre-K

TRAIL TO THE FUTURE

PROJECT ▶ **FITNESS**

PURPOSE ▶ Children learn fine motor skills, confidence and cooperation.

MEETING PLANS ▶

Play Along
Balancing Games
Let's Dance
Hop Like A....
Relay Races

YOUTH OUTCOMES ▶

- Develops an enjoyment of learning.
- Communicates his or her thoughts and feelings.
- Follows verbal directions.
- Develops skills to prepare for reading, writing, science and math.
- Works and plays cooperatively.

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM** ▶

When children complete each meeting plan, they each receive sticker #D00030 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- Before the group starts an active game, do some warm-up exercises to stretch muscles.
- Be sure there is enough space, and no obstacles are in the game area.
- Choose games that are suitable for the age level and the interest of your group.
- Try to downplay winning versus losing. Emphasize the fun of playing the games. Recognize all participants as winners and good sports.
- If children are showing fatigue, rest or play a less active game.
- After playing a strenuous game, allow youth a cool-down period to relax muscles. Have the children walk or do more stretching exercises.
- Demonstrate or review the rules for a game before starting.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Go over safety rules before doing an activity.

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

MEETING PLAN ▶ PLAY ALONG**PROJECT ▶ FITNESS****LEVEL ▶** Pre-K**PURPOSE ▶** Children play active games to stay fit.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Radio or tape/CD player with music, crepe paper streamers, masking tape, blindfold.**ACTIVITIES ▶****Rest and Exercise**

Talk to children about the importance of getting enough rest and exercise. Play “Stop Dancing.” Children move to music any way they want, but when the music stops, they have to drop to the floor and pretend to rest.

Dinosaur Tag

Tear a piece of crepe paper, about two-feet in length, for each child. Help the children tuck the streamer into their belts or tape it to their clothes as a dinosaur tail. Select one child to be a “T-Rex” that will chase the other children. When a child’s tail has been swiped by a “T-Rex,” he or she then becomes a “T-Rex” and chases the other children. Take a rest break.

Walking, Walking

Sing this song to the tune of, “Are You Sleeping?” Have the children act it out as they sing.

Walking, walking, walking, walking
Hop, hop, hop, hop, hop, hop
Running, running, running
Running, running, running
Now let’s stop, now let’s stop.

Banana Split

One child is chosen to be a banana tree. This child is blindfolded and stands with arms and fingers spread. The other children become a “bunch” of bananas. Each banana must hold a finger of the tree. The tree asks “Are you ripe?,” and when the banana answers yes, the tree counts to five. All the bananas run from the tree. As soon as the tree counts to five, it shouts, “Stop!” All the bananas stop and stand still. The tree tries to find all the bananas that split. The last banana to be found is the new tree.

PLAYBACK: POINTS TO REINFORCE ▶

- Which game was more fun?
- Why is it important to take a break between games?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ► BALANCING GAMES

PROJECT ► FITNESS

LEVEL ► Pre-K

PURPOSE ► Children are given the opportunity to improve balance.

OPENING ► Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ► Small toys or other items, tape/CD player with music or radio, wooden board six to eight feet in length and at least four inches wide, sandpaper, two bricks, masking tape or rope to mark a finish line.

PREPARATION ► Sand a long narrow board to remove any splinters, use rope or tape to indicate the finish line.

ACTIVITIES ►

Marching

Give children small items to balance on their heads, such as a small toy. Children must march around the room with their hands at their sides while you play music. If a toy falls off, the child must sit down and cheer the remaining marchers. Keep going until no one remains standing.

Balance Beam

Place a long narrow board on the ground. Have the children walk backward and forward on the board. Raise the board a couple of inches off the ground with two bricks and repeat.

Skip and Count

Have the children line up at one end of a room, facing a finish line about 10 yards away. Have the children count how many skips it takes them to reach the finish line.

Stork Tag

Show children how to play tag, but instead of having a home base, they must stand on one foot like a stork to keep from being tagged. The child who is "it" cannot be allowed to wait more than a few seconds for runners to lose their balance, so have the runners count out loud. When a runner reaches five or some other designated number, "it" must leave and chase someone else for a while.

PLAYBACK: POINTS TO REINFORCE ►

- Why is it so hard to stand on one foot?
- What was your favorite game in this activity?

CLOSING ► Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ LET'S DANCE**PROJECT ▶ FITNESS****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn about dance.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Tape/CD player with different types of music. Optional: Ceremonial or party supplies and decorations.**PREPARATION ▶** Make plans to do these activities in conjunction with a ceremonial or party.**ACTIVITIES ▶****Freeze Dancing**

Let the children dance any way they want. Play different types of music and stop each song several times. When the dancing stops, the children must freeze in place. Afterward, play each type of music again and let the children talk about how it makes them feel.

Octopus Dance

Have four children huddle together facing outward. As a group, have them raise their arms one at a time, sway back and forth and then lower their arms one at a time. As they raise their arms, have them count out loud and then help them count backward as they lower their arms. Have the children link hands and count slowly as arms are raised as a unit.

Rock and Roll

Teach children dances like the "Bunny Hop," "Twist," "Hokey Pokey," "Chicken Dance" or the "Polka." Invite parents and siblings to join in the fun by holding a dance as part of a ceremonial or end of the year party.

Active Singing

Sing songs that encourage lots of movement, such as "Head, Shoulders, Knees and Toes," or the "Hokey Pokey."

PLAYBACK: POINTS TO REINFORCE ▶

- What are some other types of dance?
- How does dancing make you feel?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ HOP LIKE A...

PROJECT ▶ FITNESS

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn a variety of games involving hopping.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Chalk, small stone or marker, balloons, string, transparent or masking tape.

PREPARATION ▶ Make a hopscotch game with chalk on the sidewalk or tape on the floor.

ACTIVITIES ▶

Animal Hop

Call out the names of various animals that hop, such as bunnies, frogs and kangaroos. Have the children act out different hopping movements for each animal. For example, they may take quick hops for bunnies and really long hops for frogs.

Hopscotch

Show the children how to hop on one foot or both feet to play hopscotch. Then demonstrate how to skip over a square by tossing a small stone or marker onto the game and skipping over the square where it landed. Let the children take turns playing hopscotch without skipping any of the squares first. As the children improve, let them toss the stone or marker and try playing it that way.

Jumping Monkeys

Provide one balloon for each child. Inflate the balloons and hang them from a tree or a string taped to the ceiling just out of reach of the children. Have the children stand flat on the ground and stretch their arms up to see if they can reach their balloons. Tell the children that they are monkeys trying to get coconuts from the tree and let them jump for their “coconuts” (balloons).

PLAYBACK: POINTS TO REINFORCE ▶

- What kinds of animals hop?
- What was your favorite activity today?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ RELAY RACES**PROJECT ▶ FITNESS****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn to work as a team through a variety of relay races.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Masking tape or rope, hula-hoops, sets of empty milk cartons, cereal boxes, etc.; oranges, buckets, water, sponges, plastic containers, permanent markers or paint, socks, brooms.**PREPARATION ▶** Mark all start and finish lines with tape or rope for relays.

Find two identical plastic containers and make marks to show how far children must fill the container. If using large containers, make the marks closer to the bottom so that the children will not have to make more than two trips to finish the relay.

ACTIVITIES ▶**Grocery Relay**

Divide the group into teams and place one hula-hoop on the floor for each team. Place three to four items in each hoop, such as empty milk cartons, cereal boxes or soap bottles. The contents of each hula-hoop should be identical to keep the game fair. Have a relay race. The first player could knock over the items and the second player could stand them back up, or the first player could take them out of the hula-hoop and the second player can put them back in. Continue until all players have had a turn.

Orange Race

Have each child stand behind a starting line and give each an orange to hold between his or her knees. At the signal, have the children race forward. If a child drops his or her orange, he or she must stand where the orange dropped and put it back between his or her knees before moving forward again. Continue the race until all the children have crossed the finish line.

Water Bucket Relay

Divide the children into two teams and place one bucket of water and a sponge for each team at the starting line. At the finish line, place an identical clear plastic container for each team. Have the children carry a wet sponge to the finish line, squeeze it over the container and then bring the sponge to the next child in line. Players take turns filling the sponge and emptying it into the other container. The first team to fill its container to the mark wins.

Dust Bunny Relay

Use rolled up socks for “dust bunnies.” Have a relay race in which the children sweep the “dust bunnies” to the finish line and back.

PLAYBACK: POINTS TO REINFORCE ▶

- What is a relay race?
- How can you be a good team member?
- What was your favorite activity today?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

FAMILY TAKE-HOME PAGE

“Fitness” is a project on the Trail to the Future that allows children to improve fine motor skills, confidence and cooperation through guided activities. As a result of the project, Camp Fire hopes that your child:

- Develops an enjoyment of learning.
- Communicates his or her thoughts and feelings.
- Follows verbal directions.
- Develops skills to prepare for reading, writing, science and math.
- Works and plays cooperatively.

AT HOME ►

Family Fitness

Together with your child, develop healthy habits that involve physical activity. Go on family walks or bike rides together. Allow each family member a choice in the physical activity.



APPENDIX

MEETING OPENINGS AND CLOSINGS

An opening is an activity that formally signals the beginning of the meeting. It is a special ceremony that often becomes a tradition. Groups might consider using the same opening and closing for a specific project. For example, if the group is working on a project on the Trail to the Environment, they could use the same opening and closing for each meeting in that project.

A closing is an activity that signals the end of the meeting. It should be a special time that draws the meeting to an end on a positive note. Make the closing quiet and fun as well as a little serious and meaningful. It will be something the children will remember until the next meeting.

TRADITIONAL OPENINGS AND CLOSINGS ►

- Have a flag ceremony.
- Recite the "Pledge of Allegiance."
- Have the children form a friendship circle by crossing their right arms over their left arms and joining hands with the children on each side. Each person squeezes the hand of a neighbor as a sign of good wishes or friendship. Pass the good wishes or gentle squeeze on until it has gone all around the circle.
- Sing or say the Camp Fire Wish or a familiar song such as, "Make New Friends." You can also use the tunes of one of these songs and make up new words.
- Make a puzzle out of the Camp Fire logo and let the children put it together at the beginning or end of the meeting. See page 41 for puzzle.
- Create a special handshake. As the children leave, have them shake hands with each other and say something nice to each person with whom they shake hands.

- Form a good-bye bridge. Partners line up and make a bridge to the door. The pair farthest from the door starts under the bridge to the door saying good-bye, followed by the other pairs in turn. The last pair can exit under the arms of the adults who are leading the meeting.
- Light a candle and have the children make silent wishes.

ADDITIONAL IDEAS ►

The following activities can be combined with the traditional Camp Fire group openings and closings.

- Assign family members of the children the task of creating and leading opening and closing activities for the meetings.
- Invite family members of the children to teach their favorite songs or a game to the children as part of the opening and closing.
- Help the children relax at the end of the meeting. Have them close their eyes, take long, deep breaths and let out slowly. Then have them breathe out, pretending the air is flowing out the ends of their fingertips. The next time they do the breathing exercise, have each one of them pretend to be a balloon with air coming out of it.
- Let the children spend time talking and sharing in the "Chat Circle."
- Play a familiar or new game before the meeting. Each week ask a child to teach or lead the game.

ADDITIONAL MEETING SUPPLIES

EQUIPMENT

Balls
Camera with film
Canvas (3' x 5')
Containers with lids
Dowels
Foam balls
Hula-hoops
Mirrors
Paper bags
Plastic bags
Postage stamps
Radio
Scale
Stopwatch
Tacky cloth
Tape/CD player
Wooden skewer sticks
Yardsticks

TOOLS

Acrylic paint
Cleaning supplies
Cooking utensils
Cookware
Electrical tape
Extension cord
Flashlight
Garden hose
Glue gun
Hammer
Map/globe
Paint thinner
Popcorn popper
Sand paper
Stove/heating element
Tape measure
Varnish
Wood

MISCELLANEOUS

Baby powder
Baby wipes
Balloons
Balls of string
Braille alphabet cards
Cardboard tubes
Cement
Clothes pins
Corrugated cardboard
Crossword puzzles
Deck of playing cards
Envelops
Face paint
Face wipes
Flower seeds
Fruit and vegetables seeds
Graph paper
Hair spray
Ink
Large black poster board
Large calendar
Lava soap
Old Camp Fire manuals
Old magazines
Petroleum Jelly
Plastic tablecloths
Potting soil
Queen-size sheet
Ribbon
Rubber balls
Small vine plants with roots
Sponges
Straws
Surgical gloves
Toothpicks
Tracing paper

ADDITIONAL FAMILY ACTIVITIES

- Find out if there is a community garden. Help the people plant and weed the garden and pick their produce. Or, find out if your family can have a plot in the garden in which to grow food.
- Make a birdfeeder and hang it in the backyard. Put some seeds in the feeder and record the kind of birds that come to visit. Check out a book from the library that contains a lot of bird pictures and information. Learn to identify the visitors that come to the feeder.
- Create a family plan to beautify your yard by planting some flowers or trees.
- Spend some time talking about how to conserve water or electricity in your home. Choose a new way each month to practice conserving at home.
- Make a First Aid Kit for your home. Contact the American Red Cross to find out what items to put in the kit.
- Plan a family picnic and eat in the park or in the backyard. Invite a new neighbor, or a child in the Camp Fire group who has just moved into the area, to the picnic.
- Visit places in your community that provide services to people, such as the fire department, police department, hospital or library. Learn how they help people in the community and what services they provide.
- Learn what kinds of transportation are available in your community. As a family, ride a bus, subway, train or other form of transportation in your community.
- Make a family fun box. Decorate a shoebox with construction paper and magic markers. Family members write on small pieces of paper the things they would like to do (go to a movie, eat out, play games, make a special meal at home, draw pictures together, sing songs together). Discuss the activities each member writes down. As a family, choose the activities that are possible to do. Put these activities in the box. Each week or month, take an activity out of the box and do it together as a family. The activities that are not possible for the family to do at this time can be put in an envelope marked, "In the future."

ADDITIONAL LITTLE STARS ACTIVITIES

Little Stars

Make copies of the star template on page 137. Cut out the templates, trace them onto construction paper and cut around the stars. Have children decorate their stars using markers, crayons, glitter, etc. Punch a hole in the top of the stars and string with yarn so children can use as a necklace or ornament.

Count the Stars

Make copies of the star on page 139. Cut out the stars and have children color and count or sort according to color or size.

Dress Up

Bring old clothes, hats, scarves, etc., and play dress up. Have a real or make-believe tea party.

Bubbles

Gather bubble solution and bubble wands and take the children outside to blow bubbles. See how big the bubbles will get, how long it takes before they pop, etc.

String It

Have children string dry, o-shaped cereal onto string or yarn and make edible bracelets or necklaces.

Make Your Own Jewelry

Have children paint uncooked rigatoni noodles with tempera paint or water colors. After the paint dries, string noodles on yarn for a necklace or bracelet.

Hide and Whistle

Give one child a whistle and have him or her hide. When the child is hidden, instruct the child to start blowing the whistle. The other children are then to follow the sound of the whistle to find the child. The child who finds the hidden child is next to get to hide.

Beanbag Toss

Have children toss beanbags at a designated target.

Follow the Leader

Have one child be the "Leader." The rest of the children should do the exact same actions as the Leader. Take turns being Leader.

Pretend

Set up a pretend grocery store, school, pizza parlor, etc. Let the children's imagination take over.

Build It

Let the children play with building blocks. Check to make sure the wood is smooth and free of splinters.

Tightrope Walk

Place a piece of masking tape on the floor and have the children walk the "tightrope."

Shaving Cream Painting

Let children finger paint with shaving cream on a counter top. Protect the activity surfaces, if necessary.

Sort It Out

Sort large household items into groups.

Put It Together

Have children work on 10- or 12-piece puzzles.

At the Beach

Let the children play outside with sand in buckets. Give them plastic shovels or scoops, funnels, empty butter dishes and salt shakers to play with in the sand.

Listen Carefully!

Take the children on an outdoor walk. Before you go, ask the children, "What sounds do you think we will hear on our walk? How can we make sure we hear everything? Where can we go to hear lots of sounds?"

Stop frequently and ask the children to tell you what they hear. Have them use descriptive words such as loud, soft, babbling, trickling, whistling, etc. After the walk, sit together and talk about the sounds they heard. Ask the children to re-create the sounds using their voices.

Sidewalk Art

Check with the meeting facility first to be sure it's okay for the children to use sidewalk chalk on the sidewalk. If so, take the children outside to the sidewalk and have them draw pictures with colorful sidewalk chalk.

Group Effort

Have the children sit around a table. Give each child a piece of paper and a marker. Have children write their names on their pieces of paper and then turn the paper over, so that the blank side is up. Ask the children to begin drawing whatever they want. After about 30 seconds, have each child pass his or her paper to the left.

Now ask the children to begin drawing again. After thirty more seconds, pass the drawings to the left again. Continue until the papers come back to their original owners. Ask the children to share the drawings with the group.

Story Time

Select a children's book appropriate for pre-school aged children and read the story to the children while they sit and relax.

Clay Creations

Make or purchase several different colors of clay or dough. Tell the children to create their own animal and name it. Place each child's creation on a 5" by 7" piece of poster board and write the animal's name and the child's name on the poster board to display.

Don't Let It Out!

Take the children outside and have them form a circle. Put a ball in the center of the circle along with a child chosen to be in the center. The child who is in the center uses his or her feet to try to get it out of the circle. The other children try to stop the ball with their feet. Once the ball is out, another leader is chosen.

Stop!

Have children sit in a circle. Explain to the children that you are going to turn on some music and then give them a stuffed animal to pass around the circle. Have the children continue passing the stuffed animal around the circle until the music stops. Tell the children that the object of the game is to not be holding the animal when the music stops.

Obstacle Course

Set up an obstacle course for the children to complete. You can set up cones for them to run around, a hopscotch pattern for them to jump, an area designated for crawling, etc. Encourage each child to go through the obstacle course and do not put any attention on racing or who is fastest or slowest.

Everyone's in Musical Chairs

Line chairs up, as in Musical Chairs. However, use the same amount of chairs as there are kids. Play the game the same as Musical Chairs, only do not take chairs away after the music stops each round. Everyone will stay in for all the rounds.

Imagine That

Give children a blank piece of paper and crayons or colored pencils. Ask the children to imagine their favorite places in the world and then to draw the places as they remember them. You can do this activity multiple times, each time asking them to think of something new (favorite game, favorite memory, favorite toy, favorite thing to do, etc.).

Twinkle, Twinkle Little Star

Have the children sing “Twinkle, Twinkle Little Star.” Children can make up actions if they desire.

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveler in the dark
Thanks you for your tiny spark;
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are!

Written By: Jane Taylor
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I’m a Little Teapot

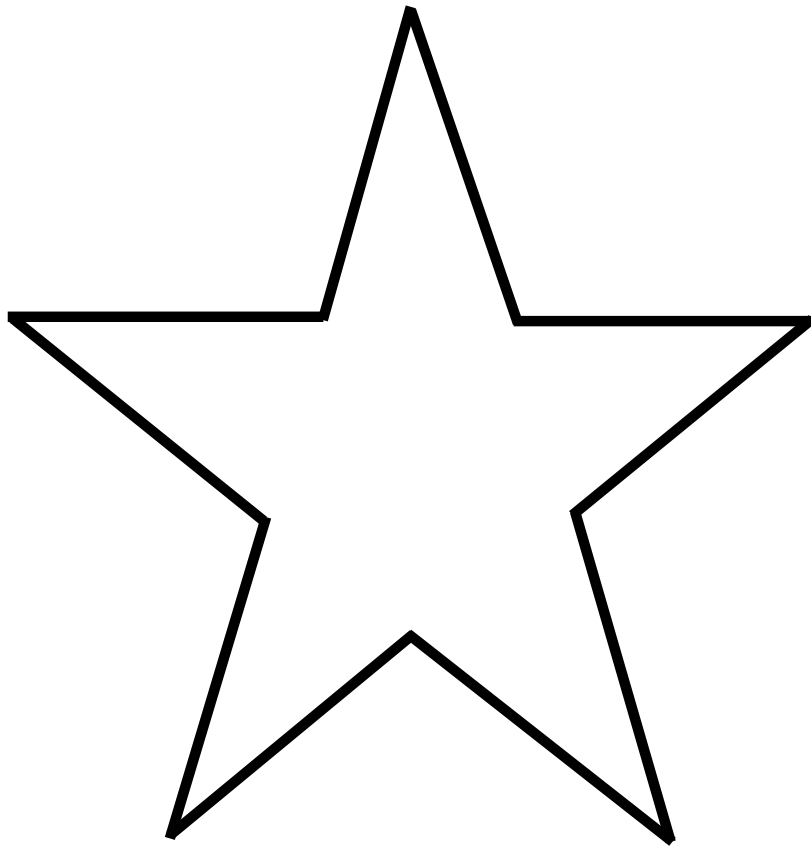
Have the children sing “I’m a Little Teapot” and do actions to the song.

I’m a little teapot,
Short and stout.
Here is my handle,
here is my spout.
When I get all steamed up,
Hear me shout:
Tip me over and pour me out!

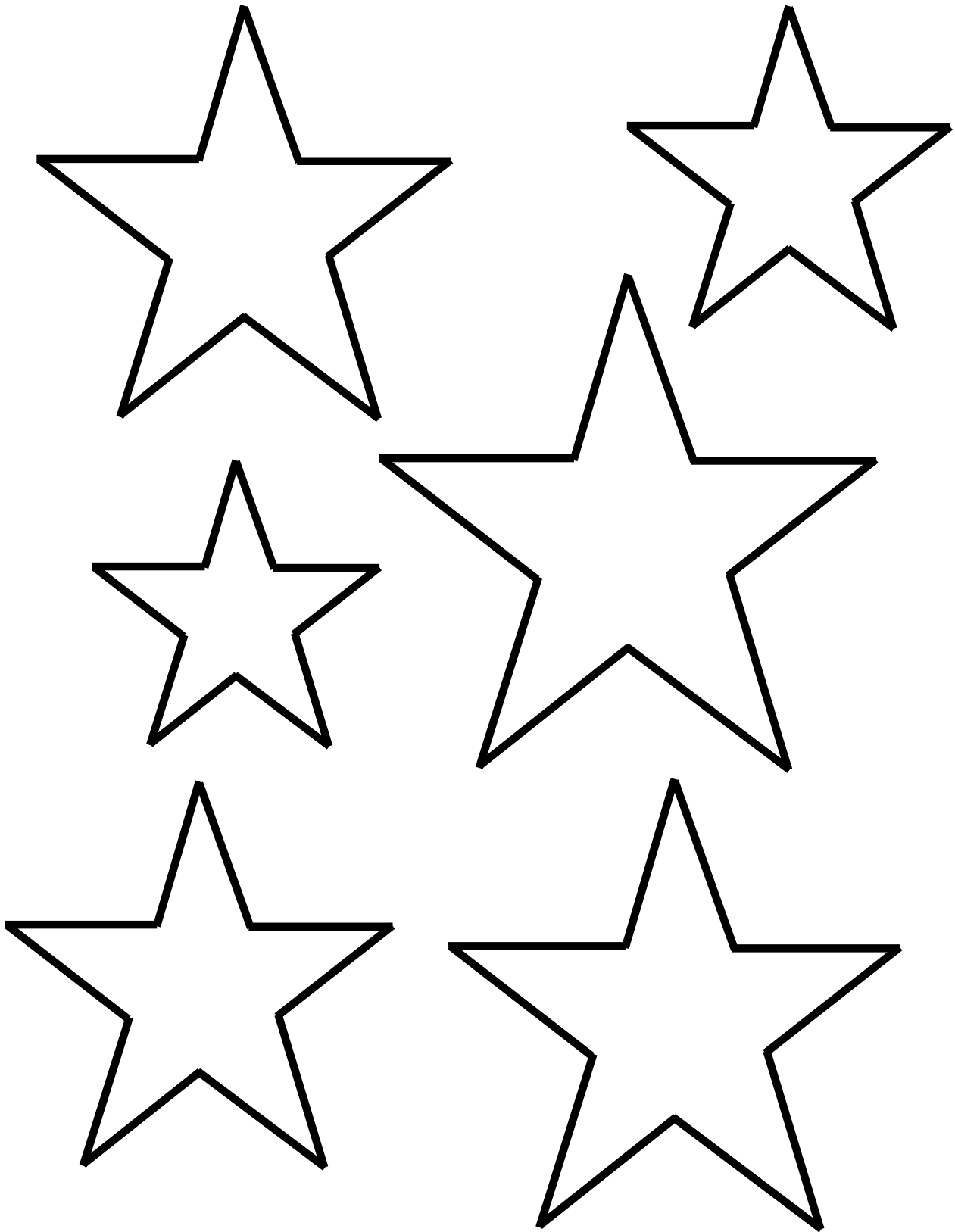
Ring Around the Rosey

Ask the children to join hands and form a circle. They can walk, run or skip in the circle. When they get to the last line in the song, “we all fall down,” all the children carefully fall down on the ground.

Ring around the rosey,
A pocket full of posies,
Ashes, ashes,
We all fall down.

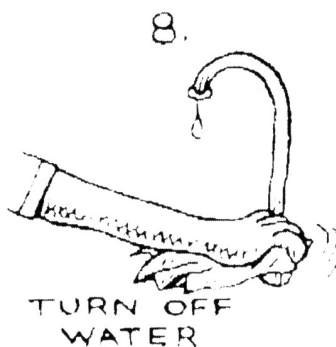
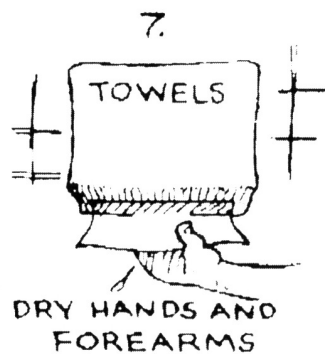
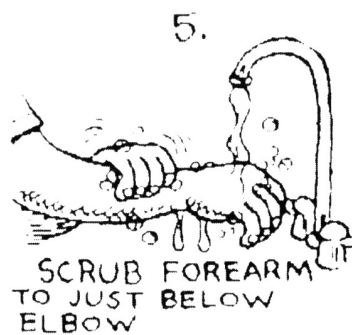
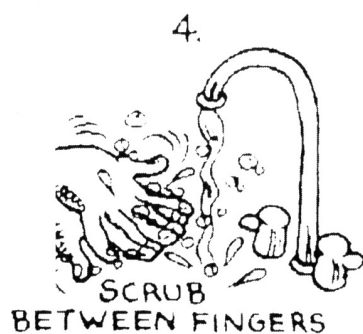
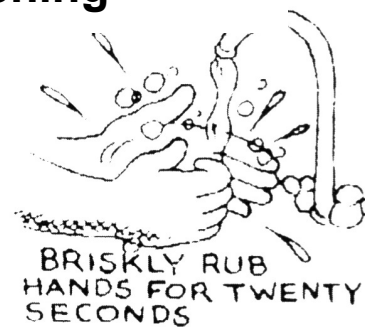
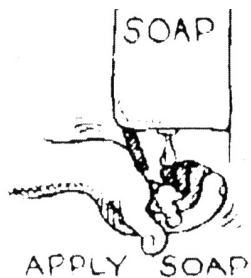








Guidelines for Good Handwashing





LITTLE STARS RESOURCES

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www.naeyc.org

York, Stacey, Roots and Wings: Affirming Culture in Early Childhood Programs, Redleaf Press, St. Paul, 2003.

AGES AND STAGES

THREE-YEAR-OLDS ▶

The three-year-old is full of wonder and spends a lot of time watching, observing and imitating. Their days are filled with busy exploration of their worlds. Three-year-olds are interested in perfecting motor skills, and it is common for them to spend the entire morning going down the slide or riding a favorite tricycle. Three-year-olds have very little memory for past events and do not understand “yesterday” and “tomorrow” the way adults do. They often repeat activities or may do and undo actions such as putting a puzzle together. These sequences are important to later understandings of change and consistency.

Physical Development

- Weight: 25-44 pounds
- Height: 34-43 inches
- Develops a taller, thinner, adult-like appearance
- Develops a full set of baby teeth
- Needs approximately 1,300 calories daily
- Sleeps 10-12 hours at night
- Sleeps through most nights without wetting the bed (occasional accidents are still quite common)
- Uses the toilet with some help (many boys may not be ready for toilet learning until sometime during their third year)
- Puts on shoes (but cannot tie laces)
- Dresses self with some help (buttons, snaps, zippers)
- Feeds self (with some spilling)
- Tries to catch a large ball
- Throws a ball overhead
- Kicks a ball forward
- Hops on one foot
- Walks short distance on tiptoes
- Climbs up and down a small slide by self
- Pedals a tricycle
- Walks on a line
- Can stand, balance and hop on one foot
- Jumps over a six inch barrier
- Can feed self with spoon and small fork; often butters bread with knife
- Can use toilet independently

- Can brush teeth, wash hands, get a drink
- Interested in handling food and cooking procedures

Intellectual Development

- Talks so that 75 to 80 percent of speech is understandable
- Talks in complete sentences of three to five words. (“Mommy is drinking juice. There’s a big dog.”)
- Stumbles over words sometimes — usually not a sign of stuttering
- Enjoys repeating words and sounds
- Listens attentively to short stories and books
- Likes familiar stories told without any changes in words
- Enjoys listening to stories and repeating simple rhymes
- Able to tell simple stories from pictures or books
- Enjoys singing and can carry a simple tune
- Understands “now, soon and later”
- Asks who, what, where and why questions
- Stacks five to seven blocks
- Enjoys playing with clay or play dough (pounds, rolls and squeezes it)
- Can put together a six-piece puzzle
- Draws a circle and square
- Recognizes common everyday sounds
- Matches an object to a picture of that object
- Identifies common colors such as red, blue, yellow, green
- Can count two to three objects
- Can solve problems if they are simple, concrete, real and immediate, and if wants to
- Interested in similarities and differences
- Can distinguish, match and name colors
- Interested in features of animals that make them unique
- Has good self-knowledge; can understand difference between self and younger children, but not between self and older children
- Can say his or her age

Social and Emotional Development

- Seeks attention and approval of adults
- Sometimes shows preference for one parent (often the parent of the opposite sex)

- Accepts suggestions and follows simple directions
- Enjoys helping with simple household tasks
- Can make simple choices between two things
- Enjoys making others laugh and being silly
- Enjoys playing alone, but near other children
- Spends a great deal of time watching and observing
- Enjoys playing with other children briefly, but still does cooperate or share well
- Enjoys hearing stories about self
- Enjoys playing “house”
- Enjoys imitating other children and adults
- Answers whether he or she is a boy or a girl
- Expresses interest in ethnic identities of self and others if exposed to a multicultural setting

Ideas for Caregivers

- Be patient with toilet training. Many children (especially boys) will not be ready for toilet training until after age three. Accidents will happen for a while; treat accidents calmly and matter of factly. Avoid shaming a child.
- Encourage development of hand-eye coordination by providing large buttons or old beads to string on a shoelace.
- Play ball — show children how to throw, catch and kick balls of different sizes.
- Show children how to hop like a rabbit, tiptoe like a bird, waddle like a duck, slither like a snake and run like a deer.
- Talk frequently with children; use short sentences, ask questions and listen.
- Add new information to your children’s sentences. (“Yes that’s a flower — it’s a tall, red flower, and it smells so good.”)
- Teach children to memorize first and last names.
- Provide books for children to read, and read the same books to them. Read poetry and nursery rhymes. Encourage a child to repeat a story and discuss the ideas and events. Read titles and point to important words on pages, packages and street signs.
- Encourage interest in reading and writing by sharing a grocery list or note for parents. Provide paper, small notebooks and markers for

- use in dramatic play.
- Count objects of interest, for example cookies, cups, napkins or dolls. When possible, move one at a time as you and the children count.
- Measure and have children help measure and count as you follow a recipe.
- Explain why and how things happen with the help of a reference book. Help them do simple science activities like magnetic attraction, freezing water, planting seeds, making a terrarium and flying kites on a windy day.
- Provide sets — toys and other objects that go together. Discuss similarities and differences. For example, point out sequences in cooking. Let children experiment with faucets, tools, light switches, knobs, latches and toys that come apart.
- Sing simple songs. Make simple rhythm instruments: oatmeal box or coffee can drums, rattles of dry beans in a box, etc. Encourage a variety of body movements and dance to music of many kinds. Play musical games such as “London Bridge,” “Ring Around the Rosey” and “Farmer in the Dell.”
- Encourage free expression in art projects. Avoid asking “what” children are drawing. Three-year-olds may not know or care, but simply enjoy the process of drawing.
- Ask parents to bring baby pictures. Talk about, “When you were a baby...”
- Draw a face on an old sock and show children how to “talk” with puppets.
- Talk about colors, numbers and shapes in your everyday conversation. “We need ONE egg. That’s a RED car. The butter is in this SQUARE box.”
- Ask for help with very simple household tasks such as putting the napkins by each plate, putting socks in the drawer, watering plants or stirring the muffin batter.

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FOUR-YEAR-OLDS ►

“Energetic” and “imaginative” best describe the four-year-old. Often impatient and silly, they discover humor and spend a great deal of time being silly and telling you “jokes.” A four-year-old’s language may range from silly words such as “batty-watty” to profanity. Loud, boisterous laughter may accompany such language. Imagination suddenly becomes greater than life for the four-year-old, who often confuses reality and “make-believe.” Wild stories and exaggerations are common. Four-year-olds feel good about the things they can do, show self-confidence and are willing to try new adventures. They race up and down stairs or around corners, dash on tricycles or scooters, and pull wagons at full tilt. You still need to watch them closely as they cannot estimate their own abilities accurately and are capable of trying some outlandish and dangerous tricks.

Physical Development

- Weight: 27-50 pounds
- Height: 37-46 inches
- Uses a spoon, fork and dinner knife skillfully
- Needs 10 to 12 hours sleep each night
- Dresses self without much assistance (unzip, unsnap, unbutton clothes; lace but not tie shoes)
- Can feed self, brush teeth, comb hair, wash, dress, hang up clothes with little assistance
- Walks a straight line
- Hops on one foot
- Pedals and steers a tricycle skillfully
- Jumps over objects five to six inches high
- Runs, jumps, hops and skips around obstacles with ease
- Stacks 10 or more blocks
- Forms shapes and objects out of clay or play dough, sometimes human and animal figures
- Threads small beads on a string
- Catches, bounces and throws a ball easily
- Likes to gallop, turn somersaults, climb ladders and trees, hop on one foot

Intellectual Development

- Can place objects in a line from largest to smallest
- Can recognize some letters if taught, and may be able to print own name
- Recognizes familiar words in simple books or signs (STOP sign)
- Understands the concepts of “tallest, biggest, same, more, on, in, under and above”
- Counts one to seven objects out loud — but not always in the right order
- Understands the order of daily routines (breakfast before lunch, lunch before dinner, dinner before bed time)
- Speaks in fairly complex sentences. “The baby ate the cookie before I could put it on the table.”
- Asks a lot of questions, including ones on birth and death
- Enjoys singing simple songs, rhymes and nonsense words
- Adapts language to listener’s level of understanding. To baby sister: “Daddy go bye-bye.” To mother: “Daddy went to the store to buy food.”
- Learns name, address and phone number, if taught
- Asks and answers who, what, when, why and where questions
- Continues one activity for 10 to 15 minutes
- Names six to eight colors and three shapes
- Follows two unrelated directions (“Put your milk on the table and get your coat on.”)
- Has basic understanding of concepts related to number, size, weight, colors, textures, distance, position and time
- Understands immediate passage of time as in what happened yesterday, but does not understand calendar time
- Has attention span and finishes activities
- Understands and remembers own accomplishments
- May add “ed” to words. (“I go-ed to the door and put-ed the cat outdoors. He hurt-ed me.”)

Social and Emotional Development

- Enjoys playing with other children
- Takes turns and shares (most of the time); may still be rather bossy
- Seeks out adult approval
- Understands and obeys simple rules (most of the time)
- Changes the rules of a game as he or she goes along
- Likes to talk and carries on elaborate conversations
- Capable of feeling jealous
- Persistently asks why
- Boastful — enjoys showing off and bragging about possessions
- Fearful of the dark and monsters
- Begins to understand danger — at times can become quite fearful
- Has difficulty separating make-believe from reality
- Lies sometimes to protect self and friends, but doesn't truly understand the concept of lying — imagination often gets in the way
- May name call, tattletale freely
- Likes to shock others by using "forbidden" words
- Expresses anger verbally rather than physically (most of the time)
- Still throws tantrums over minor frustrations
- Imitates parent of the same sex, particularly in play
- Enjoys pretending, often with imaginary playmates
- Pretending goes far beyond "playing house" to more elaborate settings like fire station, school, shoe store, ice cream shop
- Loves to tell jokes that may not make any sense at all to adults
- Can feel intense anger and frustration
- Has vivid imagination and sometimes imaginary playmates
- Enjoys dramatic play and role playing

Ideas for Caregivers

- Read aloud each day and encourage children to look at books on their own. Provide alternative reading material with a collection of outdated coupons, junk mail, newspaper ads and old cereal boxes.
- Say nursery rhymes and fingerplays together. Encourage four-year-olds to tell stories to younger children.
- Encourage interest in writing and words. Provide children with paper and notebooks for writing. Print letters and numerals on artwork and label toy shelves with pictures and words that describe objects.
- Provide a variety of art experiences. Make play dough. Create collages from magazine pictures, fabric, wallpaper and newsprint. Encourage children to experiment with new media like wire and cork, soda straws, string or yarn. Teach children to mix different colors with paint.
- Teach important number and space concepts. Sort and count everything in sight, like silverware, socks, rocks, leaves, etc. Talk about things being in, on, under, behind, beside, before and after, larger than, too far, etc.
- Teach children the correct use of the telephone.
- Four-year-olds have a strong need to feel important and worthwhile. Praise accomplishments and provide opportunities to experience freedom and independence.
- Teach the use of landmarks to find their way around your neighborhood.
- Encourage physical development. Play "Follow the Leader." Pretend to walk like various animals. Set up an obstacle course indoors with challenges such as crawling, climbing, leaping, balancing and running across stepping stones. Encourage walking with a beanbag on the head.

- Promote respect for life and living things by letting them help you build a bird feeder and hang it up. Record the kinds of birds observed and teach them to identify birds by significant characteristics like the red male and green female cardinals and the black caps and white cheeks of the chickadee.
- Encourage four-year-olds to help you plan and plant a garden. They will love to water plants daily and will enjoy measuring plant growth.
- Encourage multicultural awareness through representative dolls, puppets, pictures and books. Encourage cultural aspects of all the families and learn recipes, songs and information about cultural celebrations.
- Expand dramatic play by providing a variety of props for themes like grocery store, pizza parlour, birthday party and firefighter.

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FIVE-YEAR-OLDS ►

Five-year-olds are cheerful, energetic and enthusiastic. They enjoy planning and spend a great deal of time discussing who will do what. They especially enjoy dramatic play, usually with other children. Five-year-olds are more sensitive to the needs and feelings of others around them. It is less difficult for them to wait for a turn or to share toys and materials. "Best friends" become very important.

Many five-year-olds will be going to kindergarten. Be sensitive to the needs of a five-year-old returning from school. He or she may want to rest, play by him or herself, be free for a while from adult-directed activity or catch up with the group happenings. Pace afternoon kindergarten children during the day with a balance of rest and activity. All-day kindergarten children need to be given every consideration when they return to your home as they may be tired, talkative, hungry or wanting to share the day's happenings.

Physical Development

- Weight: 31-57 pounds
- Height: 39-48 inches
- Requires approximately 1,700 calories daily
- Sleeps 10-11 hours at night
- May begin to loose baby teeth
- Able to dress self with little assistance
- Learns to skip
- Throws ball overhead
- Catches bounced balls
- Rides a tricycle skillfully; may show interest in riding a bicycle with training wheels
- Balances on either foot for five to 10 seconds
- Uses a fork and knife well
- Cuts on a line with scissors
- Left or right hand dominance is established
- Walks down stairs, alternating feet without using a handrail
- Jumps over low objects
- Can run, gallop and tumble
- Can skip and run on tiptoe
- Can jump rope
- Interested in performing tricks like standing on head, performing dance steps

- Capable of learning complex body coordination skills like swimming, ice or roller skating and riding bicycles
- May be able to tie shoelaces
- May be able to copy simple designs and shapes

Intellectual Development

- Understands about 13,000 words
- Uses five to eight words in a sentence
- Likes to argue and reason; use words like “because”
- Knows basic colors like red, yellow, blue, green, orange
- Able to memorize address and phone number
- Understands that stories have a beginning, middle and end
- Able to remember stories and repeat them
- Enjoys creating and telling stories
- Understands that books are read from left to right, top to bottom
- Enjoys riddles and jokes
- Draws pictures that represent animals, people and objects
- Enjoys tracing or copying letters
- Can place objects in order from shortest to tallest
- Can understand and use comparative terms like big, bigger or biggest
- Sorts objects by size
- Identifies some letters of the alphabet and a few numbers (if taught)
- Understands “more,” “less” and “same”
- Counts up to 10 objects
- Recognizes categories (“These are all animals; these are all toys.”)
- Understands before and after, above and below
- Block and dramatic play is much more elaborate and complex
- Has good attention span and can concentrate well
- Is project minded — plans buildings, play scenarios and drawings
- Interested in cause and effect
- Can understand time concepts like yesterday, today and tomorrow

Social and Emotional Development

- Invents games with simple rules
- Organizes other children and toys for pretend play
- Still confuses fantasy with reality sometimes
- Often fears loud noises, the dark, animals and some people
- Can take turns and share, but doesn’t always want to
- Expresses anger and jealousy physically
- Likes to test muscular strength and motor skills, but is not emotionally ready for competition
- Carries on conversations with other children and adults
- Often excludes other children in play — best friends only
- Uses swear words or “bathroom words” to get attention
- Sometimes can be very bossy
- Likes to try new things and take risks
- Likes to make own decisions
- Notices when another child is angry or sad — more sensitive to feelings of others
- Prefers company of one or two children at a time; may become bossy or sulky when others join in
- Likes to feel grown up; boasts about self to younger, less capable children
- Begins to have a very basic understanding of right and wrong
- Plays contentedly and independently without constant supervision
- Takes turns and shares (sometimes)
- Understands and respects rules — often asks permission
- Understands and enjoys both giving and receiving
- Enjoys collecting things
- Sometimes needs to get away and be alone
- Can understand relationships among people and similarities and differences in other families
- Seeks adult approval
- Sometimes critical of other children and embarrassed by own mistakes

- Less fearful of the world than toddlers because understands the world better
- Has a good sense of humor, and enjoys sharing jokes and laughter with adults

Ideas for Caregivers

- Encourage body coordination and sense of balance by playing “Follow the Leader” with skipping, galloping and hopping. Skip or jump rope to music, teach folk dances and games, and provide a balance beam, a tree for climbing and a knotted rope suspended from a sturdy frame.
- Teach sack-walking and “twist-em,” “statue” or “freeze” games to provide an outlet for their drive for physical activity.
- Play games that can teach right and left directions, like “Hokey-Pokey,” “Looby-Loo” and “Simon Says.”
- Help children learn to use a pair of scissors by letting them cut out coupons.
- Provide a plastic needle, thread and beads to encourage small muscle development.
- Provide carpentry, take-apart and put-together experiences with junk clocks and old small appliances.
- Show children how to repair toys and books.
- Add drama to your reading sessions each day by using different voices for different characters. While reading a familiar story, stop before the end and ask children to add their own end to the story.
- Ask five-year-olds to tell you a story. Write it down and post it on the wall or refrigerator.
- Ask “what if” questions. (“What if there were five little pigs instead of three? What if Little Red Riding Hood saw a rabbit instead of a wolf?”)
- Involve children in writing “thank-you” notes, holiday greeting cards and letters. If a five-year-old enjoys copying letters, let him dictate a short message to you and copy it from your writing. Old typewriters are favorite writing tools.
- Give five-year-olds opportunities to sort, group, match, count and sequence with real life situations such as setting the table, counting the number of turns, sorting out socks and matching fabric swatches. Lotto games and card games such as “Go Fish” involve matching pairs.
- Help children learn to make rules and play simple games by providing opportunities for them to play in small groups.
- Help children understand and cope with strong feelings by giving them words to use when they are angry. (“I can see you are SAD about going home, ANGRY at your friend”)
- Observe how a child plays with other children. Teach him to request, bargain, negotiate and apologize.
- Take questions seriously. Talk to children about what happens and why. Give answers they can understand.
- Specific praise helps children understand the true value of their actions. Say, “Stacking those toys on the shelf that way really helped — thanks!” rather than, “You did a good job!”
- Provide a comfortable place to be alone. A large cardboard box makes a wonderful hideaway.
- Take fears seriously. Reassure children that you will make sure that nothing bad will happen to them.
- Allow five-year-olds some privacy in the toilet. Remind them to wash their hands until it becomes a habit.
- Be patient with the untidiness and clutter. Allow plenty of time to clean up. It helps to store and organize materials on low, open shelves so that they can be found and put away easily.
- Five-year-olds will show an increasing interest in numbers. Encourage them to count anything of interest - cups, leaves, drums, bells, number of children absent, meters, etc.
- Encourage interest in jokes, nonsense and riddles by reading humorous stories, riddles and nonsense rhymes. Join them in jokes from school, books and TV.

- Give opportunities to express dramatic and creative interest. Teach children how to move their bodies to dramatize the opening of a flower, falling snow, leaves or rain; wiggly worms and snakes; and laundry blowing in the wind.

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LITTLE STARS Project Chart

TRAIL TO KNOWING ME

PROJECT		
MY FAMILY AND ME	MEETING PLAN	PURPOSE
Purpose: Children learn about themselves and their roles in their families.	My Family I Am One of a Kind I'm Growing Everyday Feelings	Children learn about the family unit and their roles within the family. Children learn to see themselves and others as special and unique people. Children learn to be proud of personal qualities and reflect on changes that have occurred since they were babies. Children begin to understand their feelings in a variety of situations.
HEALTH	MEETING PLAN	PURPOSE
Purpose: Children learn how to practice good health habits and nutrition.	Dental Health Germs, Germs, Go Away Messy-Tidy Healthy Eating Good Grooming	Children learn good dental health habits. Children learn how to prevent the spreading of germs and how to stay healthy. Children learn the importance of picking up after themselves. Children learn the importance of eating healthy. Children learn the importance of good grooming.
SAFETY	MEETING PLAN	PURPOSE
Purpose: Children learn important information and techniques to help keep them safe.	Safe at Home Fire Safety Street Safe Stranger Danger!	Children learn to recognize dangerous situations in the home and ways to respond. Children learn fire safety and escape procedures. Children learn how to be safe on the street. Children learn methods for protecting themselves from strangers.

TRAIL TO FAMILY AND COMMUNITY

PROJECT		
OUR GROUP	MEETING PLAN	PURPOSE
Purpose: Children develop an understanding of Camp Fire and begin to establish a cohesive group.	Getting to Know You Camp Fire Rules Camp Fire Banner	Children obtain a sense of belonging to a group. Children learn about Camp Fire. Children create a sense of group identity.
PROJECT		
I'M LEARNING TO BE POLITE	MEETING PLAN	PURPOSE
Purpose: Children learn positive behavior and how to be polite.	P's and Q's Let's Have a Party Listen Up! Hello? School Rules We're All Wonderful	Children learn to use kind words and how to be polite. Children learn table manners and how to prepare for a party. Children learn to improve listening skills. Children learn how to politely answer a telephone and to recite their phone numbers. Children begin to learn and understand why rules are important. Children begin to learn acceptance of different cultures and people.

TRAIL TO CREATIVITY

PROJECT		
CREATE AND PRETEND	MEETING PLAN	PURPOSE
Purpose: Children explore and express themselves through a variety of musical, dramatic and artistic experiences.	Strike up the Band Puppet Friends Let's Pretend Just Clowning Around Finger Plays	Children stimulate and improve listening skills and rhythm. Children make puppets for dramatic play. Children use creativity to make costumes and perform skits. Children learn to use their imaginations. Children practice fine motor skills through play.
ARTS AND CRAFTS	MEETING PLAN	PURPOSE
Purpose: Children explore and express themselves through a variety of artistic experiences.	Print Making Creative Collages Painting Playing with Clay Moving Art Lacing	Children express themselves through art. Children learn to make collages by overlapping. Children learn how to express feelings or ideas through pictures. Children learn how to make dough and experiment with their sense of touch. Children learn how to make movable art. Children learn how to string objects together and improve fine motor skills.
FUN WITH FOOD	MEETING PLAN	PURPOSE
Purpose: Children explore kitchen safety and fun things to do with food.	Kitchen Safety Ice Cream, You Scream Pizza Party! Edible Insects Trying New Foods Cool Cookies	Children learn how to be safe in the kitchen. Children learn how to make ice cream. Children learn how to make mini pizzas. Children exercise creativity with food and learn about insects using food. Children get the opportunity to try new foods. Children learn to bake cookies and use creativity and skill in decorating cookies.

TRAIL TO THE ENVIRONMENT

PROJECT		
ECOLOGY	MEETING PLAN	PURPOSE
Purpose: Children learn about taking care of their community and their responsibilities as a member of the community.	<p>Trees!</p> <p>Don't Throw That Away! Let's Keep It Clean`</p> <p>Saving Our World Turn That Down!</p>	<p>Children learn to appreciate nature and how things grow.</p> <p>Children learn about recycling.</p> <p>Children learn to take responsibility for a clean community.</p> <p>Children learn to take responsibility for conservation.</p> <p>Children learn about noise pollution.</p>
PROJECT		
EXPLORING MY WORLD	MEETING PLAN	PURPOSE
Purpose: Children learn to explore, appreciate, respect and care about the natural world.	<p>Nature Walks</p> <p>All About Plants</p> <p>Outdoor Fun</p> <p>Weather</p> <p>A Pile of Leaves</p> <p>Snowflake Flurries</p>	<p>Children learn about nature through using their senses.</p> <p>Children learn about plants and how they grow.</p> <p>Children have an opportunity to enjoy the outdoors.</p> <p>Children learn about weather.</p> <p>Children learn and do fun things using leaves.</p> <p>Children learn fun things to do in the snow.</p>
MY ANIMAL FRIENDS	MEETING PLAN	PURPOSE
Purpose: Children learn about animals.	<p>Down on the Farm</p> <p>Baby Animals</p> <p>Get Bigger, Too!</p> <p>Perfect Pets</p> <p>Zoo Pals</p> <p>Wet and Wild</p> <p>Animal Tracks</p>	<p>Children learn about animals found on farms.</p> <p>Children learn names of adult animals and their young.</p> <p>Children learn about pets and how to care of them.</p> <p>Children learn about the importance of zoos and the types of animals found there.</p> <p>Children learn about the ocean.</p> <p>Children learn how scientists study animals past and present.</p>

TRAIL TO THE FUTURE

PROJECT		
TRANSPORTATION	MEETING PLAN	PURPOSE
Purpose: Children learn about different types of transportation.	Just Plane Fun Keep on Rollin' Ships, Boats and Other Things That Float An Inside Look	Children learn about planes and flight. Children learn about movement. Children learn about buoyancy. Children learn how vehicles are assembled.
FITNESS	MEETING PLAN	PURPOSE
Purpose: Children learn fine motor skills, confidence and cooperation.	Play Along Balancing Games Let's Dance Hop Like A... Relay Races	Children play active games to stay fit. Children are given the opportunity to improve balance. Children learn about dance. Children learn a variety of games involving hopping. Children learn to work as a team through a variety of relay races.