



*Adventure Trail Seeker: Level Three* is an official national publication of Camp Fire to support its national program for children in third grade.

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

The curriculum team that created the meeting plans was comprised of the following educators, youth development specialists: Michelle Bush, Debra Connor, Kelly Dodd, Janice Emerson, Kathleen Hermes, Rodger Hodapp, Shannon Perkins, Mysti Roberts, Rose Wrede; National Staff: Deanna Armstrong, national director of program services and expansion, Katherine A. Brown, curriculum development coordinator.

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## OUR PROGRAM PHILOSOPHY

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

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

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

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

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

adults, and to develop assets that experts assert are essential to the process of building character and maturity. We require no oath or participation in rituals that may create barriers to inclusiveness.

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

FORWARD

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

#### OUR CORE VALUES ►

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



## WE BUILD DEVELOPMENTAL ASSETS ►

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

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

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

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

Camp Fire is unique in that it offers opportunities for the entire family to belong and to join together in fun and enriching activities. We encourage family members, older youth and other members of the community to routinely interact with the children. (See the list on page 256 for ideas and activities for families.)

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

## CAMP FIRE TRAILS, PROJECTS AND MEETING PLANS ▶

### Trails

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

They are:

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

### Projects

Within each trail, there are projects that can be completed. There are 18 projects in *Adventure* Trail Seekers:

- "Friends and "Feelings," "Peer Proof," "Creative Communications," and "Fitness" on the Trail to Knowing Me.
- "My Family," "Learning to Lead," "Symbols and Signs" and "A Gift of Giving" on the Trail to Family and Community.
- "Arts in Culture," "Imagine This!" and "My Photo Cube" on the Trail to Creativity.
- "Map It," "Nature: Old and New" and "Fantastic Pets" on the Trail to the Environment.
- "Basketball," "Science Wonders," "Someone's in the Kitchen" and "Fun and Games" on the Trail to the Future.



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.
- **Educational Standards** – list of the educational standards each meeting plan will help the children to develop.
- **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

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

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

### Meeting Plans

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

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

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

INTRODUCTION

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

- **Trail** – The trail that the project is on.
- **Meeting Plan** – The name of the meeting plan.
- **Project** – The name of the project that the plan falls under.
- **Level** – The recommended grade level for children participating in the activities.
- **Opening** – Each group should determine what kind of opening to use for its meetings. See the "Meeting Openings and Closings" on page 235 for ideas.
- **Materials** – A list of materials needed to complete the meeting plan. If there are additional costs of supplies, it is indicated by \$.
- **Preparation** – Any preparation that is necessary before the meeting can be done.
- **Activities** – The activities are explained step-by-step.
- **Closing** – Like the opening, each group determines what needs to be done. See the "Meeting Openings and Closings" on page 235 for ideas.
- **Additional Activities** – A group of extra activities to use if needed.

## YOUTH OUTCOMES AND EDUCATIONAL STANDARDS ▶

### Link-Ups

In addition to projects there is one other component to the Adventure Trail Seeker program. Link-ups provide a way for the children to gain recognition for activities that they do outside of Camp Fire. They make a plan and set goals for themselves. The Trail Seeker Record book explains, in detail, the requirements, and the recognition emblems.

### Camp Fire Youth Outcomes

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

The Search Institute, a widely respected research organization, has determined 40 developmental assets that will help children to become responsible, successful and caring adults. Camp Fire has chosen some of these developmental assets to focus on. To do this, program outcomes in each of the five trails were created. The Adventure projects foster and develop these outcomes in children. A list of these outcomes as they relate to each of the five trails is included on page 246.

### Educational Standards

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

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

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

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

4.1 Generates questions about topics of personal interests.

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

8.1 Makes contributions in class and group discussions.

8.2 Asks and responds to questions.

8.3 Follows rules of conversation.

8.6 Gives and responds to oral directions.

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

An outline of McREL's Standards and Benchmarks that the *Adventure* Trail Seeker curriculum address are outlined at the back of this book on page 250.

**Progress and Recognition**

It is important for children to see their progress toward a goal. It is also important that their achievements be recognized. With the Trail Seeker level of *Adventure*, this can be done through individual record books and emblems.

**Record Books**

The *Adventure* Trail Seeker record book is specially designed for children. It provides a place for children to keep track of the projects that they have completed and outlines the projects that they can complete.

**Recognition, Beads, Emblems and Certificates**

Children earn a bead each time they complete a meeting for a project. When they complete the project they are eligible to receive a special recognition emblem. These are pictured in the Camp Fire Official Merchandise Catalog and are listed on each project page. All Adventure emblems use symbolism that the children can understand and remember.

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

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

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

Certificates that correspond to each trail are also available. These can be filled out and presented to children in place of or in addition to the emblems.

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





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO KNOWING ME

**PROJECT ► FITNESS****PURPOSE ►** Children learn healthy fitness habits**MEETING PLANS ►**

Let's Get Physical

Obstacle Course

A Matter of Taste \$

**YOUTH OUTCOMES ►**

Participates effectively in consensus-building process (4.17).

Recognizes a situation that requires a decision, looks at alternatives and is willing and able to take action (6.23).

Is willing to risk making mistakes in order to learn (6.24).

Participates effectively in individual, group and community activities (8.30).

Follows verbal directions (12.40).

Appreciates the value of self and others (2.5).

Is receptive to new ideas, new duties and responsibilities (2.6).

Is willing to engage in personal growth activities (2.7).

Is aware of and able to express personal needs (2.8).

**EDUCATIONAL STANDARDS ►**

Let's Get Physical LA 1.6; LA 7.1; LA 8.9

Obstacle Course B 3.3

A Matter of Taste M 4.2

### REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM

Each child receives a blue bead for each meeting plan in which he or she participates and earns recognition emblem #B-54700 or a certificate for the completion of three meeting plans. These can be altered or substituted according to the needs, interests and ideas of the group.

### TIPS FOR GROUP LEADERS ►

- Individual ability is a very important consideration in physical activities. Think about which children might feel physically over-challenged by these activities. Choose something else that they can do, is necessary.
- How can you modify the activities so that every child is able to succeed?
- Add your favorite fitness activities to the meeting.
- Keep conversations about different abilities positive and encouraging. Focus on what they can do rather than what they have difficulty with. Tell children that negative comments are not appropriate.

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

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

FITNESS

**MEETING PLAN ▶ LET'S GET PHYSICAL****PROJECT ▶ FITNESS****LEVEL ▶ Third Grade**

**PURPOSE ▶** Children gain an understanding of fitness and learn components of being in shape, including nutrition and risk factors.

**OPENING ▶** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ▶**

- Chart paper for brainstorming
- Markers
- Paper and pencils for children
- *Food Guide Pyramid*
- *Weekly activity schedule*
- *Weekly food schedule*
- Old magazines
- Glue or tape
- Large open space (i.e., gymnasium, playground, social hall)

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

**PREPARATION ▶**

Copy blank *Food Guide Pyramid*, making three copies for each participant. Copy *Weekly Activity Schedule* for each participant. Copy *Weekly Food Schedule* for each participant. Draw a food guide pyramid on chart paper. (Or Food Plate.)

**ACTIVITIES ▶****Introduction**

Present information about fitness to the children. Fitness has been around for many years. Getting fit means taking care of the body by eating nutritious foods, participating in physical activity and drinking plenty of water. When people feel good about their bodies, they have a better outlook on life and, ultimately, better self-esteem. Physical fitness consists of choosing an enjoyable activity and performing it on a regular basis.

In this session we will discuss physical fitness and nutrition. If a person is physically fit, it means he or she can walk up a flight of stairs without getting out of breath. This person also could walk around a mall for several hours, play a game of tag or mow the yard. A physically fit person can do daily tasks without too much trouble. The idea here is to feel good about oneself and to be able to have fun while participating in activities.

There are four components of physical fitness. They are aerobic exercise, motor skill exercises, flexibility exercises and strength and endurance exercises. An aerobic exercise is an activity that uses oxygen. All exercises use oxygen because we have to breathe. However, aerobic exercise means that the activity can be done for long periods of time. For example, riding a bike or jogging around the block are activities that can be done for five, 10, or 15 minutes at a time. Aerobic exercises make the heart muscle stronger.

Motor skill exercises are activities that involve body movement, such as jumping, running, throwing or striking. Children practice these skills while in gym class, when included in many competitive sports or on the playground during recess.

Flexibility exercises involve movement through stretching a body part to its full range of motion. An example is trying to touch one's toes using the fingertips without bending the knees, going as far as the body will stretch. This is its full range of motion. Other flexibility exercises include sit and stretch, arm stretches or leg stretches.

Strength and endurance exercises are exercises that build muscle strength by lifting weights. Endurance exercises are activities that allow the muscle to lift the weights for several counts, like 10 or 12 times. That is called a repetition. Some bodybuilders might do three sets of repetitions.



To be fit, it is important to eat a balanced diet using the Food Guide Pyramid or Food Plate. The U.S. Department of Agriculture (USDA) uses the Food Guide Pyramid to recommend how many servings of food a person needs on a daily basis. Food gives us the energy to do daily activities. Without food we would have a difficult time doing simple things like sleeping, thinking, playing, doing homework, concentrating and participating in family activities.

### Exercise

Have the children think about an activity that they would like to participate in, and write the activities on chart paper. Remember, when brainstorming, all answers should be recorded. Allow about six minutes for this activity. Then go back through the list with a different colored marker and place an asterisk by the activities that are aerobic. Look back at the definition of aerobic exercise. (Examples of activities are walking, running/jogging, jumping rope, skating, fitness swimming, cycling or hiking/backpacking).

Ask the children to take home "Weekly Activity Schedules" and write the information on the sheets. Have them return the schedules at the next session and talk about what they enjoyed.

Ask the children to write down everything that they have eaten on that day. Then have them record the foods on the blank Food Pyramid or Food Plate. This will let them see how many foods they eat that are nutritious and how many foods they should limit.

Have the children get into groups of three or four participants. Using the four components of physical fitness, ask the children to choose one activity for each component and demonstrate the activity to their individual group. (The four components are aerobic, motor skill, flexibility and strength and endurance.) Tell children to wear loose-fitting clothes for the next meeting. Ask the children to take home "Weekly Food Schedules" and write down all the foods they eat for a few days. Encourage them to make good choices about healthy foods.

### PLAYBACK: POINTS TO REINFORCE ►

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

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

### ADDITIONAL ACTIVITIES ►

#### Food Inventory

Ask the children to look through the magazines and cut out 10 to 15 foods for the bread, cereal and grain food group and 6 to 10 foods for the other food groups. Ask them to glue or tape them to the blank food pyramid.

Ask the children to get into groups of three or four. Have each group develop a menu for breakfast, lunch or dinner. Have them include appropriate foods for that meal. See how they plan this meal.

There are several videos that have exercise activities for children. Following are the names of the videos and their call numbers. They can be checked out from the public library. The videos have been screened, and they are age appropriate, active and fun. Both of these videos are about 20 minutes in length.

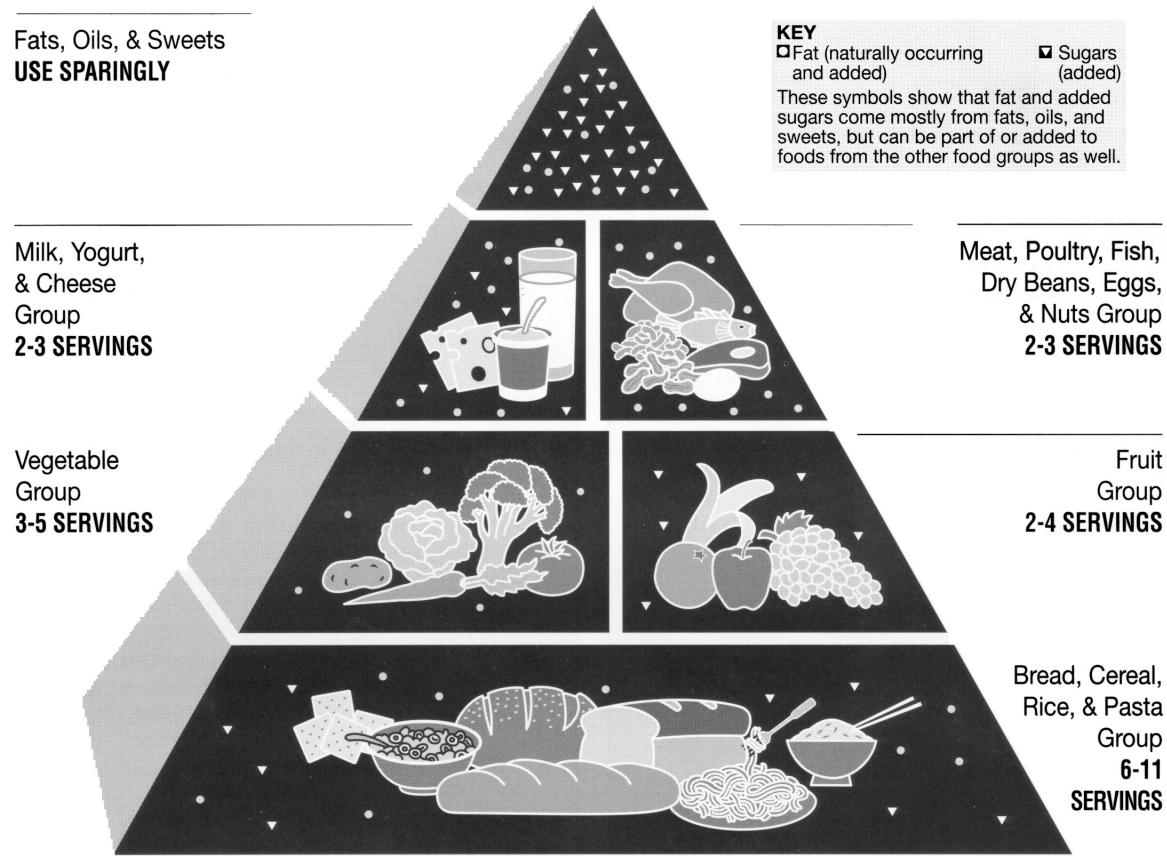
- |                      |             |
|----------------------|-------------|
| • Tae Bo Junior Live | 613.71 T12a |
| • Chicken Fat        | 613.7 C432  |





# Food Guide Pyramid

## A Guide to Daily Food Choices



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

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

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

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

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

Note: The United States Department of Agriculture has recommended using the Food Plate. Find out information at [www.choosemyplate.gov](http://www.choosemyplate.gov).



# 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**

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

Fruit  
Group  
**2-4 SERVINGS**

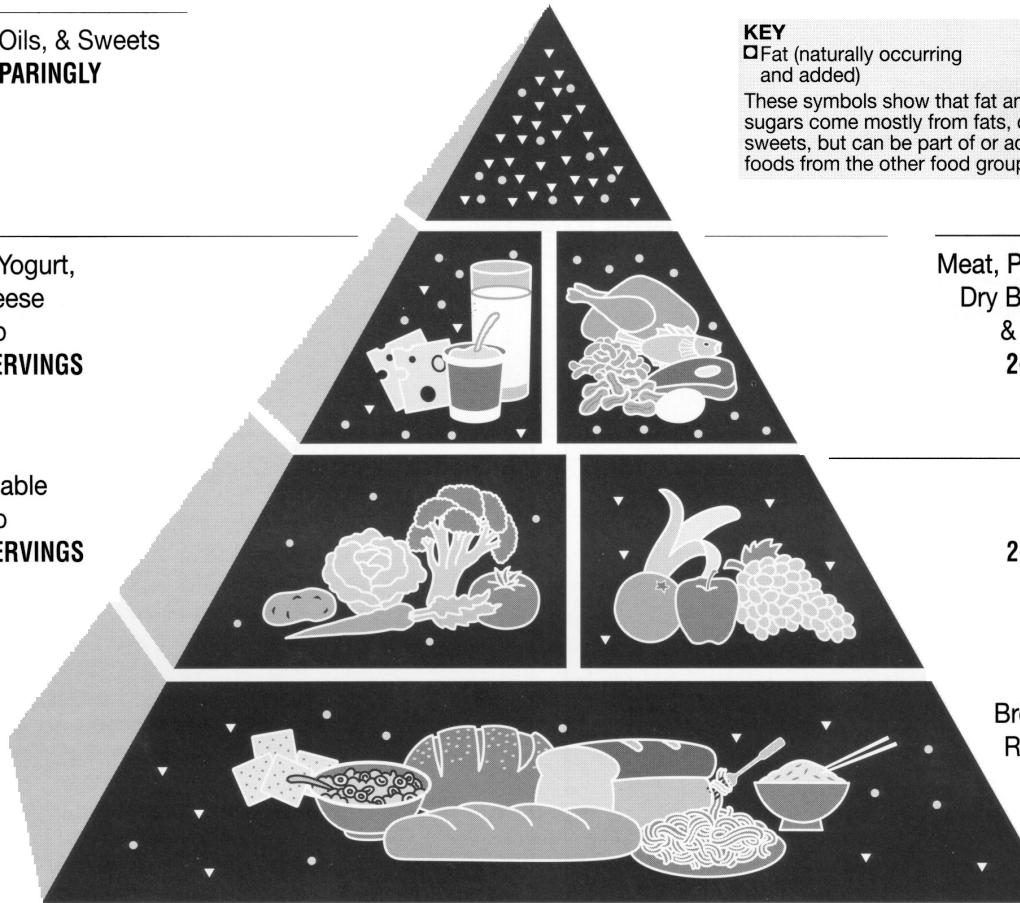
Bread, Cereal,  
Rice, & Pasta  
Group  
**6-11  
SERVINGS**

**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.



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

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

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

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

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

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

DAY

BREAKFAST

DINNER

SNACKS

DESSERTS

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



## WEEKLY FOOD SCHEDULE

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

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





## WEEKLY ACTIVITY SCHEDULE

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

DAY	ACTIVITY	HOW LONG?	WHO PARTICIPATED
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

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



**MEETING PLAN ► OBSTACLE COURSE****PROJECT ► FITNESS****LEVEL ► Third Grade**

**PURPOSE ►** Children will understand the four components of physical fitness as well as speed, agility and coordination.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Large open area (social hall, preferably gymnasium),
- Masking tape
- Hula hoop
- Jump rope
- Basketball
- Floor mat
- Stopwatch
- Obstacle course diagram

**PREPARATION ►**

Get all stations in order as on the obstacle course diagram. Move through the obstacle course for clarification. More advanced participants can serve as demonstrators.

Obstacle courses have been around for many years. They have been used as a way for people to get into shape before all the new exercise machines were invented. Many professionals use obstacle courses for fitness and competition. For example, professional football players utilize obstacle courses to compete against each other using their passing skills. Firefighters also use the obstacle course in competition and as a way to get into shape. An obstacle course is a way to get fit, and it is also another activity to participate in for fun.

**ACTIVITY ►**

Tell the children that in this session they will be involved in an obstacle course that you have set up for them. Explain that when everyone arrives at the gymnasium, you will demonstrate how to move through the obstacle course.

Then each of them will have an opportunity to participate in this activity.

**Station 1: 10 sit-ups**

**Station 2:** 5 push-ups (either military or on knees)

**Station 3:** 10 jumping jacks

**Station 4:** 10 basketball bounces

**Station 5:** 6 jump ropes

**Station 6:** Log roll on mat (body stretched out and arms overhead). Roll from one end of the mat to the other.

**Station 7:** Run in place, kicking your heels up behind you.

**Station 8:** 3 hula-hoops

There are several variations to this obstacle course:

- Increase the number of repetitions.
- Add other stations.
- Put stations in different orders.

It is important that each participant has an opportunity to move through the course at least once. However, the children should not be forced to participate. A child could walk the course if he or she prefers. After each child who wants to run the obstacle course has done so, you can time the participants who want to see how fast they can run through the course.

**PLAYBACK: POINTS TO REINFORCE ►**

- Explain to children that doing these activities will begin to improve their skills in general.
- It also will help them to be in good condition to compete in sports.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► A MATTER OF TASTE****PROJECT ► FITNESS****LEVEL ► Third Grade**

**PURPOSE ►** Children learn about others' food preferences and build acceptance of different tastes and new food options.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Paper pad
- Pens
- Small paper bag
- Electric skillet or griddle
- Vegetable spray
- Pancake turners
- Electric extension cord
- Towels
- Cleaner for table(s)
- Plates
- Forks
- Napkins
- Dry and liquid measuring cups
- Measuring spoons
- Mixing bowls
- Wire whisks
- Mixing spoons
- 2 or 3 pancake mixes
- Self-rising flour or cornmeal (whole wheat or buttermilk or multi-grain)
- Ladles
- Oil
- Eggs
- Milk (or ingredients suggested on mix packages)

Choices of sprinkles for pancakes:

Chopped nuts (peanuts, walnuts, pecans, pine nuts) Chips (chocolate, butterscotch, peanut butter) Chopped fruit pieces (dried, fresh, canned, frozen,) or coconut

Toppings: (cinnamon, butter, honey, applesauce, syrup, molasses)

**PREPARATION ►**

Ask the children to bring a favorite sprinkle-on ingredient and pancake turner from home. Purchase ingredients and gather supplies. Make sure you have all ingredients and you are familiar with the directions on the mixes.

**BACKGROUND ►**

Pancakes are made and served in almost every country. They are quick to prepare, use almost no fuel ó wood, coal, electricity, or oil to cook and are made with only a few ingredients. Pancakes are popular in America because when people from many different countries settled here, pancakes were quick, simple and inexpensive to prepare. Other names for pancakes include crepes, johnnycakes, hoecakes, pflinzen, latkes, blinis, flapjacks and `cakes.

**ACTIVITY ►**

Ask the children if they eat pancakes. What food group are they in? (Grain group.) Ask them to name their favorite pancakes. What is your family's "custom" for eating pancakes? (When are they eaten, who cooks them, etc.)

Show them the mixes, sprinkle-on items and toppings. Have the children choose one or more toppings to try and write their name and choices on a slip of paper. Put the slips of paper in the paper bag.

Review how to wash hands in the "Baking Resource Section" in the Appendix and have everyone do so. Clean the tables. Follow the mix directions and prepare two or three kinds of pancake batter. Set out the sprinkles and toppings. (Add sprinkle-on ingredients just before turning each pancake.)

**Share with children these tips for great pancakes:**

1. Do not over mix the batter. Mix just until the dry mix is mixed or moistened with the liquids.
2. Spray or grease the skillet/griddle. Then preheat it to 350°F.
3. Sprinkle fruit or nuts onto each pancake just before flipping.
4. Turn the pancake only once, when bubbles appear on the surface and edges are dry.

Have each member select a strip of paper and make the pancake "to order" as the person wanted it. Have that member then serve it to the person who ordered it.

Prepare a variety of pancakes with other sprinkles in order for the children to try something different.

**PLAYBACK: POINTS TO REINFORCE ►**

- What is the pancake connection between cultures?
- Everyone has individual taste preferences. Why is this important to think about when you prepare food?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.**ADDITIONAL ACTIVITIES ►****Make Fruit Butter Topping for pancakes:**

- $\frac{1}{2}$  cup butter, softened
- 3 tablespoons favorite preserves
- Mix well.
- Makes  $\frac{2}{3}$  cup.

**Source:** Land O'Lakes



## FAMILY TAKE-HOME PAGE

"Fitness" is a project on the Trail to the Future that teaches children healthy fitness habits.

As a result of the project:

- Children gain an understanding of fitness and learn components of being in shape, including nutrition and risk factors.
- Children understand the four components of physical fitness as well as speed, agility and coordination.
- Children learn about others' food preferences and build acceptance of different tastes and new options.

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

- Participates effectively in consensus building process.
- Recognizes a situation that requires a decision, looks at alternatives and is willing and able to take action.
- Is willing to risk making mistakes in order to learn.
- Participates effectively in individual, group and community activities.
- Follows verbal directions.
- Appreciates the value of self and others.
- Is receptive to new ideas, new duties and responsibilities.
- Is willing to engage in personal growth activities.
- Is aware of and able to express personal needs.

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

### AT HOME ▶

#### Family Fitness

Plan a fitness night at home. Follow along with a fitness video, or invite family members to lead some kind of activity session.

#### Family Time

Take a walk together in a park.





Camp Fire

LEVEL ► Third Grade

## TRAIL TO KNOWING ME

PROJECT ► FRIENDS AND FEELINGS

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

MEETING PLANS ►

Real Feel Wheels  
Friend Puzzles  
Many Hands

YOUTH OUTCOMES ►

Expresses feelings and emotions in a positive, constructive manner (2.2).  
Has confidence in one's ability to accomplish a goal (2.3).  
Appreciates the value of self and others (2.5).

EDUCATIONAL STANDARDS ►

Real Feel Wheels	A 1.1, LA 7.6; M 4.1
Friend Puzzles	LA 1.1, LA 7.6, LA 8.15
Many Hands	LA 1.1, LA 7.6

REQUIREMENTS FOR EARNING A RECOGNITION ITEM

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

### TIPS FOR GROUP LEADERS ►

- Time to "share" is very important for children. They may share confidential family information during these sharing times, or any time, for that matter.
- As a Camp Fire leader, you are mandated in most states to report any alarming information regarding any child's emotional well-being or physical health to the state's child abuse hotline for further investigation by the appropriate authorities.
- Include a brief sharing time at the beginning of each meeting. Encourage the children to share the things that are important in their lives. Share things important to you, as well. You many need to start by suggesting that the children talk about favorite foods, hobbies, video games, TV shows or sports.
- Sitting informally in a circle is a good way to invite conversation. Offer each child a brief moment to share. Discuss listening skills and good manners when someone else is talking.
- The ground rules for sharing should be discussed, set and agreed upon by the children and leaders together. They should be written and kept for future reference. Be sure to include what is appropriate to share, that what the children say is confidential and should not be "talked about" and that it is OK not to have anything to say.
- These sharing times enable children and adults to get to know each other. Though children may interrupt one another, reminders of the rules they made will help. Listening and engaging in meaningful conversation are important life skills.

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

**MEETING PLAN ► REAL FEEL WHEELS****PROJECT ► FRIENDS AND FEELINGS****LEVEL ► Third Grade**

**PURPOSE ►** Children learn how to express feelings and emotions in a constructive manner.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- 2 paper plates for each child
- Markers or crayons
- Pencils
- Notebook paper
- 2 wooden clip clothespins for each child
- Rulers
- Thin-tipped permanent markers
- A drinking cup for each child
- Enough fruit punch drink for everyone to enjoy during the meeting

**PREPARATION ►**

Make sure the children understand and agree upon the rules for "brainstorming." Brainstorming rules should include the following concepts: all ideas are accepted, no ideas are judged as "bad" during the brainstorming process, all children are encouraged to participate, everyone listens to all the ideas and one person speaks at a time. Write down all the ideas generated during the brainstorming session.

Use a blackboard and chalk or several large sheets of chart paper and markers to record the brainstorming ideas.

**ACTIVITIES ►****Talk About It**

Help the children brainstorm a list of feelings that people have. How do you feel now? With friends? While playing? While at school? When hurt? When in trouble? When ill? At a birthday party? When someone bothers your belongings? When you are treated unfairly? When you get a surprise?

**Open Up**

Then, talk about which feelings the children like to have the most and which ones they do not like to have. Why? Is it OK to cry? When is it OK to cry? Are there times when it's not OK to cry? What are the most difficult feelings for them to deal with?

Make a star by the ones they decide are their most difficult feelings. Be sure to stress that it's OK to have all of these feelings. All people do. Learning how to react to your feelings and deal with them in a positive or constructive way is what is really important.

**List of Possible Feelings**

Happy	Sad	Excited	Tired
Hungry	Thirsty	Bad	Good
Smart	Angry	Anxious	Nervous
Energetic	Lost	Alone	Small
Educated	Creative	Dumb	Mad
Left-out	Neat	Organized	Sleepy
Proud	Rested	Sick	Dizzy
Nauseated	Carefree	Delighted	Thankful
Relieved	Curious	Hopeful	Silly
Giggly	Goofy	Rich	Poor
Wonderful	Important	Loved	Rejected
Glad	Confused	Confident	Irritated

**Brainstorm Again**

Now, brainstorm again, and have the children come up with a list of strategies or ways to deal with or cope with difficult feelings.

Coping strategies could include some of the following ideas:

- Calm down when you get angry by slowly counting to 10 or 20.
- Ignore the person who is bothering you.
- Look bullies straight in the eye and tell them clearly what they are doing that you don't like.
- Use words—not violence—to solve problems and not violence.
- Ask an adult or another trusted person to help you.
- Wait until someone is calm before trying to solve a problem.

- Take turns talking and listening when there is more than one version to a problem or situation.
- Write in a journal about your feelings.
- Talk to a trusted friend about your feelings.
- When you've done something wrong, be honest, admit your mistake, apologize and figure out what you will do differently next time.
- Try several strategies until you feel better or the problem is solved.

### **Snack**

Serve refreshments. Serve "Don't-punch-anyone." Serve with "cooperative" cookies, "problem-solving" pizza snacks or "If-at-first-you-don't-succeed-try-again" treats. Everyone needs to save his or her cup, rinse it out and use it for the Real Feel Wheels.

Tell the children they will be making two wheels. One will be labeled: "Ways to Feel." The other will be labeled: "Ways to Deal." Each child, by referring to the two brainstorm lists, will choose and write four "good" feelings and four feelings that they don't like very much or find difficult to deal with. Ask them to write their lists of eight feelings on a piece of notebook paper.

Tell the children to draw a circle in the middle of each of two paper plates, by drawing around their recycled drink cup. Have them write the words, "Ways to Feel" in the middle of one circle and "Ways to Deal" in the middle of the other plate's circle.

Using a ruler and pencil, tell them to draw a line to divide one of their two plates into two equal sections. Then, with another line, divide the plate into fourths. With two final lines, they will end up with a plate divided into eight sections.

The other plate is done the same way. Going back to their list of eight feelings, ask the children to write those feelings in the eight sections of their "Ways to Feel" plate. Now, referring to the coping strategy list, tell each child to choose eight ways to cope with difficult feelings and write them in the sections of their "Ways to Deal" plate.

Ask the children to write their name in permanent marker on two wooden clothespins. When they take their "Real Feel Wheels" home, they can hang them up on their bulletin board, door to their room, wall or refrigerator. The children can put their clothespins on the feeling they are having and choose a coping strategy to help them deal with that feeling.

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

- Discuss how different children handle different feelings. Are all feelings OK? (Yes!)
- Can expressing or sharing your feelings change the way you feel? (Sometimes it makes us feel better.)
- Could feelings change during the course of a meeting? (Yes!)

**CLOSING** ► Choose from the suggestions on page 235 or develop one of your own.

In a closing friendship circle, invite the children to choose a feeling from their "Ways to Feel" wheel and a coping strategy from their "Ways to Deal" wheel to share with other children. The children can also share where they are going to put their wheels when they get home.

### **ADDITIONAL ACTIVITIES** ►

Invite a teacher, school counselor and member of the clergy or other professional to talk with the children and their families about ways to deal with feelings in their families.

Have children write raps or rhymes to remind others about the coping strategies for dealing with difficult feelings.

**MEETING PLAN ► FRIEND PUZZLES****PROJECT ► FRIENDS AND FEELINGS****LEVEL ► Third Grade**

**PURPOSE ►** Children explore the aspects of friendship.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Squares of thin cardboard
- Markers, Scissors
- Sheets of recycled 8 1/2" by 11" paper
- Favorite picture book about friendship
- *Tangram Puzzle Pieces* handout

**PREPARATION ►**

You will need several sheets of large chart paper and markers, or a blackboard and chalk, for the brainstorming part of this meeting.

You need several sets of the seven tangram puzzle pieces for the children to trace around during the meeting. (See last page of this meeting plan.) Trace the tangram puzzle shapes onto several sheets of thin cardboard. Cut out each of the seven tangram shapes and place each set in a separate envelope.

**ACTIVITIES ►**

Have the children think about their good friends. What qualities do they have that make them such good friends? How do they act? How do you know when a person is a friend?

Record on chart paper the children's ideas on friendship and what it means to be a good friend. If you have a picture book story on friendship, read it to the children.

Introduce the ancient Chinese puzzle game called a tangram. The tangram only has seven geometric shapes. These seven shapes, placed together correctly, form a complete square. From these same seven shapes, a person can form hundreds of other puzzle shapes, besides the square. The challenge for the children is not only to learn how to recreate the original square shape from the seven pieces, but also to create puzzle shapes of their own.

Have each child take a square of thin cardboard and trace around each of the seven shapes of the tangram puzzle. After cutting their shapes out, ask the children to choose the seven most important qualities of a good friend. Then, they write one quality of being a friend on each of the seven pieces.

Now they have a friendship puzzle that they can fit together in its original square shape, or hundreds of other ways. Tell the children that even though all friends are different, most possess certain very important qualities. This tangram puzzle is a reminder of those traits to strive for in themselves as they try to be friends to others.

The children can design their own puzzle shapes, trace around them on pieces of recycled paper and challenge other children to try and figure out how to arrange the seven shapes to make their new puzzles. Have the children share with each other the seven friendship qualities they chose as the most important. Also remind the children that there are more than seven "right" qualities of friendship. Some people will choose different qualities that are important to them, and this is OK.

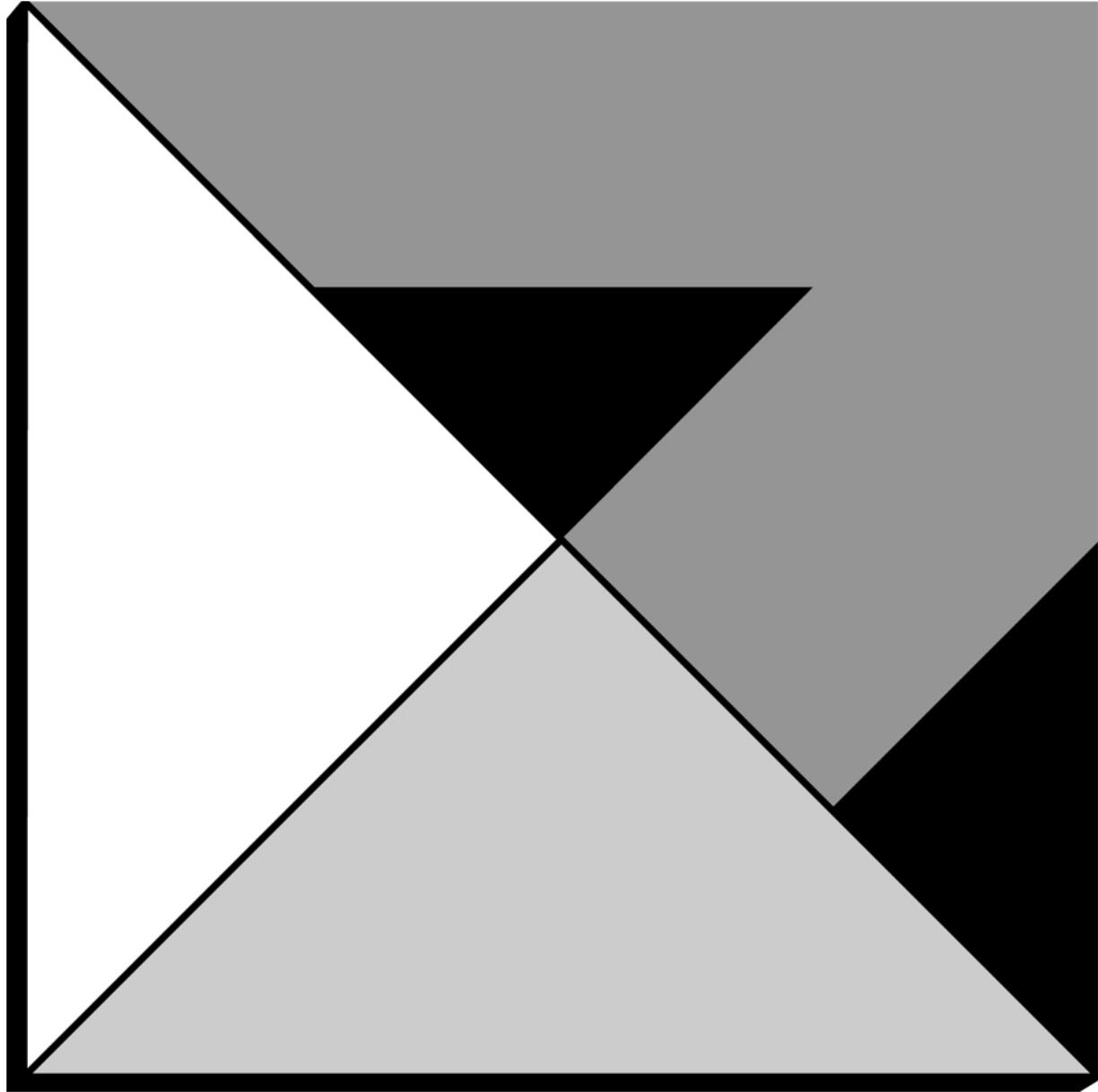
**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Make a friendship circle and sing the song "Make New Friends." Using the brainstorm list, write more verses to this song about friendship.



Camp Fire







Camp Fire



## Make New Friends

*Moderately slow*



Make new friends but keep the old; One is sil-ver and the oth-er gold.





Camp Fire

**MEETING PLAN ► MANY HANDS****PROJECT ► FRIENDS AND FEELINGS****LEVEL ► Third Grade**

**PURPOSE ►** Children gain a sense of value as people who contribute to a community and believe in the power of individual action.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Ingredients to make sawdust clay handprints.  
(At the end of the meeting plan.)
- Large sheet of paper for brainstorming
- Markers
- Tape
- Several packages of 3" x 5" index cards
- Pencils
- Rubber bands
- One box of dominoes

**PREPARATION ►**

Make a batch of clay ahead of time. You can get sawdust from a carpenter or a cabinetmaker. You will need an oven to bake the handprints.

**ACTIVITIES ►****Friendship Dominoes**

Brainstorm together what special qualities it takes to be a friend. Write the qualities down on the large sheet of paper. Post the list where everyone can see it.

After all the ideas have been written down, get out the box of dominoes. Quickly set up one line of as many dominoes as you have children in your group. Ask children for one quality of a friend from the list, then touch the line of dominoes. All the dominoes will touch each other and fall down in sequence. Explain that this is where the term "domino effect" comes from. Tell children that this example shows how just one friendship quality can set off a chain reaction of friendship.

Tell the children that they will be making their own set of friendship domino cards. Have them take an index card and divide it down the middle with a marker. On each side have the children write one special quality that it takes to be a friend. Have them refer back to the list they made. Each child needs 10 of these cards. Each card will have two friendship qualities, one on each end.

The children can mix and match the two friendship qualities however they choose. When the children finish filling out their 10 friendship domino cards, have them rubber band them together and save them for later.

**Handprints**

Divide the children into small groups. Each group will make a batch of sawdust clay. Each child will need one cup of the clay.

Have the children flatten their clay into pancakes big enough to imprint one of their hands. Write the names of the children on the backs of the each print with a pencil. Carefully place the prints on a cookie sheet to bake at 300° for 20 to 30 minutes.

**Sawdust Clay Recipe**

4 paper cups of sawdust

3 paper cups of flour

2 paper cups of water (add as needed)

Mix the sawdust and flour ahead of time and place in a zipper-lock plastic bag until you are ready to use the mixture. The sawdust is best if you get it directly from the saw. If you use floor sweepings, be sure to sift out the larger pieces.

Add water slowly until the mixture looks like play dough.

**Play a game**

invite the children to play “friendship dominoes” with their friends while the prints bake. Each child will play the game with a partner. One person puts down a card, and the other person tries to match it with one of his or her cards with a matching friendship quality. The children take turns laying down a card, making a match when possible. If a match is made the child lays out another card. The matches can be on either side of the card. Have children continue to take turns matching qualities until all the cards have been used.

**POINT TO REINFORCE ►**

The handprints are helping hands. One of the special qualities of friends is that they help each other.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Have the children take the “Friendship Dominoes” game home and play it with other family members and friends.



## FAMILY TAKE-HOME PAGE

"Friends and Feelings" is a project on the Trail to Knowing Me that introduces children to personal values and emotions.

As a result of the project:

- Children learn how to express feelings and emotions in a constructive manner.
- Children explore the aspects of friendship.
- Children gain a sense of value as people who contribute to a community and believe in the power of individual action.

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

- Expresses feelings and emotions in a positive, constructive manner.
- Has confidence in one's ability to accomplish a goal.
- Appreciates the value of self and others.

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

### AT HOME ►

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

Ask your child to demonstrate how the tangram puzzle works. Give everyone a chance to make new shapes from the original seven geometric puzzle pieces.

FAMILY PAGE





**LEVEL ►** Third Grade

## TRAIL TO KNOWING ME

### PROJECT ► I'M PEER PROOF

**PURPOSE ►** Children learn successful techniques for dealing with their peers.

#### MEETING PLANS ►

Behavior Buddies  
Don't Put Up With Put Downs  
How I Feel

#### YOUTH OUTCOMES ►

Expresses feelings and emotions in a positive, constructive manner (2.2).  
Believes that an individual has the power to change something (2.4).  
Appreciates the value of self and others (2.5).  
Is willing to engage in personal growth activities (2.7).  
Acts in ways that respect differences (3.11).  
Is aware of and respects other's feelings (3.12).  
Is aware that opinions and thoughts impact others (4.14).  
Assesses a situation and makes choices based on desired consequences (6.22).  
Is aware of others and their needs (7.25).  
Acts with the knowledge of how one's actions impact others (7.26).

#### EDUCATIONAL STANDARDS ►

Behavior Buddies	LA 7.6, LA 8.15, B 4.1
Don't Put Up With	
Put Downs	LA 7.6, LA 8.15, B 4.1, B 4.2
How I Feel	LA 7.6, LA 8.15

### REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

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

#### TIPS FOR GROUP LEADERS ►

- These meeting plans are based on Camp Fire's self-reliance course, "I'm Peer Proof."
- If your meeting time is limited, allow an extra week to complete all of the activities.

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

**MEETING PLAN ► BEHAVIOR BUDDIES****PROJECT ► I'M PEER PROOF****LEVEL ►** Third Grade**PURPOSE ►** Children define and identify assertive, passive and aggressive behavior.**OPENING ►** Choose from the suggestions of page 235 or develop one of your own.**MATERIALS ►**

- Copies of Mortimer, Bertha and Sam ad-lib stories
- Copies of "Labeling Behavior" situations

**ACTIVITIES ►****Aggressive, Passive and Assertive Ad-Lib**

Introduce this activity by saying that the children are now going to meet some new friends - Bertha, Mortimer and Sam. Tell the children you have stories about each of these friends, but you need some help because some words are missing. These words cannot be the proper names of anyone in the group because you do not want to embarrass anyone.

Let the children decide how they would like to fill in the blanks. It is possible to do this in two different ways.

Complete the ad-lib as a group.

Don't read the story now, just ask for words. Some ideas for nouns may be: "name an article of clothing," or "what's a pleasant feeling?" For adjectives, you may need to offer suggestions like "slimy," "bumpy," "dull" or "noisy." If there are many suggestions from the children, choose the word that will enhance the silliness of the story.

Ask the children to raise their hands to give their suggestions to the group leader, who will then decide on the word, or children can give suggestions, which the leader writes down and the children then vote on the words they want to use.

When finished, ask one of the children to read a completed Mortimer story out loud first.

Complete the ad-lib individually.

Before giving out the ad-lib, fold over the story so that only the blanks with the descriptive terms are showing. Pass the ad-lib out to the group, and ask them to fill in the blanks without looking at the story.

After everyone has finished, ask that each child pair up with a partner to read the story with their words inserted.

After the partners have finished, discuss the Mortimer story with the entire group.



Ask the following questions about Mortimer's story:  
What did Mortimer do when he was embarrassed?  
Why did Mortimer agree to lend his bike?  
How is Mortimer acting?

Explain that Mortimer is acting "passively." Ask for other words to describe how Mortimer is acting. Ask the children to give other examples of passive behaviors. Emphasize that the children will be learning how not to be Mortimer.

Read the Bertha story or stories. Then, ask the following questions:

- How did Bertha tell people how she felt?
- How did Bertha respond to teasing?

Explain that Bertha is acting "aggressively." Ask for other words to describe how Bertha is acting. Ask for other examples of aggressive behavior. Point out that Bertha uses a lot of "You Messages." "You messages" attack, threaten or blame the other person. Ask the children to name examples of "You messages" that Bertha used. Emphasize that the children will learn how not to be Bertha.

Introduce Assertive Sam's Ad-lib. Ask the young people how Sam acts differently than Bertha or Mortimer.

Reinforce the fact that Sam uses "I messages" to say how he feels. "I messages" say, "I feel \_\_\_\_\_ because \_\_\_\_\_. With an "I Message," the speaker communicates his or her feelings and identifies a problem to be solved instead of attacking the other person. Sam is able to communicate his feelings without offending the other person.

Explain to the children that assertive behavior is like learning a new skill. The first time they ever tried playing basketball or riding a bicycle, they probably were not very good at it. But as they practiced more and more, they learned to do it better.

### Behavior Signs

#### Materials

Copies of "*Labeling Behavior*" situations

Make signs saying "Aggressive," "Passive" and "Assertive," and post these signs around the room. Ask a child to read a situation from the "*Labeling Behavior*" handout. Have the other children stand under the sign that they think names the behavior in the situation. For example, children may stand under the sign "Aggressive" if they think the situation is something that Bertha may do or say. Ask the children why they think the situation illustrates \_\_\_\_\_ behavior.

Be sure to clarify the difference between aggressive and assertive responses. Both are ways to say "no!", but an assertive response respects the feelings of other person. An aggressive response hurts the other person physically or emotionally.

For each situation, especially those which the children see as most real to them, stimulate more discussion with such questions as:

- If this has ever happened to you, how did you react?
- Would you try acting differently if it happened again?
- If you chose to act as described in response # \_\_\_\_\_ how might you feel inside?
- Which response would probably make your friend feel hurt or even angry?
- What might the other person feel, say or do if you reacted as described in response # \_\_\_\_\_? (This is an important question because it begins to teach the children about the effect of their behavior on others.)
- What are you doing and saying in response # \_\_\_\_\_ that shows you care about the feelings of others?

Do as many situations as time allows. Here are the correct answers to each situation.

**Borrowed Shirt**

1. Passive
2. Aggressive
3. Assertive

**Science Project**

1. Assertive
2. Passive
3. Aggressive

**The Cigarette**

1. Assertive
2. Aggressive
3. Passive

**The Teaser**

1. Passive
2. Aggressive
3. Assertive

**Chores**

1. Assertive
2. Aggressive
3. Passive

**Best Friend**

1. Aggressive
2. Assertive
3. Passive

**PLAYBACK: POINTS TO REINFORCE ►**

- How do “I messages” help you communicate feelings?
- What is the difference between assertive and aggressive behavior?
- How have you used assertive behavior at school and at home?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Behavior Hats**

Tape signs saying “Aggressive,” “Passive” and “Assertive” (or Bertha, Mortimer and Sam) to old hats. Ask the children to put on one of the hats and demonstrate that behavior using body language only, or using body language and words.

**Being a Friend**

Talk as a group about what a friend does that makes you want to be around him or her. Make a list of five to eight qualities of a good friend. Make a poster of these qualities and ask each child to practice each quality at least once during the week.



Camp Fire

**PASSIVE MORTIMER AD-LIB**

1. \_\_\_\_\_

adjective

2. \_\_\_\_\_

verb (past tense)

3. \_\_\_\_\_

something on your head

4. \_\_\_\_\_

food

5. \_\_\_\_\_

article of clothing

6. \_\_\_\_\_

feeling

7. \_\_\_\_\_

machine

8. \_\_\_\_\_

game

9. \_\_\_\_\_

verb

10. \_\_\_\_\_

place where you put stuff

11. \_\_\_\_\_

person

12. \_\_\_\_\_

toy

13. \_\_\_\_\_

feeling

“Another **1.** day,” thought Mortimeras he **2.** home from school. Then some big kids

came up to Mortimer and started making fun of

Mortimer’s **3.**. “**4.**”

Head!”, they yelled. Mortimer slouched and pulled his

**5.** over his head. He was really**6.**. Mortimer went to the library andsat down at the **7.** to do his

homework. When he got up to print the page, another

boy sat down at his computer and started playing

**8.**. “You snooze, you **9.**!”,

yelled the boy. Mortimer didn’t say anything, but

collected his **10.** and left. On hisway home, **11.** asked Mortimerto borrow his new **12.**. Mortimer really

didn’t want to lend it, but he was too timid to say “no!”

Mortimer felt **13.** walking home. He didn’t

know why kids were always picking on him.





Camp Fire

**AGGRESSIVE BERTHA AD-LIB**1. \_\_\_\_\_  
adjective2. \_\_\_\_\_  
adjective3. \_\_\_\_\_  
something on your head4. \_\_\_\_\_  
part of your face5. \_\_\_\_\_  
feeling6. \_\_\_\_\_  
place7. \_\_\_\_\_  
machine8. \_\_\_\_\_  
verb9. \_\_\_\_\_  
verb10. \_\_\_\_\_  
piece of furniture11. \_\_\_\_\_  
person12. \_\_\_\_\_  
verb

“Another \_\_\_\_\_ 1. \_\_\_\_\_ day,” thought Bertha

as she walked home from school. Then, some

\_\_\_\_\_ 2. \_\_\_\_\_ kids came up to her and started

making fun of Bertha’s \_\_\_\_\_ 3. \_\_\_\_\_. “Cheese-

Head!”, they yelled. Bertha yelled back, “Get out of

my \_\_\_\_\_ 4. \_\_\_\_\_, you nerd!” She was really

\_\_\_\_\_ 5. \_\_\_\_\_. Bertha went to the

\_\_\_\_\_ 6.. \_\_\_\_\_ and sat down at the

computer to do her homework. When she got up to

print the page, a boy sat down at her

\_\_\_\_\_ 7. \_\_\_\_\_ and started playing video

games. “You \_\_\_\_\_ 8. \_\_\_\_\_, you lose!”, yelled

the boy. Bertha \_\_\_\_\_ 9. \_\_\_\_\_ the boy out of the

\_\_\_\_\_ 10. \_\_\_\_\_ and said, “I was here

first, stupid!” The boy said, “Geez, Bertha,

I was just joking...” On her way home,

\_\_\_\_\_ 11. \_\_\_\_\_ asked Bertha to borrow her

new bike. Bertha really didn’t want to lend her bike,

so she said, “You go \_\_\_\_\_ 12. \_\_\_\_\_ you own

bike!” Bertha went home feeling very sad. She

knew that kids avoided her, and she couldn’t

understand why. She always said what she felt.



**ASSERTIVE SAM'S AD-LIB**

1. \_\_\_\_\_

adjective

2. \_\_\_\_\_

place

3. \_\_\_\_\_

people

4. \_\_\_\_\_

part of your face

5. \_\_\_\_\_

verb

6. \_\_\_\_\_

verb

7. \_\_\_\_\_

noun

8. \_\_\_\_\_

game

9. \_\_\_\_\_

noun

10. \_\_\_\_\_

toy

11. \_\_\_\_\_

feeling

12. \_\_\_\_\_

place

“Another \_\_\_\_\_ 1. \_\_\_\_\_ day,” thought Sam as

he walked home from \_\_\_\_\_ 2. \_\_\_\_\_. Then some

big \_\_\_\_\_ 3. \_\_\_\_\_ came up to him and started

making fun of Sam's hair. “Cheese-\_\_\_\_\_ 4. !”

they yelled. Sam said, “Yeah, I look like I just got

out of a wind tunnel!” The big kids laughed and

\_\_\_\_\_ 5. \_\_\_\_\_ away. Sam went to the library

and \_\_\_\_\_ 6. \_\_\_\_\_ down at the computer to

do his homework. When he got up to print the

\_\_\_\_\_ 7. \_\_\_\_\_, a boy sat down at his computer

and started playing \_\_\_\_\_ 8. \_\_\_\_\_. “You snooze,

you lose!”, yelled the boy. Sam said, “I’m upset that

you’re using my computer because I’m doing my

\_\_\_\_\_ 9. \_\_\_\_\_, but I’m almost finished. Can you

wait until after I’m finished?” The boy said OK and

waited for Sam to finish. On his way home, a friend

asked Sam if she could borrow his new

\_\_\_\_\_ 10. \_\_\_\_\_. Sam really didn’t want to lend it to

her, so he said, “I don’t feel \_\_\_\_\_ 11. \_\_\_\_\_

lending it to you right now because I just got it.

How do you feel about coming over to my

\_\_\_\_\_ 12. \_\_\_\_\_. and we can take turns riding it?”





## LABELING BEHAVIOR WORKSHEET

### BORROWED SHIRT

Your friend borrows your favorite shirt and does not return it.  
A week later, your friend wears the shirt to school.

1. You say nothing and let your friend keep the shirt. \_\_\_\_\_
2. You walk up to your friend and yell,  
“That’s my shirt! Give it back!” \_\_\_\_\_
3. You remind your friend that he or she borrowed  
your shirt. You ask to have it returned the next day. \_\_\_\_\_

### SCIENCE PROJECT

A friend offers to help you with a science project. You want to do the project by yourself because you have some good ideas.

1. You say, “It’s nice of you to offer to help, but I want to see if I can do it on my own.” \_\_\_\_\_
2. You say, “OK, I guess you can help.” \_\_\_\_\_
3. You say, I don’t need your help.  
I can do it just fine by myself.” \_\_\_\_\_

### THE CIGARETTE

You are hanging out with a group of friends. One friend takes out a cigarette, lights it and passes it around. You are scared because you don’t want to try smoking.

1. When the cigarette comes around to you,  
you say, “No thanks. I’m not a smoker, and  
I don’t want to become one.” \_\_\_\_\_
2. You say, “You idiots! Don’t you know that those things  
are bad for you? Do you want to die of lung cancer?” \_\_\_\_\_
3. When the cigarette is passed to you, you take a  
small puff and pretend to enjoy it. \_\_\_\_\_





## LABELING BEHAVIOR WORKSHEET

**PG2**

### THE TEASER

A kid teases you and calls you names.

1. You start to cry and say nothing to the teaser.
2. You yell back names at the teaser.
3. You walk away from the teaser and look for your friend.

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### CHORES

You and your brother are supposed to clean the house together.  
Your brother is fooling around and not helping you.

1. You say, "I feel like I am doing all of the work.  
If we both do our chores, we will make Mom happy." \_\_\_\_\_
2. You say, "All you do is fool around! I'm sick of  
doing all the work. If you don't help, I'm telling Mom." \_\_\_\_\_
3. You say nothing and clean the house alone. \_\_\_\_\_

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### BEST FRIEND

Your best friend has been spending a lot of time with a new kid instead of with you.  
Your feelings are hurt because you want to spend more time with your best friend.

1. You walk up to your friend and the new kid and say,  
"You never spend time with me anymore, everything  
was fine until this new kid came along." \_\_\_\_\_
2. You privately talk to your friend and says, I miss doing  
things with you. Could all three of us hang out?" \_\_\_\_\_
3. You pretend that nothing is wrong and spend more  
time by yourself. \_\_\_\_\_

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**MEETING PLAN ► DON'T PUT UP WITH PUT-DOWNS!****PROJECT ► I'M PEER PROOF****LEVEL ► Third Grade**

**PURPOSE ►** Children Identify and practice specific techniques to help cope with teasing and put-downs.

**OPENING ►** Choose from the suggestions of page 235 or develop one of your own.

**MATERIALS ►**

- Chart paper
- Markers
- 3 copies of *Teasing and Putdowns* cut into strips

**ACTIVITIES ►****Put-downs and Hurtful Teasing**

Explain to the children that the session will be spent talking about two things that are very common — teasing and put-downs.

Ask the children if they have ever been teased or put down. What happened? How did they feel? Then ask if they've ever teased someone or put him or her down. Remind the group that we all hurt other people's feelings. Sometimes we do it on purpose, but often we don't mean to do it and may not even realize that we said or did something hurtful.

*Put this question to the group:* "How do put-downs make a person feel? Is teasing different than put-downs? How?"

*Ask the following questions:* "Why do people tease? What does the teaser want?" Look for answers such as, "A teaser wants a person to overreact by: exploding with anger, bursting into tears, showing fear or embarrassment by squirming or looking away and tattling."

Point out that everyone gets teased or put down at sometime. By responding negatively, we give the other person just what they want and they are likely to keep teasing us. But if we use positive, assertive responses, it takes all the fun out of teasing and the other person is likely to give up because they don't get the response they want.

Go over the following and write on the chart paper:  
**Positive responses to teasing**

- 1. Walk away:** You don't have to listen to someone saying mean or unkind things to you.
- 2. Smile and make a joke:** Say something like, "Gee thanks for noticing." By making a joke, you are letting the teaser know he or she has no power over you. Agree by saying "Yes, this bike has definitely seen better days. Maybe I should donate it to a museum."
- 3. Say something positive about the other person:** Try to turn the encounter into a positive one. Even if the other person doesn't respond positively, they will be more likely to leave you alone since you are not giving the response they wanted. If the person says your clothes are really out of style, you could say, "Oh, I know. I really like the way you dress, though."
- 4. Tell the other person your feelings:** In a way that does not put them down. It's good to use "I" messages here. For example, if someone makes fun of your new haircut, you could let him or her know that you like your hair the way it is and that you don't mind being different from everybody else. Or you could say, "That really hurts my feelings. Besides, I like my haircut." Or you could say, "You know, I don't appreciate it when other people say rude things to me. It hurts my feelings and makes me angry."

**Down With Put-downs**

Divide the children into small groups. Give each group a slip of paper from the “*Teasing and Put-downs*” worksheet. The children will discuss each situation and decide how to assertively respond.

Ask the children how they’d like to report the responses to the group. Would they like to act out the situation and response or simply tell how to respond assertively?

**CLOSING ►** Choose from the suggestions of page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Put-Down Virus**

Materials: Newsprint and markers or chalkboard and chalk

This story helps children see the effect of put-downs by comparing such remarks to spreading a virus. (Make sure your group understands how a virus is spread.) Draw stick figures on the newsprint or chalkboard. Read the following story and ask a child to draw the arrows and color in the stick figures.

One day Ramon (point to the first stick figure) was practicing soccer, and he was having a lot of trouble. He was getting really frustrated, and he started putting himself down. “I’m so clumsy,” he said, “I’ll never make a goal.” He was so mad at himself, it was as if he were filling up with put-down germs. (Ask your volunteer to color in the first stick figure.)

Dorota (point to the next figure) saw him practicing. She shouted, “Hey, Ramon, how are you?” Ramon shouted, “Go away, can’t you see I’m practicing?” It was as if Ramon had shot an arrow, filled with his put-down virus, to Dorota (Ask the volunteer to draw an arrow from Ramon to Dorota.) Dorota felt hurt, as if she were filling up with the put-down germs (color in Dorota). “Fine. I don’t like you anyway,” she said.

Tamesha (next stick figure) came up to Dorota and said, “Hey, Dorota, can you show me how to do a cartwheel?” Dorota growled, “You don’t even know how to do a cartwheel? Why don’t you go back to kindergarten!” (Draw an arrow going from Dorota to Tamesha.) Tamesha was really upset and filled up with the put-down germs. (Color in Tamesha.) She saw Alberto and Michael sitting on the swings. She shot put-down germs at them. (Draw Arrow). They filled up with germs (color in stick figures) and started putting down more people. (Draw Arrows.) Those people filled up with germs, and soon everyone was shooting germs at each other over and over.

**Friendship Web**

Explain to the children that giving compliments is one way of dealing with put-downs. The children will practice giving compliments by creating a Friendship Web. Have the children stand in a circle. (Have large groups form two circles and create two friendship webs.) One child starts the web by holding the end of a ball of yarn, tossing the ball to another child and giving that child a compliment. The child who received the compliment says, “Thank you,” and holds onto the yarn and tosses the ball to another person and so on. Keep going until each child in the circle gives and receives a compliment one time.

At the end of the activity, ask the children to count to three and drop the yarn. Cut individual pieces of the yarn and give them to the children as a reminder of the compliment they received. Ask the children how they felt giving and getting compliments.



## TEASING AND PUT-DOWNS SITUATIONS

You are playing kickball at recess. You are tagged out at first base. One of the players on your team says, "What a wimp! Learn to play ball or get out of the game!"

A friend says your bike is a piece of trash and belongs in the garbage dump.

Two kids trip you as you're getting off the bus.

You are called on to read in front of the group. You stumble over a word. Two children start to laugh and make fun of you.

A group of kids are making fun of your friend because she's in a wheelchair.

You get your hair cut very short. One of your friends says it looks like it was cut with a lawnmower.

Your mother drops you off at school one morning. One of your classmates says, "How come you have such a junker car?"

Some kids are making fun of you because you are from another country and are just learning English.



**MEETING PLAN ► HOW I FEEL...****PROJECT ► I'M PEER PROOF****LEVEL ►** Third Grade**PURPOSE ►** Children understand and discuss their feelings related to conflict and other situations.**MATERIALS ►**

- Construction paper
- Markers
- Scraps of material
- Glue and tape
- Yarn
- String or ribbon
- Chart paper

**ACTIVITIES ►****Feeling Masks**

Ask the children to give a recap of what they learned in the last session. Ask the children, "How does it feel to be put-down or teased? How does the teaser feel?" Write these feelings on the newsprint or chalkboard. Explain that, in this session, the group will be discussing feelings and how to manage anger.

Have the children brainstorm as many different feelings as they can. Make a list. (You may have to help them think of words for the different feelings.)

Ask each child to pick a feeling and create a mask that shows what this feeling looks like using the materials provided. Encourage the children to pick different feelings.

After they have finished, ask the children how they chose what to put on their masks, and if the colors mean anything. Ask them if there was a time that they felt like the feeling they chose.

**Feeling Masks Theatre**

Using the masks they created, ask the children to act out silently the feelings for each of the masks. Have the other children guess what feeling each child's mask represents. Ask the children how they guessed the feeling. Which was the biggest hint: how they acted, or what the mask looked like?

**Ballooning and Emptying**

Ask the children how they feel when they are wearing the "angry" mask. How does their body feel? Tense? Go over the following exercise.

Have the children stand and ask them to shrug their shoulders for five seconds, then let go. Then wrinkle up their faces for five seconds and let go. Ask them to tighten all the muscles in their bodies and hold them tight until you say let go. After a few seconds say, "Now relax slowly and let all the anger empty out of you. Imagine a puddle of anger at your feet."

Have the children stand and take slow (not deep) breaths and fill themselves up with air as if they were balloons. They should slowly let the air out of the balloons. Repeat a few times and ask the children how they feel. This technique is called "ballooning."

Ask the children how they feel. Ask, "When might you use these techniques? Are there any other ways to manage anger?"

**PLAYBACK: POINTS TO REINFORCE ►**

- How can you help friends deal with difficult feelings? (Listen to them.)
- Why can each person have different feelings about the same event or activity? (We are all different.)

**CLOSING ►** Choose from the suggestions of page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Anger Thermometer**

Ask the children if they know what a thermometer does. Ask, "What happens to the thermometer when the air gets hotter?" Draw a thermometer on the board or newsprint and explain that when people get angry, it's as if they get hotter. Show what happens when people let anger build up inside them by demonstrating with a balloon. Show the balloon with no air—calm, blow it up a little—annoyed, a little more—irritated, more—angry, more—furious, more—enraged—let the balloon go. (It should fly around the room.) Label each term on the thermometer and ask what might trigger that feeling.

Compare this to when someone gets so angry that they explode and they are out of control.

Encourage discussion at this time about how to control these feelings and how to prevent them from happening. Two techniques for controlling these feelings are ballooning and emptying.

**Anger Management Posters**

The children can create their own posters depicting ideas learned in this lesson (i.e., posters on ballooning and draining or posters on anger thermometers) that they will post in their community center, after school site or school.

**Music and Feelings**

Find examples of sounds or music that evoke emotion. Listen and discuss how different music can bring out different feelings.



## FAMILY TAKE-HOME PAGE

"I'm Peer Proof" is a project on the Trail to Knowing Me that teaches children successful techniques for dealing with their peers. As a result of the project:

- Children define and identify assertive, passive and aggressive behavior.
- Children identify and practice specific techniques to help cope with teasing and put-downs.
- Children understand and discuss their feelings related to conflict and other situations.

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

- Expresses feelings and emotions in a positive, constructive manner.
- Believes that an individual has the power to change something.
- Appreciates the value of self and others.
- Is willing to engage in personal growth activities.
- Acts in ways that respect differences.
- Is aware of and respects other's feelings.
- Is aware that opinions and thoughts impact others.
- Assesses a situation and makes choices based on desired consequences.
- Is aware of others and their needs.
- Acts with the knowledge of how one's actions impact others.

### AT HOME ►

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

#### Time Together

Look at characters on television, in books, comics or computer games and talk about whether they are aggressive, assertive or passive. For example, what would Bart Simpson be? What would Arthur be?

#### Talk About It

Discuss with your child about a time when you were teased or put-down as a child. What did you do? What do you wish you would have done differently?

#### Express Yourself

Have your child create a feeling collage. Ask him or her to pick a feeling word, and write the word in the center of a blank piece of paper. Have your child illustrate the feeling by cutting out pictures from magazine that express that feeling. Ask your child to share his or her collage when the collage is finished.





LEVEL ► Third Grade

## TRAIL TO KNOWING ME

### PROJECT ► CREATIVE COMMUNICATIONS

**PURPOSE ►** Children learn to understand and practice components of verbal and nonverbal communication.

#### MEETING PLANS ►

Body Talk  
Tale Telling  
Communication Tech \$

#### YOUTH OUTCOMES ►

Appreciates the value of self and others (2.5).  
Recognizes and respects values of others (3.10).  
Is knowledgeable of values and culture of one's community (8.31).  
Practices good oral, language and written communication skills (12.37).

#### EDUCATIONAL STANDARDS ►

Body Talk	LA 8.8
Tale Telling	LA 6.2, LA 8.9, B 2.7
Communication Tech	S 9.5

### REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

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

#### TIPS FOR GROUP LEADERS ►

- Pay attention to how your group communicates. Every group has its own communication patterns, often initiated by the leader.
- Think about the various languages that are spoken in your area. Talk with your group about how people communicate with language differences.
- Be sensitive to the roles children play in the group. Encourage everyone to get involved and avoid one person dominating.

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

**MEETING PLAN ► BODY TALK****PROJECT ► CREATIVE COMMUNICATIONS****LEVEL ►** Third Grade**PURPOSE ►** Children learn to understand and practice nonverbal communication.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

- Index cards
- Markers
- Paper plates
- Popsicle sticks

**PREPARATION ►**

Make a list of feeling words such as proud, relaxed, nervous, shy, and thoughtful, excited, tired and happy. Write each feeling on an index card. Make sure that there is at least one card per child.

**ACTIVITIES ►**

Ask the group if they know what body language means. Explain that body language is a way to communicate without speaking. In this meeting, the children will practice using body language to communicate.

**“Feeling” Mimes**

Ask the children if they have ever seen or are familiar with mimes. Explain that mimes are performers who communicate without talking. In this activity, the children are going to practice being mimes.

Have each child come to the front of the room and chose a card. He or she will act out the feeling and the other children will try to guess the feeling that is being portrayed.

After each child has had a turn, make it more challenging by creating a “blank mask,” made of a plain paper plate with a Popsicle stick glued to the bottom. The actors will hold the masks in front of their faces and act out their feelings without using facial expressions.

**Human Machines****Mirroring**

Have the children pair off and stand face to face. One child will move slowly and smoothly, touching his or her own head, bending down and doing other movements, while the other child imitates his or her movements exactly. The object is to have the movement be as close to mirroring as possible. After a while, have the pairs switch roles.

**PLAYBACK: POINTS TO REINFORCE ►**

- Discuss whether it was harder or easier to act out the word with the mask on.
- Was it easier to guess with or without the mask?
- How did it feel to mirror and be mirrored?



**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ▶**

**Silent Play**

Put on a play using only body language. Use a familiar story such as Snow White or Jack and the Beanstalk. Present your play to younger children. Ask if they followed the story and understood everything that was presented.

**Silhouettes**

Have the children pair up and take turns drawing around the profile shadows of their partners. With a lamp positioned behind one child in the pair, the other child shines the light up onto a screen or light-colored wall. The dark profile of the child should appear. Tape some white paper on the wall and trace around the shadow with a pencil. The person casting the shadow has to sit very still. The children in each pair change places, and the other child does the drawing. Have each child cut his or her profile shape out of white paper, tape it onto a black piece of paper and cut out a black shape exactly like the white one to create the silhouette. Next, have each child mount the black silhouette onto another sheet of white paper. Make a cardboard frame to accent silhouette. This emphasizes working together and how we are alike in some ways and different, as well.

**Hand shadows**

With the lamp used for silhouettes, take turns making animal shapes with your hands. Have the children guess the animals. What or who are they?

BODY TALK

**MEETING PLAN ► TALE TELLING****PROJECT ► CREATIVE COMMUNICATIONS****LEVEL ► Third Grade**

**PURPOSE ►** Children will understand the importance of oral traditions and practice storytelling

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- “*Anansi and the Witch*” handout
- Paper strips for all participants and a stapler or tape
- A box with assorted items, such as scissors, a scarf and a dollar bill — anything will do

**ACTIVITIES ►****Folktales**

Discuss folktales. Ask the children how they think people passed information along before writing was widely used. Explain that many cultures used oral traditions — storytelling — to pass on popular stories and culture. Often folktales use animals to illustrate the traits of people. Ask the children if they can think of any folk or fairy tales that use animals.

Read the African folktale “Anansi and the Witch,” and discuss it so that everyone understands what happened in the story. Then ask what the moral was — the message the folktale was trying to say.

Let the children know that they will practice telling stories in this meeting and can record their stories to tell to others.

**Add-a-Link Storytelling**

Ask the children to gather in a circle and give each child a paper strip. Explain to the children that the entire group is going to tell a story, with each person adding on to the story before. Start out by saying something like, “This is the incredible story of Alex. One day Alex went to Camp Fire meeting and saw his friend running straight towards him...” While you are talking, form your paper strip into a “link” (circle) and staple or tape. Ask the next child to continue with the story. After each child finishes, add his or her “link” to the story chain by taping or stapling it to the link before. Continue until each child has added a link. If the story seems “unfinished,” go around the circle once more.

**Story in a Box**

Gather the children into groups of three or four. Ask them to create a story that includes all of the items in the box. Their goal is to be as creative as possible while including the items. Have the groups share their stories.

**PLAYBACK: POINTS TO REINFORCE ►**

- What folktales have children heard from their families?
- Why do cultures use folktales? (To share information about their culture.)

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Camp Fire Folktale**

Make a tape recording of either the add-a-link storytelling or the story in a box. Send the story to younger children and ask them to draw pictures illustrating what happened in each story.

**Skits**

Create skits from the stories created during the add-a-link or story in a box activity. Make costumes or use puppets to dramatize the story.

## ANANSI AND THE WITCH — AN AFRICAN FOLK TALE

Anansi was a spider. He wanted some food, but he was a very lazy farmer. He hung around in his web hammock until he came up with a clever plan.

"Hey Tiger," called Anansi from his web. "I had a horrible dream last night about the Old Hag." Tiger frowned. All the animals were afraid of Old Hag.

Old Hag lives on a cloud above the forest. She has slimy green skin and her fingernails are so long and thick, they look like bird claws. Her voice sounds like an old bus trying to stop on a steep hill, or maybe 500 teachers squeaking chalk across their blackboards. Anyway, it's not a pretty sound.

A long time ago Old Hag never bothered the animals and they never bothered her, until one day Tiger gathered all the animals together.

"I should be King of the Forest because I am the swiftest, the smartest and the strongest," he told them.

All the others agreed, mostly because they didn't want to be Tiger's dinner.

Old Hag was changing channels on her crystal ball when she picked up the conversation.

"They didn't even mention my name," she said. "What am I, chopped toad tails?"

Old Hag got so angry, her skin turned green and her purple hair stuck straight out.

She screamed, "From now on I will watch you from my cloud. If you displease me I will come down and cause trouble. And it's been that way ever since."

In my dream," said Anansi, "Old Hag told me that if anybody said anything mean to their neighbors, she would haunt them. She even sang

a song in my dream. It goes like this:

*"When I hear your words so mean and nasty  
I know in my pot, you'll be so tasty  
with a hi bub hi bub  
bubble bubble lie bub."*

Tiger said, "Oh poo. You ought to stop eating pickled bugs before you go to bed. I never have dreams like that." He walked away, shaking his head.

Old Hag looked down from her cloud. "I'll show Tiger a trick or two," she said. "Then he'll take me more seriously."

She covered herself in black snakeskin and flew back and forth in front of Tiger's path, screeching and whooping.

"Nice costume, Anansi," Tiger said. "You can't fool me, though."

"Tiger thinks I am Anansi," said Old Hag. "That spider must be more clever than I thought." She dressed herself in wind, turkey feathers, moon dust and frog slime. She jumped out in front of Tiger and made horrible faces.

"Isn't that the costume you made for last Halloween, Anansi?" Tiger asked.

Now Old Hag was really mad. She dressed up in twisted metal and burnt garbage. She flew in front of Tiger and shook and rattled.

"Anansi, you are annoying me," Tiger said. "Stop pretending to be Old Hag. It's really silly."

"Whatever are you talking about?" asked Anansi coming up the path.

"Yikes!" screamed Tiger. All his hair stood on end. He ran like his tail was on fire.

Old Hag flew away, smiling. "I'll deal with this Anansi creature another day. All in good time."

"I'd better warn our friends right away," said Tiger. Tiger hurried off to spread the news. Anansi sat back and smiled.

The next day Anansi found a piece of rocky land that was full of thorn bushes. He took out his tiny hoe and began to dig. As he dug he sang,

**Rick-rack, break my back  
Soon plenty corn in my sack**

Pretty soon Dog came by. "What are you doing, Anansi?" Dog asked.

"I'm digging," said Anansi. "I'm going to plant some corn here."

"Ho, ho," laughed Dog. "That's the dumbest thing I've ever heard. You couldn't grow weeds in this dirt."

"Tsk, tsk," said Anansi, shaking his head. "Those are nasty words for your neighbor Anansi. I wonder what Old Hag will have to say about that."

"Oh no!" moaned Dog. "I didn't mean it. What can I do?"

"Perhaps a present for Old Hag," suggested Anansi.

"I have some fine chickens in my yard," said Dog.

"Old Hag would love them."

"I'll see that she gets them," said Anansi. "Drop them off at my house tomorrow."

And that's how Anansi got his neighbor's chickens.

The next day Goat came by and saw Anansi digging in the stones.

"What are you doing, Brother Anansi?" Goat asked.

"Planting corn, of course," answered Anansi.

Goat threw back her head and laughed. "You're a crazy spider if you think you can grow corn in this mess," she said.

Anansi looked at her sadly. "Did I just hear you criticizing me? I'm going to miss you when Old Hag puts you in her stew pot."

"Woe is me," cried Goat. "Whatever shall I do?"

"Your corn would make a nice gift for Old Hag," said Anansi. "Bring a sack of corn to my house tomorrow and I'll make sure she gets it."

"Oh Anansi, you really are wonderful," Goat exclaimed.

"Anything for my neighbors," said Anansi.

And that's how Anansi got his neighbor's corn.

Several neighbors, including Goat, came by during the next few days. They all laughed at Anansi digging in the dirt. Anansi threatened to tell Old Hag that they said mean things. They ended up bringing gifts to Anansi's house for Old Hag. Pretty soon Anansi had chickens, corn, pigs and goats aplenty in his backyard. One day, there was so much noise coming from Anansi's yard that Goat decided to sneak in one night while Anansi was at a card game. Goat found twenty animals, all belonging to himself and his neighbors. He returned the animals one by one. Then he left a note for Anansi. "Don't do this again, or you'll be sorry."

When Anansi came home and read the note, his eight legs stood on end. He thought it was from Old Hag! Anansi never tricked his neighbors again. Well, almost never!

#### Source:

Richter Neves, Linda. (1995). *Anansi and the Witch*. Dartmouth. KidNews, University of Massachusetts.  
<http://www.umassd.edu/specialprograms/isn/Newfies/anansiwitch.html>

**MEETING PLAN ► COMMUNICATION TECH****PROJECT ► CREATIVE COMMUNICATIONS****LEVEL ► Third Grade**

**PURPOSE ►** Children learn to communicate in different ways.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Direct Communications
- Paper cups (not plastic coated)
- Ball of string
- Paper clips
- Stickers or markers
- Scissors
- Tape measure
- Telephone Improved
- A 10–20 foot garden hose
- Electrical tape
- Two funnels
- Satellites and Sound Radio
- Paper plates
- Tape

**ACTIVITIES ►****Direct Communications**

Ask the children how people communicate (talking face to face, telephone or cellular telephone, computer, etc.). Explain to the children that they are going to create their own communication devices.

Divide the children into pairs. Give each pair two paper cups and two paper clips, and have them measure and cut a 15-foot string. Let the children decorate their paper cups using stickers or markers.

Punch a small hole in the center on the bottom of each child's cup. Have each pair thread the string through the holes in the two cups from the outside to the inside of the cup. Tie the paper clips to the ends of the string, so it won't slip out of the holes in the cups. Have the children stand several feet apart so the string is tight, but not so tight it breaks the cup. Have one child from each pair talk into the cup while the other listens, holding the opening of the other cup to his or her ear.

Explain that sound travels in waves between the two cups. Remind them that sound is a form of energy, and energy causes things to happen.

**Telephone Improved**

Place one funnel into each end of the garden hose. In some cases, the funnels may need to be taped to the ends of the hose. Let the children take turns listening and talking into the funnels by holding one end to their ear and talking into the other end. They should notice a slight delay after they say the words until they hear them through the hose. Explain that this is how sound waves travel.

**Satellites and Sound**

Explain to the children that scientists have been listening to sounds for years. They listen to them to find out all kinds of information. Scientists track animals, airplanes, rockets—even meteors, planets and stars—using satellite dishes. Ask the children how a satellite dish can help people hear.

Give each child a paper plate that is cut from one side to the center. Have the children form funnels by taping the sides of their plates together. Then ask them to cut off a small portion of the end of each funnel. Turn on a radio at a very low volume. Let the children listen to the radio without using their funnels. Then, without changing the volume, have the children place the small ends of the funnels to their ears. Ask the children how the funnels made the sound different.

Point out to the children that when a scientist uses a satellite dish to listen to things in space and track other sounds, the dish acts as a funnel. It concentrates the sound waves into its center, focusing on the specific sound being tracked.

**PLAYBACK: POINTS TO REINFORCE**

- What makes the sound happen? (Energy)
- How does sound travel? (Sound waves)
- What do some scientists use to listen to sounds? (Satellite dishes)

**CLOSING** ► Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES****Sound Changes**

Have the children place their hands over both ears and whistle or hum. Ask the children to move their hands away from their ears and see how the sound changes.

**Computers**

If you have access to a computer with sound, identify a children's Web site that will let the group communicate online. Find the fema.gov/kids and nasa.gov/kids Web sites for children. These sites provide opportunities for children to interact by answering questions. Talk about the Internet and how people can communicate online.

**Communications****Materials**

Wooden Popsicle sticks (cut in different lengths), Wood or regular glue, Tape, Foil, Boxes and other materials that the children might need to build their towers.

Divide the children into small groups. Give each group 15 to 20 pieces of the Popsicle sticks, glue, foil and other materials.

Ask the children if they have ever been riding in the car with their families and noticed tall metal towers (usually by television or radio stations). Ask what these towers are used for. (Broadcast signals are transmitted or received.) Explain to the children that they are going to build their own towers.

Tell the children to pretend that they have been stranded on an island. They have two cellular telephones with them. They have tried to use the telephones to call for help. One telephone had no sound and the other had a lot of static. They will need to build a tall tower to use as an antenna to get better reception (sound waves received and sent). Let the children share why they think their towers will help them call for help. (The tall tower is higher off the ground and will pick up the sound waves quicker and much better.)



## FAMILY TAKE-HOME PAGE

"Creative Communications" is a project on the Trail to Knowing Me that teaches children to understand and practice components of verbal and nonverbal communication.

As a result of the project:

- Children understand and practice nonverbal communication.
- Children understand the importance of oral traditions and practice storytelling.
- Children communicate in different ways.

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

- Appreciates the value of self and others.
- Recognizes and respects the values of others.
- Is knowledgeable of values and culture of one's community.
- Practices good oral, language and written communication skills.

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

### AT HOME ▶

#### Family Event

Attend a ballet or other dance as a family. Dance is an excellent example of how people communicate without words. After the event, discuss the feelings that were conveyed through the dance.

#### Have Some Fun

Play a game of charades. Use professions, action verbs, animals or machines as possibilities for guessing.

FAMILY PAGE





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO FAMILY AND COMMUNITY

**PROJECT ► MY FAMILY**

**PURPOSE ►** Children investigate and introduce their own family's background, present-day events and future goals

**MEETING PLANS ►**

You Were Born Where?  
That's My Family  
Family Treasures  
Across and Down  
My Future Family

**YOUTH OUTCOMES ►**

Appreciates the value of self and others (2.5).  
Is aware of personal values (3.9).  
Recognizes and respects values of others (3.10).  
Is aware that opinions and thoughts impact others (4.14).  
Acts with the knowledge of how one's actions impact others (7.26).  
Knows how to engage in conversation with adults (7.29).  
Families spend time together on activities of mutual interest (9.32).  
Practices good oral, language and written communication skills (12.37).

**EDUCATIONAL STANDARDS ►**

You Were Born Where?	A 7.1, B1.1
That's My Family	B 1.1
Family Treasures	B1.1, B 1.5
Across and Down	LA 1.6, B 1.1
My Future Family	LA 1.1, LA 1.6

**REQUIREMENTS FOR EARNING ►  
A RECOGNITION ITEM**

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

**TIPS FOR GROUP LEADERS ►**

- Be sensitive to the variety of family types in our society today. Everyone has a family, and, even though it may not be in the traditional form with a mother and father, family members still do things for and with one another.
- It may be difficult for children with family problems to talk about their families. Respect their privacy. Be sensitive to children who might have a single parent, a parent who is an alcoholic, etc.
- Some activities involve children talking to other family members for information on past events or other family members. Include a letter for the parent/adult that explains the activity and how the parent(s) should assist in the activity.

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

**MEETING PLAN ► YOU WERE BORN WHERE?****PROJECT ► MY FAMILY****LEVEL ► Third Grade**

**PURPOSE ►** Children research their families' birthplaces and prepare a map with the entire group.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Large map of the United States
- Map of the world or map of a metropolitan area
- Markers
- Copies of the United States map

**PREPARATION ►**

Obtain maps. The Internet has maps of all places, or ask your elementary school if you can use some classroom maps.

**ACTIVITIES ►****Birthplaces**

Ask the children if they know where they were born. In which city or town? In what hospital? Who was the doctor? Were their other relatives in the delivery room? What time of the day were they born?

Explain that babies are born in many different locations. Point out that some babies are born in hospitals, while others are born at home or at a midwife's house. Some babies are born in the large cities, while others are born in small towns or in rural areas.

Tell the children that they are going to map the different locations of their birthplaces and of their family members' birthplaces. After mapping out the different locations, ask the group if they see any particular pattern.

Set up a large map of the United States. With a marker, locate the place of birth of each child. (If many of the births are located in a single town or city, then a local map may be used for various hospitals.) Ask the children about the different locations of their parent(s) and siblings. Mark the different birthplaces. You may need a world map. When the map is finished, have the children observe any patterns.

- Are most of the birthplaces located in one area or region? Why or why not?
- Is there a difference in location from generation to generation?
- What may have caused the movement of different children of the family?
- What are some interesting birthplaces?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Hand out copies of a map to each child to take home and find the birthplaces of as many relatives as possible. For additional information, have them list the dates of births.

**MEETING PLAN ► THAT'S MY FAMILY****PROJECT ► MY FAMILY****LEVEL ► Third Grade**

**PURPOSE ►** Children research their families' past, collect family articles and prepare a collage for the entire group.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Large sheet of paper
- Variety of construction paper
- Glue
- Scissors

**PREPARATION ►**

The week before the meeting, ask children to bring old photographs of different family members, old articles of clothing, old birthday cards, old announcements of weddings, graduations or special gatherings, old newspaper articles, etc. These items should represent events of the child's family and their past. Note: If a photograph cannot be cut or pasted, a photocopy may be used.

**ACTIVITIES ►****Family Collage**

Ask the children if they remember their last birthday their last Halloween or a special Holiday.

Ask the group how it is possible for us to remember these events, especially those events that happened many years ago. Explain how photographs, journals, newspaper articles, cards, articles of clothing, etc. help us remember particular events and people of the past.

Explain to the group that each one of them has his or her own collection of things that have specific memories for events of the family's past. The goal of this activity is to present those memories in the form of a collage.

Gather large sheets of paper and a variety of construction paper. Ask each child to cut and paste the family photographs onto a large sheet of paper. Construction paper or strips of clothing may be used to create colorful, decorative frames around individual photographs or cards. Tell children to label different objects to help explain the different events.

After constructing the collage, ask each child to explain to the group the history of his or her family.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

THAT'S MY FAMILY

**MEETING PLAN ► FAMILY TREASURES****PROJECT ► MY FAMILY****LEVEL ► Third Grade**

**PURPOSE ►** Children gather family mementos and prepare a storage container to store the special artifacts.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Construction paper
- Containers with lids, (shoeboxes, candy boxes, oatmeal boxes, etc.)

**PREPARATION ►**

The week before the meeting, ask children to bring a cardboard container with a lid, as well as items of family memorabilia. These may include current photographs of family members, recent photographs of special family events, written cards/letters written from family members, items from a popular holiday/celebration, etc.

**ACTIVITIES ►**

Ask the children if they have ever seen a treasure box. What items were in the box? What makes these items valuable?

Explain to the group that there are different treasures in the world. Some treasures have great monetary value or historical significance, while others have sentimental value.

Point out that some people view family relationships as important treasures or values in their own life. A family relationship is something that has no monetary value. One cannot place a dollar value on the idea of family.

Tell the children that they are going to create their own treasure box with items that reflect the idea of family and that focus on individual family members and events. The items or mementos will be stored in a special container so that others can share this special treasure of family.

**Family Treasure Box**

Tell the children that they are going to create a container that holds special things about each family member and/or specific family events. Using construction paper, ask children to decorate the outside of the box and lid. On the lid, have the children write the word FAMILY in bold, capitalized letters. Have children gather the family mementos they brought. If some children don't have any, have them write notes about good times they have had as a family, to put in their boxes. Using a tag or a label, invite the children to write a short note about the items in their box. Ask if anyone wants to share his or her box with the rest of the group. Tell the children to keep the boxes to remember how unique their families are.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► ACROSS AND DOWN****PROJECT ► MY FAMILY****LEVEL ►** Third Grade**PURPOSE ►** Children learn the names and relationships of the different family members.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

- Variety of crossword puzzles or word-find puzzles
- Graph paper

**ACTIVITIES ►****Family Crossword**

Ask the children if they have ever done a crossword puzzle or a word-find puzzle. Ask them what the difference is between the two. A crossword puzzle has clues for each given word, but a word-find has words hidden among other words and letters.

Explain to the group that they are going to create a crossword puzzle using the names of the people of their family. Afterwards, they will arrange the names in a horizontal and vertical pattern.

Remind the children that everyone's definition of family is unique and it may include individuals outside of the family core (neighbors and friends).

Begin the activity by giving the children graph paper and a sheet of paper. On the sheet of paper, have them write down the names of their immediate family members and then names of any aunts, uncles, grandparents, great-grandparents, cousins, etc.

Using the names, ask the children to create clues for each name. The clue can be something special the person has done or it can be a special relationship to another family child. Using the graph paper, tell the children to create a crossword puzzle, connecting the names in a down-and-across pattern. Ask each child to continue the project at home, receiving additional names and clues from their parent(s) and other family members.

The following week, ask the children to share their crossword puzzles and the clues with the entire group. Afterward, make copies of the crossword puzzles so that the children can take the puzzles home. Once there, the family members can solve the clues and learn something new about the entire family.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► MY FUTURE FAMILY****PROJECT ► MY FAMILY****LEVEL ► Third Grade**

**PURPOSE ►** Children create their own families of the future.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Samples of different family trees
- Large sheets of paper

**ACTIVITIES ►****My Family Tree**

It is hard to plan for the future because of unknown circumstances. The farther into the future, the more general the plans become.

Ask the children what their plans are for the next day. Then, ask them what their plans are for the weekend. For next month? For next year?

Point out that their answers became less specific as time advanced into the future. Ask the group why it is difficult to plan things/events into the future. Is it okay to make plans, even if they are not going to happen? Why would it be important for us to do such planning?

Ask the children how many of them would like to be married and have children. Ask them how many children and grandchildren they would like to have.

Demonstrate how a family tree is arranged and how each generation branches away from the center. Give the children pieces of paper and ask them to begin to create a family tree that they would like in the future. Tell them to pretend that they are the grandparents or great-grandparents.

The family tree can include names of the individuals, dates of births, and dates of marriages. The family tree may also include the deaths or divorces. Remember that this is the future, and those events may happen.

The children may expand on the project by including the family roots to the tree. This information can be gathered by interviewing different family children. Ask each child to present his or her own future family tree to the rest of the group and see if they have some common goals or expectations of their families' future.

**PLAYBACK: POINTS TO REINFORCE ►**

- Why is it important to keep family records of birth dates? (In the future, it proves when someone lived.)
- What are some reasons to plan into the future.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

## FAMILY TAKE-HOME PAGE

"My Family" is a project on the Trail to Family and Community that teaches children to investigate their family's background, present-day events and future goals.

As a result of the project:

- Children research their families' birthplaces.
- Children research their families' past and prepare a collage.
- Children make family crossword puzzles to understand names and relationships of family members.
- Children create their own "families of the future."

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

- Appreciates the value of self and others.
- Is aware of personal values.
- Recognizes and respects values of others.
- Is aware that opinions and thoughts impact others.
- Acts with the knowledge of how one's actions impact others.
- Knows how to engage in conversation with adults.
- Practices good oral, language and written communication skills.

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

### AT HOME ►

Look through old family photographs with your child and talk about what life was like at that time.

Look at maps to find the birthplaces of other family members and relatives.

FAMILY PAGE





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO FAMILY AND COMMUNITY

**PROJECT ► LEARNING TO LEAD****PURPOSE ►** Children learn how to plan activities as a group.**MEETING PLANS ►**

Planning for Success

Planning Together

Youth-Planned Meeting

**YOUTH OUTCOMES ►**

Has confidence in one's ability to accomplish a goal (2.3).

Is receptive to new ideas, new duties and responsibilities (2.6).

Is respectful of others' ideas (4.15).

Recognizes a situation that requires a decision, looks at alternatives, and is willing and able to take action (6.23).

Reads and comprehends a variety of written materials (12.39).

**EDUCATIONAL STANDARDS ►**

Planning for Success	LA 4.1, LA 5.8
Planning Together	LA 4.1, B 3.1
Youth Planned Meeting	LA 8.9

**REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM**

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

**TIPS FOR GROUP LEADERS ►**

- Remember that teaching children the planning process is just as important as accomplishing the activity itself. Allow plenty of time for discussion at each of the steps of the process, and exercise lots of patience!
- Play the role of facilitator, rather than leader. Allow group members to work out their differences themselves, intervening only to suggest next steps or if the group appears to be stuck.
- Ensure that everyone's ideas are heard. Encourage the quiet ones to talk and the noisy ones to listen. Assign planning activities to everyone, not just the ones who quickly volunteer.

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

**MEETING PLAN ► PLANNING FOR SUCCESS****PROJECT ► LEARNING TO LEAD****LEVEL ►** Third Grade

**PURPOSE ►** Children learn the steps necessary to plan together.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Markers
- Chart paper
- Copies of the story *Bernie's Big Idea* (one per person)
- Steps to planning on poster board or chart paper

**PREPARATION ►**

Explain to the children that planning is an important skill to learn in Camp Fire and in life. Ask them to think about and describe family activities that need some planning to be successful. These might include a family outing or vacation, going shopping, preparing for a holiday, etc. Ask the children how their families go about planning such activities.

**ACTIVITIES ►**

Ask the children to recall a time when they had to make a plan. Ask several children to carefully describe the process or steps that they went through to make their plans. Explain that everyone goes through similar steps when planning.

***These steps are:***

1. Explore options.
2. Make a choice.
3. Outline action steps.
4. Take action.
5. Evaluate what happened.

Point out examples of these steps in the stories that the children told about planning. Hand out copies of the story "Bernie's Big Idea." Read the story aloud as the children follow along. Have different children read parts of the story. After completing the story, ask group members to describe what the children did or said at each of the steps in the planning process.

Review the steps for planning from the previous discussion. Explain to the children that the group needs to make some plans for activities and that, just like the children in the story, the place to start is to come up with a list of fun activities.

***Explain the rules of brainstorming:***

- Everyone has an opportunity to suggest ideas.
- All suggestions get written down.
- There are no "bad" ideas.

Conduct the brainstorming session. Ask the children to suggest ideas for group activities for the next three months. As the group leader, you can write these ideas on chart paper, or one of the children can write them down. Explain to the children that you will keep this list until the next meeting, and then they will have the opportunity to choose an idea and develop a plan together.

Choose a cooperative game to teach group cooperative leadership skills. (See page 228 or 230.)

**PLAYBACK: POINTS TO REINFORCE ►**

- How does planning make success more likely?
- What kind of planning do families do?
- What are the steps in the planning process?
- How can we use planning in our Camp Fire group?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

## BERNIE'S BIG IDEA

"The next item of business is the group service project," Tanya announced. This was her first meeting as president. She was trying to be very businesslike.

"Let's do what we did last year," Ronnie said.

"Picking up trash at the park was a lot of work, but it was fun playing games after we got done," Andrea said.

"Okay, let's vote. How many want to pick up trash?" Tanya counted the hands that went up. Six out of the eleven children voted for the trash pickup.

"That's a majority," Tanya announced. "That's our service project."

"We always do the same thing," Bernie groaned. "Can't we do something new?"

"But we voted!" Tanya protested. She wanted to do her job right.

"Perhaps not everyone got a chance to tell their ideas," said Mrs. Craig, the group's leader.

"I voted for the trash pickup because it was the only idea we had," Marcie said. "Maybe someone else has some better ideas."

Mrs. Craig got out some markers and a large piece of paper. She gave Ronnie and Marcie the markers. Then, she turned to Tanya.

"Tanya, let's get everyone's ideas first, before we vote. You call on people, and Ronnie or Marcie will write down the ideas for everyone to see. They'll write down all the ideas, no matter what they are. No one can call another person's idea dumb. We'll start with Ronnie's idea, picking up trash in the park."

Ronnie wrote down his idea. Then, Tanya started calling on people. Meg suggested that they collect food for people who needed it. Andrea wanted to rake yards for older people in the neighborhood. Carlos wanted to write a skit and perform it for people at a nearby nursing home. Bernie had been thinking hard about service projects and was interested in this idea.

"I could bring my dog along to the nursing home. He does neat tricks," Bernie said.

"Oh, Bernie, no one wants to watch your old dog roll over! That's a dumb idea!" Carlos said.

"Mrs. Craig said nobody's ideas are too dumb. Write it down, Marcie," Tanya directed.

Marcie wrote down "Bernie's dog visits nursing home." She and Ronnie exchanged smiles. They both thought it was a dumb idea, too.

"I really like this ideas of visiting the nursing home," Lisa said. "Everyone does lots of things for the people there during the holidays. I bet no one visits this time of the year."

Everyone seemed to agree. When Tanya called for a vote, everyone raised their hands excitedly for the nursing home idea.

"I volunteer to write the skit," Carlos said. He liked to write.

"Could there be a part for a very talented dog in your skit?" Bernie asked.

"Bernie, forget about your dumb dog. No one at a nursing home wants to see him," Ronnie said.

"Wait a minute," Lisa called out. "When my grandma went into a nursing home, she had to give her dog away. Every time I go visit her, she asks about that dog. She even has his picture on her dresser."

"I bet lots of people in the nursing home miss the pets they had to leave behind," Andrea said.

Suddenly, Bernie's idea caught on. Everyone started to get excited about taking their pets to visit the people at the nursing home. Lisa volunteered to take her new kitten. Jason told how much fun it was to watch his hamsters play. Colleen, who lived in the country, wanted to take a baby calf.

"Wait, hold it a minute," Mrs. Craig called out. "This is a cool idea, but we had better check with the nursing home to see if they even allow animals near their residents. Then, we can decide on what exactly we're going to do. I'll call this week, and we can finish our planning next week."

The nursing home staff agreed to allow a visit by the Adventure Club group and a few of their pets, though they did refuse to let a calf come. The children met the next week and decided which pets got to go. Of course, Bernie's dog was first on the list. Carlos, who had wanted to write a skit, volunteered to write funny introductions everyone and their pets. Marcie, Meg and Tanya, who didn't have pets of their own, said they would help Carlos. Andrea said that she would call parents to get drivers. Jason, Bernie and Colleen agreed to visit the nursing home ahead of time with Mrs. Craig to make all the arrangements.

At the next meeting, everybody practiced the introductions. They talked about what they would do if they had a problem with their pets.

Two weeks later on a Saturday afternoon, the Adventure Club members took their pets to visit the nursing home. Carlos was a funny master of ceremonies. Bernie's dog did some great tricks that made everyone laugh. Lisa's kitten curled up and went to sleep on the lap of one lady who sat in a wheelchair. Many of the senior citizens told the children about the pets they had once owned. Mrs. Craig took pictures of everyone and promised to bring back copies of the pictures.

Afterwards, they agreed that they had had a really good time. When a staff member from the nursing home called to ask them to come again, the group decided to continue their visits for the rest of the year. They began to plan which animals would go at different times. They decided to have a party at the end of the year with the residents at the nursing home and the animals, too.

"Maybe we could serve animal crackers," Bernie said. Everyone groaned at that—Bernie had such "dumb" ideas!

**MEETING PLAN ► PLANNING TOGETHER****PROJECT ► LEARNING TO LEAD****LEVEL ► Third Grade****PURPOSE ►** Children plan a activity together.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

- List of activities from the previous meeting
- Chart paper
- Markers
- Steps in the planning process written on poster board or chart paper
- Sticker dots (found at a business supply store)
- Paper ballots
- Pencils
- Large calendar

**ACTIVITIES ►**

Post the list of activities that the children brainstormed at the last meeting. Ask them if they have any ideas to add to the list, and write the ideas on the chart paper. Review and discuss the different ideas on the list so that all the children understand what they are. Review the steps in the planning process. (See meeting plan Planning for Success on page 80.)

Tell the children that, while all of the ideas are good ones, the group needs to choose which activity to do first. Explain that this will happen in a two-step process. First, each child will be able to choose several different activities he or she likes. Then the whole group will discuss these ideas and vote on one.

Hand out strips of five stickers to each child. Tell the children that they can use their stickers to vote for their favorites. They can put a sticker by each activity or they can put more than one sticker by an activity that they really, really want to do.

Have the children come up one or two at a time and put their stickers by activities. (This could be a good time to serve the snack to keep everyone occupied.) Review the list of activities and count the number of stickers by each. Circle the top three “vote getters.” Talk with the children on the pros and cons of doing any one of these three activities. Things to consider are cost, time of year, time it will take to plan together and resources that are available to the group. Encourage the children to focus on low-cost activities that would be fun for everyone. After thoroughly discussing these three activity options, explain that the children will now vote to select which activity to do first. Explain to the children that there may be opportunities in the future to do the other activities that aren’t selected at this time.

Vote on the activities by secret ballot. After the votes have been counted, announce the activity the group members have selected. Explain that the group now needs to put together the details.

Post several pieces of chart paper with these headings:

- Cost
- Resources and materials
- Help needed

Ask the children to suggest items to consider at each of these planning points, and write down these items. Use the calendar to create a time line for accomplishing the activity. Divide up the jobs that need to be done to accomplish the activity. Remember to allow the children to do the work.

**PLAYBACK: POINTS TO REINFORCE ►**

- What are some ways to make choices?
- How can we make sure that everyone's opinion counts when making choices for the group?
- What kinds of things have to be considered in putting together a plan?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

After planning and accomplishing the activity the children selected, evaluate what happened. The children could draw pictures of what they liked best about the activity or put together a story about their adventures. Post the group's original plan and check off each of the planning points that were met. Discuss what might make a plan work better in the future.

Make a PLAN-IT POT. Decorate a jar with pictures of kids doing a variety of activities and having fun. When it is time to plan a group activity, large or small, figure out the tasks that need to be done, write them on pieces of paper and put them in the pot. Then each child draws out a slip of paper and that task becomes his/her assignment for the activity. If there are many tasks, the children may be assigned more than one.

Use these steps in the planning process to plan more involved or complex activities together as a group, such as a service project or a camping trip.

**MEETING PLAN ► YOUTH-PLANNED MEETING****PROJECT ► LEARNING TO LEAD****LEVEL ►** Third Grade**PURPOSE ►** Children practice leadership skills.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

As needed

**PREPARATION ►**

Make a list of ideas that the children might consider for an event. The list might include planning a float for a parade, a ceremony or special occasion celebration, etc.

**ACTIVITY ►**

Tell children they will use their leadership skills to plan a special event. Have them brainstorm ideas and include on the list any ideas you thought of ahead of time. Help them practice the skills learned in the first two meeting plans of this project. Let them make a list of the tasks to accomplish and help them decide how to assign people to the different tasks. Allow enough time for them to think through things carefully, and consider all of the details. Let them carry out the event after the planning has been completed.

**PLAYBACK: POINTS TO REINFORCE ►**

- What skills of leadership were used to plan and carry out the event?
- What are some ways that children develop their leadership skills? (For example, volunteer to help on a project, assist a leader with younger children, etc).

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.





## FAMILY TAKE-HOME PAGE

"Learning to Lead" is a project on the Trail to Family and Community that teaches children how to plan activities as a group.

As a result of the project:

- Children learn the steps necessary to plan together.
- Children plan a small group activity together.

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

- Has confidence in one's ability to accomplish a goal.
- Is receptive to new ideas, new duties and responsibilities.
- Is respectful of others' ideas.
- Recognizes a situation that requires a decision, looks at alternatives and is willing and able to take action.
- Reads and comprehends a variety of written materials.

In addition, the project reinforces language arts and behavioral studies educational standards.

For more information about these standards, contact your child's group leader.

### AT HOME ▶

Ask your child to describe what they did to plan an activity. Use these steps to plan a family outing or event. Make sure that everyone has a part in coming up with ideas, making a choice, putting the plan together, doing it and evaluating what happened.

FAMILY PAGE





Camp Fire

LEVEL ► Third Grade

## TRAIL TO FAMILY AND COMMUNITY

### PROJECT ► SYMBOLS AND SIGNS

**PURPOSE ►** Children explore how symbols are used as expression at home in decorative arts of people everywhere, in the community and in cultures around the world.

#### MEETING PLANS ►

Community Symbols  
Our Camp Fire Group \$  
Wish Upon a Star \$  
It's American \$

#### YOUTH OUTCOMES ►

Recognizes and respects values of others (3.10).  
Participates effectively in consensus-building process (4.17).  
Is aware of others and their needs (7.25).  
Is aware of one's needs and how they can be met through other people: peers, family, adults (7.26).  
Is knowledgeable of values and culture of one's community (8.31).  
Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).  
Uses critical thinking skills to solve problems (10.34).

#### EDUCATIONAL STANDARDS ►

Community Symbols	B 1.1, B 2.7
Our Camp Fire Group	B 1.5, B 2.7
Wish Upon a Star	LA 1.8
It's American	M 4.2

#### REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM

Each child receives a yellow bead for each meeting plan in which he or she participates and earns recognition emblem # B-54400 for the completion of three meeting plans. After the two meeting plans below, invite the children to help plan a third meeting so that they can use their leadership skills to plan an event. These can be altered or substituted according to the needs, interests and ideas of the group.

#### TIPS FOR GROUP LEADERS ►

- Choose resources that depict a wide variety of symbols: from popular cultures, from different cultures in the community and in this country, and from cultures past and present around the world.
- Help the children understand that symbols and how they are used change over time. For instance, pineapples were a popular symbol of welcome in early America but would probably not be recognized as that today.
- Let the children come up with their own method for deciding what symbols best represent their Camp Fire group. Add illustration. (Look at old Camp Fire manuals for examples of its rich tradition of symbolograms). Intervene only if it appears that the group is "stuck" or if it appears that an individual's opinions are not being heard.
- Please note that "It's American" requires the use of an oven.

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

**MEETING PLAN ► COMMUNITY SYMBOLS****PROJECT ► SYMBOLS AND SIGNS****LEVEL ► Third Grade**

**PURPOSE ►** Children discover different ways that symbols can be used to communicate cultural ideas.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Magazines on decorating, fashion and/or architecture
- Books on folk arts from a variety of cultures around the world
- Tracing paper
- Plain copy paper
- Scissors
- Glue sticks, Tape
- Stickers
- Markers
- Butcher paper
- Old Camp Fire manuals, or pages with samples on them

**BACKGROUND ►**

From the earliest times, humans have created and produced many items necessary for everyday living. Earth, stone, plants and animals have provided the raw materials for the handiwork of people in every culture. Humans have not been satisfied with making only what is practical, they have also chosen to make the useful very beautiful. People in all cultures use symbols to decorate everyday items in beautiful ways.

**ACTIVITIES ►**

Ask the children to give examples of symbols they use to decorate favorite items of their own. For example, what symbols do they use to decorate skateboards, backpacks, notebooks, or cakes and cookies, etc?

Ask the children to describe the symbols and tell the others what the symbols mean. Discuss familiar symbols that the children might encounter which are used for decoration in their own homes and in the community. Examples might include flags, animals, sports team logos, etc.

Ask the children to suggest what these symbols might represent. For example, a flag symbolizes patriotism. A shock of corn and pumpkins symbolize a plentiful harvest. A team logo of a tiger can symbolize ferociousness.

Discuss how symbols are often used to communicate what is important about a group of people, whether that group is one's family, community or culture. Provide the children with a variety of books and magazines that show the use of symbols to artistically decorate clothing, buildings, and everyday items, etc. These might include contemporary magazines on home decorating, fashion and architecture, as well as books that feature the folk art of a variety of cultures from around the world. Include Camp Fire symbols.



Divide the children into small groups. Ask each group to select symbols that are pleasing or interesting to them and to cut these out of the magazines or trace them out of the books. Have the children paste their cutouts or traced symbols onto individual pieces of paper. Ask the children to label each symbol with the name of the culture of origin and its meaning.

Once the group has accumulated a number of drawings that represent a wide variety of symbols, spread them out on the floor or tape them to the wall so that everyone can see them.

Ask the children to look at all the different symbols and discuss which symbols might be appropriate to represent their Camp Fire group. The children can do this by:

- Discussing what characteristics about their group they would like to represent through symbols, and finding symbols that communicate those characteristics.
- Identifying individual symbols that are similar and grouping them together, then choosing from these groupings.
- Selecting their favorite individual symbols by marking them with stickers and then selecting from those symbols that received the most “votes.”

Once the children have selected several symbols that they would like to use to represent their Camp Fire group, roll out large pieces of butcher paper and have them work in small groups to create interesting designs using the symbols they have selected.

If time allows, select designs that the entire group likes and discuss how these symbols might be used for decoration of the group's meeting space.

**PLAYBACK: POINTS TO REINFORCE ►**

- How do people use symbols as a part of their culture?
- How are symbols used for decoration?
- What kinds of ideas are represented by symbols?
- What are important characteristics people should know about your Camp Fire group?
- What kinds of symbols represent those characteristics?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

COMMUNITY

**MEETING PLAN ► OUR CAMP FIRE GROUP****PROJECT ► SYMBOLS AND SIGNS****LEVEL ► Third Grade**

**PURPOSE ►** Children use symbols to make a banner that establishes a sense of group identity.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Pictures and drawings of symbols from the previous meeting
- Large pieces of butcher paper
- Large piece of sturdy material, such as canvas or plastic 3 feet x 5 feet or larger
- Fabric glues or glue gun
- Scissors
- Rulers
- Pencils
- Markers, Items to decorate a banner, such as felt, cording, fabric markers
- Dowel rod to hang banner on

**BACKGROUND ►**

Cultures and communities throughout the world use symbols and designs to decorate their personal spaces. Early in American history, artisans used to travel from house to house applying stencils onto the interior walls of homes. Many people today like to hang banners outside their front doors to send different messages at different times of the year.

Review the decisions that the group made at the previous meeting regarding symbols that communicate messages about their Camp Fire group. Finalize any decisions about what symbols the group wants to use and what characteristics about the group these symbols will represent.

**ACTIVITY ►** Spread out large pieces of butcher paper and ask the children to sketch out ideas for combining their chosen symbols into a pleasing design for a banner. Then, transfer the design to the canvas or plastic backing. Use colored pieces of fabric or felt, markers, cording, etc., to complete the banner.

Once the banner is complete, decide where it will be hung and how else it might be used. Discuss other ways that the group might want to display their group symbols—on T-shirts, book covers, etc.

**PLAYBACK: POINTS TO REINFORCE ►**

- What does this banner communicate about the group?
- How can we demonstrate the positive characteristics symbolized on our banner?

**CLOSING ►** Hold a short ceremony to hang the group's new banner.

**ADDITIONAL ACTIVITIES ►**

Visit a museum or ethnic crafts store to observe and learn more about the use of symbols in the decorative arts of cultures different from your own.

Ask the children to bring items from their homes that are decorated with symbols and ask them to explain how the item is used and what the symbols mean.

Take a walk around the area where the group meets and look for the use of symbols to decorate houses and commercial buildings.

Make stamps of the group's chosen symbolic design and use them to mark other items used collectively by the group.

Use fabric markers or stencils to make T-shirts using the group's symbol design. Wear the T-shirts to a group event or on a field trip.

**MEETING PLAN ► WISH UPON A STAR****PROJECT ► SYMBOLS AND SIGNS****LEVEL ► Third Grade**

**PURPOSE ►** Children gain greater awareness of world problems.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- One 3" Styrofoam ball
- One 12" long, thin dowel rod per small group of children
- Hot glue gun and glue stick
- Material scraps
- Silver wrapping ribbon
- Aluminum foil
- Sequins and other shiny trim
- Twisty ties from bread wrappers
- Plastic lids
- Paper towel rolls
- Other recycled materials to make puppets
- Large sheet of paper
- Markers
- Tape

**PREPARATION ►**

Make your own space alien puppet ahead of the meeting. Only adults may use the hot glue gun. Have extra adults available to help with the hot glue gun.

**ACTIVITIES ►**

**Brainstorm some problems in the world:** war, hunger, global warming, pollution, destroying the rain forest, dying coral reefs, endangered animals, etc. Write the list on a large sheet of paper and tape it up.

Explain that you and the group will now be boarding a totally new space shuttle that can take you much faster than the speed of light out into the galaxies. You land on a planet that looks much like earth. It has air with oxygen, water, warmth, plants, animals and some wonderful little space aliens hopping around. The air and water are sparkling clean. They tell us their story. The children will create their version of this fascinating story by using their own ideas and their own space alien puppets.

Divide up into small groups of three. Each child will design his or her own space alien puppet. Have them stick the Styrofoam ball onto the end of the dowel stick and begin adding twisty ties, sequins and materials scraps. One or two adults can handle the hot glue gun, while children glue on all their puppet parts.

As children finish their puppets, they work with the other children in their small groups to write their versions of the ending to the space-age fairy tale. They will write and perform their ideas of how these space aliens have solved their world problems.

Make another brainstorm list, now, of all the solutions to our world problems learned from the space aliens through their puppet plays.

**PLAYBACK: POINTS TO REINFORCE ►**

- What solutions were suggested through the puppet plays?
- Are any of the solutions possible in real life?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Combine the skits into a puppet play. Design and build a puppet stage out of a refrigerator box. Make invitations and invite families to the play. Perform the show for a younger Camp Fire group.

**MEETING PLAN ► IT'S AMERICAN****PROJECT ► SYMBOLS AND SIGNS****LEVEL ►** Third Grade

**PURPOSE ►** Children learn that strong families and communities revolve around staple foods and traditions.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Mixing bowls
- Spoons
- Dry and liquid measuring cups
- Stirring spoons
- Flour to sprinkle on surface
- Baking sheets
- Self-rising flour or baking mix for biscuits OR ingredients for Twister Biscuit Sticks (recipe below)
  
- Toppings for Twisters: cinnamon & sugar, shredded cheese, Parmesan cheese, sesame seeds or seasoned salt
- Towels
- Detergent to clean tables
- Napkins
- Utensils as needed.

**PREPARATION ►**

An oven will be needed to bake the twisters. Check out of the library and review the book, *Bread, Bread, Bread*. (Morris, Ann. Lothrop, Lee & Shepherd Books, 1989) or obtain a *Reading Rainbow* video at the library. Review the Food Guide Pyramid or Food Plate and USDA Dietary Guidelines. (See the "Someone's in the Kitchen" project.)

**ACTIVITY ►****Sweet Nothings**

"Food is more than sustenance and cooking more than a task. The kitchen is the heartbeat of the home. It provides as much emotional fulfillment as it does flavorful nourishment. We have always encouraged families to cook together to bring families together. It is a way to extend love and build relationships." —Nancy Byal, Senior Food Editor, *Better Homes & Gardens magazine*

Ask the children what the American staple foods are in each food group. A staple is a major product or a part of daily life.

Ask the group how many servings children need from each food group. Is there a bread or grain that they eat daily? Ask them what bread or grain provides for good health. (B-vitamins, iron, folic acid, fiber, carbohydrate for energy, calcium, phytonutrients.)

Review hand washing and measuring guidelines with the children (located in the Baking Resource Section in the Appendix).

Divide the children into small groups and assign each group to do one step of the receipt. Using self-rising flour, biscuit mix or the recipe below, prepare and sample the Twister Biscuit Sticks.

**Twister Biscuit Sticks**

Makes 6 bread twists

- 1 ¼ cups all-purpose flour\*
- 1 teaspoon baking powder
- ½ teaspoon salt
- 2 tablespoons vegetable oil
- ½ cup milk
- 1 egg, beaten
- Favorite toppings (cinnamon & sugar, sesame seeds, Parmesan or shredded cheese, seasoned salt)

\*May be half whole-wheat flour.

Heat oven to 425°F. Stir all ingredients except egg and toppings in medium bowl until soft dough forms. Using floured hands, put dough on lightly floured surface and shape into a ball. Knead dough by folding and pushing with the palms of your hands, then make a quarter turn. Repeat these steps to knead 10 times. Put bowl over dough, and let rest 15 minutes. Divide dough into 6 pieces. Roll each into a 15-inch rope. Put on ungreased cookie sheet. Fold each rope in half and twist halves together. Brush egg over dough. Sprinkle with your favorite topping. Bake 9 to 11 minutes or until light golden brown.

**Source:** Gold Medal Flour

#### PLAYBACK: POINTS TO REINFORCE ►

- What are some staple foods from each food group that your family enjoys?
- How do staples contribute to the health of the family and community? How do they become our traditions?
- How could your group help prepare food or provide staples for families of the community? (Cook, help stock food pantry, make grocery list and shop, help with a food drive.)

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

#### TWISTERS

## Nutrition Facts

Serving Size (64g)  
Servings Per Container

**Amount Per Serving**

<b>Calories</b>	170	Calories from Fat	50
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% Daily Value\*

<b>Total Fat</b>	6g	9%
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Saturated Fat	1g	6%
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<b>Cholesterol</b>	35mg	12%
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<b>Sodium</b>	310mg	13%
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<b>Total Carbohydrate</b>	25g	8%
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Dietary Fiber	2g	9%
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Sugars	6g	
--------	----	--

<b>Protein</b>	5g	
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Vitamin A	2%	• Vitamin C	0%
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Calcium	6%	• Iron	8%
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\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

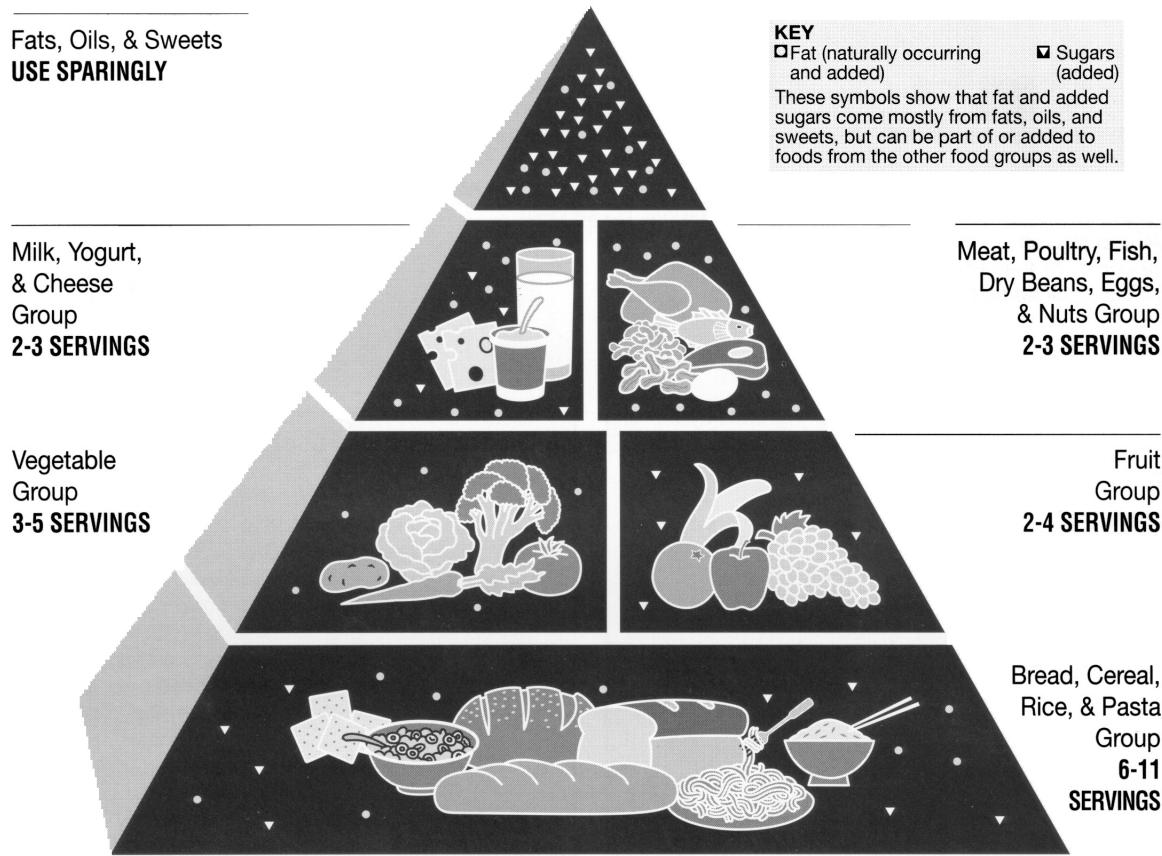
	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Saturated Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

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



# Food Guide Pyramid

## A Guide to Daily Food Choices



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

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

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.

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

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



## FAMILY TAKE-HOME PAGE

"Symbols and Signs" is a project on the Trail to Family and Community that teaches children about how symbols are used as expression at home in decorative arts of people everywhere.

As a result of the project:

- Children discover different ways that symbols can be used to communicate cultural ideas.
- Children use symbols to make a banner that establishes a sense of group identity.
- Children gain greater awareness of world problems.
- Children learn that strong families and communities revolve around staple foods and traditions.

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

- Recognizes and respects values of others.
- Participates effectively in consensus-building process.
- Is knowledgeable of values and culture of one's community.
- Demonstrates artistic ability in the mediums of visual and/or performing arts.
- Uses critical thinking skills to solve problems.
- Is aware of others and their needs.
- Is aware of one's needs and how they can be met through other people: peers, family, adults.

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

### AT HOME ►

#### **What symbols do you have in your family?**

Discuss with family members where your ancestors came from, and use the library to find out more about the folk arts of their places of origin. Use some of these symbols to decorate something that the entire family can use like stenciling a design on a basket.

#### **What is your heritage?**

Look at the different ways symbols are used in decoration at home. Is there a theme? Do different members of the family use different symbols to decorate their "spaces"? Discuss what these symbols represent to family members and what they communicate about family characteristics.

#### **Drawn from the Heart**

At a family meeting, make a family banner using symbols that communicate important characteristics about the family. Hang the banner outside the house for a special event or family holiday.





Camp Fire

LEVEL ► Third Grade

## TRAIL TO FAMILY AND COMMUNITY

### PROJECT ► A GIFT OF GIVING

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

#### MEETING PLANS ►

Where Can We Help?  
What Needs to Be Done?  
Just Do It!

#### YOUTH OUTCOMES ►

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

#### EDUCATIONAL STANDARDS ►

Where Can We Help?	LA 4.1, LA 7.1
What Needs to Be Done?	LA 7.1
Just Do It!	B 3.5

#### REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

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

#### TIPS FOR GROUP LEADERS ►

- This project may take longer than three meeting plans, depending on the type of project chosen and the amount of time needed for planning and preparation.
- Make sure that the children understand the community need or problem they have chosen to address. They can research the need or problem using the Internet or by talking to family or community members about it. It is important that the children understand how their service project is helping people in the community.
- Reflection is an essential component of "A Gift of Giving." It gives children the opportunity to process and synthesize their service experience. Reflection should not only be done at the end of the service project but also as the project is evolving. Use the opening and closing times during the meetings for the children to reflect on their service experiences.
- Extra family member, volunteers or teens should be recruited to work with the children to prepare and complete the project.
- Included in the back of this project are suggestions on how to brainstorm project ideas with children.
- Remember to have permission slips signed by parents or guardians if you leave the meeting place. If you are at a child care center, also notify the center of your plans.

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

**MEETING PLAN ► WHERE CAN WE HELP?****PROJECT ► A GIFT OF GIVING****LEVEL ►** Third Grade**PURPOSE ►** Children choose a service-learning project.**OPENING ►** Choose from the suggestions on 235 or develop one of your own.**MATERIALS ►**

- Chart paper
- Markers
- *How Can We Help?* activity
- Paper bag

**PREPARATION ►**

Before the meeting, identify two or three community needs or problems in the neighborhood or community, in case the children can't come up with their own ideas. Community or school organizations can help to identify problems or needs. These organizations may already be doing projects in which the children could participate. Use these examples when the children are brainstorming ideas for service projects.

Prior to this meeting, ask the children to think of some needs or problems in their neighborhood, school or city by looking in the newspaper or talking to people they know. Be prepared to present a few examples of community needs or problems for the children to help generate ideas.

**ACTIVITIES ►**

Explain that the next time they meet, they are going to talk about some of these problems or needs and determine how the group might help.

**What Is Volunteering?**

Explain to the children that they are going to be volunteers in a service-learning project. Ask the children what volunteering means to them.

Perhaps some other member of their family or a friend has been a volunteer. Encourage them to share any of their experiences.

**Talk about:**

- Helping to do a job without being paid.
- Helping people in any community work to solve problems.
- Making their community a better place to live.

Giving their time and talents for a community project to:

- Share ideas and information
- Celebrate things people have in common.
- Promote understanding and communication between different groups of people.

Remind the children that they are all a part of many different communities. Their schools, families and neighborhoods are all communities.

List the following communities on the board or on chart paper. Ask the group to name each one and give an example, such as the name of the school, county, city, etc.

- County
- School
- State
- Neighborhood
- City

### How Can We Help?

Explain to the children that you are going to do an activity to help them think about some problems and what they might be able to do to help.

Cut apart situations from the sheet entitled "How Can We Help?" and place in a paper bag. Have a child come up and pick one of the strips of paper out of the bag. Either have the child read it to the group or you may read it. Ask the group to come up with ideas to help. Select other children to do this until all the strips have been read or until the children seem to lose interest.

### Choosing the Project

Remind the group that before this meeting they were asked to identify problems or needs in their community. Ask the children to share this information with the group. Write down their ideas for community needs or problems on chart paper. Encourage the children to add to the list any other needs or problems. Briefly talk about each problem or need to make sure the children understand.

Divide the children into groups of four. Have each group choose at least one of the ideas from the list and talk about the ways to help. Ask one child in each group to write down the group's suggestions.

In a large group make a list of the ideas. Write the ideas on the chart paper and help the group determine which ones they might be able to do. Be realistic about what the group can actually do.

Let the group vote on the project. Children could close their eyes and vote by raising their hands as each need or problem is read. Or each child could write his or her suggestion on a piece of paper. Keep a tally of the votes on the chart paper.

### Getting Organized

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

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

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

### PLAYBACK: POINTS TO REINFORCE ►

- What does it mean to perform service learning or volunteering?
- Why do people volunteer?
- Be sure the children thoroughly understand the community need or problem they chose to address. They also should be able to understand how the service project is going to help address that need.

**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ▶**

**Visitor**

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

**Video**

Videotape a youth or adult volunteer doing a service project the children would be familiar with, and show the video to the group.

**Stone Soup**

Read the book *Stone Soup*, retold by Kit Schorsch. Ask a children's librarian to help you find it at the library. This is an excellent story to show how working together can help everyone and accomplish a need.

Cut pieces of paper into squares and draw food described in the story on each one. Give each child a food square. Pretend there is a big kettle in the middle of the room. As you read the story, have the children place the food in the make-believe kettle.

Tell the children that the people in the community were hungry and each person only had a small amount of food. By working together and sharing their food, they were able to make soup that fed everyone.

Explain that they are going to work together to help with a community need or problem. People working together can accomplish more than one person working alone.

**"How Can We Help?" Activity**

The school librarian has a broken leg and will be in the hospital for three weeks. What could your group do to help?

**Pitch In**

There are a lot of cans and paper in the neighborhood around the meeting place. What could your group do to help?

There is graffiti on some of the buildings at the park. What could your group do to help?

**Lend a Hand**

You learned from television that there are many homeless people in your city who have no food and no place to sleep at night. What could your group do to help?

**Share Your Time**

Your grandmother is in a nursing home where many people are sick and lonely. What could your group do to help?

**Spring Showers, May Flowers**

The park next to the school grounds is not very pretty. There are not very many trees and flowers, and the grass is dying. What could your group do to help?



Camp Fire

**MEETING PLAN ► WHAT NEEDS  
TO BE DONE?**

**PROJECT ► A GIFT OF GIVING**

**LEVEL ►** Third Grade

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

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**PREPARATION ►**

Invite older youth or adult volunteers to help.

**MATERIALS ►**

Materials needed for service project.

**ACTIVITIES ►**

Today the children finish planning for the service project. If there is no significant preparation necessary, this could also be project day.

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

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

Divide the children into groups according to the job they are doing. Pass out the materials that each group needs. Assign an adult or older youth to work with each group. The children practice each step of the activity before they begin.

Below are some helpful hints for the children if they are using the phone, writing letters or speaking in public. Attached are forms that may be helpful for them to use as they complete the project.

**Using the Telephone**

- Decide what to say and whom to call.
- Get permission to use the telephone before the call is made.
- Practice before making the call by role-playing with another person.
- Immediately tell the person being contacted the purpose of the call.
- Be polite and thank the person for his or her time and information.

**Making Speeches or Performing a Skit**

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

**Writing Letters**

- Write the letter on school stationery, if possible.
- Include the title of the person to whom the letter is written.

Make sure the signature includes the name of the school, person(s) writing it and grade.

Keep the letter short and to the point.

Photographs of the problem could be included with the letter.

**PLAYBACK: POINTS TO REINFORCE ►**

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

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

If the group has selected a simple project, such as picking up litter, which requires little in the way of preparation, it is helpful to have a related activity for the group to complete during this meeting.

Following are some activity ideas.

**“Our Community” Poster**

Before meeting with the group, have a large sheet of butcher paper, chart paper or brown wrapping paper prepared. The paper should be at least eight feet long. Draw a grid of streets on it.

Talk about how the children are a part of a community and how the houses in their neighborhoods are also a part of the community. Have each child draw a picture of his or her home. They also might want to make other features, such as trees, their family car, pets, family members, etc.

Have the children cut out these pictures and glue them along the streets of the “Our Community” Poster. They may wish to add other details to the poster, such as clouds, grass, etc. Have each child write his or her address on the street in front of his or her house. Write “Our Community” at the top of the poster.

**Individual Posters**

Have children make individual posters about littering, graffiti or other ideas related to their project. These posters could be displayed in a school halls outside the classroom, or a store or business window in town.



## TELEPHONE FORM EXAMPLE

"Hello. May I please speak to \_\_\_\_\_? My name is  
(contact's name)

\_\_\_\_\_ and I'm from \_\_\_\_\_.  
(your name) (your school)

Why you are calling and what to say: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write down what your contact says:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Attach more paper if you need it.)

"Thank you very much."

\_\_\_\_\_ YOUR NAME \_\_\_\_\_ DATE OF CALL

\_\_\_\_\_ CONTACT'S NAME \_\_\_\_\_ CONTACT'S PHONE





Camp Fire



## LETTER FORM EXAMPLE

Today's Date

Name of Person

Title of Person

Name of Newspaper, Office or Company

Street Address

City, State Zip Code

Dear (Name of Person):

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Sincerely,

Your Name

Group Leader's Name

Group Leader's Street Address

City, State, Zip Code





Camp Fire

**MEETING PLAN ► JUST DO IT!****PROJECT ► A GIFT OF GIVING****LEVEL ► Third Grade****PURPOSE ►** Children participate in a service project.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

Materials needed for service project.

**PREPARATION ►**

Arrange for adult volunteers or older youth to accompany the group.

**ACTIVITIES ►**

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

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

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

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

**PLAYBACK: POINTS TO REINFORCE ►**

- People can learn from each other in many ways. Doing a service project is a good way to learn about how other people live. What did the children learn about other people? Did they learn by listening, observing or talking?
- Plan to spend time with the children after the service project. Reflection can create a lasting memory of a special experience. If things do not go as planned and the children feel discouraged, reflecting on the experience also can help them learn that sometimes the unexpected happens.
- Invite children to express their thoughts, feelings and outcomes of the project in some tangible way. They need to think about why they did the project, how they decided to do it and whether they were happy with the results. Sometimes service can be an emotionally challenging experience, such as working at a homeless shelter or visiting a nursing home. A reflection activity can help the children communicate their feelings and questions. This reflection time may take place during the opening or closing of the meetings. Or, the group may decide to plan a special time to complete a reflection activity.

**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

### ADDITIONAL ACTIVITIES ▶

#### Interviews

Decide on a few key questions. Have the children think about these questions and then interview each other. Record their answers by using a tape recorder. Ham it up in the order of a talk-show interview. Play back the tape so the children can hear what they said.

#### Writing

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

#### Book

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

#### Pictures

Ask the children to draw pictures and write a few words below the pictures to express how they feel. Or, as a group, do a mural on serving others to display at the meeting place or in the school.



## FAMILY TAKE-HOME PAGE

"A Gift of Giving" is a project on the Trail to Family and Community that teaches children to choose, plan and implement a service project and reflect on their actions.

As a result of the project: Children choose, plan, and implement a service-learning project.

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

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

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

### AT HOME ►

With your children, choose, plan and do something needed in the community.

FAMILY PAGE





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO CREATIVITY

### PROJECT ► ARTS IN CULTURE

**PURPOSE ►** Children explore various ways in which people express their beliefs and the values of their culture through art. Children express their own creativity by making craft items similar to those found in several different cultures.

#### MEETING PLANS ►

Rain Sticks \$  
Dreamcatchers \$  
Sandpainting \$  
Crazy Quilts \$  
Sweet Treats \$

#### YOUTH OUTCOMES ►

Recognizes and respects values of others (3.10).  
Explores alternative actions and ideas (6.21).  
Is willing to risk making mistakes in order to learn (6.24).  
Demonstrates artistic ability in the media of visual and/or performing arts (10.33).  
Uses critical thinking skills to solve problems (10.34).

#### EDUCATIONAL STANDARDS ►

Rain Sticks	B 2.7
Dreamcatchers	B 2.7
Sandpainting	B 2.7
Crazy Quilts	B 2.7
Sweet Treats	M 3.1

### REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM

Requirements for Earning a Recognition Item  
Each child receives a green bead for each meeting plan in which he or she participates and earns recognition emblem # B-54500 for the completion of three meeting plans. The meeting plans can be altered or substituted according to the needs, interests and ideas of the group.

#### TIPS FOR GROUP LEADERS ►

Be sensitive to the fact that there are many different world cultures represented in the United States. Help the children understand that each culture has its own belief systems, values and forms of artistic expression.

- Help children understand that as a culture changes over time so might the ways that its people use art to express themselves and their beliefs. Many people may no longer use some of their cultures' traditional forms of art on a regular basis, but they still treasure such expressions as a significant part of their culture.
- If possible, find books, or pull examples from the Internet, that illustrate or describe a culture's art so that the children can learn about art directly from its cultural sources.
- Allow children to express their own creativity by providing many different choices of materials to make these craft items. Allow plenty of time for children to experiment with colors, designs and sounds so that each item that they make is truly personal.

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

**MEETING PLAN ► RAIN STICKS****PROJECT ► ARTS IN CULTURE****LEVEL ► Third Grade**

**PURPOSE ►** Children create rain sticks similar to those made by Chilean Indians using recycled materials.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Cardboard tubes in a variety of sizes, such as toilet paper rolls, paper towel rolls, gift-wrap or mailing tubes
- Corrugated cardboard
- Packing or masking tape
- Hot glue or white glue
- Toothpicks
- Hammer
- Scissors
- Acrylic or poster paint
- Paintbrushes
- Fabric (a small amount of burlap, cotton, etc.),
- Decorations to glue on the rain stick (leaves, jute, twine, shells, yarn, etc.)
- Objects to put inside of the rain stick (rice, corn kernels, sunflower seeds, etc.)
- Awl or sharp object

**BACKGROUND ►**

The rain stick is a tubular rattle that has been used by people in many different cultures throughout time. Legend has it that Chilean Indians used the rain stick to make rainy weather. The rain stick differs from other kinds of tube rattles because it has a different internal structure. Natural materials such as cactus spines or bamboo slivers are used to form an internal maze. Then the cylinder is filled with pebbles, hard seeds, beans, sand, rice or tiny shells. The sound created when the pebbles or seeds hit the cactus spines or bamboo slivers sounds a lot like rain falling on leaves. Today rain sticks often are used as percussion instruments to accompany music or readings.

**ACTIVITIES ►**

Have the children select tubes in the sizes they would like to make their rain sticks. Have each child poke holes in the tube around its entire area, using an awl or sharp object that is smaller around than a toothpick. Insert toothpicks through these holes so that when you look down the tube, you see a maze. Use the end of the tube to trace two circles onto the corrugated cardboard. These will be used to “plug” the tube closed. Use hot or white glue to fasten a cardboard circle onto one end of the tube. When the glue has dried, experiment with the sound.

With one end of the tube sealed, put a few cups of sunflower seeds, rice or corn kernels, or a combination of all three, into the tube. Be careful not to overfill and make the rain stick too heavy. Listen to the sound these items make as they cascade through the rain stick. Let the children experiment until they are satisfied with the sounds of their rain sticks. Then use the second cardboard circle to plug the other end of the rain stick.

Paint the rain stick with acrylic or poster paints. When the paint is dry, decorate the sticks with natural items, such as raffia, shells, leaves, jute or yarn. Using hot or white glue to fasten them.

Experiment with how they sound together, or use them as a rhythm instrument.

**PLAYBACK: POINTS TO REINFORCE ►**

Native people everywhere around the world made rain sticks and other kinds of rattles. The makers of such objects used everyday items they found in nature to make these rattles. The sound of a rattle, such as the rain stick, varied depending on what materials are used and how much is used.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► DREAMCATCHERS****PROJECT ► ARTS IN CULTURE****LEVEL ► Third Grade**

**PURPOSE ►** Children create dreamcatchers in the spirit of those made by Native American artisans.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Sturdy paper or plastic plates
- Yarn in different colors
- Decorative feathers
- Beads
- Hole punch

**BACKGROUND ►**

According to legend, some Native American tribes used dreamcatchers to keep bad dreams away. The small holes left in the centers of the dreamcatchers allowed the good dreams to come in.

**ACTIVITY ►**

Read the following Lakota story to the children.

**Dreamcatchers**

Long ago when the world was young, an old Lakota spiritual leader was on a high mountain and had a vision.

In this vision, Iktomi, the great trickster and teacher of wisdom, appeared in the form of a spider.

Iktomi spoke to him in a sacred language that only the spiritual leaders of the Lakota could understand.

As he spoke, Iktomi the spider, took the elder's willow hoop, which had feathers, horse hair, beads and offerings on it and began to spin a web.

He spoke to the elder about the cycles of life and how we begin our lives as infants and we move on to childhood, and then to adulthood. Finally we go to old age where we must be taken care of as infants, completing the cycle.

"But," Iktomi said as he continued to spin his web, "In each time of life there are many forces—some good and some bad. If you listen to the good forces, they will steer you in the right direction. But if you listen to the bad forces, they will hurt you and steer you in the wrong direction." Iktomi continued, "There are many forces and different directions that can help or interfere with the harmony of nature, and also with the Great Spirit and all of his wonderful teachings."

All the while the spider spoke, he continued to wave his web starting from the outside and working toward the center.

When Iktomi finished speaking, he gave the Lakota elder the web and said, "See, the web is a perfect circle but there is a hole in the center of the circle. Use the web to help yourself and your people to reach your goals and make good use of your people's ideas, dreams and visions. If you believe in the Great Spirit, the web will catch your good ideas—and the bad ones will go through the hole."

The Lakota elder passed on his vision to his people and now the Sioux Indians use the dream catcher as the web of their life.

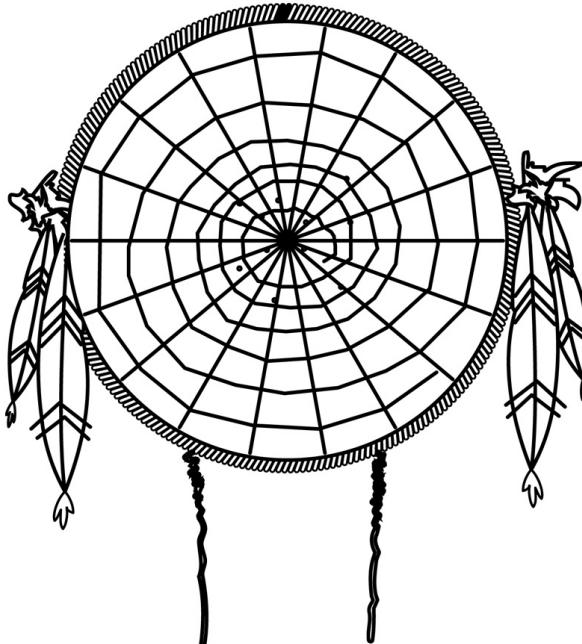
The good in their dreams are captured in the web of life and carried with them. The evil in their dreams escapes through the hole in the center of the web and are no longer a part of them.

The Sioux Indians believe that the dream catcher holds the destiny of their future.

Ask the children to cut out the center of the paper plate to make a ring. With a hole punch, have children punch out eight holes, evenly spaced around the ring. Cut four pieces of yarn, each long enough to stretch across the center of the paper plate. Thread these pieces from one hole to another across the center of the ring, leaving an opening in the center. Knot these loosely at each end. Weave additional pieces of yarn through the four original pieces, knotting them at the center of the ring. Cut additional pieces of yarn and thread them through the holes on one half of the ring. Let them hang down and knot beads, feathers or other natural materials onto each of these pieces of yarn as decoration. Add an additional loop of yarn to the top to hang the dreamcatcher.

Let the children choose the colors of yarn, as well as beads, feathers or other natural items that they think make pleasing combinations. Discuss where they might hang their dreamcatchers.

## DREAM CATCHER



### PLAYBACK: POINTS TO REINFORCE ►

- Different Native American tribes made artistic items, using natural materials that were available to them. Such items often had practical purposes. Learn about the spirit in which such items were made by Native American artisans by reading stories about the people and their culture.

Recommended books include:

- *Dreamcatcher*. Audrey Osofsky and Ed Youn. While a sister uses a dreamcatcher to catch bad dreams and hold them until the sun destroys their power, an Ojibwa baby sleeps peacefully in a cradle nearby.
- *Grandmother's Dreamcatcher*. Becky Ray McCain, Stacey Shuett and Abby Levine. When Kimmy has bad dreams, Grandmother shows her a dreamcatcher. With a twig, beads, feathers and leather, they begin to make one just for Kimmy. Instructions for making a dreamcatcher are included at the end of the book.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► SANDPAINTING****PROJECT ► ARTS IN CULTURE****LEVEL ► Third Grade**

**PURPOSE ►** Children express themselves by creating colorful pictures using sand in the way that Navajo artists do.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Empty jars or plastic yogurt containers
- Powdered tempera paints in a variety of colors
- Sand from the beach or playground
- Heavyweight paper
- Pencils
- Glue
- Popsicle sticks
- Plastic spoons
- Styrofoam trays
- Artist's fixative or hairspray

**BACKGROUND ►**

For the Dineh, and the Navajos, sandpainting is both an artistic and a religious expression. The Navajo believe that our world is, at its core, a place of beauty and that each person who is whole and at peace with himself or herself “walks in beauty” and shares this peace with others. Sandpainting combines elements of language, painting, healing, chants and meditation, which are parts of a prayer ceremony meant to heal or bring back into balance an injured element of a person’s nature, creating harmony. The Navajo ground up rocks of different colors to make sand and used it in their paintings.

**ACTIVITY ►**

Have the children draw pictures on their pieces of paper. Encourage them to keep their designs simple. Landscapes work very well for this kind of painting. Or children might research some of the traditional symbols Navajo artisans use in their sandpaintings. Go to the library or check the Internet for information on Navajo symbols.

Also, you can contact the local museum in your area to find out how to conduct this research.

Have the children pour sand into several empty containers and select and add small amounts of powdered tempera into the dry sand. Experiment with the amounts of sand and tempera needed to create paler or more vibrant colors.

Once the different colors of sand are mixed, the sandpainting can begin. Direct the children to work on one small section at a time. First they must decide which colors are going where, then put an even layer of glue on a section and sprinkle colored sand on that section, using a plastic spoon. Repeat until the entire paper is covered. After each color is used, lift the paper up and shake it lightly over a Styrofoam tray to collect the excess sand to use again. Let the sandpaintings dry and seal them using either artist's fixative or hairspray.

Let the children decide what their paintings will be, experiment in mixing the sand and tempera to make the different colors and select which colors to use to create sand paintings that are “harmonious” to them.

**PLAYBACK: POINTS TO REINFORCE ►**

- For the Navajo people, sandpainting is much more than a form of artistic expression; it is an expression of their religious beliefs and values.
- People in different cultures use the materials at hand to create their art. The Navajos used the colored rocks of the desert Southwest to "paint."

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.**ADDITIONAL ACTIVITIES ►**

Ask children which other activities they would like to do. Find books that illustrate these native art forms and read more about how they were once used or are currently used in the cultures they come from.

Visit a museum that displays the art of indigenous (native) people from your area or from around the world, or look it up on the Internet. Learn more about how the artists in these cultures used art to express their values and beliefs. Find out what materials were used in the creation of these pieces of art.

Use the library or Internet to find out more about the symbols that are used in the art of native peoples and what these symbols mean. Use some of these symbols in your own art.

Use materials that are natural to the environment in which you live to create something artistic. For example, you could use grasses for weaving or create a sculpture using pinecones.

Visit an artisan who creates art that reflects his or her cultural heritage to learn more about that culture's artistic forms of expression.



Camp Fire

**MEETING PLAN ► CRAZY QUILTS****PROJECT ► ARTS IN CULTURE****LEVEL ► Third Grade**

**PURPOSE ►** Children express their emotions through a visual arts medium.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Large sheets of white construction paper
- Material scraps
- Yarn
- Colored thread or string
- Colored paper scraps
- Markers
- Cloth paints or cloth markers
- Glue
- Scissors
- Bring some examples of actual quilts
- Books with pictures of quilts, especially any examples of "crazy quilts"

**BACKGROUND ►**

Emigrants to the United States brought their quilting skills with them. Quilting was a necessary recycling of fabric for both utilitarian and decorative purposes.

Traditionally, quilting provided social, artistic, and economic opportunities for women. Quilters would get together for quilting bees, which provided a place to socialize and help each other with their quilts. The quilters would trade fabrics to acquire the variety of patterns and colors in their quilts. Quilting bees also provided an important social outlet for women whose days were usually full of hard work and whose homes might be a distant from each other.

From the very beginning quilts were valued for their beauty and rarely used. Quilts told family stories, honored loved ones and recorded history.

Today's quilt artists use a huge variety of fabrics, patterns and techniques to create unique pieces of art.

**ACTIVITIES ►****Make Your Own “Crazy Quilt”**

Tell children about the American pioneer tradition of quilts, quilting and, especially, the “crazy quilt.” The crazy quilt consisted of pieces of fabric, cotton, velvet, wool, or silk, randomly sewn together. Often lace or ribbons were also added along with fancy embroidery stitches. Pioneers used every scrap of material to fit together to make interesting designs.

Before starting to make their own “crazy quilt” designs, have the children talk about things in their lives that they are just “crazy” about. These may be hobbies they really enjoy, people they like, toys or games, their favorite songs or books, or favorite foods. Allow time for the children to share ideas and express their opinions.

Give each child a sheet of the large construction paper. They are to cut out several squares or other shapes to create a crazy quilt design. The shapes must fit on the sheet of construction paper. It is the backing for their quilts. Remind them that quilt designs do not overlap, but the shapes fit like a puzzle next to each other. When all of the shapes are cut out, they glue them on their papers. Tell the children to write on each quilt piece something about themselves. It can be something special or cool that happened to them, name of a person in their lives that they really enjoy or are just “crazy” about or something they own that is very important to them. They can use markers or fabric paints. Have the children glue on pieces of yarn, ribbon or colored thread to accent their quilts.

**PLAYBACK: POINTS TO REINFORCE ►**

The children can take turns sharing with each other the items they included on their quilts and talk about why they chose to put them on their “crazy quilt”.

**CLOSING ►** Choose from the suggestions of page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Ask children to find out if anyone in their family quilts or if they have any special family quilts. They can bring the quilts to a future meeting.

**Share Your History**

Invite the family members who quilt to a future meeting to share their quilts and teach the children some of the skills involved in the art of making quilts.

**Help Someone in Need**

Invite families to get together for a quilting “bee” and make a quilt or comforter for a family in need or homeless shelter.

Find books that explain the history of the American art form of quilting.

**MEETING PLAN ► SWEET TREATS****PROJECT ► ARTS IN CULTURE****LEVEL ► Third Grade**

**PURPOSE ►** Children experience personal expression and creativity through food preparation.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Sugar cookies ingredients (see recipe)
- Food coloring—blue, yellow, red, green
- Variety of chips
- Coconut, nuts, and sprinkles for decorating
- Heavyweight sandwich-sized food storage bags and ties
- Waxed paper
- Cookie sheets
- Buttercream frosting ingredients (see recipe)

**PREPARATION ►**

- Make 3-inch Blue Ribbon Sugar Cookies (2 to 3 cookies per child).
- Find the price of buying decorated cookies at a local bakery
- Find the price of colored decorator sugar at a grocery store (in the baking aisle).
- Prepare frosting (see recipe).
- Find the price of ready-made frosting at the grocery store.

**ACTIVITY ►**

Explain to the children that this activity shows them how creative design skills can result in a delicious party treat.

Ask the children to imagine they are planning a birthday party and want to have decorated cookies as a treat. They have a limited amount of money for treats. If they buy the cookies already made, they won't have enough money for the drinks, napkins or cups. What can they do? What will it cost to make them from scratch? (The recipe below makes  $1\frac{1}{2}$  pounds of dough which is equivalent to spending \$1.85 for three dozen cookies.)

Have the children wash their hands. (See the Baking Resource section in the Appendix.) Tell them that they will prepare colored sugar according to the directions and color charts.

**Rainbow Colored Sugar Dust**

1. Put  $\frac{1}{2}$  cup sugar in plastic bag that can be sealed.
2. Pick a color from the chart and add the food colors to sugar.
3. Squeeze sugar in bag until it becomes completely colored. Store colored sugar in sealed bags.

<u>Color</u>	<u># of Drops Liquid Food Color</u>
Orange	2 drops yellow + 2 drops red
Peach	4 drops yellow + 1 drop red
Lime Green	3 drops yellow + 1 drop green
Turquoise blue	3 drops blue + 1 drop green
Baby blue	2 drops blue
Purple	3 drops red + 2 drops blue
Red	10 drops red
Rose	5 drops red + 1 drop blue
Pink	1 drop red

**Source:** Gold Medal Flour

Give each child a 3-inch cookie to frost and decorate. Encourage them to be creative with colors and designs.

### Blue Ribbon Sugar Cookies

Makes 3 dozen (0.7 oz. each)

1 cup butter, softened\*(do not use reduced fat products)

$\frac{1}{2}$  cup powdered sugar

$\frac{1}{2}$  cup sugar

1 egg

$\frac{1}{2}$  teaspoon vanilla

2  $\frac{1}{2}$  cups all-purpose flour

$\frac{1}{2}$  teaspoon cream of tartar

$\frac{1}{2}$  teaspoon baking soda

### Sugar

- Heat oven to 375°F. Combine butter, powdered sugar and  $\frac{1}{2}$  cup sugar in large mixer bowl. Beat at medium speed, scraping bowl often, until creamy (1 to 2 minutes). Add egg and vanilla; continue beating until well mixed (1 to 2 minutes). Reduce speed to low; add flour, cream of tartar and baking soda. Beat until dough forms a ball, 1 to 2 minutes.
- Roll dough into 1  $\frac{1}{2}$  inch balls. Place 2 inches apart onto ungreased cookie sheets. Flatten to about 3 inches with bottom of glass dipped in sugar.
- Bake for 7 to 9 minutes or until edges are lightly browned. Let stand one minute; remove from cookie sheets. Cool on wire racks completely before frosting and decorating.

**TIP:** Chill dough at least 1 hour before rolling into balls.

\*Butter should still hold its shape

**Source:** Land O'Lakes

### BLUE RIBBON SUGAR COOKIES

## Nutrition Facts

Serving Size (20g)

Servings Per Container 36

#### Amount Per Serving

Calories 90	Calories from Fat 45
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% Daily Value\*

Total Fat 5g	8%
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Saturated Fat 3.5g	18%
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Cholesterol 20mg	6%
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Sodium 20mg	1%
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Total Carbohydrate 10g	3%
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Dietary Fiber 0g	0%
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Sugars 4g	
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#### Protein 1g

Vitamin A 4%	• Vitamin C 0%
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Calcium 0%	• Iron 2%
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\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

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

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

**Buttercream Frosting**

(Makes 2 cups, 15.5oz frosting @ \$1.15)

6 tablespoons butter, softened

2  $\frac{1}{3}$  cups powdered sugar\*

1 to 2 tablespoons milk

1 teaspoon vanilla extract

In a small mixer bowl, beat butter.

Add powdered sugar\* alternately with milk and vanilla until a spreading consistency.

Chocolate: \*Add  $\frac{1}{2}$  cup cocoa with sugar; use up to  $\frac{1}{3}$  cup milk for proper consistency.**Source:** Hershey Foods**PLAYBACK: POINTS TO REINFORCE**

- Could you save money by making the cookies yourself?
- What would it cost if everyone decorated his or her own cookie at the party? Use costs provided on the recipes.
- What else is good about making the cookies yourself?

**CLOSING** Choose from the suggestions on page 235 or develop one of your own.

Take a trip to the store with the children and let everyone find a package of cookies they like. Have them write down the cost of their favorite cookies and how many servings are in the package.

Afterwards have them figure the cost per serving. Make sure you arrange this ahead of time with the store manager so that he or she understands what you are doing.

**BUTTERCREAM FROSTING****Nutrition Facts**

Serving Size (14g)

Servings Per Container **32****Amount Per Serving**

<b>Calories</b>	60	Calories from Fat	20
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% Daily Value\*

<b>Total Fat</b>	2g	% Daily Value	3%
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Saturated Fat	1.5g	% Daily Value	8%
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<b>Cholesterol</b>	5mg	% Daily Value	2%
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<b>Sodium</b>	0mg	% Daily Value	0%
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<b>Total Carbohydrate</b>	10g	% Daily Value	3%
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Dietary Fiber	0g	% Daily Value	0%
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Sugars	9g		
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**Protein** 0g

Vitamin A	2%	•	Vitamin C	0%
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Calcium	0%	•	Iron	0%
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\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

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

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4



## FAMILY TAKE-HOME PAGE

"Arts in Culture" is a project on the Trail to Creativity that introduces children to various ways in which people express their beliefs and values of their culture through art.

As a result of the project:

- Children create rain sticks similar to those made by Chilean Indians using recycled materials.
- Children express themselves by creating colorful pictures using sand in the way that Navajo artists do.
- Children express their emotions through a visual arts medium.

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

- Recognizes and respects values of others.
- Explores alternative actions and ideas.
- Is willing to risk making mistakes in order to learn.
- Demonstrates artistic ability in the mediums of visual and/or performing arts.
- Uses critical thinking skills to solve problems.

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

### AT HOME ▶

Go on a heritage hunt to find craft and folk art items that reflect your family's cultural background. These might be items made in the style or form of the part of the country or the world from which your ancestors came or items that an ancestor made which have been passed down through generations. Display and talk about these items at a family gathering.





Camp Fire

**LEVEL ▶** Third Grade

## TRAIL TO CREATIVITY

### PROJECT ▶ IMAGINE THIS!

**PURPOSE ▶** Children use their imaginations to dramatize objects, activities and situations.

#### MEETING PLANS ▶

- Share Your Feelings
- Act It Out
- Bring It To Life

#### YOUTH OUTCOMES ▶

- Participates effectively in the consensus building process (4.17).
- Explores alternative actions and ideas (6.21).
- Demonstrates artistic ability in the medium of performing arts (10.33).
- Follows verbal instruction (12.40).

#### EDUCATIONAL STANDARDS ▶

- |                     |                |
|---------------------|----------------|
| Share Your Feelings | LA 5.8, LA 8.8 |
| Act It Out          | LA 8.8, LA 8.9 |
| Bring It To Life    | LA 8.9         |

#### REQUIREMENTS FOR EARNING ▶ A RECOGNITION ITEM

Each child receives a green bead for each meeting plan in which he or she participates and earns recognition emblem # B-54500 for the completion of three meeting plans. The meeting plans can be altered or substituted according to the needs, interests and ideas of the group.

#### TIPS FOR GROUP LEADERS ▶

- Children this age are still interested in playing “let’s pretend.” Dramatic activities are intended to spark the imagination and provide opportunities for children to express themselves in creative ways. There is no “one way” or “right way” for any of these activities to be carried out. The activities are not intended to be competitive. Praise all efforts equally without judgment. Use these activities to boost the self-confidence of the children.
- Several of the activities require teamwork and cooperation. Help children understand how working together and sharing ideas can result in greater creativity and better problem solving.
- Provide lots of space for these activities. Push back furniture to make a large, open space inside or go outside if the weather permits.

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

**MEETING PLAN ► SHOW YOUR FEELINGS****PROJECT ► IMAGINE THIS!****LEVEL ► Third Grade**

**PURPOSE ►** Children explore how to communicate feelings through facial expressions and dramatic actions.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Slips of paper
- Pencils
- Container or bag

**ACTIVITY ►**

Words are only one way great performers communicate to their audiences. Facial expressions and body language are also tools to communicate what a person is thinking or feeling. These creative dramatics activities encourage children to use nonverbal communication to express themselves.

Explain to the children that in these activities, they will sharpen their skills in nonverbal communication. Ask the children to brainstorm a list of words that describe feelings or emotions by completing the sentence "I feel...." Be ready to provide some suggestions of your own to expand the list.

Here are some examples of feeling words, but use them only if the children cannot come up with their own:

- Angry
- Guilty
- Anxious
- Happy
- Ashamed
- Hopeful
- Bored
- Hysterical
- Cautious
- Jealous
- Confident
- Lonely
- Confused
- Mysterious
- Depressed
- Nervous
- Disgusted
- Sad
- Ecstatic
- Surprised
- Embarrassed
- Shocked
- Exhausted
- Shy
- Friendly
- Suspicious
- Frightened
- Sympathetic
- Frustrated

Write the feeling words on slips of paper and put them in a container. Sit in a half circle on the floor. Have one of the children come to the open end of the circle and draw out one of the feeling words without looking. Ask this child to use his or her face and body to communicate the chosen feeling. The rest of the group can try to guess the feeling that is being represented. The person who guesses correctly gets to go next. Continue the process until all the feeling words have been used or all of the children have had a turn. Discuss the different ways that children used facial expression and body placement to communicate certain feelings or emotions.



Ask the children to think about different situations in which these feelings might come up. Be prepared with some examples of your own. Following are some situations that might result in a strong emotional response:

- I am lost.
- I just arrived here.
- Someone stole my wallet/purse.
- I need to eat right now.
- Someone pushed me.
- I lost my dog.
- I am meeting someone I have not seen in a long time.
- I left my backpack on the bus.
- I am hurt and need to go to the hospital.

Write down these situations and the ones the children come up with on slips of paper and put them in a container.

**ACTIVITY ►**

Explain to the children that this activity will challenge their ability to communicate to someone else when they are in an emotion-filled situation. Pick one child to come up to the open end of the circle and pick a situation without looking. Tell this child that he or she must communicate to another person his or her need for help in this situation without speaking. Pick another child to come up and begin the activity. The child who cannot speak must try to communicate to the other child what kind of help he or she needs. The second child tries to guess what help is needed. As soon as that child guesses the situation correctly, the pair can sit down and another pair takes their place. Continue the process until everyone has had a chance to play or until the situations have all been chosen.

**PLAYBACK: POINTS TO REINFORCE ►**

- Certain facial expressions and body movements can be used instead of words to communicate feelings and situations.
- In dramatic performances, these facial expressions and body movements are exaggerated to communicate emotions to the audience.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► ACT IT OUT****PROJECT ► IMAGINE THIS!****LEVEL ► Third Grade**

**PURPOSE ►** Children use their bodies to illustrate inanimate objects. These activities also encourage cooperative problem solving.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

None

**ACTIVITIES ►**

Deciding how to portray things rather than people really exercises the imagination and the body! Tell the children they will have fun creating new and different body positions and sounds.

Tell them that you are going to give them several situations to act out individually, using only body movements and sounds. Following are some suggestions:

- Bacon frying
- Ice cream melting
- A bubbling stew
- A blender crushing ice
- An egg boiling
- Popcorn popping

Put the children in pairs. Tell them you are going to give them situations to act out together. Following are some suggestions:

- A vacuum cleaner sweeping
- A lawn mower mowing
- A refrigerator with a door that opens and shuts
- A teakettle heating up

Discuss what worked well and why. Discuss what is difficult and why.

Place the children in groups of four. Ask each group to create a frozen statue of an appliance. Following are some suggestions:

- A coffee maker
- A toaster
- A washing machine
- A clothes dryer
- A blender
- Electric grass clippers
- A leaf blower

Tell the children that when you clap your hands, the “appliance” must begin to operate and that everyone must be involved — no operators! Have the groups perform individually. Talk about what worked well and why. Working in the same groups of four, have children create a mode of transportation in both frozen statue and working form.



Each person must be involved in the operation of the piece. Following are some suggestions:

- Motorcycle
- Snowmobile
- Jet ski
- Skateboard
- Scooter
- Helicopter
- Race car
- Train
- Bicycle
- Boat

Invite each group to demonstrate its mode of transportation — complete with sound effects — for the others to guess. Discuss what worked well and why.

### Machines

End this meeting with a game of machines. Tell the children that they are going to create one big machine. They are all going to be moving parts of that machine. It is not going to be a specific machine but rather their own creation.

One child starts out by making a simple movement. One by one the other children join that child. They can do the same movement as that child or create a new one. The object of the game is end up with all the children doing various kinds of movements and sounds to create one big machine. Encourage the children to work together so that their movements interact like a real machine. For example, two children put their arms out straight and another child twists and turns under their arms. Two more children join this group by making a circle around them and moving up and down.

Let the children create the machine first with no sounds. The next time they create the machine let the children make sounds. Ask the children if making sounds made a difference.

### PLAYBACK: POINTS TO REINFORCE ►

- Children can use bodies and sound in all kinds of imaginative ways to communicate concepts or ideas.
- Working cooperatively provides opportunity for increased creativity and problem solving.

**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

ACT IT OUT

**MEETING PLAN ► BRING IT TO LIFE****PROJECT ► IMAGINE THIS!****LEVEL ► Third Grade**

**PURPOSE ►** This activity encourages children to think of the world in creative ways and to use everyday objects as dramatic props.

**OPENING ►** Choose from the suggestions on page 235 or develop one on your own.

**MATERIALS ►**

- A variety of everyday objects found around the house or meeting place. They should be items that can be passed easily from hand to hand.

Following are some suggestions:

- Toilet paper roll
- Kitchen timer
- Coffee mug
- Compact disc
- Calculator
- Toothbrush
- Pillow
- Soup spoon
- Spray bottle
- Headphones
- Stapler
- Shoe

**BACKGROUND ►**

Stories and cartoons are full of images of inanimate objects magically coming to life. Think of Mrs. Potts and all the dancing silverware in the film Beauty and the Beast. All it takes is looking at the ordinary in extraordinary ways. If all the world is a stage, then in these activities, everything in the world becomes a prop!

**ACTIVITY ►**

Have the children sit on the floor in a circle. Explain that every time each of them receives an object, he or she is to hold it up, tell the group its new name and demonstrate a new use for the object.

Then the object will be passed to the next person. Ask each child to try to come up with a different name and use for each object as it is passed around the circle. Start the objects at different places in the circle so that the same children are not always at the end of the line.

For example, hold up a toilet paper roll and say, "This is my new telescope." Demonstrate how the object is used by holding it up to your eye and pretending to scan the horizon for other ships. Then hand the toilet paper roll to a girl or boy in the group and ask him or her to give the item a new name and use. Continue passing the item around the circle until everyone has had a turn. Then select another item and repeat the process. Continue until all the items have been used.

Divide the group into smaller groups of two to four children. Tell each group to select one or more of the everyday items from the last activity and use them as props in a short skit. Develop a short skit using them as props. Ask the group to tell a story using the objects the group has in front of them. Each one can add a sentence to the story, but it has to have this object in the sentence and the story should make sense as they go.

**Action Drama**

Pick a person to come forward and begin to tell a story through mime. About 15 seconds into the scene, yell "Freeze," at which point the actor freezes in his/her last position. Choose another child and have that person stand next to the "frozen" one in the exact same position. Yell "Action," upon which the first child sits down and second child continues the same "story." Continue until all the children have had a turn. An action clapper, like those used in movie making, will add more fun to this activity.

**PLAYBACK: POINTS TO REINFORCE ►**

- What are some other props that would be interesting to use in a skit or story?
- What other movies have animated objects? (many Disney movies, including Fantasia)

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Silent Screen**

Watch clips from several silent movies from the early days of movie making. Discuss how the actors convey what they are thinking and feeling through their body language and facial expression.

**Sports Show**

Play a sport without any equipment. Act out a tug of war without a rope, play a game of soccer with a pretend ball, go to bat without the bat, ball or bases.



## FAMILY TAKE-HOME PAGE

"Imagine This" is a project on the Trail to Creativity that teaches children to use their imaginations to dramatize objects, activities and situations.

As a result of the project:

- Children communicate feelings through facial expressions and dramatic actions.
- Children use their bodies to illustrate inanimate objects.
- Children think of the world in creative ways.

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

- Participates effectively in the consensus building process.
- Explores alternative actions and ideas.
- Demonstrates artistic ability in the medium of performing arts.
- Follows verbal instruction.

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

### AT HOME ►

Attend a community event where you can watch mimes perform. Note how the mime uses his body and facial expressions to communicate complex ideas. Hold a "silent" supper where all family members have to eat an entire meal without talking. Communicate what you need and what you want to say with your facial expressions and hand gestures.





Camp Fire

LEVEL ► Third Grade

## TRAIL TO CREATIVITY

### PROJECT ► MY PHOTO CUBE

PURPOSE ► Introduce children to working with wood to develop a useful item of personal expression.

#### MEETING PLANS ►

Plan and Choose  
Sand and Glue  
Varnish and Finish

#### YOUTH OUTCOMES ►

Has confidence in one's ability to accomplish a goal (2.3).  
Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).  
Follows verbal directions (12.40).

#### EDUCATIONAL STANDARDS ►

Plan and Choose	M 4.3, M 4.2
Sand and Glue \$	LW 1.1, M 4.3
Varnish and Finish \$	LW 1.1

#### REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

Each child receives a green bead for each meeting plan in which he or she participates and earns recognition emblem # B-54500 for the completion of three meeting plans. The meeting plans can be altered or substituted according to the needs, interests and ideas of the group.

#### TIPS FOR GROUP LEADERS ►

- Keep in mind the varying degrees of motor skills that children have at this age. Some children will need help with sanding the wood. Invite additional volunteers to help the less-experienced or less-coordinated children. This is a great project to get the help of older siblings or dads who are not typically involved as volunteers.
- Let children make mistakes. The leader's job is to provide a supportive environment in which children are free to practice their new skills with less than perfect results. Some children will be frustrated that they cannot do a better job. It is appropriate to offer assistance after the child has "done his or her best."
- Allow plenty of time to complete each step of the project. It may take a while because children do not work as fast by themselves as they do with adult help.
- Be aware of any children who are allergic to sawdust or have asthma. Provide a paper nose mask for any child who could have difficulty breathing.
- Work in a well-ventilated area.

#### BACKGROUND ►

Children love to make things that they can use. Their sense of accomplishment feeds their need to learn what they are good at and what their interests are.

There are three steps to any design project:

1. The children understand what the project is and what needs to be done. Seeing a finished sample can help them to visualize the project.
2. The children plan their work before they begin. This prevents unnecessary mistakes.
3. The children execute the plan.

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

**MEETING PLAN ► PLAN AND CHOOSE****PROJECT ► MY PHOTO CUBE****LEVEL ► Third Grade**

**PURPOSE ►** Children create a personal design for their cubes.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Copies of *My Photo Cube* layout sheet,
- #2 pencil with eraser for each child
- Magazines and printed material that have color photos of activities children like to do
- Photos of group activities
- Scissors for each child
- Ruler for each child

**PREPARATION ►**

Have pictures of each child along with pictures of other fun activities. The week before beginning the project, invite children to bring photos of themselves or their families and friends and pictures from magazines that show things they like to do.

Make a sample photo cube to show the children what it will look like.

**ACTIVITY ►**

Tell children that the first step to any project is to plan what they will do. They are going to make a five-sided photo cube using pictures that represent what they like to do or pictures of themselves or their family and friends. Show a sample photo cube that has been completed.

Have them choose the pictures they think would look good on the cube. They can cut photos apart to create any collage design they like. Allow 20 minutes for this activity.

They will have five sides to decorate. Give them each a blank layout sheet and pencil and explain that each square is equivalent to one side and the top of the block. Ask them to think about what pictures they have and how they want to arrange them on their blocks. Allow 20 minutes for children to plan their design. Have them measure their design to see how much of the block will be covered in pictures.

Have the children put their names on their plans and collect them. Tell them that next meeting they will take the next step in their plan: they will sand their blocks and glue on photos.

**PLAYBACK: POINTS TO REINFORCE ►**

- Ask the children what is the first step to any project? (To plan what they will do.)
- Ask the children, what was easy and what was hard about planning their cube?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.



Camp Fire

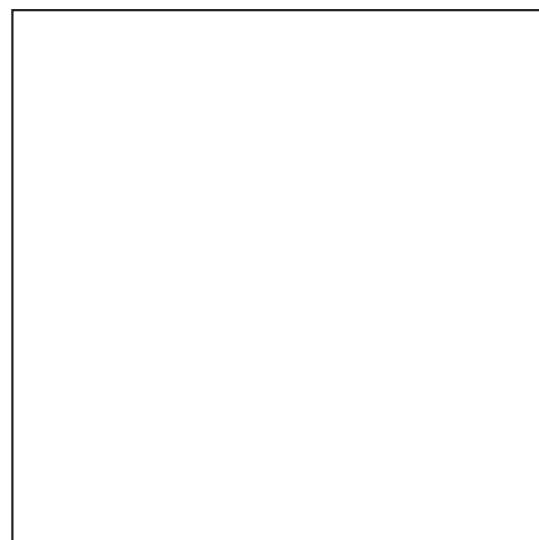
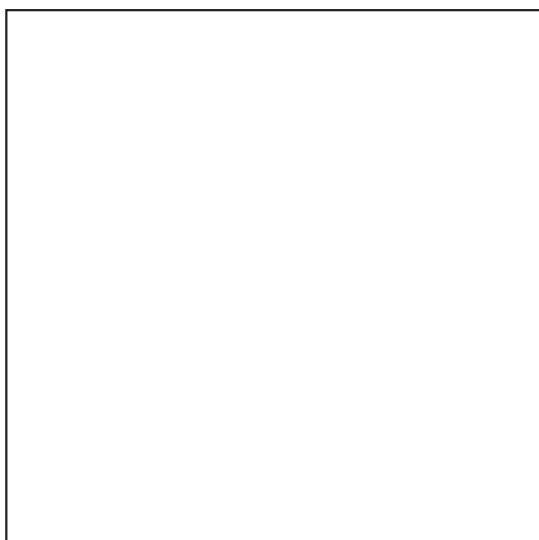


## PHOTO CUBE LAYOUT SHEET

TOP

SIDE ONE

SIDE TWO



SIDE THREE

SIDE FOUR



**MEETING PLAN ► SAND AND GLUE****PROJECT ► MY PHOTO CUBE****LEVEL ►** Third Grade**PURPOSE ►** Children learn how to finish wood.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

- Wooden blocks pre-cut into  $3\frac{1}{2}$  inch square cubes, one per child plus a few extra
- Sandpaper: one sheet of 100 grade for each child and one sheet of 150 grade
- Small bottles of white glue (one for every four children)
- Newspaper for each child to create a work space
- Photos of the group from other activities
- Scissors, about three pairs
- Fine point permanent marker
- Sample photo cube
- Rulers

**PREPARATION ►**

- Go to a lumberyard or home improvement center and buy a 4 x 4 solid redwood or cedar stock—it is actually  $3\frac{1}{2} \times 3\frac{1}{2}$ . Ask to have it cut into  $3\frac{1}{2}$ -inch squares so you have cubes. Avoid any knots in the wood.
- Arrange to have extra volunteers attend to supervise work groups. Review the three steps of a design project (see project introduction).

**ACTIVITY ►**

Remind children that there are three steps to a design project. At this meeting they will begin to execute the plan they made at the last meeting. They will first sand the rough edges off of their cube.

Divide children into work groups of four people. Have them spread out enough newspapers to cover the area the group will use for sanding. Give each group #100 sandpaper and enough blocks for each child to have one. Tell them to sand their blocks so that four sides and the top are smooth; sand corners and edges to take away “sharpness.” Children who want to further refine their block can use #150 sandpaper to remove scratches.

Using the design sheets that were done before, tell children to arrange the photos they selected on one side of the cube at a time, gluing them down carefully in place according to the design. Children need to measure the photos to make sure they will fit as planned. Have them repeat this procedure for each side. Be sure that each piece is secured with the edges glued down well. Make sure that no photo edges are extending over the edges of the block.

When the children are finished with their gluing, have them write their initials on the bottom with a permanent marker. Set the cubes on waxed paper to dry.

Have additional photos available for children who finish early. They can make a collage of pictures that can be shared at a family night as a reminder of the fun the group has had together.

**PLAYBACK: POINTS TO REINFORCE ►**

- Why is it necessary to plan a design before gluing the pictures? (Better end result, less mess.)
- What does sanding do? (Prepares the surface for a finished result.)

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► VARNISH AND FINISH****PROJECT ► MY PHOTO CUBE****LEVEL ► Third Grade**

**PURPOSE ►** Children learn how to finish a wood project.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Clear varnish, polyurethane or decoupage varnish
- 1-inch paint brushes, one for every four children (see varnish product for brush type)
- Paint thinner (see varnish product for thinner/cleaner instructions)
- Newspaper to spread out for work area and drying
- Additional photos
- Scissors and glue
- Copies of word search puzzle, one for each child
- Pencils
- Squares of waxed paper, one for each child
- Plastic or felt pads for the bottoms of the cubes. (Buy at hardware store.)
- Camera with film and flash (optional)

**PREPARATION ►**

Make copies of the word search. Lay out newspaper. Divide the varnish into containers and place them in four different areas. Read and follow directions on can of varnish. Arrange to have extra volunteers attend to supervise work groups.

**ACTIVITY ►**

Remind the children about the three stages of a design project. Now it is time to finish their photo cube. It is important, especially at this stage, to be careful and patient. Tell them that by taking time and care with the finishing step, they will be more likely to be happy with the results.

Ask the children to get into the same work groups they were in at the last meeting. Pass out the photo cubes from the previous meeting. Have

some blocks available with pictures for children who were not at the previous meeting. They will sand and glue the photos.

Have groups spread out newspaper to make a work area. Give each group their varnish and the crossword puzzle. Children will take turns using the varnish, and will work on the puzzle individually or as a group. Tell them to carefully coat each side and the top of the block by brushing varnish over the photos and the wood. Remind them to use careful, even strokes with the brush, using a small amount of varnish with each stroke. It is better to use two thin coats than one thick coat. They need to varnish each side that has a photo on it. Follow instructions on product label for application and cleanup. If time allows, a second coat may be applied. When they are finished, they can carefully place their cubes on squares of waxed paper. Remind them to keep the blocks from touching the newspaper.

If possible, have each group choose a photographer to take a few pictures of the group working on their cubes. These pictures will be a reminder of the fun they had making them. Children who finish early can complete a word search puzzle or continue to make photo collages. The last step is to add plastic “pads” to the bottoms of the cubes so they don’t scratch the surface of furniture. Apply four adhesive pads (felt or plastic) to the bottom in each corner at the end of the meeting when the varnish is dry to the touch.

Put the cubes in a box, careful to not damage the varnish. Let them dry in a ventilated area and hand them out at the next meeting.

**PLAYBACK: POINTS TO REINFORCE ►**

- Why is it a good idea to use plastic protectors on the bottom of the project? (To protect furniture.)
- How long did it take for the varnish to dry on the cubes?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.



Camp Fire



## PHOTO CUBE WORD SEARCH PUZZLE

L M I L F I T M L Y S M U B A U Q  
E K X G U P T W F Y T H J L R T R  
E V Y N W O O E H T X O P E E X C  
M T U I C F A R V A R N I S H A K  
O X K T C G L A E O B M C S A J I  
U P Y T Z S L Y K C A D T U E H R  
P Q F U I H O U M A E E U L B A H  
E G I C W K E P E H J Z R A L E S  
Y D O O Y B V O S B I J E M K A Y  
F E F I A P I F S R O S S I C S A  
K S U O L T L C N U Y D A O P A U  
M I O T A J I N E S E P I L O G K  
A G N I D N A S C H S H T R I C Z  
I N E V O G G Y S I S O U B A U Q  
D S R Y O H E B U C O T O H P Y U  
S D A S W O R J K O W O J L R T R  
V E O G Z N A K C E K S R R G S

**See if you can find the words listed here!**

- \_\_\_\_ Photo cube
- \_\_\_\_ Cutting
- \_\_\_\_ Wood
- \_\_\_\_ Photos
- \_\_\_\_ Cube
- \_\_\_\_ Glue
- \_\_\_\_ Varnish
- \_\_\_\_ Brush
- \_\_\_\_ Sanding
- \_\_\_\_ Scissors
- \_\_\_\_ Pictures
- \_\_\_\_ Design





## FAMILY TAKE-HOME PAGE

"My Photo Cube" is a project on the Trail to Creativity that introduces children to working with wood to develop a useful item of personal expression.

As a result of the project:

- Children learn how to create a personal design for their cubes.
- Children learn how to finish a wood project.

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

- Has confidence in one's ability to accomplish a goal.
- Demonstrates artistic ability in the mediums of visual and/or performing arts.
- Follows verbal directions.

In addition, the project reinforces mathematics and life skills educational standards. For more information about these standards please contact your child's group leader.

### AT HOME ▶

Show your child the tools that you use at home and explain what each is used for. Make family photo cubes together to give as gifts.

FAMILY PAGE





Camp Fire

LEVEL ► Third Grade

## TRAIL TO THE ENVIRONMENT

PROJECT ► MAP IT

PURPOSE ► The children will locate objects on a map.

MEETING PLANS ►

Find the object  
On the Road  
Pizza Map

YOUTH OUTCOMES ►

Participates effectively in individual, group and community activities (8.30).  
Uses critical thinking skills to solve problems (10.34).  
Follows verbal directions (12.40).  
Learns about and uses natural resources wisely (11.36).

EDUCATIONAL STANDARDS ►

Find the object	M 4.7, M 5.7
On the Road	M 5.7
Pizza Map \$	M 3.1

► REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM

Requirements for Earning a Recognition Item  
Each child receives a brown bead for each meeting plan in which he or she participates and earns recognition emblem # B-54600 for the completion of three meeting plans. The meeting plans can be altered or substituted according to the needs, interests and ideas of the group.

► TIPS FOR GROUP LEADERS

- Bring different kinds of maps to show the children. You might be able to borrow maps from a classroom teacher. There are all kinds of maps on the Internet. Search the key word "maps". Include some architect blueprints or a designer's worksheet, if possible.

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

MAP IT

**MEETING PLAN ► FIND THE OBJECT****PROJECT ► MAP IT****LEVEL ► Third Grade**

**PURPOSE ►** Children locate items using a life-sized coordinate grid.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Yard or meter sticks
- 20 - 30 sheets of 8½-inch x 11-inch paper
- Masking tape
- String or yarn
- Number of objects (book, ball, tape, plant, cup, etc.)
- Maps (United States, state, road, city)
- Atlas

**BACKGROUND ►**

There are two kinds of geographic grids: latitude/longitude and alphanumeric. Geographic grids make it easier to locate places.

Latitude lines are equally distant from each other going east to west on a map. Longitude lines go north and south on a map.

The alphanumeric grid is made up of evenly spaced rectangles. The spaces between the lines use letters and numbers. These coordinates identify streets, cities and other places.

**ACTIVITIES ►****Make a Grid**

Tell the children they are going to make a grid. Have them decide how big the grid will be.

Then, ask the children to measure and mark the meters or yards along the length and width of the area. Print letters and numbers on sheets of paper. Letters will be placed at the top of the grid, and numbers will be placed on the left side of the grid.

Place objects in various spaces on the grid. Ask the children where various objects are located, and have them answer with grid coordinates. Then, have the children stand in different coordinates (example: "Jose, stand in B-7.").

**Find It**

Using a United States, road, state or city map, show the children that a map is just like a grid. Find towns, cities, rivers, etc, on the map. Play a guessing game by choosing a location of something on the map and identifying the grids.

**PLAYBACK: POINTS TO REINFORCE ►**

- What maps use this kind of grid?
- How is this grid useful?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►**

Have the children make a map with grids showing various things in the neighborhood (streets, businesses, parks, etc.). Make up key to find locations on the map.

Find a variety of crossword puzzles for the children to complete. They are a great example of grids.

1					
2					
3					
4					
5					
	A	B	C	D	E

**MEETING PLAN ► ON THE ROAD****PROJECT ► MAP IT****LEVEL ► Third Grade**

**PURPOSE ►** Children discover the system used for numbering interstate highways. Children map out a trip, calculating miles and hours.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Maps (United States, state, city)
- Atlas
- Pencil and paper
- Calculators

**BACKGROUND ►**

There are three types of roads in the United States. Interstate highways pass through more than one state. Interstate highways with even numbers run east to west. The lowest numbers start in the South. Interstate highways with odd numbers run north and south. The lowest numbers start in the West.

U.S. highways connect interstates and can pass through more than one state. United States highways running north to south with odd numbers start with the lowest number in the East.

State highways are located in a state.

Look at an atlas that shows the distance between two cities. Practice using the chart a few times.

Explain to the children the system for numbering highways (see above for explanation).

**ACTIVITIES ►****Take a Trip**

Divide the children into groups of three each. Tell them that they are going to take a trip. They are going to drive only five hours each day, driving 60 miles per hour. (Driving time and miles per hour may be changed.)

Have each group choose five cities. Write down the names of the cities and record the order in which the cities will be visited. (Have the starting and ending city be either their hometown or a city near their hometown.) Make a chart listing the starting city, ending city, how many miles and time it will take to get there. Continue this until they get back home. How long did it take?

**Scrambled States**

Cut up a U.S. map according to the state lines or find a U.S. puzzle map.

Divide the children into three or four small groups. Give each group a region of the United States (north, south, east or west).

Tell the children that they need to put their region of the map together without talking. The first group to finish tells the others what their region is and what states make up that region. The rest of the teams follow.

Then, ask the children to put the states in order alphabetically or smallest to the largest.

**PLAYBACK: POINTS TO REINFORCE ►**

- How did you decide the order in which to visit the cities?
- What kinds of problems did you have?
- What did you like best about this activity?
- Could you possibly take this trip?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► PIZZA MAP****PROJECT ► MAP IT****LEVEL ► Third Grade**

**PURPOSE ►** Children develop food skills that conserve resources.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Ingredients to make one pizza crust and toppings (see activity for grocery list)
- Cookie sheets
- Measuring cups
- Mixing bowls
- Spoons
- Small bowls

**PREPARATION ►**

An oven will be needed to bake the pizzas. Collect price information for personal pan pizzas at restaurants and supermarkets. Bring the grocery receipt for the purchase of ingredients to assist children in adding up ingredient costs. Open packages of ingredients. Divide ingredients into bowls for each team. Invite another adult to help supervise the baking of the pizzas. Decide what will be done with leftover ingredients, so that there isn't unnecessary waste of food.

**ACTIVITY ►**

**Conserve:** to protect from loss or depletion  
**Resourceful:** readily able to act effectively ("The American Heritage Dictionary," 1981)

Ask the children what a "resourceful person" is. Ask what it means to "conserve?" How does this word apply to how we eat every day? Explain that in this meeting, they will be talking about and making pizza.

Tell the children to consider how many resources it takes to produce, package, freeze or bake and deliver the 3 billion pizzas Americans eat annually. Each person consumes 46 slices of pizza each year. On average, a slice of pizza weighs 8 ounces. Ask the children to calculate how many pounds of pizza that would be (23 pounds). Every day, Americans eat enough pizza to cover nearly 110 football fields, which is equal to 110 acres of pizza, each day! Since this is not pizza made at home, there are ingredients to deliver to factories, packaging, freezers, and lots of fuel consumed to bake and deliver it.

Ask the children what the environmental costs are and the resources used when we enjoy ready-made foods like pizza that are prepared in a factory, frozen, delivered and ready to eat. (Things to consider include, manufacturing practices that pollute the environment, use of natural oil and disposable packaging.) What about pizza that is made and delivered to our homes? In addition to the above, the cost of gasoline. Discuss the manufacturing costs: advertising, ingredients/processing, delivery, freezer costs and non-recyclable packaging. Discuss any other points children may raise.

Like many foods, frozen or delivered-to-the-door pizza is a major convenience. Would it be resourceful to make our own pizza? What environmental costs and resources would we conserve if we made our own pizza at home? As a group, use the grocery receipt to help figure the cost of the personal pan pizzas. Estimate the amount of a package of ingredients. Add all the ingredient costs and divide by the number of pizzas made. What are the other costs in making the your own pizza? (The oven costs less than a dollar per hour to operate.)

Tell children they are going to work together to make their own pizzas. Have them work in teams of four, sharing ingredients among themselves. Use the following recipe:

### Pizza Stampede

Makes six, 6-inch pizzas

1  $\frac{1}{3}$  cup all-purpose or part whole wheat flour  
 ½ cup shredded cheddar cheese  
 1 teaspoon baking powder  
 ½ teaspoon salt  
 2 tablespoons vegetable oil  
 ½ cup low fat milk  
 1 can (8 oz.) pizza or tomato sauce  
 6 oz. favorite meat toppings (cut up cooked chicken, reduced fat pepperoni, cooked and drained ground sausage or meat)  
 3 cups favorite vegetable toppings (chopped onions, sweet peppers, broccoli, carrots, or olives)  
 1  $\frac{1}{2}$  cups shredded mozzarella cheese

1. Heat oven to 425° F. Grease two cookie sheets.
2. Stir flour(s), cheddar cheese, baking powder, salt, oil and milk in medium bowl until a soft dough forms.
3. Divide dough into six parts. Press each part into a 6-inch circle on greased cookie sheet. Place crusts 2 inches apart. Pinch dough edges to form crust edge.
4. Spread pizza sauce over dough. Top with meat and vegetable toppings. Sprinkle with mozzarella cheese.
5. Bake 11 to 15 minutes, or until crust is golden brown and cheese is melted.

**Source:** Gold Medal, *Rainbow Bakery Cookbook*

### PLAYBACK: POINTS TO REINFORCE ▶

- What resources did making pizza from scratch conserve?
- How does this help the environment?
- Point out to children that any leftover ingredients are being used in some other way to avoid unnecessary wasting of food.

**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

### PIZZA STAMPEDE

## Nutrition Facts

Serving Size (214g)  
 Servings Per Container 6

Amount Per Serving

Calories	330	Calories from Fat	140
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% Daily Value\*

Total Fat 16g	25%
Saturated Fat 7g	33%
Cholesterol 45mg	14%
Sodium 1140mg	47%
Total Carbohydrate 29g	10%
Dietary Fiber 4g	15%
Sugars 6g	

Protein 20g

Vitamin A 25%	• Vitamin C 70%
---------------	-----------------

Calcium 35%	• Iron 15%
-------------	------------

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

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

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4





## FAMILY TAKE-HOME PAGE

"Map It" is a project on the Trail to the Environment that teaches children to locate objects on a map.

As a result of the project:

- Children can locate items using a coordinate grid.
- Children can explain the system used for numbering interstate highways.
- Children know how to conserve resources by baking from scratch.

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

- Participates effectively in individual, group and community activities.
- Uses critical thinking skills to solve problems.
- Follows verbal directions.
- Learns about and uses natural resources wisely.

In addition, the project reinforces mathematics educational standards. For more information about these standards, contact your child's group leader.

### AT HOME ►

Show your child a road map and ask them to identify locations by using the grid. Plan a road trip and ask your child to calculate the number of miles the trip will take.

FAMILY PAGE



**LEVEL ►** Third Grade

## TRAIL TO THE ENVIRONMENT

**PROJECT ►** **NATURE: OLD AND NEW****PURPOSE ►** Children learn to appreciate the natural world around them and use resources wisely.**MEETING PLANS ►**

In Awe of Animals \$  
Create Your Own Fossils \$  
Home Sweet Habitat \$  
What's Inside? \$

**YOUTH OUTCOMES ►**

Believes that an individual has the power to change something (2.4).  
Acts with the knowledge of how one's actions impact others (7.26).  
Uses critical thinking skills to solve problems (10.34).  
Respectfully explores the environment to develop a sense of appreciation of the natural world (11.35).  
Learns about and uses natural resources wisely (11.36).

**EDUCATIONAL STANDARDS ►**

In Awe of Animals	S 6.1
Create Your Own Fossils	7.1
Home Sweet Habitat	S 6.1
What's Inside	S 2.3, S 12.3, M 4.1

**REQUIREMENTS FOR EARNING ►  
A RECOGNITION ITEM**

Each child receives a brown bead for each meeting plan in which he or she participates and earns recognition emblem # B-54600 for the completion of three meeting plans. The meeting plans can be altered or substituted according to the needs, interests and ideas of the group.

**TIPS FOR GROUP LEADERS ►**

- Several of these activities include outdoor walks around the neighborhood or to a nearby playground or park. Remember to get permission slips (remember to have permission slips signed by parents or guardians if you leave the meeting place. If you are at a child care center, also notify the center of your plans), a mobile phone, portable first aid kit and additional adults to go along.
- Know in advance where the nearest available restrooms are located. Find out about any allergies or health restrictions of children and adults.
- Travel the planned route ahead of time. Remember to check for sidewalks, crosswalks and any potential hazards along the route or at your final destination.
- Think about your own attitudes toward the environment. Think about how these quotes express their authors' respect for nature:

"When we try to pick out anything by itself, we find it hitched to everything else in the universe." — JOHN MUIR

"We are part of the earth and it is part of us. The earth does not belong to us. We belong to the earth. Whatever we do to the earth we do to ourselves." — CHIEF SEATTLE

Because children at this age are so interested in animals and the outdoor environment, this project is an ideal one to introduce children to possible career choices. Ask the children to see if they have a parent, guardian, family friend or relative working in environment-related careers. Invite them to one of your group meetings. They could serve as resources as the group works on their environmental projects.

**Good resources may include:**

- parks and recreation staff
- naturalists
- veterinarians
- environmental engineers
- urban planners
- landscape architects
- zoo staff
- nature center staff
- animal control officers
- conservation specialists
- county extension agents
- lawn and garden experts
- greenhouse owners
- landscape experts
- camp or environmental education center staff
- local conservationists
- bird-watching and/or hiking group members.

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



Camp Fire

**MEETING PLAN ► IN AWE OF ANIMALS****PROJECT ► NATURE: OLD AND NEW****LEVEL ► Third Grade**

**PURPOSE ►** Children respect the interdependence of all living things.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- A package of thin white paper plates (one plate per child)
- Paper punch
- Scissors
- Glue
- Stapler and staples
- Tape
- Yarn
- Markers
- Some books with pictures of animals
- Two soft plastic or rubber balls of the same diameter, (approximately 8" or 9") but different colors (not basketballs or soccer balls — they are too hard)
- Pipe cleaners, cotton balls and construction paper would add to the fun, if you have them,

**BACKGROUND ►**

This meeting focuses on animals and the *food chain*. A food chain is the sequence of organisms in a community in which each member feeds on the one below it. An example of a food chain is that mice eat plants and owls eat the mice.

Animals that eat meat are called *carnivores*.

Animals that eat plants are called *herbivores*.

Animals that eat both meat and plants are called *omnivores*. Animals that eat other animals also are called *predators*. The animals they eat are called *prey*.

Each animal, no matter where it is in the food chain, has a role to play. Plants and vegetation usually begin the chain. Not only do plants provide food, but they also take in the carbon dioxide that humans and animals breathe out and, in turn, the plants and trees produce oxygen that humans and animals need to survive. We are dependent upon one another: plants, animals and humans. We all are linked together.

**ACTIVITIES ►**

Have the children sit in a circle, and ask each child to tell the group one of his or her favorite animals and give a reason for liking that particular animal.

**Talk about why we like animals.**

What characteristics make animals appealing to us?

- Then, discuss what their favorite animals eat.
- Why do some eat meat and some eat plants?
- Do some animals eat both plants and meat?

Discuss the terms carnivore, herbivore and omnivore.

Explain the food chain mentioned above: plants—mice—owls.

- Why is each link in the food chain important?
- What other food chains can they think of?
- Do some have more links? Some, less?

**End with the question** "What animals eat rabbits?" Tell them it's time to stop the discussion and play a fun game to demonstrate the terms predator and prey.

## PREDATOR—PREY!

### Introduce the game, “Predator—Prey!!”

It is an easy game to play, but it takes some explanation and practice.

Explain that the animals that are chased and eaten are called the prey and the animals that do the chasing are called the predators.

Designate one play ball to be the predator—a fox. Foxes chase their prey by running.

The “fox” play ball will only be able to “run” around the circle by being passed from hand to hand. The fox CANNOT be tossed, only passed to the person standing right beside you. The fox can, however, be passed in either direction as he “runs” around the circle of players. Stand in a circle. Practice quickly passing the “fox” play ball from hand to hand, going all the way around the circle. Now, have the “fox” change directions by passing the “fox” play ball the other way around the circle. In this game, the fox’s prey is a rabbit. Rabbits hop AND run as a defense to escape their predators.

Designate the other play ball as the rabbit.

The “rabbit” play ball can hop by being tossed across the circle or can run in either direction by being passed from hand to hand. Set the “fox” play ball down and practice only with the “rabbit” play ball. Practice having the “rabbit” run around the circle by being passed from hand to hand. Then, practice hopping. When the leader says “Hop!,” players should toss the “rabbit” gently across the circle to another player.

Before the game begins, explain that all players will continually switch whom they are rooting for to win the game.

If they have the “fox” play ball in hand, they will think like a predator fox and try and get to the “rabbit” play ball. If they have the “rabbit” play ball in hand, they will think like a rabbit or the prey and try to hop or run away to escape being caught by the fox. If the two balls touch, the fox scores a point. Each time the rabbit narrowly escapes the fox by being tossed across the circle or by changing the direction he is being passed “just in time,” the rabbit scores a point. The game is lively and fast-moving. The fun is in the playing, so don’t be overly concerned about the score. Remember, both animals can run, but only the rabbit can hop across the circle to escape; THE FOX CANNOT HOP.

To start the game, all players stand in a circle. Put the “fox” play ball on one side of the circle and the “rabbit” play ball on the other side. A leader says, “Go!” and the play begins. Play the game for about 10 minutes. Players will forget that the fox cannot hop, and that’s OK. Just gently remind them and start the balls in play again. It is hard to switch sides every time you have a different ball.



### Animal Masks

Have children make an animal mask of a favorite animal out of a paper plate. Have some books with pictures of animals for ideas. Cut each paper plate in half. The curved part of the half plate will cover the child's forehead. The bottom straight line of the half will go across the child's cheeks. Out of one half of the plate, cut out two generous half circles where a child's eyes will be. There will be a narrow rectangle strip between the eyes. This is where the animal's nose can be attached. The other half of the plate can be used to cut out the animal's ears, nose, hair or fur, whiskers, etc. Punch one hole in each side of the mask. Tie approximately 12 inches of yarn to each side of the mask, through the holes. Then, it can be easily tied in a bow in the back of the head. The mask can be easily removed, as well. (These masks are safe because they are more comfortable than masks made with whole paper plates, and the children can see.)

Decorate the masks with markers. Ears, whiskers and noses can be stapled or glued on. As the children finish their masks, they can combine into small groups and make up short skits wearing their animal masks. If there is time, the children can perform their skits for the other children.

### PLAYBACK: POINTS TO REINFORCE ▶

- What is a carnivore? (A meat-eating animal.)
- What are animals called that eat others animals? (Predators.)
- What are humans? (Omnivore.)

### CLOSING ▶ Choose from the suggestions on page 235 or develop one of your own.

Have each group member share his or her mask and tell whether each animal is a carnivore, herbivore or omnivore. Animal crackers would be a fun treat for this meeting.

### ADDITIONAL ACTIVITIES ▶

Read some animal fables by Aesop. Assign parts and have the children act them out. Talk about the lessons learned at the end of each fable. Write some of your own fables, and use the animal masks to act out the fables you have written. Make invitations and invite parents and family members to a special performance of the fables. Have a potluck "cast party" after the performance for everyone to celebrate.

IN AWE OF ANIMALS

**MEETING PLAN ►****CREATE YOUR OWN FOSSILS****PROJECT ►****NATURE: OLD AND NEW****LEVEL ►**

Third Grade

**PURPOSE ►**

Children respectfully explore the urban natural environment and gain a sense of appreciation for the natural world.

**MATERIALS \$ ►**

- One Styrofoam bowl (approx. 4 to 6 inches across the top) per child
- One package (16 ounces to 1 pound) of dry plaster mix for each eight children
- One-half cup of Fun Dough\* per child
- Several plastic, disposable bowls (plastic half-gallon milk cartons or one-gallon containers cut in half work very well)
- Several disposable stir sticks
- Water
- Natural items with detailed texture, such as shells, feathers, pine needles, cedar branches, peanut shells, acorn caps, bark, etc.
- Small paper or plastic sacks in which to collect natural specimens,
- Plaster mix and Fun Dough are reasonably priced and can be found at most discount stores.

**BACKGROUND ►**

Fossils are any hardened remains or imprints of plants or animal life of a previous geologic period, preserved in the earth's crust (e.g., petrified wood, resin, etc.) Fossils are found in sedimentary rock (formed from sediment), such as limestone, shale, sandstone or conglomerate rock.

**PREPARATION ►**

Remember to have permission slips signed by parents or guardians if you leave the meeting place. If you are at a child care center, also notify the center of your plans. Make at least one fossil from plaster and the Fun Dough as an example at least two hours before the small group meeting.

Make your fossil according to the directions provided below. The children will have to take their fossils home before they are dry enough to peel the clay off. Leave the clay or dough on at least one of your plaster fossils to unveil during the group meeting. (Make more than one example if you want to peek ahead of time!)

Books about fossils, sedimentary rock and layers of the earth with colorful illustrations would be helpful resources. Gather some seashells, feathers, pine needles or cedar branches and acorn caps ahead of time and have them available at the meeting. These will provide good detail when turned into fossils, and you may not discover them on your group's nature walk.

If there is a parking lot or rock landscaped area near your meeting place, ask the owner for permission to look for fossils. If you find some, ask if you could bring the children there to hunt for a few fossils during your meeting's nature walk. Be sure to have the children write a thank you note afterward.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**ACTIVITIES ►****What Is a Fossil?**

Have a brief discussion about fossils. Explain what they are, where they come from and how they are formed. Ask the children where they might find fossils. Show some examples of actual rock fossils or pictures of some from a resource book.

**Nature Walk**

Go for a nature walk and collect some small nature specimens with texture, including acorns, bark, shells, etc. Each child should have a plastic bag or paper sack in which to collect his or her objects. If you have secured permission ahead of time and have located a nearby source of sedimentary rock with fossils, include it as a stop on your walk.



Make this a short walk, and collect only the best small specimens with texture. Remember not to go on private property without permission and not to pull green leaves off trees or plants.

### Create Your Own Fossils

After your nature walk, as the children are sorting their nature "treasures," give each child approximately one-half cup of Fun Dough and a Styrofoam bowl. They should press the dough into the bottom of the bowl and smooth it with their fingers. This becomes the bottom or, sediment, of an ancient ocean or lake. The children then use their natural objects and those you brought to the meeting to press imprints into the dough.

(Seashells, feathers and small cedar branches work really well.)

As they are imprinting their dough, mix up a batch of dry plaster with water in a disposable plastic bowl, using a disposable stir stick. The plaster should be the consistency of thin pudding. As the children finish their imprints, pour about an inch of plaster over their imprinted dough. Names can be written in permanent marker on the edge of each bowl. Set each fossil aside to dry. The children can share their nature objects with each other until all fossils are complete.

Then, using the example you made ahead of time, peel the Styrofoam bowl and the dough off one of your examples. Explain that you had to let the plaster dry before you peeled off the dough or clay. Real fossils, however, can take 16 million years to form.

Some clay or dough may stick at first, but can be gently removed by making a two-inch ball out of the clay already removed and blotting the stubborn spots over and over with the ball of clay. Do not use sticks to remove the clay. The sticks will carve into your plaster fossils. Explain to the children that they may take their fossils home, but need to wait at least an hour and a half before removing their dough. Dough may be sticky from the moisture in the plaster, so advise the children to throw the dough away and not let it stick to any rugs or furniture at home. Also explain that their plaster fossils will chip or break if dropped, so they should treat them with care.

To clean up throw away all unused plaster, the disposable bowls and stir sticks in the trash. Plaster will clog up sink drains, so dispose of it in a trash can.

### PLAYBACK: POINTS TO REINFORCE ▶

- Where could children find fossils in your area?
- What unusual treasures did children find?

**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

### ADDITIONAL ACTIVITIES ▶

#### Show And Tell

Ask the children to bring rock or fossil collections to a meeting to display and share with other the other children.

Take a field trip to your community's gem and mineral show. Most of these shows have a special section for children. Invite extra adults to come along to help supervise. This is a field trip with high appeal to both children and adults because everyone will discover and return home with some "treasures" of the earth.

**MEETING PLAN ► HOME SWEET HABITAT****PROJECT ► NATURE: OLD AND NEW****LEVEL ► Third Grade**

**PURPOSE ►** Children learn about the natural world and that the wise and respectful use of resources is vital to our entire planet.

**MATERIALS ►**

- One glass jar (at least two inches across and six inches high) with matching lid per child (Mayonnaise or spaghetti sauce jars work well.)
- $\frac{1}{2}$  cup of small pebbles or rocks per child
- 2 cups of potting soil per child
- One small vine or plant with roots per child
- Approximately  $\frac{1}{4}$  cup of water per child
- Craft sticks or plastic spoons, one per child

**BACKGROUND ►**

A habitat is a region where a plant or animal naturally grows or lives. Different types of habitats are mountains, forests, grasslands, deserts, wetlands, urban habitats, rain forests, etc.

**PREPARATION ►**

Make one habitat jar before the group meeting for an example. A poster, picture or diagram of the water cycle from a resource book would be a great visual aide. Plants for the habitat jars need to be small with some established roots.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**ACTIVITY ►**

Ask the children: What is a habitat (a region where a plant or animal naturally grows or lives)? What habitats are located in this region? The world (deserts, wetlands, mountains, grasslands, rain forests, urban habitats, etc.)? What do plants need to survive (light, water, and nutrients from soil)? Point out that plants give off oxygen that humans and animals need to breathe.

Talk about water and where it comes from. The three parts of the water cycle are evaporation, condensation and precipitation. The water cycle is the continuous movement of the earth's water from the oceans to the air and then back to the oceans or land. The sun (heat) evaporates the water from the land and oceans. The water vapor condenses into water droplets or ice crystals, depending on the air temperature. The water droplets or ice crystals (rain or snow) fall to the land or oceans. This is called precipitation.

Ask the children if they know where their drinking water comes from? Drinking water comes from water located under the ground or water from lakes, streams and rivers. The water is treated by passing through filters, some made of layers of sand, gravel, and charcoal that helps remove even small particles. The water is placed in a closed tank or reservoir in order for disinfecting (to purify or clean) to take place. The water then flows through pipes to homes and businesses in the community.

**PLAYBACK: POINTS TO REINFORCE ►**

- What is a habitat? (See Background above.)
- Where does drinking water come from? (See Background above.)

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

Review the three parts of the water cycle: evaporation, condensation and precipitation. What would happen if it stopped raining all over the earth?

**ADDITIONAL ACTIVITIES ►**

Visit your community's water treatment plant, science museum or greenhouse. Invite a weather forecaster to your meeting to talk about the water cycle and how a meteorologist predicts the weather.

**Water Cycle**

If you have access to a stove, the following demonstration illustrates the water cycle.

Heat water in teakettle to boiling. Ask what steam is made of (water vapor). This shows water evaporating. Then, fill aluminum baking pans with ice cubes. Place the pan over the teakettle spout. Observe and discuss what is happening. (Water droplets appear underneath the pan as condensation.). When enough droplets appear, shake the pan downward. Ask what this looks like (rain). Then discuss how this continues to repeat itself, and have the children draw the cycle of water in nature, using arrows to show the cycle.

HOME SWEET

**MEETING PLAN ► WHAT'S INSIDE?****PROJECT ► NATURE: OLD AND NEW****LEVEL ►** Third grade**PURPOSE ►** Children observe physical characteristics of rocks.**OPENING ►** This game has three actions—fist is a rock, a flat hand with palm down is paper and a scissors is extending index and middle finger from the fist formed like a blade of a scissors.

This activity is usually used to decide who goes first in a game. The players hold closed fists up about mid-chest and chant Rock, Paper, Scissors... and then show their action (rock, paper or scissor). The nature of the game is that each gesture is superior to one other gesture, and inferior to another. Paper covers rock, rock crushes scissors, and scissors cuts paper. For example: Rock crushes scissors (a win for rock), but paper covers rock (a loss for rock). Paper covers rock (a win for paper), but scissors cuts paper (a loss for paper). Scissors cuts paper (a win for scissors), but rock crushes scissors (a loss for scissors). In order to win the children have to outguess their opponent, and show the gesture that will beat the gesture their opponents makes.

**MATERIALS \$ ►**

See individual activities.

**PREPARATION ►**Put all the materials from "*Is It a Rock?*" on a table.**BACKGROUND ►**

Rocks are solid clumps of minerals that make up the earth's crust. A mineral is a chemical composition with physical properties such as hardness, crystal structure and luster. Copper, gold, pyrite and quartz are examples of minerals. The three main types of rocks are igneous, sedimentary and metamorphic.

Rocks are made of minerals. A geologist is a person who studies rocks and how they are formed. Rocks can be classified into the following three groups.

**IGNEOUS ROCKS** are formed inside the earth from magma that has cooled.

The pressure inside a volcano causes it to erupt. When magma flows out of the earth onto the surface, it is called lava. Examples of igneous rocks are granite, obsidian, diorite, scoria and basalt.

**SEDIMENTARY ROCKS** are formed from the layering of minerals, plants, and animal remains that have been transported by water, wind or ice. They settle together and harden in layers. Examples of sedimentary rocks are limestone, chert, fossils, shale and sandstone.

**METAMORPHIC ROCKS** were igneous and sedimentary rocks that changed because of extreme heat and pressure. The rocks may look like they have been folded or squeezed. Examples of metamorphic rocks are marble, gneiss, schist, slate and quartzite.

**ACTIVITIES ►****Is It a Rock?**

Materials

Aluminum foil, Vitamins, Soda can, Coins  
A few crackers or potato chips, Cement, Film  
Toothpaste, Paints, Batteries, Items not made  
of minerals (such as piece of fruit, cotton fabric,  
paper bag, and wooden stick), Nails, China,  
Mortar, Salt, Glass, Animal food, Magnet,  
Mirror, Rock and mineral guide book (from the  
library or science store), Lava soap, Colored  
poster board, cut into small pieces, for each  
child, Ruler, Paper and pencil



## Look Around

Ask the children to look around the room and see if they can find things they think are made with rock. Explain that rocks and minerals play an important role in helping us maintain and improve our way of life. (They are used in agriculture, communication, arts, construction, consumer goods, energy, manufacturing, medicine, transportation and science and technology.)

Invite the children to examine the objects on the table. Ask them to choose the items that do not contain a form of rock or a mineral. If there are ingredients listed (like the animal food, toothpaste or paint), read them and see if they can figure out which ingredient comes from a rock or mineral. Calcium carbonate is a mineral substance found in toothpaste, vinyl, chalk, glass and the coating on chewing gum.

## Tell Me About It

### Materials

A variety of rocks of different shapes and sizes and types, Magnifying glasses, Hammer, Heavy cardboard box lid (such as the top of a paper box) Rulers, Paper, Pencil

Put the cardboard box lid out with some of the rocks on it. Let everyone handle the rocks. Ask the children to describe what they see. Are some of the rocks very similar to others? How are they different? Ask children to choose one they want to study carefully. Play the game Rock, Paper, Scissors. Have children write down some of the characteristics of rocks. They can describe color, texture, shape, size, weight, etc. Encourage them to use magnifying glasses to observe the characteristics of the rocks more closely. Ask how many inches long and wide is it? What is its circumference? (Circumference is the distance around the outside of an object.) Make a chart and have children record the length of their rocks. Have each child give the rock a name.

## The Write Stuff

### Materials

One piece of cardboard or tag board (buy at office supply store).

Ask the children if they have ever found a rock that they were able to draw with, like chalk. Some rocks are composed so that they make marks and others do not. Have children choose a rock they think will "write." Have them experiment with their rock on the piece of poster board. The phenomenon of "streaking" is a mark that is produced by some rocks when rubbed against a harder surface.

Suggest that children look inside the rock to see if they can tell what makes some rocks streak. To do this, have them put the rock in the box lid on the floor. Children can take turns using a hammer to break open the rock. Encourage them to explore and experiment with ways to use the rocks that streak.

### PLAYBACK: POINTS TO REINFORCE ►

- Children can pay attention to the rocks they see everyday. Have them notice their characteristics: shape, size and other physical properties.
- They can collect samples of "everyday" rocks and share them with the group.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.



## FAMILY TAKE-HOME PAGE

"Nature: Old and New" is a project on the Trail to the Environment that teaches children to appreciate the natural world around them and use resources wisely.

As a result of the project:

- Children respect the interdependence of all living things.
- Children gain a sense of appreciation for the natural world.
- Children observe physical characteristics of rocks.

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

- Believes that an individual has the power to change something.
- Acts with the knowledge of how one's actions impact others.
- Uses critical thinking skills to solve problems.
- Respectfully explores the environment to develop a sense of appreciation of the natural world.
- Learns about and uses natural resources wisely.

In addition, the project reinforces science educational standards. For more information about these standards, contact your child's group leader.

### AT HOME ▶

#### **View a Show**

Take your child to a gem and mineral show. Most of these shows have a special section for children. This is fun for both adults and children because everyone will discover and return home with some "treasures" of the earth.

#### **Nature Walk**

Walk through your neighborhood together and observe signs of nature at work.

Go out into the yard or a nearby park and look for fossils.

Mark a list of all the carnivores, herbivores and omnivores you can think of.

FAMILY PAGE





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO THE ENVIRONMENT

**PROJECT ► FANTASTIC PETS****MEETING PLANS ►**

- Animal Discoveries
- Animals Need Us, Too!
- Guest Speaker

**PURPOSE ►** Children learn about the needs of animals and the responsibilities involved in caring for different types of animals.

**YOUTH OUTCOMES ►**

- Respectfully explores the environment to develop a sense of appreciation for the natural world (11.35).
- Appreciates the value of self and others (2.5).
- Is aware of others and their needs (7.25).
- Practices good oral, language and written communication skills (12.37).

**EDUCATIONAL STANDARDS ►**

Animal Discoveries	LA 1.6
Animals Need Us, Too!	LA 1.8
Guest Speaker	LA 8.9

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

Each child receives a brown bead for each meeting plan in which he or she participates and earns recognition emblem # B-54600 for the completion of three meeting plans. After doing the first two meeting plans, allow the children to help decide whom to invite as a speaker for the third meeting. Suggestions are listed in each plan. These can be altered or substituted according to the needs, interests and ideas of the group.

**TIPS FOR GROUP LEADERS ►**

During this project children share their stories and experiences about pets. Children who do not have any pets could feel left out of the activities. Encourage children to share experiences or stories about pets that belong to friends or relatives.

**Bring a pet to the meeting**

Children like to introduce their pets to their friends and may want to bring a pet to the meeting. If you are confident that the animal is safe and friendly, arrange for one or more to visit. Not all pets are friendly or comfortable with strangers. Set up guidelines before the pet arrives, and discuss with the children how they will act with their special visitor. Get permission from the family before the visit. Some children may be frightened of some types of animals or others may be allergic to the animals. This information is important in order to know ahead of time how to handle the situation.

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

**MEETING PLAN ► ANIMAL DISCOVERIES****PROJECT ► FANTASTIC PETS****LEVEL ►** Third Grade**PURPOSE ►** Children will increase their knowledge and respect for animals that are regarded as pets.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

- Chart paper
- Markers
- Index cards
- Pencils,

**ACTIVITIES ►****Animals**

Explain to the children that there are many different kinds of animals. Ask the group to name some animals that are familiar to them. Be sure to have the children include animals that are considered as pets. List the animals on a sheet of newsprint. Talk about the characteristics of each animal (where it lives, what it eats, physical characteristics). Ask the children: What animals would make good pets? What animals would not make good pets? Discuss with the children why some animals should not be considered as pets.

Ask the children to share some experiences about pets. Talk about where the children got their pets (humane society, pet store, kennel, etc.). Talk about how the humane society and pet shelters often write stories for the newspaper about dogs, cats and other animals that need homes. Briefly talk about why animals end up at these shelters. Pets can be adopted at any age. They don't have to be puppies or kittens to make good pets. Remind the children that pet owners need to be responsible and not let their pets roam free.

Divide the children into small groups. Have each group choose an animal that would make a good pet and create a poster or write an advertisement that would make someone want to give that animal a home. They can give the pet a name, make up some funny or interesting stories about it and tell why that animal would be a good pet. They also should draw pictures of the animals on their posters. Ask the children to share the posters they create.

**Animal Talk**

Explain that animals have many ways of communicating their wants and needs. Examples might include barking, whining, playing, meowing or performing certain actions, like scratching. It is important that pet owners pay attention and listen to their pets. Ask the children to share or demonstrate some ways their pets tell them what they want or need.

Point out to the children that animals that live in the natural world take care of their own basic needs. This is not true for animals that are pets. They depend on their owners not only for food, but also for friendship, kindness and many other things.

**Guess Who I Am**

Give each child in the group an index card. Each child is to secretly write the name of a kind of animal on the card and then tape it to another child's back without that child seeing it (e.g., hamster, parrot, fox, squirrel, dog, snake, etc.). (The cards with pet names can also be made up ahead of time and given to the children at the meeting.)

The children walk around the room and ask each other questions. They can ask only questions that can be answered with a "yes" or "no" to find out what animal names are taped to their backs. When the children have guessed their particular animal, they continue to help the other players by answering "yes" or "no" questions.



**Variation:** Write on index cards things that describe or relate to animals (doghouse, nest, feathers, tail, barking, puppy, cage, leash, collar, etc.). Place the cards in a sack or box. Each child, one at a time, takes a turn picking out a card and, without talking, draws on a large piece of chart paper things that will help the other children guess what is written on the card. This activity can be done in teams or as a large group.

**PLAYBACK: POINTS TO REINFORCE ►**

- What kinds of animals wouldn't make good pets?
- Where can you get a pet?
- What are some ways animals tell you what they want or need?
- What do pets need and want from people?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Speaker**

Invite a person from the local humane society or animal shelter to talk about the care and responsibility of pet owners. Ask the speaker to talk about the shelter and how it helps animals find homes.

**Pet Book**

Have the children create a book of pet pictures and stories. They can take photographs of their own pets and write stories about them. If some children do not have pets, they can write and draw pictures of some pets they would like to own. Take the group to visit the residents at a nursing home and present the book to them. Ask the residents to share some of their own pet stories.

**MEETING PLAN ► ANIMALS NEED US, TOO!****PROJECT ► FANTASTIC PETS****LEVEL ►** Third Grade**PURPOSE ►** Children learn the responsibilities of pet owners.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

- Pet catalogs or brochures,
- Empty bags or labels from empty pet food containers
- Print ads from newspapers or magazines (These should be collected by both the leader and the children for this meeting.)
- Large sheets of paper
- Glue
- Scissors
- Markers
- Writing paper and pens or pencils,

**ACTIVITIES ►****Caring for Our Pets**

Explain to the children that they have a responsibility to take good care of their pets. Ask the children to name some things that pets need (food, water, exercise, training, grooming, etc.). Let the children share some of the job they do to help take care of a family pet. Discuss how pet care is part of shared family responsibilities.

**Exercise**

Explain that exercise is as important for pets as it is for people. Ask the children to name some ways to help pets get exercise. Divide the children into teams. Each team makes up an activity that they could do to help a cat or dog get exercise (dog — playing Frisbee or ball, going for a walk; cat — chasing a piece of string or yarn or small rubber ball; hamster — running on a treadmill in its cage). Let the teams act out the activity for the other children to guess.

**Pet Collages and Poems**

Divide the children into groups. Give each group a variety of pet catalogs, brochures, food labels, print ads, paper, markers and glue. Ask the groups to create collages showing the kinds of foods, toys or other products they would choose for a pet. Let the children share their collages and tell why they chose a certain kind of product. Point out to the children that pets need special care, toys and food to keep them healthy and happy, just like people do.

Invite children to write a short poem, play or skit about being a pet owner.

**Approaching Pets**

Explain to children that it is important not to approach an unfamiliar animal without first getting permission from the owner. Cats often prefer to be left alone, but dogs generally want to be around people. Some dogs may not be used to being around children or may not be friendly. If the owner of the dog says it is OK, they should approach the dog very slowly with the back of one of their hands extended with the fingers curled, allow the dog to sniff it, and then stroke the dog gently on the chest or shoulder, or under the chin. Also stress to the children that they should avoid approaching dogs that are sleeping or eating. Let the children practice this technique for approaching a dog using a stuffed animal or with a friendly dog that belongs to one of the children. You can also ask for a child to act like a volunteer "dog" to pet, using this method.

**PLAYBACK: POINTS TO REINFORCE ►**

- What are some important things that animals need?
- What are some ways you help your dog get exercise?
- You should never approach an unfamiliar pet without permission from its owner.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Pet's Best Friend**

Invite a veterinarian to speak to the group about pet health and care. Or have the children visit an animal hospital to find out how to keep their pets healthy and what to do if a pet is sick or hurt.

**Pet Pictures**

Have the children draw or paint a picture of the different ways people play with their pets.

ANIMALS NEEDED US

**MEETING PLAN ► GUEST SPEAKER****PROJECT ► FANTASTIC PETS****LEVEL ► Third Grade****PURPOSE ►** Children observe leadership skills.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ►**

Set up a table and chair for the speaker

**PREPARATION ►**

Invite a veterinarian to speak with the children about his or her role in caring for pets.

**ACTIVITY ►**

Tell children that they will have a chance to talk with a veterinarian. Brainstorm a list of questions the children want to ask. Some sample questions might include:

- What kind of pets do you treat?
- Are there any animals you don't treat?
- How often should a pet owner take his or her animal to visit a veterinarian?
- What advice would you give children who want to be future veterinarians?

**PLAYBACK: POINTS TO REINFORCE ►**

- How did veterinarian care of pets differ from pet owners care?
- What kind of skills are needed to take care of pets?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.**ADDITIONAL ACTIVITIES ►**

Visit an animal shelter to learn about a abandoned pets.

Visit the city zoo to learn about animals that live in nature but cannot be a family pet.



## FAMILY TAKE-HOME PAGE

"Fantastic Pets" is a project on the Trail to the Environment that teaches children about the needs of animals and the responsibilities involved in caring for different types of animals.

As a result of the project:

- Children increase their knowledge and respect for pets.
- Children learn the responsibilities of pet owners.

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

- Respectfully explores the environment to develop a sense of appreciation for the natural world.
- Appreciates the value of self and others.
- Is aware of others and their needs.
- Practices good oral, language and written communication skills.

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

### AT HOME ▶

#### Pet Mural

Ask your child to draw a picture and write a story about an imaginary pet. The pet doesn't have to look like a regular dog or cat. How about a cat with rabbit ears, or a dog with a beak? Encourage him or her to create an unusual and funny pet.

#### Internet

If you have access to a computer, invite your child to research information on pets and care.

FAMILY PAGE





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO THE FUTURE

**PROJECT ► BASKETBALL****PURPOSE ►** Introduce children to the concepts, history and sport of basketball.**MEETING PLANS ►**

The Story of Basketball  
Teach Me the Rules  
Getting in Shape

**YOUTH OUTCOMES ►**

Meets developmental milestones for one's age (1.1).  
Is willing to risk making mistakes in order to learn (6.24).  
Participates effectively in individual, group, and community activities (8.30).  
Follows verbal directions (12.40).

**EDUCATIONAL STANDARDS ►**

The Story of Basketball	LA 7.1
Teach Me the Rules	LA 7.1, LA 7.6, M 4.4
Getting in Shape	LW 3.2

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM**

Each child receives a red bead for each meeting plan in which he or she participates and earns recognition emblem # B-54700 for the completion of three meeting plans. The meeting plans can be altered or substituted according to the needs, interests and ideas of the group.

**TIPS FOR GROUP LEADERS ►**

- Have the parents or guardians sign a release form for each child because the children will be engaged in physical activity. This can be a letter that describes what will be done as part of the project. Add a signature line and date to indicate their permission.
- Recognize the varying physical abilities of the children and make adjustments to accommodate the physical needs of children who cannot run or who are challenged to keep up.
- Involve children in the activities, encouraging them to perform at a level that is suited to them. Children can suggest modifications to any activity that might be too strenuous for them.

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

**MEETING PLAN ▶ THE STORY OF BASKETBALL****PROJECT ▶ BASKETBALL****LEVEL ▶** Third Grade**PURPOSE ▶** Children learn the history of basketball, including the basic equipment and the basketball court diagram.**OPENING ▶** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ▶**

- Blank paper for drawing a court diagram
- Markers or colored pencils
- 29-inch basketball
- Large open area (i.e., gymnasium, social hall),

**PREPARATION ▶**

- Draw the court diagram on poster board
- Copy *Court diagram* handout
- Make copies of the *Basketball History Quiz*

**BACKGROUND ▶**

Basketball and Camp Fire are related! Dr. Luther Halsey Gulick was one of the founders of Camp Fire Girls, along with his wife, Charlotte Gulick. Dr. Gulick was the Dean of the physical education department of the YMCA Training School where he met a young man, James Naismith, who was a physical education teacher at a YMCA in Massachusetts.

In December 1891, with the encouragement of Dr. Gulick, Naismith invented basketball so his students could have a different activity to play in the wintertime when it was too cold to go outside. Dr. Naismith nailed two fruit baskets to the walls in the gym, one at each end, and set out some rules. A soccer ball was used for shooting.

Basketball is played on a large open hard surface area. This area is called a court. The basketball court has many lines on the court area. All of the

lines have names. (Refer to the court diagram.) The baseline is located at the end of the court. The sidelines are located at the sides of the court. The half-court line divides the court into two separate sections, also known as the mid-court line. The free throw lines are located at each end of the court near the basketball goals. This is the spot where free throws are shot after a foul is called. The three-point line is located at each end and allows the players to earn more points for a basket. The center circle is where the basketball game begins with a jump ball. The final line on the diagram is called the three-second lane. This area is located at each end of the court and is used when the team with the ball stays in the three-second lane longer than three seconds. This is called a lane violation. We will discuss rules at the next meeting.

The equipment used is a basketball, backboard and basketball or athletic shoes. The size of the basketball used for this age group is about 29 inches around. The backboard is made of either wood or plastic. The rim attaches to the backboard. The basketball players use the backboard to bounce the ball into the rim for a basket. The rim attaches to the backboard. The basketball players use the backboard to bounce the ball into the rim for a basket.

**ACTIVITY ▶**

Tell the children that being familiar with the basketball court is important to becoming a good player. Provide a court diagram with the lines to the children and ask them to identify each line. Then see if they can draw a court and add the lines from memory.

If possible, take the children to a gymnasium and show them the lines. Ask them to identify as many lines as they can. The idea of basketball is to get the children running and having fun. Gather the children at the center circle. Call out a line and have the children run to that line. Call out another line and have them walk to that line. Mix up the lines and ways of getting to that line.



Camp Fire



### The History Game

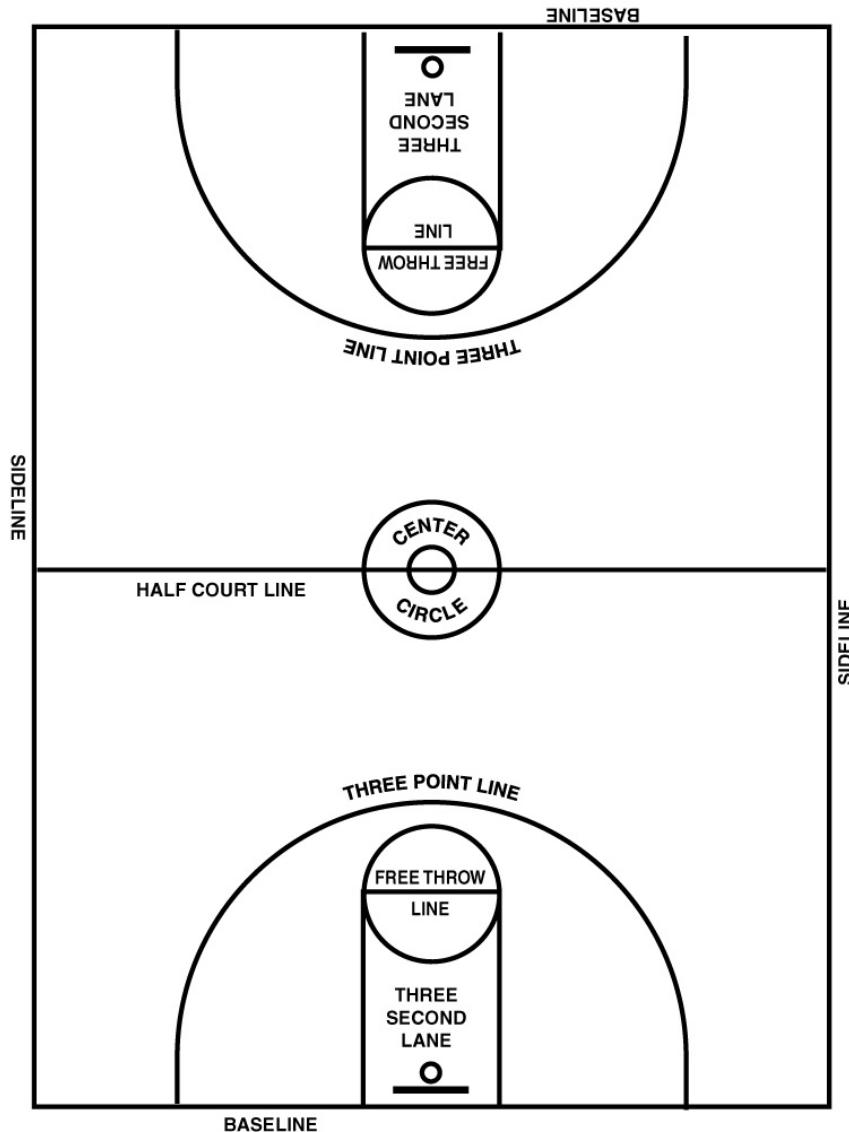
Cut apart the *Basketball History Quiz* questions on page 185. Place the pieces of paper with the questions and answers in a paper bag. The children take turns picking a question or answer out of the paper bag. After all the questions and answers have been taken out of the bag, the children walk around the room trying to match the questions and answers. For example, the child that has the question, "Who invented basketball?" must find the person with the "James Naismith" answer. When all the questions and answers have been matched, the children take turns reading their questions and answers to the group.

Invite the children to tell friends who aren't familiar with the history of basketball about Dr. Naismith and how he started the game.

### PLAYBACK: POINTS TO REINFORCE ►

- What did Dr. Luther Halsey Gulick do besides discovering basketball? (He was one of Camp Fire's founders.)
- Why was basketball invented? (So that James Naismith's students could play indoors in the winter.)

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.







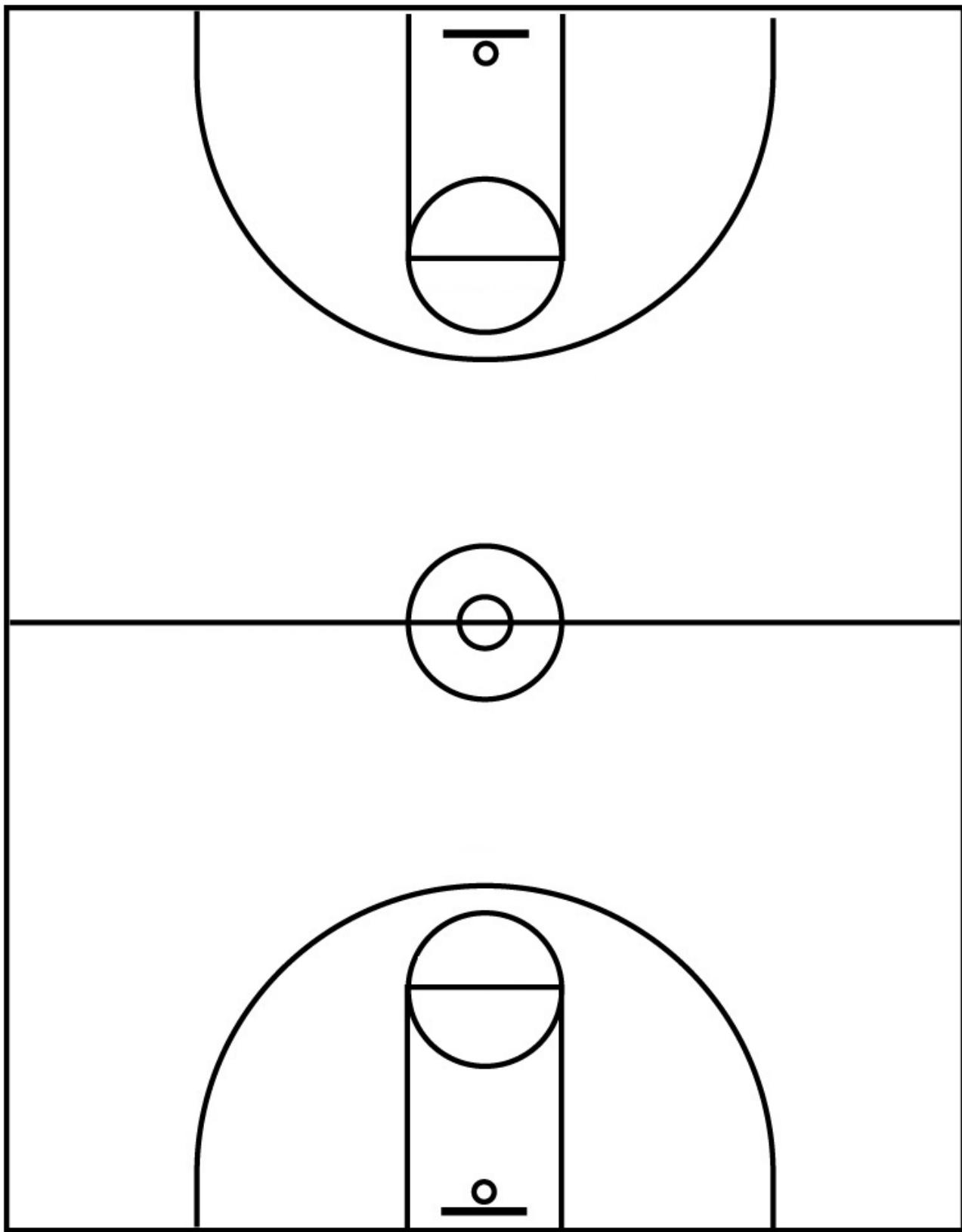
Camp Fire

ADVENTURE TRAIL SEEKER

TRAIL TO THE FUTURE



## BASKETBALL COURT







Camp Fire



## BASKETBALL HISTORY QUIZ

Name \_\_\_\_\_

1. Basketball was invented by Dr. \_\_\_\_\_ Naismith.

**Answers to chose from:**

a. Bill b. Steve c. James d. John

2. In what year was basketball invented?

a. 1981 b. 1990 c. 1891 d. 1875

3. What was the ball used when basketball first started?

a. soccer b. tennis c. basketball d. medicine

4. The basketball court has many lines.

Name the line that divides the court into two sections.

a. half-court line b. side line

c. free throw d. violation

5. In what state did basketball begin?

a. Michigan b. Texas c. Minnesota

d. Massachusetts

6. What is the area called where the basketball game begins?

a. three-second lane b. lane violation

c. center circle d. the court

7. What kind of teacher was Dr. Naismith?

a. science b. physical education c. history

d. music

8. The \_\_\_\_\_ is used for the ball to bounce off it and into the rim.

a. backboard b. rim board c. fruit basket

d. the rim



**MEETING PLAN ► TEACH ME  
THE RULES****PROJECT ► BASKETBALL****LEVEL ► Third Grade**

**PURPOSE ►** Children gain knowledge of the general rules of basketball and its terminology.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Use court diagram with lines from previous lesson
- Notebook paper for each child
- Pens or pencils for each child
- Basketballs (one ball per two children)
- Large open area (e.g., gymnasium, social hall)
- Jump ropes
- Bell

**PREPARATION ►**

- Write the rules on poster board
- Make copies of the *Court Diagram* from previous meeting
- Make copies of *Basketball Rules Quiz*

**ACTIVITIES ►****Introduction**

All sports have rules. Rules teach people how to play the game correctly. If we don't follow the rules in basketball, a player can get a penalty called against him or her. Remember, Dr. James Naismith made some of the rules in 1891, and that's how the game began. The basketball rules have changed a little since then and other rules have been added.

Tell the children that at this meeting they will learn the general rules for basketball. Some they will know and some they will learn. Children will have an opportunity to use these rules on the large open area. Remember that there are many rules, and today they will learn just a few.

Children will also learn important basketball words and their meanings. For example, a referee or official is the name of the person who blows the whistle when a player has done something wrong.

## BASKETBALL RULES AND TERMINOLOGY:

**Court dimensions:** the length of the basketball court is 94 feet and the width is 50 feet.

**Offense:** the team that has possession of the ball.

**Defense:** the team without the ball.

**Jump ball:** used at the beginning of the game to see which team gets possession of the ball first. At this level it also occurs when two players from different teams hold the ball at the same time.

**Dribble:** one way of moving the ball up and down the court by bouncing the ball to the ground with your hand. You can be running, walking or standing with the ball.

**Pass:** another way of moving the ball up and down the court by throwing the ball to a teammate.

**Shot:** a throw to the basket in order to score points.

**Rebound:** a ball that bounces off the backboard or rim and is taken by a player.

**Foul:** occurs when a rule is broken or a player has illegal contact with another player on the opposite team.

**Penalty:** The referee calls a penalty when a rule is broken.

**Center:** one of the positions, usually filled by the player who begins the game with the jump ball. This player could be the tallest, but not always.

**Forward:** another position. A team has two forwards. A forward helps with shooting and rebounding.

**Guard:** the final position. A team has two guards, who are the ball handlers. They bring the ball

down court and pass the ball to the forward and center. They also try to keep their opponents from scoring by blocking shots.

**Out-of-bounds:** the area that is on the outside of the baselines and sidelines.

**In-bounds pass:** once the ball has gone out-of-bounds, it must be thrown back into bounds. The team that touched the ball before it went out-of-bounds does not get to throw the ball back in-bounds. The ball goes to the other team.

**Blocked shot:** when a defensive player hits the ball or blocks the shot of an opponent.

**Field goal:** means that the team with the ball has made a basket. The goal can be worth two points if the player was inside the three-point line, or it can be worth three points if the player was on the outside the three-point line.

**Backcourt:** the side of the court that is away from the offensive basket. Play in the backcourt occurs when the team with the ball moves toward its goal and crosses the half-court line.

**Double dribble:** occurs when a player uses two hands to dribble the ball or stops dribbling the ball and then starts dribbling again without passing the ball.

**Violation:** called by a referee when a player has broken one of the rules.

**Traveling:** occurs when the player in possession of the ball takes two or more steps without passing or dribbling the ball.

There are many more rules to learn while playing basketball. These are just a few to help you get started.

**Note:** If there are children who seem more advanced, allow them to assist you and to help you demonstrate the rules.



On the diagram from the first meeting, have the children write the length and width of the basketball court. Using the same diagram, have the children name the lines on the basketball court. Ask the children to identify the area where the jump ball occurs. It is called the center circle.

### Rules Quiz Show

Divide the children into two teams. Place a bell in a designated place in the front of the room. Choose one child to be the game show host. The teams line up on each side of the room. The game host reads a basketball rule question. If a team knows the answer, they send one of their team members to the front of the room to ring the bell. The object of the game is to answer as many questions as possible. It will be a lively contest as both teams will likely be heading for the bell at the same time.

Have the children make up their own basketball team. They can write down their names as center, forward and guard, or they can add their favorite players to the list.

### PLAYBACK: POINTS TO REINFORCE ►

- For the next session remind the children to wear loose-fitting clothes and athletic shoes.
- What are some ways to remember the rules?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

### ADDITIONAL ACTIVITIES ►

If accessible, take the children to the gymnasium and let them play with the basketball in pairs. Ask them to demonstrate a rule as you call them off. Make sure that each child has a chance to demonstrate.





## BASKETBALL RULES QUIZ

- Answers to chose from:
- a. referee    b. doctor    c. parent    d. coach
- a. 1981    b. 1891    c. 1781    d. 1999
- a. 60 feet    b. 90 feet    c. 70 feet    d. 50 feet
- a. offense    b. defense  
c. nonsense
- a. 3    b. 4    c. 1    d. 2
- a. scribble    b. dribble  
c. pass    d. shot
- a. forward    b. guard  
c. center    d. coach
- a. tackle    b. blocked shot  
c. foul    d. jump ball
- a. foul    b. shot  
c. rebound    d. blocked shot
- a. travel    b. double dribble  
c. rebound    d. pass
1. Who calls the penalties in a basketball game?
2. What year was basketball invented?
3. How wide is a basketball court?
4. What is the team called that has control of the ball?
5. How many points is a field goal worth inside the three-point line?
6. What is it called when the ball is pushed to the ground with a player's hand?
7. This player position usually brings the ball down the court.
8. What is it called when one player has illegal contact with another?
9. What is it called when the ball bounces off the backboard or rim and a player recovers the ball?
10. Dribbling the ball with both hands is called?



## MEETING PLAN ▶ GETTING IN SHAPE

### PROJECT ▶ BASKETBALL

LEVEL ▶ Third Grade

**PURPOSE ▶** The children understand the importance of getting in shape for a sport, specifically basketball.

**OPENING ▶** Choose from the suggestions on page 235 or develop one of your own.

#### MATERIALS ▶

- Large open area (social hall, gymnasium, playground, etc.)
- Notebook paper
- Pens or pencils
- Chart paper for recording,
- Colored markers

#### PREPARATION ▶

Remind the children to wear loose-fitting clothes and athletic shoes.

#### ACTIVITIES ▶

Wanting to play basketball or any sport means a commitment to getting into shape. Just because children know the history and the rules of basketball doesn't mean they are ready to play the game.

There are two steps to getting ready to play basketball or any sport. The first step is working out, or conditioning the body for the game. Players must be physically ready to play, as well as mentally ready. This means building strong lungs and muscles. The second step is warming up or stretching muscles before beginning to play the game. Stretching helps keep muscles loose and warmed up. Stretching correctly, there is less chance of injury to the body. Injured players will have to sit on the bench. Also, eating a well-balanced diet is important to conditioning for basketball.

Children will learn about different conditioning workouts that are appropriate for basketball and about eating a well-balanced diet.

Basketball is a very active game, the importance of moving quickly. A basketball player must have stamina to run without becoming tired. Stamina means that children can run hard and play for long periods of time without getting tired. Basketball players change directions quickly and must be able to move from side to side. They also move up and down the court and must be able to stop quickly.

A good basketball player has strong legs and lungs. Running is one conditioning exercise that helps build strong lungs. Lifting weights also can help. Remember that stretching helps keep muscles warm and loose and cuts down on injuries. Here are a few warm-up exercises and conditioning exercises to get started.

#### Warm-Ups

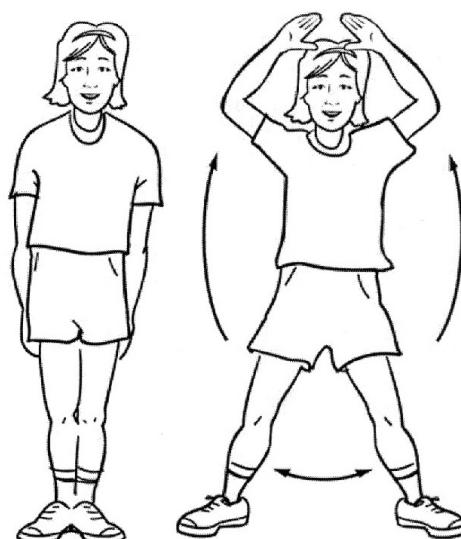
Jumping Jacks

Toe touches from a standing position.

Leg stretches from a sitting position:

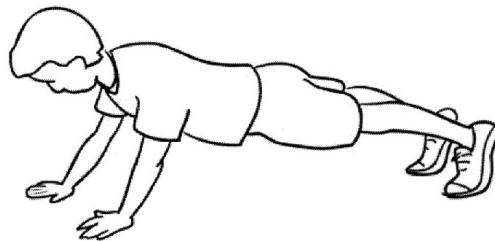
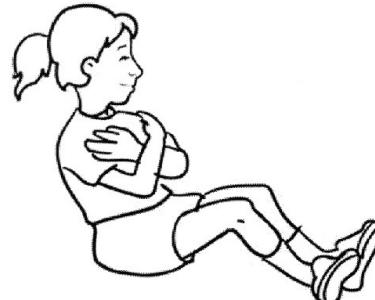
have the children position their legs out in front of them and touch their toes. Have them put their legs in a "v" position and touch one foot at a time.

Leg cross over: in a sitting position with legs in front, have the children cross right legs over their left legs, bending their right legs and looking back over their right shoulders. Trunk twists in a standing position.



## CONDITIONING EXERCISES

- **Line running:** baseline to free throw line to baseline to mid court, etc.
- **Follow the leader:** the leader gets in ready position, moves legs as though running and moves forward, backward and side to side.
- **Sit-ups.**
- **Push-ups.**
- **Step-ups:** use bleachers to have players step up on the lowest bleacher with one foot following the other, then same motion stepping down. Jump rope for 15 seconds and work up to a minute.



Nutrition is also an important part of getting into the game. A car cannot run if it is out of gas. Like gas for a car, food provides the body with fuel it needs to perform. Children need to eat a well-balanced diet including lots of vegetables, fruits, meat and grains. They also need to drink plenty of water to prevent dehydration. Dehydration occurs when the body loses fluids.

## ACTIVITY

Ask each child to choose an exercise he or she likes. Have children demonstrate their exercises to the group. Remind them not to do more than 10 repetitions of the exercise they chose. Exercising can be a sensitive experience for children. If a child does not want to participate, that's all right. Have them warm up with the group and encourage them to work at their own level.

## Talk About It

Discuss what it means to eat a well-balanced diet. Have the children write down six foods that they consider healthy and part of a well-balanced diet. Record all foods on the chart paper. Then allow the children to cross out any foods they think may not be healthy. When the list is finished, ask them to write down all of the healthy foods and ask the children to eat at least five of three foods before the next session.

## Working Together

Have the children work together for this activity (in groups of three or four, if possible). Based on the information here, ask the children to write down how they would begin to get in shape for basketball. Remind them about the difference between conditioning and stretching out. Stretching out is warming up before and after a game. Conditioning is preparing the body for the future of the sport. Let them work on this for about six minutes. Allow more time if necessary.

Tell the children to pretend they are coaches. What conditioning activities would they choose for their first practice? What exercises would they do for stretching the muscles and what conditioning exercises would they do for strengthening the lungs? Have everyone do the exercises. This part of the practice should last about 15 minutes: five minutes for stretching and 10 minutes of conditioning.

## PLAYBACK: POINTS TO REINFORCE ►

- What exercises do at home?
- What other sports require teamwork?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.



## FAMILY TAKE-HOME PAGE

"Basketball" is a project on the Trail to the Future that introduces children to the concepts, history and sport of basketball.

As a result of the project:

- Children know the history of basketball, including the basic equipment and the basketball court diagram.
- Children gain knowledge of the general rules of basketball and its terminology.
- Children understand the importance of getting in shape for a sport, specifically basketball.

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

- Meets developmental milestones for one's age.
- Is willing to risk making mistakes in order to learn.
- Participates effectively in individual, group, and community activities.
- Follows verbal directions.

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

### AT HOME ▶

Use the basketball quiz from the first meeting and see how much people know about the history of basketball.

Have a family fitness night to get in shape for sports.

Play a "house" game of basketball with the family at a local playground.

FAMILY PAGE





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO THE FUTURE

**PROJECT ► SCIENCE WONDERS**

### MEETING PLANS ►

Energy Is All Around Us  
Centrifugal Forces \$  
Equal and Opposite Forces \$

**PURPOSE ►** Children explore the concepts of energy and communications.

### YOUTH OUTCOMES ►

Has confidence in one's ability to accomplish a goal (2.3).  
Uses critical thinking skills to solve a problem (10.34).  
Practices good oral, language and written communication skills (12.37).  
Follows verbal directions (12.40).

### EDUCATIONAL STANDARDS ►

Energy Is All Around Us	S 12.3, S 12.4
Centrifugal Forces	S 10.5
Equal and Opposite Forces	S 10.5, S 10.6

### REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

Each child receives a red bead for each meeting plan in which he or she participates and earns recognition emblem # B-54700 for the completion of three meeting plans. The meeting plans can be altered or substituted according to the needs, interests and ideas of the group.

### TIPS FOR GROUP LEADERS ►

- Go over safety rules before doing an activity. Make sure the children, not you, conduct the science activities. This project is designed for hands-on learning.
- Sometimes children will think of new ways to expand an activity. They will take off in several directions to explore and discover. Encourage them and help plan a time to continue their ideas. Listen to the children's ideas about why things happen. Their explanations can be fascinating and delightful.

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

**MEETING PLAN ▶ ENERGY IS ALL AROUND US****PROJECT ▶ SCIENCE WONDERS****LEVEL ▶** Third Grade**PURPOSE ▶** Children identify types and uses of energy.**OPENING ▶** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS ▶**

Several sizes of rubber or sponge balls

**PREPARATION ▶****What is Energy?**

Explain to the children that trying to find something that does not use energy is almost impossible. Energy is all around us. If a rock sits on top of a hill, it has potential energy. If someone were to kick it, the rock would travel down the hill until it reached the bottom. Energy is the ability to make things move. Objects move because of energy.

Set a ball on the floor (potential energy). Gently kick the ball a short distance. Explain that the ball moved because of energy. Tell the children that energy makes things happen. Play this ball game with the children to show movement as a form of energy.

Have the children sit in a circle with their legs crossed. Be sure there are only a few openings in the circle. Start the game by placing one rubber ball in the circle for the children to roll back and forth to each other. Gradually keep adding rubber balls until there are several in the circle. The children must keep the balls from going through the openings in the circle. Make sure the balls are rolled and not thrown.

**Variation:** Children stand in circle with feet apart, touching the feet of the player on each side. Choose one player to be "it." "It" stands in the middle of the circle with the ball and tries to roll the ball through the legs of the other players. The players try to stop the ball with their feet. If "it" succeeds in throwing the ball through a player's legs, that player becomes "it."

**Point Out**

Forms of energy are light, sound, electrical and mechanical.

**Light:** the energy that they use to see.

**Sound:** a kind of energy created by objects that vibrate. The vibrating air moves the eardrums and the tiny bones in their ears. Sound energy can also vibrate objects.

**Electrical:** the movement of electrons through an object. Computers, televisions and many other things in their homes need electricity to operate.

**Mechanical:** the energy of moving things.

**Snakes Hear, Too!  
(Sound Energy)**

Explain that a snake hears by feeling the vibrations of things around it. Have all the children gently place the palms of their left hands over the openings of their left ears. Have the children tap on their left elbows with their right hands. They will hear the way a snake hears vibrations through the ground.

Next, have the children place their heads on a table so each child has one ear directly on the table. Have one child tap lightly on the table. Ask the children what it sounded like. Then have the children sit up. Tap on the table, and ask them what that sounded like.



Camp Fire



**Point Out:** Without sound energy, they wouldn't be able to hear each other or listen to television.

### Sunlight and Shadows

#### (Solar or Light Energy)

Explain that when light is blocked, a shadow is created. The shadow takes on the form of the object being blocked. Take the children outside on a sunny day and form shadows by blocking the light of the sun. Turn the shadow into pictures by using chalk to draw around each other's images on the sidewalk.

Shadows can also be made indoors. Have the children stand in front of a lamp (without a shade) that is in front of a wall or other large surface.

Choose one of the additional activities if you have time.

### PLAYBACK: POINTS TO REINFORCE ►

- What caused the ball to move?
- What does energy do?
- What are some forms of energy?
- What happens when an object blocks light?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

### ADDITIONAL ACTIVITIES ►

#### How Does It Sound? (Sound energy)

Have the children place their hands over their ears and whistle or hum. Ask the children to remove their hands from their ears and whistle or hum. How did the sound change?

#### Yo-Yo (Mechanical Energy)

A yo-yo is an excellent tool for demonstrating mechanical energy: the energy of moving things. Divide the children into pairs. Give each a pair a yo-yo. The yo-yo goes down and up through mechanical energy. Friction cars (toys that move on their own) are also a fun way to demonstrate mechanical energy.

### Fantastic Machine

#### (Electrical Energy)

Explain to the children that many machines in their homes need electricity to operate. Electricity is a form of energy. Ask the children to name some machines in their homes that operate on electricity. If the computer isn't mentioned, make sure to add it to the list.

Ask the children if they know how to use a computer. Ask what kinds of things they have they done on the computer. If some of the children are already familiar with computers, and if you have access to one, ask them to show some of the things they can do on it. If you don't have a computer, children can bring samples of what they've done on the computer.

If you have access to a computer, show the children how the computer has its own power cords, which must be plugged into a socket. Tell the children that they should never touch or try to plug in power cords on any machines.

Be sure to stress the importance of having adult permission and supervision when using a computer.

**MEETING PLAN ► CENTRIFUGAL FORCES****PROJECT ► SCIENCE WONDERS****LEVEL ► Third Grade**

**PURPOSE ►** Children experience how centrifugal force causes spinning objects to move toward the outside of a circle.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

See each individual activity

**BACKGROUND ►**

This meeting will demonstrate the three basic laws of motion:

1. A stationary object will stay in place and a moving object will keep moving until a force acts on it; this is called inertia.
2. The effect that force has on an object depends on the amount of force and the mass of the object.
3. Applying force to an object results in an equal force being applied in the opposite direction.

Each activity demonstrates one of the three laws of motion. You can do as many as you are able to do with your given time and materials.

**ACTIVITIES ►****Spin It****Materials**

One piece of notebook paper per child, String, two feet for each child, Tape, Cardboard toilet paper tubes, one for each child

Take a half sheet of notebook paper, and wad it up into a small ball. Stick the end of a two-foot piece of string into the ball of paper, and tape it to the paper. Thread the string through the toilet paper tubes. Take a full sheet of paper and wad it up into a tight ball. Tie the end of the string to the ball. Tape it if needed. Let the small wad of paper hang over the top of the tube by about five inches. Hold the tube vertically in one hand, and move your hand in a small circular motion so that the small ball spins around the tube. Observe what happens as the small wad spins faster and faster.

Continue to spin the tube, pull down on the large wad of paper. What happens to the speed of the small wad?

As you spin the tube around, some of the energy you apply by moving your hand generates centrifugal force. This causes the small wad of paper to move outward in a circle and pull up on the large wad of paper.

**Speed It Up**

In this activity children learn that centrifugal force increases with increased speed. The centrifugal force will increase to a point that becomes strong enough to lift the heavy object. This activity needs to be done carefully to avoid injury. If you follow all the directions, no one is likely to be injured.



### Materials

Each team of four children will need the following:  
Heavy test fishing line, A four-inch piece of PVC piping with very smooth edges (Buy at a hardware store and ask them to cut it for you.), A large washer weighing around an ounce each (Can be purchased at a hardware store.),

Items that weigh about a pound that can be safely tied to the strings (e.g., a 16-ounce bag of beans or popcorn from the grocery store)

First, have an adult demonstrate the activity. Have children work in teams of four, separating the teams so that they each have 10 square feet of space around them. Do this activity in a gym or outdoors.

**Prepare the pipes** by making sure the edges are smooth. Thread a five-foot piece of fishing line through a piece of pipe. At one end of the fishing line securely tie a one-ounce washer. At the other end, fasten the selected one-pound object. Hold the pipe vertically in one hand above your head. Hold the line with the one-pound weight on it.

Rotate the light object in a horizontal circle above your head. When the light object is spinning around quickly over your head in a large circular motion let the line go gently. As you continue to spin the light object, ask the children what they think will happen to the one-pound side.

**PLEASE USE CAUTION** with this activity. Use a strong line, fasten objects securely and make sure there is plenty of room to conduct this activity without hitting other people.

### PLAYBACK: POINTS TO REINFORCE ►

- What are the three basic laws of motion? (See Background above.)
- What happens when an object spins with increasing speed? (The centrifugal force increases.)

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► EQUAL AND OPPOSITE FORCES****LEVEL ►** Third Grade**PROJECT ► SCIENCE WONDERS****PURPOSE ►** Children experiment with laws of motion as they relate to space exploration.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS \$ ►**

- Two folding chairs per group
- Large sheets of dark paper (18x24 inches or larger)
- Dowel rods or yard sticks (one per group)
- Paper cups (two per group)
- String (two pieces for each group—one 36 – inch piece and one 12-inch piece)
- One roll of duct tape
- Salt (one cup for each group)
- Tape measure
- Tennis balls or other small balls with good bounce

**BACKGROUND ►**

Objects move in a variety of pathways. They can move in a straight line, curved line or in an irregular (unpredictable) line. The way an object moves is affected by the way that forces are applied to the object.

Scientists use their knowledge about gravitational forces, inertia and launching forces to help them predict the times for a space launch, the amount of fuel needed, weight loads, trajectory (the direction and angle of the launch and flight) and targets. The predictability of these forces enables the scientist to launch rockets toward other planets with great accuracy. The following activities will give your children experience in predicting pathways.

**ACTIVITIES ►****Pendulum**

Divide children into groups of four. Place a small hole in the center of the bottom of the cups. Cut string for each group. Each group will need two chairs, a large sheet of paper, a dowel rod or yard stick, two paper cups, about 50 inches of string and a cup of salt.

Have each group place the two chairs 36 inches apart (let them estimate and then measure the distance), and cover the floor between the chairs with the dark paper. Place the dowel rods or yard sticks across the top backs of the chairs. Tape the rod securely with duct tape to each chair to prevent the rod from moving.

Give each group one set of strings. Tell them to tape the short string to the cup forming a handle. Then tie the long string to the center of the handle and to the center of the dowel rod. Ask each group to predict the pattern that the pendulum will create as it swings across the paper. Have children draw their guess on a piece of paper. Have children hold a finger over the hole in the bottom of their cups. Fill each cup with salt.

Pull the cups to the corner of their dark papers and release them gently. Let it swing freely. As the cups swing, they will show the pattern of a pendulum's swing. The salt will leave a trail on the dark paper.

Compare the patterns of all of the pendulums. Do they make the same pattern? If they change the height of a pendulum will the pattern change? What if they add weight to the pendulum, will it affect the pattern? How would they test these questions? What forces might affect a pendulum's swing?



### Bounce This

Divide the children into pairs. Tell them they will practice predicting the trajectory (the path something travels) of the balls as they throw them against the wall.

Give each of the pairs of children a small ball. Tell them to take turns throwing it straight at the smooth wall. Tell them to watch the ball carefully. Have them discuss the way the balls travel. They should notice that if it hits the wall directly straight on, it would bounce straight back to them.

Next, have the children move to the side so that they can throw the balls at the wall at an angle. Have them observe the direction the ball rebounds off of the wall. The ball will bounce off the wall at an angle equal to the angle at which it struck the wall.

Finally, have the children move to another spot where they can throw the ball at an even sharper angle. The ball will rebound off of the wall at an angle that will be equal to the sharp angle at which the ball struck the wall.

### PLAYBACK: POINTS TO REINFORCE ►

- What difference did it make, throwing the ball straight or at an angle?
- What helps scientists launch rockets towards other planets with great accuracy? (See Background above.)

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

### ADDITIONAL ACTIVITIES ►

#### Incredible Inertia

Give each child one paper cup, one penny and an index card that is large enough to cover the mouth of the cup. The cup is set on the table and the index card is placed over the top of the cup with the penny on top.

Now challenge the children to try to remove the card but not move the penny. This is done by quickly pulling the card straight off the top of the glass. If the experiment is done correctly the penny will not move with the card but fall into the cup. In this experiment inertia keeps the penny from moving with the card. Inertia is the tendency for an object to resist moving if it is at rest or still.



## FAMILY TAKE-HOME PAGE

"Science Wonders" is a project on the Trail to the Future that introduces children to the concepts of energy and communications.

As a result of the project:

- Children know the types and uses of energy.
- Children experiment with the laws of motion as they relate to space exploration.
- Children experience how centrifugal force works.

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

- Has confidence in one's ability to accomplish a goal.
- Uses critical thinking skills to solve a problem.
- Practices good oral, language and written communication skills.
- Follows verbal directions.

In addition, the project reinforces science educational standards. For more information about these standards, contact your child's group leader.

### AT HOME ▶

Create shadow puppets on a wall. Put a lamp with a shade in front of a wall. Turn the lamp on. Have family members stand in front of the lamp to see shadows of themselves. Invite them to imitate animals and see if others can guess what they are. Choose a room in the house to do an energy audit. Identify all sources of light, sound, electricity and mechanical energy that the family can find.





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO THE FUTURE

**PROJECT ► SOMEONE'S IN THE KITCHEN****PURPOSE ►** Children learn the process of planning meals and cooking.**MEETING PLANS ►**

What's That Taste? \$  
It's a Plan  
All American Food \$  
Muffin Magic \$

**YOUTH OUTCOMES ►**

Is aware that opinions and thoughts impact others (4.14).  
Is willing to risk making mistakes in order to learn (6.24).  
Understands and applies mathematical concepts (12.38).  
Reads and comprehends a variety of written materials (12.39).  
Follow verbal directions (12.40).

**EDUCATIONAL STANDARDS ►**

What's That Taste?	M 4.2
It's a Plan	LS 3.2
All American Food	LA 5.8
Muffin Magic	M 4.2

**REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►**

Each child receives a red bead for each meeting plan in which he or she participates and earns recognition emblem # B-54700 for the completion of three meeting plans. The meeting plans can be altered or substituted according to the needs, interests and ideas of the group.

**TIPS FOR GROUP LEADERS ►**

- Give children a chance to experience the fun of cooking. They love gadgets, so let them use a manual juicer, a grater and other utensils that they can use safely without direct supervision.
- Cooking is a messy activity, and children need to feel free to be messy. The mess is part of the learning process. They learn through the use of all of their senses. Allow extra time for clean up when working with ingredients.
- If you have children who are overweight or underweight, look at the activities and modify them if necessary so that all children will feel comfortable talking about food.
- Be careful to avoid making judgmental statements about what children weigh, as this can be a very sensitive issue.
- Respect the eating habits of families, even if they differ from yours. Sharing food is one of a culture's most basic practices and varies greatly, even within a culture. You cannot assume that children will have regular meals at home or at consistent times of the day. You can encourage them to think about their families' practices and to find the times when eating is a family experience, shared by immediate and/or extended family. In nearly all cultures, holiday customs include sharing meals.
- Please note that "Muffin Magic" requires the use of an oven.
- **Make sure none of the children is allergic to peanuts.** If a child is allergic to peanuts, you might want to substitute an activity instead of making peanut butter.

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

**MEETING PLAN ► WHAT'S THAT TASTE?****PROJECT ► SOMEONE'S IN THE KITCHEN****LEVEL ►** Third grade**PURPOSE ►** Children learn how their senses affect the way food tastes and how to combine ingredients.**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.**MATERIALS \$ ►**

- Small plastic bags, one for each child
- Pretzels, sugar cubes, sour candy for each child
- Club soda, enough for four ounces per child
- Glasses, one for each child
- Lemons, one per child, cut in half
- Limes, one per child, cut in half
- One bowl for each group of three or four children
- One hand juicer for each group of three or four children
- Two-cup measuring cup
- One pitcher
- One stirring spoon
- Sugar syrup (prepared in advance)

**PREPARATION ►**

Before the meeting, make sugar syrup as follows: Combine two cups of sugar and one cup of water. Boil five minutes. Let cool. Store in covered jar.

**BACKGROUND ►**

Children love to work in the kitchen using the tools of the adult cook. There are many advantages to involving them in the process of food preparation. As children grow older, they will assume greater responsibility for healthy food choices and cooking techniques. By providing them with interesting and educational nutrition activities, leaders can foster the development of healthful eating habits. Children have an acute sense of taste that can result in their dislike of certain foods. As they get older, these taste sensitivities diminish somewhat.

Learning to identify the tastes of various foods will provide a basis for determining what kind of foods taste good together.

The chemistry of combining foods is interesting and provides children with an understanding of how ingredients combine to create a final product.

**ACTIVITIES ►**

Tell the children that they are going to be food scientists today. First they will experience their taste buds. Tell them that their tongues are full of taste buds. Point out that taste buds tell them when something tastes sour, salty, bitter or sweet. The tip of the tongue detects sweet, the sides are used with salty flavors, and the back of the tongue is where bitter taste is experienced. Hand out the sandwich bags containing tasting items to each child. Have everyone taste the sugar cube first. Have them touch the cubes to each side of their tongues to experience how they taste. Can they tell the difference? Do the same thing with the pretzels and sour candy. Ask if anyone has tasted anything bitter. Bitter isn't a good flavor to most people. Tell them they won't taste anything bitter today.

Discuss why foods taste different to each person. Ask what things children like to eat. Why do some people like sweets and others salty snacks? Make a list of things they like and don't like to eat.

We use all of our senses when we eat. Taste is the combination of flavor and smell. Have you noticed how things taste different if you can't smell the food? If you add food coloring to potatoes, do they taste different?

Explain that the group is going to make homemade soda with lemons, limes, a sweet syrup and club soda. Divide the group into teams of three or four children. Ask each group to select a leader. Give each leader a box with their lemons, limes and juicer.



Demonstrate squeezing a lemon or lime into the bowl for the group. Ask the children to take turns squeezing their lemons and limes into the group's bowl. They can taste the lemon or lime after they have squeezed it, if they want to. When each group has its bowl of juice, ask them to carefully bring their juice to you. Have each group measure and write down the amount of juice they squeezed from the fruit. Combine everyone's juice in a large measuring cup. Ask children what other flavor is needed for the soda to taste good, besides the carbonated water. (It needs sugar.) Add two tablespoons of the prepared sugar syrup for each glass of carbonated water. Mix together with the lemon and lime juice. Ask the group what they think will happen when you mix the fruit with the carbonated water. (When the acid from the lemons and limes combines with the base properties of the soda, it causes a chemical reaction and fizzes.)

Give each child a small amount of the lemon-sugar mixture, and pour a small amount of club soda in each glass. Talk about how the proportion of ingredients makes a big difference in how it tastes. Realize how each ingredient is important, and how easy it is to make mistakes. Ask everyone to taste his or her soda and describe its taste. Ask if anyone wants to add more soda or more lemon syrup to his or her glass.

Talk about how all cooking and baking depends on getting the right ingredients in the right proportions. Measurements are important if you want consistent results. Following instructions in a recipe book will help you to make something that you will like.

If you'd like, make a healthy snack to go along with the lemon-lime soda. Following is a suggestion.

### Easy Wraps

1 flour tortilla (will serve as a snack for approximately three children)  
1 tablespoon peanut butter  
2 tablespoons raisins  
1 small chopped sweet apple

Spread peanut butter on tortilla. Sprinkle with raisins and apples. Roll and enjoy! You can cut them into sections to share with the group. Variations: sprinkle with cinnamon or add chopped nuts. Cheese could be used instead of the listed ingredients.

### PLAYBACK: POINTS TO REINFORCE ▶

- Why is it important to measure carefully?  
(To get the results you want.)
- Did the home made soda taste like a commercial soft drink?

**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

### ADDITIONAL ACTIVITY ▶

Let children use their senses to identify flavors. Have children try to recognize familiar foods while blindfolded. You might try yogurt, cheese or cookies.

**MEETING PLAN ► IT'S A PLAN****PROJECT ► SOMEONE'S IN  
THE KITCHEN****LEVEL ►** Third Grade

**PURPOSE ►** Children know how to plan lunches that include recommended amounts of food from the Food Guide Pyramid or Food Plate.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Raffia (available at craft stores, similar to yarn), allowing 12 inches per child.
- Card stock paper
- Markers

**PREPARATION ►**

Make a large version of the Food Guide Pyramid or Food Plate, and make copies for each child and provide them at the end of the activity.

**BACKGROUND ►**

The food pyramid was developed to help people choose foods to eat that provide elements essential for good nutrition. It helps us plan a balanced diet that includes protein, vitamins, minerals, carbohydrates and fiber. People need the most servings each day from the widest area at the bottom of the pyramid. These are in the bread, cereal, rice and pasta group. We need good amounts of fruits and vegetables. Much of our daily protein, which is necessary for growth and maintenance, comes from the next two groups of the pyramid — milk products and the group that includes meat, beans, and eggs. In the smallest section at the top of the pyramid are the fats, sweets and oils. These should be eaten sparingly because they add calories and are low in nutrients. The pyramid provides a range of how many servings a child needs. A child's size and activity level will influence how much he or she needs to eat.

Serving sizes vary for different foods. It looks as if a lot of servings are needed, but actually each serving is a small portion of food. Americans tend to eat servings much larger than those recommended on the food pyramid.

Eating habits formed in childhood will last a lifetime. Healthy habits can prevent heart disease, obesity, osteoporosis and other diseases. Fatty build-ups — the beginnings of clogged arteries — are seen in the arteries of children as young as 10 years old. Obesity rates in children have doubled in the last decade.

**ACTIVITIES ►**

Tell the children that they will have a chance to be “in charge” of school lunches today. They will learn about what kind of foods a good lunch needs and the importance of food safety.

Ask the children what they had for lunch today. Did they eat the school’s lunch? Remind them that healthy food provides the fuel for the engines of their bodies to run well.

What would be the perfect lunch? Have them make a list of their favorite lunch foods. Each child makes a list and shares with the group. Have each child choose one favorite from his or her list and write it on the food pyramid or Food Plate chart in the proper space.

Make a list of all possible “good foods” for each category. Have everyone do a “mix and match” to put together menus they would like to eat. Have them write on their menus which food group and how many servings.

Tell the children that it is important to handle food carefully, keeping it at the proper temperature to avoid spoiling, using refrigeration and clean cooking utensils. See the additional activity (below) to focus on food safety.

Ask each child to think about his or her idea of the “perfect” lunch. Explain that the group is going to make a cookbook of great lunch menus. Have children describe in writing their lunches for the collection. Collect the “recipes” and tell the children that you will copy them to make the cookbook. Pass out the card stock paper and invite the children to decorate his or her cover, putting his or her name on the back.

Talk about the problem of wasting food, especially at school. Ask the children to make posters that encourage people to not waste food. Find out if the posters could be displayed in the school cafeteria.

After the meeting, make copies of all the recipes, bring to the next meeting and have the children assemble cookbooks. Use raffia to bind each book together. Give each child a book.

Who else might like to have one of the books? This would be a good gift for a group sponsor, or they could be sold to parents to raise funds for group projects.

**PLAYBACK: POINTS TO REINFORCE ►**

- Why is it important to have healthy eating habits? (See Background above.)
- What can individuals do to reduce the amount of food that is wasted?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.



# Food Guide Pyramid

## A Guide to Daily Food Choices

Fats, Oils, & Sweets  
**USE SPARINGLY**

Milk, Yogurt,  
& Cheese  
Group  
**2-3 SERVINGS**

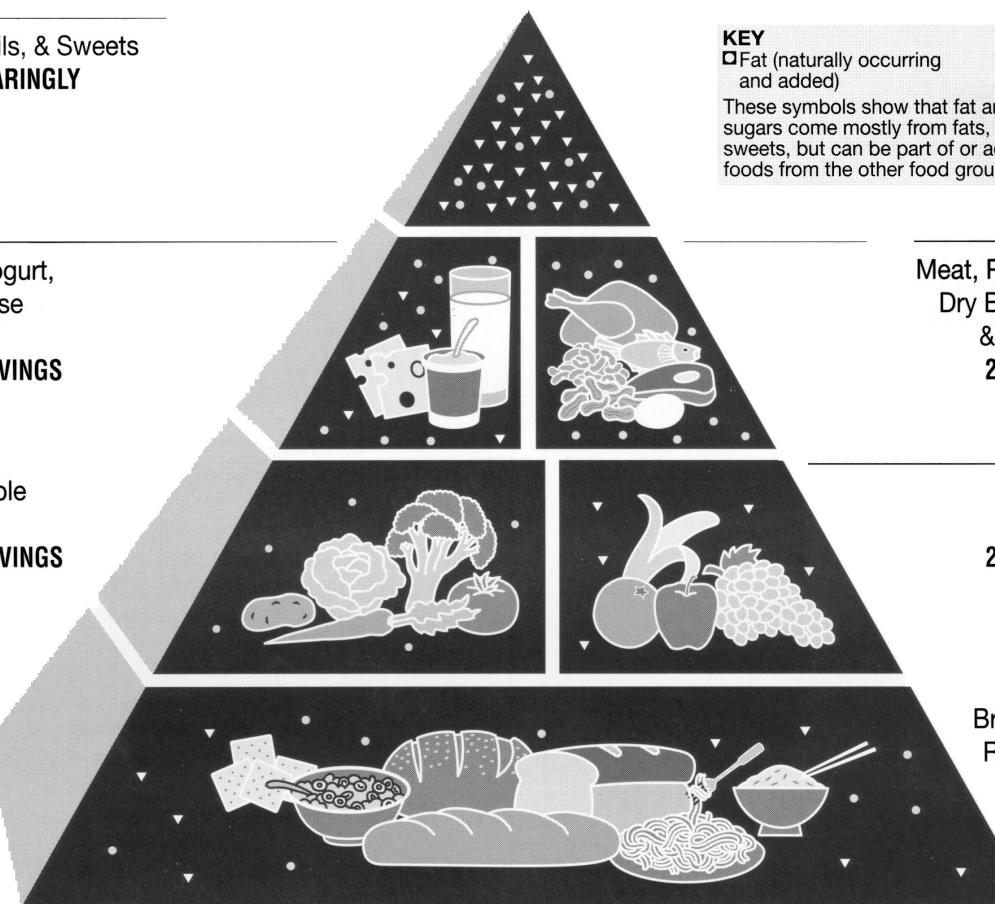
Vegetable  
Group  
**3-5 SERVINGS**

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

Fruit  
Group  
**2-4 SERVINGS**

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

**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.



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

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

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

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

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

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



**Play the Good and Safe Food Word Match game.**

Cut up the food safety tips and the matching word or phrase so that each child receives either a description or a word/phrase. Have each person find his or her matching “partner.” When all partners are claimed, ask each pair to read their description and matching words. (Note: the correct answers given here before you cut them apart.)

1. The transfer of harmful bacteria from one food to another. Harmful bacteria also can be transferred to food from another source, such as hands.  
**Cross-contamination**
2. Defrost foods in the refrigerator, microwave, or under running water. Never defrost food on the kitchen counter.  
**Thaw law**
3. Keeping work areas free from dirt or bacteria.  
**Sanitation**
4. Foods that can become unsafe or spoil quickly if not refrigerated or frozen.  
**Perishable food**
5. Cleanliness, keeping yourself clean.  
**Personal hygiene**
6. Perishable food should not be left at room temperature longer than two hours.  
**Two-hour rule**
7. Food that contains harmful bacteria.  
**Contaminated food**
8. Cooking food to a safe internal temperature.  
**Thorough cooking**
9. Sickness caused by eating contaminated food, sometimes called food poisoning.  
**Food-borne illness**
10. The range of temperatures at which most bacteria multiply rapidly —between 40° and 140° Fahrenheit.  
**Danger zone**

*This word match is from the FDA Center for Food Safety and Applied Nutrition.*



**MEETING PLAN ► ALL AMERICAN FOOD****PROJECT ► SOMEONE'S IN THE KITCHEN****LEVEL ► Third Grade**

**PURPOSE ►** Children understand regional food customs and experiment with food unique to the United States.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

- Paper and pens
- Popcorn popper with removable lid
- Large fabric sheet
- Popcorn (about 1 cup)
- 2 bags of peanuts in their shells
- Salt
- Small amount vegetable oil
- Two cup measure
- Measuring spoons
- Small jar of store-bought peanut butter
- Food processor and spatula
- Mixing bowl
- Butter or margarine
- One-minute timer or watch with a minute hand
- Extension cord for popcorn popper

**PREPARATION ►**

- Make copies of the *Peanut FAQ's* and *Popcorn FAQ's* for two teams to use.
- Have children wash their hands.

**BACKGROUND ►**

Many foods that are popular in the United States come from other countries and cultures within the country. Some foods are so commonly used that they are thought of as part of the standard American diet. Popcorn and peanuts are both very popular items that have interesting histories.

Ask the children to make a list of foods that they think of as "American." The list will probably include tacos, nachos, Chinese food and other foods that were at one time not commonly available. Just as the United States has become more diverse in the variety of people, who live here, so has our food become more diverse.

The kind of food people in the United States eat varies by the region of the country in which they live. Ask the children if they can think of some foods that are thought of as being from the Northeast, South, Plains, Midwest, Southwest, West and Northwest. Ask children why this is so. (In earlier days, people native to an area depended on whatever kind of food was most readily available, could be eaten year-round and met the nutritional needs of the people.)

Peanuts and popcorn are two commonly eaten American foods that can be made in many ways. Tell the children that they are going to use them to make a snack. Divide the children into two groups, the Peanuts and the Poppers. Each team will make up a quiz about their food for the other team to answer. Hand out the Peanut FAQ's to the peanut team and the Popcorn FAQ's to the Poppers team. Give each group 10 minutes to come up with five questions for the other team. Encourage the teams to give every member a chance to suggest a question.

Have the group write down their questions on individual pieces of paper, using one piece of paper for each question. Put each team's questions in a bowl or bag. (Keep the teams' questions separate.) Teams will take turns choosing a question from the other team's bowl. One child reads the question and the team has one minute to come up with the answer. After all the questions have been read and answered, the team with the most correct answers is the winner.

Tell the children that they are going to make peanut butter popcorn. The Peanuts will make peanut butter. Make sure no one is allergic to peanuts. The Poppers will make popcorn. They will combine the two when they are finished to create peanut butter popcorn. Ask each team to choose a leader. Invite the leaders to come and get the ingredients and instructions for their team. Teams will need to decide how to involve every member in their "cooking." Have an adult supervise the work of each team, running the blender and setting up the popcorn popper, making sure instructions are clear and are followed. Remind the other adults that their role is to provide support and encouragement, not to do the work.

While the teams are making their ingredients, prepare a big bowl for the peanut butter popcorn. When the teams are finished making their ingredients, put the popcorn in the big bowl, add the peanut butter (add extra peanut butter from a jar if needed) and butter.

### Peanut Butter Popcorn

- $\frac{1}{3}$  cup butter or margarine
- 3 quarts regular popcorn
- $\frac{1}{4}$  cup peanut butter

Pop approximately three quarts of regular popcorn and put in a large bowl. Set aside. In a small pan, melt together the butter and the peanut butter. Pour this mixture over the popcorn.

If you do not have access to a stove or microwave oven to melt the butter, use liquid margarine to mix with the peanut butter. It will be a bit more difficult to blend with the popcorn, but it will work.

Serve the popcorn in small paper cups, allowing one-third cup per child. One recipe will make enough for nine children to taste.

Allow time to clean up. If you have a kitchen, appoint children to wash and dry dishes.

### PLAYBACK: POINTS TO REINFORCE ▶

- What three facts do the children remember about peanuts?
- What three facts do the children remember about popcorn?

**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

### ADDITIONAL ACTIVITY ▶

Have the children create a skit that would explain popcorn and its many uses to mythical creatures from another place who are unfamiliar with American foods and dining customs.



## PEANUT FAQ'S

Peanuts grow underground, rather than on trees, and are sometimes called "ground nuts."

Many people are allergic to peanuts, and eating anything with peanuts or peanut oil can make them sick, or even cause death.

Peanuts are legumes, which are edible seeds enclosed in pods (like beans and peas). As a group they provide the best source of concentrated protein in the plant kingdom.

There are three main types of peanuts grown in the United States — Virginias, Runners and Spanish peanuts.

It takes four to five months to grow peanuts, depending on the type or variety.

George Washington Carver is considered by many to be the father of the peanut industry. He began studying the peanut in 1903 and suggested to farmers in the South that they could plant peanuts in the same field as cotton, alternating crops.

In the South, peanuts are boiled in salty water for a long time. People eat them as a snack when they are warm or at room temperature. People in Asia and West Africa also eat boiled peanuts.

Peanuts originated in Brazil or Peru. Portuguese explorers brought the plant to Africa, and from there it was brought to America as an inexpensive, high-protein staple.

Americans eat 2.4 billion pounds of peanuts each year. About 50 percent of these peanuts are consumed as peanut butter.

ALL AMERICAN

## POPCORN FAQ'S

Many scientists believe that popcorn is the oldest kind of corn, more than 5,000 years old. North and South American Indians were popping corn more than 2,000 years ago. In 1492 Columbus saw West Indies natives wearing popcorn corsages. In 1519 Cortez found Aztecs using popcorn as food and decoration to symbolize peace. It was shared as a gesture of good will.

At the first Thanksgiving feast, an Iroquois Indian presented the settlers with popcorn. The settlers did not know what it was until it was explained that it was to be eaten. The settlers put it in their soup! The popped corn quickly caught on as a new staple food. Besides tasting good, popcorn is also nutritious and was served to colonial children as a breakfast cereal. It also was served for dinner with butter and salt.

The first method of popping popcorn was to throw it on hot stones over a fire and catch it as it popped out.

The first fully automatic popcorn popper was publicly introduced at the 1893 World's Fair.

Today popcorn is one of the most popular snack foods. Americans are the biggest popcorn eaters in the world, eating more than one billion pounds a year.

Locked inside every popcorn kernel there is a tiny amount of water, about 14 percent. When the kernel is heated, the water turns to steam. The steam expands until it suddenly blasts the kernel to nearly 30 times its original size in volume.

The shell or hull is called the pericarp.

White popcorn is nearly tasteless.

## PEANUT BUTTER

**You will need:**

Electric food processor  
Plastic spatula and spoon  
2 bags of peanuts  
Oil  
Salt  
Measuring spoon

Have an adult get the food processor ready to use.

Shell the peanuts and remove the red skins.

You will need 2 cups of peanuts.

Put the peanuts into the food processor.

With supervision, turn on the food processor and run until peanuts turn into butter. It will not be as smooth as the peanut butter you get at the store.

Add a teaspoon of salt and some oil if needed to make it smoother.

Scoop peanut butter into measuring cup.  
Return food processor, utensils and unused ingredients to the leader.

ALL AMERICAN

## POPCORN

**You will need:**

2 cups popcorn  
Small amount of oil  
Salt  
Large sheet  
Popcorn popper

Find an electrical outlet that is in an open area of the room. Spread the sheet out on the floor, and place the popcorn popper in the middle of the sheet.

With help from an adult put oil and popcorn in the popper (unless you are using an air popper) and plug it into the wall.

Notice what happens as the kernels prepare to pop.

Let the corn pop onto the sheet and leave it where it lands until all of the popping is finished.

Put the popcorn into the leader's bowl.

Make another batch of popcorn and add it to the bowl. Add a little salt to make it taste good.

Pick up the sheet and return the popper to the leader.



Camp Fire

**MEETING PLAN ► MUFFIN MAGIC****PROJECT ► SOMEONE'S IN THE KITCHEN****LEVEL ► Third Grade**

**PURPOSE ►** Children apply concepts of food science.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS \$ ►**

See muffin recipe for ingredients. Have enough so that the teams of two may each make one recipe.

- Gallon and quart-sized plastic food bags (one of each size bag per team of two).
- 6-cup medium muffin tins (about 2 1/2 inch size)
- Paper cupcake liners
- Two mixing bowls (for demonstration)
- Wire whisk
- Dry and liquid measuring cups
- Measuring spoons
- Stirring spoon
- Nutrition label from a muffin mix or store-baked muffins

**PREPARATION ►**

An oven will be needed to bake muffins.

Ask children to bring a large spoon to mix with from home.

Make copies of the muffin recipe for each child. If any children are allergic to any of the ingredients, you may need to adapt the recipe or find another recipe that will work.

**BACKGROUND ►**

*"Children who learn to cook eat 20 times more whole grains, legumes and vegetables than their non-cooking counterparts."*

McNutt, Kristen. Ph.D, J.D. *Consumer Magazines Digest*, Vol. 12, No. 9 - Sept. 2000.

**ADVENTURE TRAIL SEEKER****TRAIL TO THE FUTURE**

This meeting will help children develop skills to improve their future health by introducing the 2000 U.S. Dietary Guidelines for whole grains and fruits and vegetables. Children this age need six to 11 daily grain servings and five to seven servings per day of fruits and vegetables. They will also apply math concepts and practice reading comprehension through reading nutrition labels and recipe use.

**ACTIVITY ►**

Have children wash their hands.

Demonstrate measuring dry and liquid ingredients and cracking eggs. (See Baking Resource Section in the Appendix for tips.) Tell children that baking is an applied science. Emphasize that the verbal, how-to instructions for measuring accurately and following the mixing method are important for a good outcome.

Allow the children to read through the recipe. Then, divide the group into teams. Tell the group that they are going to make a muffin recipe that will allow them to enjoy more whole grain flour, fruit, vegetables and nuts! Ask the children to divide the measuring of ingredients and the preparation steps among the group. They will mix the muffins in a large plastic bag for ease in clean up. No one should lick spoons or consume batter containing egg.

While the muffins bake and after cleaning up, discuss the following:

- In what food groups are muffins? (grain group; base of pyramid)
- How many servings do you need daily from that food group? (9)
- These are whole grain muffins because they are made from whole wheat flour. How many whole grain servings should you have every day of the nine total? (3)
- Compare the nutrition label information. (See Baking Resource Section in the Appendix for this recipe's label.) How much fiber, sugar and fat do the bakery and homemade muffins provide? (Be sure to compare nearly the same weight in serving for each muffin, or do the math to make it equal.)

**Pumpkin Pie Muffins**

Makes six, 2½ inch muffins

½ sugar  
 2 tablespoons vegetable oil  
 1 egg  
 6 tablespoons canned solid pack pumpkin  
 2 tablespoons water  
 ¾ cup whole wheat flour  
 ¾ teaspoon baking powder  
 ¼ teaspoon baking soda  
 ¼ teaspoon salt  
 ¼ teaspoon cinnamon  
 ¼ teaspoon nutmeg  
 ⅛ teaspoon cloves (a pinch)  
 ¼ cup chopped nuts  
 ¼ cup raisins or dried fruit bits

1. Preheat oven to 400° F.
2. In gallon plastic bag, mix together the sugar, oil, egg, pumpkin and water.
3. In quart plastic bag, have children use a wire whisk to mix the flour, baking powder, soda, salt and spices.
4. Add the dry mixture to the larger plastic bag. Using the spoon or by sealing top, carefully mix ingredients just until all are moistened. Stir in fruit and nuts.
5. Fill each paper-lined muffin cup 2/3 full of muffin batter.
6. Bake in preheated 400°F oven for 15 minutes. Have children carefully test for doneness with a toothpick.

Cool pan on wire rack for 5 minutes. Enjoy warm.

**Source:** Hodgson Mill**PLAYBACK: POINTS TO REINFORCE**

- What are the benefits of eating the right amount of fruit, nuts and vegetables?
- Why is it important to carefully read a recipe and measure ingredients carefully?

**CLOSING** ► Choose from the suggestions on page 235 or develop one of your own.

Make these muffins at home and freeze them for a quick on-the-go breakfast or snack.

**ADDITIONAL ACTIVITY**

Make-your-own muffin mixes  
 Combine the dry ingredients in sealed bags.  
 Add a pretty label to tell what to add. Share the mixes with others as gifts!

**PUMPKIN PIE MUFFINS****Nutrition Facts****Serving Size (77g)****Servings Per Container 6****Amount Per Serving****Calories 230      Calories from Fat 80****% Daily Value\***

<b>Total Fat 9g</b>	<b>14%</b>
<b>Saturated Fat 1.5g</b>	<b>7%</b>
<b>Cholesterol 35mg</b>	<b>12%</b>
<b>Sodium 230mg</b>	<b>10%</b>
<b>Total Carbohydrate 35g</b>	<b>12%</b>
<b>Dietary Fiber 3g</b>	<b>13%</b>
<b>Sugars 22g</b>	

**Protein 4g****Vitamin A 45% • Vitamin C 2%****Calcium 4% • Iron 6%**

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

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

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4

## FAMILY TAKE-HOME PAGE

"Someone's In the Kitchen" is a project on the Trail to the Future that introduces children to the process of planning meals and cooking.

As a result of the project:

- Children learn how their senses affect the way food tastes and how to combine ingredients.
- Children know how to plan lunches that include recommended amounts of food from the *Food Guide Pyramid or Food Plate* ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- Children understand regional food customs and experiment with food unique to the United States.

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

- Is aware that opinions and thoughts impact others.
- Is willing to risk making mistakes in order to learn.
- Understands and applies mathematical concepts.
- Reads and comprehends a variety of written materials.
- Follow verbal directions.

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

### AT HOME ►

Have your children help prepare a meal that reflects the regional food unique to where you live.

String popcorn to use for holiday decorations.

It is best to let the popcorn sit a day or two before stringing so that it will be softer and easier to string. Use regular sewing thread and a sewing needle. Cranberries can be added for additional color.

Make peanut butter with a blender. Mix 2 cups shelled, salted, peanuts with 2 tablespoons oil and blend until it is creamy. Enjoy as a snack.





Camp Fire

**LEVEL ►** Third Grade

## TRAIL TO KNOWING ME

**PROJECT ► FUN AND GAMES****MEETING PLANS ►**

Iceberg Breakers  
Go Team!  
Family Games

**PURPOSE ►** Children solve group challenges through cooperation and problem solving in a fun, entertaining atmosphere.**YOUTH OUTCOMES ►**

Has confidence in one's ability to accomplish a goal (2.3).  
Appreciates the value of self and others (2.5).  
Is willing to engage in personal growth activities (2.7).  
Recognizes and respects values of others (3.10).  
Is aware of and respects other's feelings (3.12).  
Knows one's role in a group situation (4.13).  
Is aware that opinions and thoughts impact others (4.14).  
Is respectful of other's ideas (4.15).  
Follows verbal directions (12.40).

**EDUCATIONAL STANDARDS ►**

Iceberg Breakers	LA 8.9
Go Team!	LA 8.9
Family Games	LA 8.9(4.14)

**REQUIREMENTS FOR EARNING  
A RECOGNITION ITEM ►**

Each child receives a red bead for each meeting plan in which he or she participates and earns recognition emblem #B-54700 for the completion of three meeting plans. For the third meeting, have the children choose favorite games and play them. These can be altered or substituted according to the needs, interests and ideas of the group.

**TIPS FOR GROUP LEADERS ►**

- The project requires a large area where children can complete games and activities.
- Obtain cones or markers to establish boundaries. Have plenty of adults available to supervise the small group.
- Invite other children to join in the Iceberg Breakers (the more, the merrier).
- Some cooperative activities require certain props; make sure you have them prepared ahead of time. After each activity, reinforce what the children learned with discussion and questions.

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

FUN AND GAMES

**MEETING PLAN ► ICEBERG BREAKERS****PROJECT ► FUN AND GAMES****LEVEL ► Third Grade**

**PURPOSE ►** Children play several games that require individual and team effort from each participant.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Cones or markers for boundaries
- 4 hula hoops

**PREPARATION ►**

Establish the playing area. The larger the number of children, the more playing area is required.

**BACKGROUND ►**

Children enjoy playing or doing many types of games, from individual or team sports, to recreational sports, to board games, to video games, to games they learned in preschool and kindergarten.

Iceberg Breakers is a series of games that enables the children to participate in a noncompetitive manner. In Iceberg Breakers, there are no winners and no losers. The games are active and limited in time.

All Iceberg Breakers have four basic rules:

1. Play Hard — Give all your effort.
2. Play Fair — Follow the rules of each game.
3. Play Safe — Respect for other people's safety.
4. Have Fun — By doing all of the other basic rules, everyone can have fun.

**ACTIVITIES ►****Captain, My Captain**

Ask the children to spread out in the playing area. The leader is the captain of the ship and the children are the crew. Give the children the following commands. Say them quickly so that the children must react quickly.

**Commands:**

Attention: Everyone stands and salutes the captain.

Port: Everyone runs to the left of field.

Starboard: Everyone runs to the right of field.

Bow" Everyone runs to the front of field.

Stern: Everyone runs to the back of field.

Swab the Deck: Everyone sits down, then lifts up his or her "rear end" and swings it back and forth.

[Three] to a Lifeboat: The children need to get into groups of three and then sit down in a row. Each group pretends to row in unison in the lifeboat. The captain can place any number of crew in a lifeboat.

**Amoeba Tag**

The game begins with the children spread out in a large marked area. Two of the members are selected to be the amoeba. The pair of players holds hands while they chase the children around the playing area.

When one child is tagged, he or she joins hands with the amoeba. When another child is tagged, the amoeba splits into two smaller amoebas. The two amoebas continue to tag other children until everyone is "consumed."

If an amoeba chases a child out of the playing area, the child becomes part of the amoeba. If the amoeba breaks apart while tagging a child, that child is free to go.



**Safety:** Caution the children about tugging too hard on their partners' hands.

### Blob Tag

Blob tag is similar to amoeba tag, but the “Blob” doesn’t break apart. It just gets larger. This takes coordination with all blob players, especially those who are at the two ends. Allow more time to play this game.

Safety is stressed because the faster players tend to drag other players.

### Hungry Whale

This game is a cross between blob tag and follow the leader. The object of the game is to follow the hungry whale and then return home without being tagged.

The children are divided into four different groups and the leader is the whale. Each group is located at a marked area designated as home base. Begin the game by doing different hand and body motions.

Go to each group of children. The children (fish) should follow behind the leader (the whale) doing the same motions.

At any time, call out “The whale is hungry!”

Begin to tag the children while they run toward their home base. The tagged “fish” become part of the “whale” and chase after the following “fish” during the next round of play.

When there are only a few “fish” left, the game starts over.

### PLAYBACK: POINTS TO REINFORCE ▶

- Review the basic rules for Iceberg Breakers.
- What other games do children know that use these rules?

**CLOSING ▶** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► GO TEAM!****PROJECT ► FUN AND GAMES****LEVEL ► Third Grade**

**PURPOSE ►** Children accomplish activities that involve teamwork, problem solving and team processing.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**PREPARATION ►**

Find an area where children can lay on the ground.

**BACKGROUND ►**

Teamwork enables a group of individuals to share ideas (based on past experiences), to discuss possible steps, to execute the action plan and to learn from mistakes and accomplishments of the entire group.

Teamwork may require the role of a leader who is willing to support all possible ideas and to make decisions that enables the group to accomplish the given task.

Teamwork requires all children of the group to listen to each other and support the decisions that were made by the leader and the team.

**ACTIVITIES ►**

The following activities enable the children to work as a team without using too much discussion and planning. These activities are short and fun. However, they do require discussion after each activity.

**Body Alphabet**

Ask the children if they are familiar with the letters of the alphabet. The object of this activity is for the children to form a particular letter of the alphabet.

**Divide the children into small groups.**

The instructor asks one of the groups to make a letter, such as the letter "A." As a team, the children form the two sides of the "A" and then, someone forms the horizontal line in the middle.

All the children of the group must be part of the letter. A "leader" may help other children to move to certain areas, but he or she has to be part of the letter, too.

When the team is finished, the instructor gives another letter of the alphabet. Once a group has formed several letters, the instructor gives the group two letters to form at the same time. Some other ideas include:

The group may form simple words, such as "cat," "dog" or "kite."

The group may form cursive letters or words.

The group may form a given shape: square, triangle or octagon.

**Discussion**

- What were some of the difficulties of doing this activity?
- Were these difficulties made easier as you continued to form new letters or words? Why was this possible?
- Was there a leader in your group? Did the leader's role change as the activity continued?
- How did you feel when the group accomplished its task?



Camp Fire



### Dragon's Tail

The object is for the head of the dragon to catch its own tail. Ask the children to form a line with one child as the head and another child as the tail. The rest of the children in the group form the body of the dragon.

Ask the children to hold onto the hips (or shoulders) of the person in front of them. The lead person or "head" will try to chase after the last person or "tail." The "tail" has to move in the opposite direction of the "head." The body of the dragon is to follow the movements of the "head" without letting go of the hips or shoulders of the people in front of them. If the body breaks apart as the "head" touches the "tail," it doesn't count.

Have the children take turns being the "head" and "tail."

### Discussion

- Was it possible for the "head" to catch the "tail"?
- How does this activity relate to being a team activity?
- Was the entire group helping in the catching of the "tail"? Explain.

### Skin the Snake

The object of this game is for the children to work together to form a standing line into a laying-down line without breaking handholds.

Ask the children to line up in single file. The children stoop over and put their right hands between their own legs. Then, each child grasps the left hand of the player behind him or her. At the signal, the last person in line lies down on his or her back, putting his or her feet between the legs of the player in front.

Then, the line walks backward, straddling the bodies of the other children of the group, each player lying down in turn. As soon as all of the children are flat on their backs, the last person gets up and starts back, pulling up the next person after him or her, and so on, until the children are all in their original starting positions. The children must not let go of hands.

Challenge the children to do this activity over again to see if they can reduce their time from start to finish.

### Discussion

- Was it possible for the children to "skin the snake"?
- How does this activity relate to being a team activity?
- Was the entire group helping in the "skinning of the snake"? Explain.

### PLAYBACK: POINT TO REINFORCE ►

See discussion questions after each game.

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**MEETING PLAN ► FAMILY GAMES****PROJECT ► FUN AND GAMES****LEVEL ► Third Grade**

**PURPOSE ►** Families will choose and play games together.

**OPENING ►** Choose from the suggestions on page 235 or develop one of your own.

**MATERIALS ►**

- Board games
- Decks of cards
- Paper
- Markers
- Decorations for invitations

**ACTIVITY ►**

Ask children what their favorite games are that can be played with families. Let the group decide which ones to make available at a family meeting. Let children think of a name for the game night, and make invitations for them to give to their family. For the game night, set up tables and chairs and provide enough games for everyone who will attend. Offer a combination of board games and active games so that everyone can find something fun to play. Families can mix with other families, and children mix with adults. This will encourage people to become comfortable with others they don't know.

**PLAYBACK: POINTS TO REINFORCE ►**

- Playing games together as a family can be a great icebreaker. Did children learn anything new about the adults in their family as they played their game together?
- Many of the games children play now are the same games as adults played when they were children. Which of the games played at this meeting were also played in the past?

**CLOSING ►** Choose from the suggestions on page 235 or develop one of your own.

**ADDITIONAL ACTIVITY ►**

Choose a game and have a family tournament.

A game like checkers works well because it is relatively easy to play. Set up a few different tables, each with a checkerboard.

Adults and children play can each other or you can have two tournaments going at the same time, one for adults and one for children.

The rules are that whoever wins a game continues to play. The person remaining after everyone has had a chance to play is the winner. Have prizes for the winners.



## FAMILY TAKE-HOME PAGE

"Fun and Games" is a project on the Trail to Knowing Me that teaches children to solve group challenges through cooperation and problem-solving in a fun, entertaining atmosphere.

As a result of the project:

- Children learn to contribute both individually and as a team.
- Children accomplish activities that involve teamwork, problem solving, and team processing.

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

- Has confidence in one's ability to accomplish a goal.
- Appreciates the value of self and others.
- Is willing to engage in personal growth activities.
- Recognizes and respects values of others.
- Is aware of and respects other's feelings.
- Knows one's role in a group situation.
- Is aware that opinions and thoughts impact others.
- Is respectful of other's ideas.
- Follows verbal directions.

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

### AT HOME ►

Ask your child to explain one of the games they learned. Play a game together as a family.

FAMILY PAGE





## MEETING OPENINGS AND CLOSINGS

An opening is an activity that formally signals the beginning of the meeting. It is a special ceremony that often becomes a tradition. Groups might consider using the same opening and closing for a specific project. For example, if the group is working on a project on the Trail to the Environment, they could use the same opening and closing for each meeting in that project.

A closing is an activity that signals the end of the meeting. It should be a special time that draws the meeting to an end on a positive note. Make the closing quiet and fun as well as a little serious and meaningful. It should be something the children will remember until the next meeting.

### TRADITIONAL OPENINGS AND CLOSINGS ►

- Have a flag ceremony.
- Recite the "Pledge of Allegiance."
- Have the children form a friendship circle by crossing their right arms over their left arms and joining hands with the children on each side. Each person squeezes the hand of a neighbor as a sign of good wishes or friendship. Pass the good wishes or gentle squeeze on until it has gone all around the circle.
- Sing a Camp Fire song or a familiar song such as "Make New Friends." You could also use the tunes of one of these songs and make up new words.
- Sing or say the Camp Fire Wish.
- Create special handshakes. As the children leave, have them shake hands with each other and say something nice to each person with whom they shake hands.

- Form a good-bye bridge. Partners line up and make a bridge to the door. The pair farthest from the door starts under the bridge to the door, saying good-bye, followed by other pairs in turn. The last pair can exit under the arms of the adults who are leading the meeting.
- Light a candle and have the children make silent wishes.

### ADDITIONAL IDEAS ►

The following activities can be combined with the traditional Camp Fire group openings and closings:

- Assign family members of the children the task of creating and leading opening and closing activities for the meetings.
- Invite family members of the children to teach their favorite songs or a game to the children as part of the opening or closing.
- Make a banner out of fabric, a tablecloth or a sheet. Before the children leave each meeting, have them use fabric markers to print a few words or draw a picture on the banner describing what they liked most about the meeting. It may be an activity, something they learned or just being with their friends. Hang the banner on the wall during each meeting. When the banner is full, present it to a younger *Adventure* group to show those children all of the fun things they will get to do someday.
- Drawing imaginary pictures is a good exercise to relax the children and help them begin to focus on what is ahead in the meeting. Have the children stand several feet apart. Lead the group in pretending to draw large circles, first with one hand and then with both hands. Create other designs, moving up, down and from side to side. Make sure the children move the upper arms and shoulders. Use elbows, shoulders, wrists and hands to make the imaginary pictures in the air. Let the children take turns leading the group. End the exercise with the children drawing an

imaginary picture of the Camp Fire logo high in the air.

- Help the children relax at the end of the meeting. Have them close their eyes, take a long, deep breath and let it out slowly. Then have them breathe out, pretending the air is flowing out the ends of their fingers. The next time they do the breathing exercise, have each one of them pretend to be a balloon with air coming out of it.

- Let the children spend time talking and sharing in a "Chat Circle."

- Play a familiar or new game before the meeting. Each week ask a child to teach or lead the game.

### EQUIPMENT

Balls  
Calculators  
Camera with film  
Camping equipment  
Canvas (3'x5')  
CD player  
Containers with lids  
Dowels  
Garden  
Hula hoops  
Jump ropes  
Kites  
Mirrors  
Paper bags  
Plastic bags  
Postage stamps  
Radio  
Scale  
Stop watch  
Styrofoam balls  
Tacky cloth  
Tape recorder  
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  
Wood stain

### MISCELLANEOUS

Baby powder  
Balloons  
Balls of string  
Baby wipes  
Birthstone chart  
Braille alphabet cards  
Cardboard tubes  
Cement  
Clothes pins  
Corrugated cardboard  
Crossword puzzles  
Deck of playing cards  
Dry plaster mix  
Envelopes  
Face paint  
Face wipes  
Flower seeds  
Fruit & Vegetable seeds  
Graph paper  
Hair spray  
Ink  
Large black poster board  
Large calendar  
Lava soap  
Old Camp Fire manuals  
Old magazines  
Petroleum jelly  
Pillow cases  
Plastic table cloths  
Potting soil  
Queen-size sheet  
Ribbon  
Samples of family trees  
Sawdust  
Small vine plants w/ roots  
Sponge or rubber balls  
Straws  
Surgical gloves  
Toothpicks  
Tracing paper

**BAKING RESOURCE SECTION ▶**

Camp Fire appreciates the contribution of baking projects developed by the Home Baking Association. These resources provide support for the baking activities in this book.

Food safety tips:

Food safety starts with washing hands before handling food and after handling raw meat, eggs or other foods that can cross-contaminate ready-to-eat products.

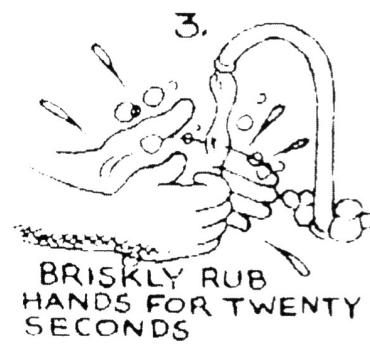
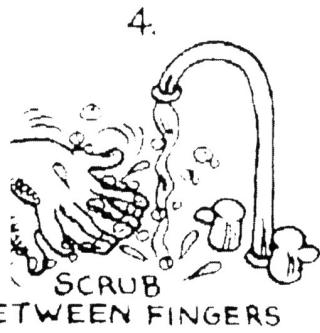
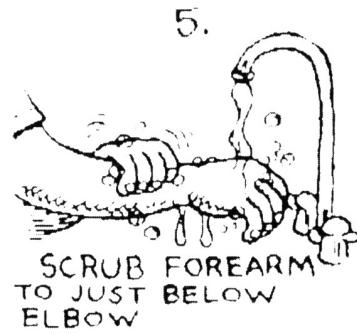
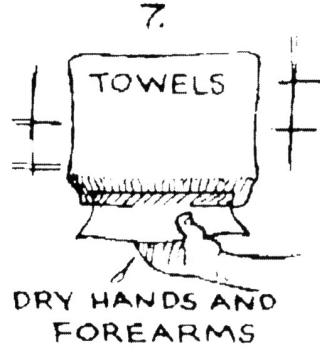
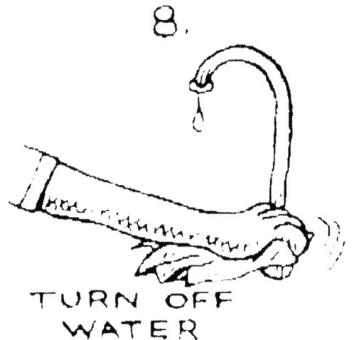
- A good sanitizing spray or rinse for cleaning counter/tables is : 1-teaspoon bleach to 1-quart water. Prepare fresh mixture daily.
- Always use fresh utensils or counter that come in contact with raw eggs, meat, poultry or fish before you use them for ready-to-eat foods such as deli meats, vegetables or baked goods.
- Refrigerate eggs, milk and other perishable ingredients when not being used at 40°F or less.



WET HANDS



APPLY SOAP

BRISKLY RUB  
HANDS FOR TWENTY  
SECONDSSCRUB  
BETWEEN FINGERSSCRUB FOREARM  
TO JUST BELOW  
ELBOWRINSE FOREARMS  
AND HANDSDRY HANDS AND  
FOREARMSTURN OFF  
WATER

DISCARD TOWEL



## TEN TIPS FOR BAKING SUCCESS WITH KIDS

More questions?

Visit [www.homebaking.org](http://www.homebaking.org)

**1. Always wash hands and countertops before starting.** (See Hand washing guide.)

**2. Stay safe! Have an adult show how to do the following age-appropriate baking tasks:**

K-2nd graders: (ages 6-8)

Clean surfaces before and after; washing fruits or veggies. Gather ingredients, pans; grease baking pans. Stir dry ingredients, spoon into dry measure cup; level off. Measure liquid ingredients. Add measured dry and liquid ingredients into mixing bowl. Crack eggs. Cut fruit, margarine or butter sticks with plastic or table knife on cutting board; grate cheese. Stir batters (pancakes, muffins)—a thick dough may be too stiff. Knead dough. Preheat the oven. (Adults help to load products in hot oven.) Wash dishes, put away ingredients or utensils.

Get adult help with sharp knives or peelers, opening cans/bottles, stirring thick mixtures, loading and unloading the oven and handling baking pans.

3rd-6th graders: (ages 9-12)

Learn safe knife skills for chopping and cutting. Handle food equipment safely—place oven racks and load oven, operate mixer, microwave, bread machine and food processor. Follow a recipe, measure accurately and prepare a product. Read and interpret ingredient and food labels. Handle and store food ingredients and finished products safely. Clean up.

**3. Read the recipe top to bottom first—**

together with an adult or on your own.

**Be sure you:**

- A. Understand the steps and methods
- B. Have all the ingredients and equipment.
- C. Take it one step at a time, finish each step and double check to be sure nothing was left out.

**4. Gather all the ingredients and equipment.**

Make sure ingredients are fresh.

**5. Use the right tools.** Use measuring spoons (not eating utensils) for small amounts. Stir dry ingredients (flours, sugars, cornmeal, cocoa) and spoon into dry measuring cups and level off with a flat edged utensil. Pour liquids (water, oil, milk, honey, corn syrup) in a clear liquid measuring cup placed on the countertop.

**6. Use a food thermometer to measure liquid temperatures before adding to yeast.** Always cover bread dough and place it to rise at room temperature (or about 80°F). Be sure to punch it down when it doubles in size.

**7. Ingredients tips:** Use large eggs in home baking. Use only butter or margarine (read the package label), not a spread or reduced fat product.

**8. Use the size of pan the recipe recommends for best results.**

(For substitutions, see pan substitution chart at [www.homebaking.org](http://www.homebaking.org).)

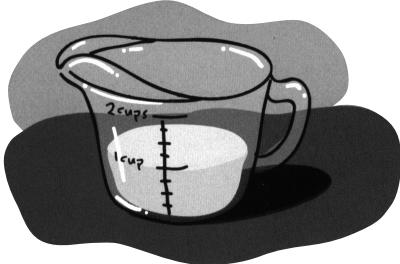
**9 1-2-3-4-5 in the Oven:**

- Make sure the oven racks are in the right place. Move them while the oven is cold
  - Always preheat the oven as the recipe directs.
8. Place pans in the oven so they are not touching each other or the oven sides. Do not place pans on racks right above or under another pan.
- Keep dry oven mitts or pads close by.
  - Have a wire cooling rack ready for the pans and to cool the baked food on.
10. **Clean up** spills immediately. While the product bakes, finish cleanup.

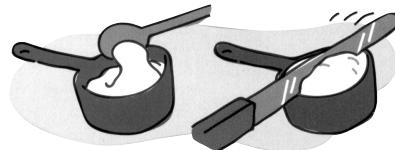


Camp Fire

# MIX & MEASURE



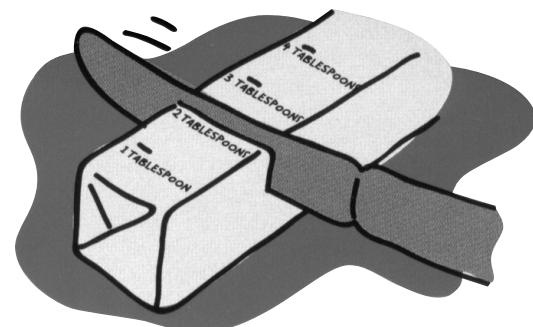
Liquid Ingredients



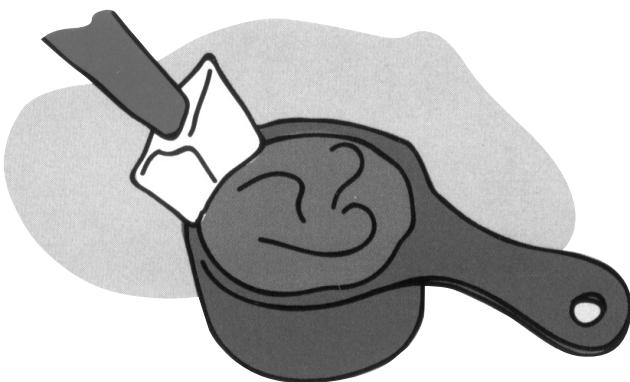
Dry Ingredients



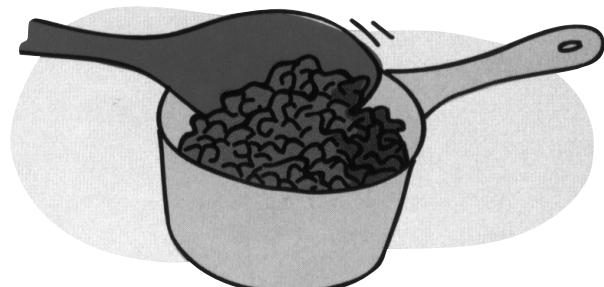
Brown sugar



Margarine or Butter



Shortening and Peanut Butter



Other Stuff

**ADDITIONAL RESOURCES ►**

*Amazing Wheat*, Kansas Wheat Commission/Wheat Foods Council, 1999. Activities for grades 4th through 6th. Videos are also available. Telephone: 785 539 0255

Wheat Foods Council  
Telephone: 303 840 8787  
[www.wheatfoods.com](http://www.wheatfoods.com)

*A Romance with Baking*, Redfern Hamper, Karol, Redfern Books, 2000. Pictorial U.S. history of milling and baking with recipes. ISBN 0-9674772-0-4.

Baking Fun at Camp Cookie  
Land O'Lakes, PO Box 4000, Monticello, Minnesota  
Land O' Lakes games, recipes and fun.

*Baking Resource Guide*, Home Baking Association, 1999. Guide to tested and reliable recipes, cookbooks, videos, posters and baking tips. Order from the HBA while supplies last. [www.homebaking.org](http://www.homebaking.org).

*Betty Crocker's Kids Cook!* Betty Crocker Kitchens, Macmillan Publishing, New York, 1999. ISBN 0-02-863406-3. [www.bettycrocker.com](http://www.bettycrocker.com) or [www.mgr.com](http://www.mgr.com) (Macmillan Publishing)

*Bread Bread Bread*, Morris, Ann, and Heyman, Ken, William Morrow & Co., New York, 1989. Pictorial celebration of the many different kinds of bread and how they are enjoyed around the world. (Also look for the *Reading Rainbow* videotaped version at your public library.) ISBN 0-688-12275-2.

*Bread in a Bag* series.  
A variety of breads prepared in bag. Great for classrooms and after-school programs.  
Idaho Wheat Commission  
Telephone: 208 334 2353.

*Bread for Youth Groups*, Red Star Yeast, 1997. Carol Stevens  
Telephone: 800 445 4746.

*Celebrating Our Mothers' Kitchens*, The National Council of Negro Women, Inc., 1996. Simon & Schuster

Telephone: 800 223 2336.  
*How to Teach Nutrition to Kids*. Evers, Connie Liakos, Carrot Press, Tigard, 1995. An integrated, creative approach to nutrition education for children ages 6-10. ISBN:0-9647970-3-8

*Journey Cake Ho!* Sawyer, Ruth, Viking, 1953.

*Rising to the Occasion*. Fleischmann's Yeast, 1999. (Also—*Rolling in the Dough; Exploring the North Roll; It's in the Bag*, for ages 9-18.) Telephone: 800 777 4959 [www.breadworld.com](http://www.breadworld.com)

*Latkes and Applesauce. A Hanukkah Story*. Manuushkin, Fran, Scholastic, Inc., New York, 1990. ISBN: 0-590-42261-8

*Loaves of Fun*. Harbison, Elizabeth M., Chicago Review Press, 1997. A history of bread with activities and recipes from around the world. ISBN: 1-55652-311-4

*Tony's Bread*. De Paola, Tomie, A Whitebird Book, G.P. Putnam & Sons, New York, 1989. ISBN: 0-399-21693-6

*The Magic School Bus Gets Baked in a Cake*. Cole, Joanna, Scholastic, Inc., New York, 1995. A book about kitchen chemistry. ISBN 0-590—22295-3

*Marvin and the Great North Woods*, Lasky, Kathryn, Harcourt Brace & Co., New York, 1997. ISBN: 0-15-200104-2

*The Rainbow Bakery. A Color-full Adventure Children's Cookbook*, Gold Medal Flour, 1998. 33 flour-based craft and baking projects for children.  
PO Box 2052, Milaca, Minnesota 56353-2052

*Walter the Baker*, Carle, Eric, Scholastic, Inc, New York, 1996. Young readers explore how the pretzel may first have been made. ISBN 0-590-44452-2.

*Yoko*, Wells, Rosemary, Hyperion Books for Children, New York, 1998. ISBN: 0-439-10472-6



Camp Fire

## TOOLS FOR BAKING WITH KIDS ►

*Kidz Baking Klub*, by Chicago Metallic.  
Creative activities (painting, drawing, stamping, stenciling, cutting, eating) translated to Kake & Kookie Decorating. Designed for kids ages 5-12.  
Mail: Kidz Baking Club, c/o Chicago Metallic, PO Box 1139, Lake Zurich, Illinois 60047  
[www.kidzbakingklub.com](http://www.kidzbakingklub.com)

*My First Bake Set*, by Doughmakers Bakeware.  
888 386 8517  
PO Box 10034, Terra Haute, Indiana 47801

### Home Baking Association Videos:

(Each 20-minute video includes lesson plans.)

*Baking for Success*  
A video/curriculum set complete w/lesson plans & three baking vignettes. (1998) \$15.00  
Library of all 5 lessons, 4 videos. Includes all the lesson plan books (*Pancakes; Yeast Breads and Baking Powder Biscuits; Pizza; and Cookies*) and the *Baking Basics* manual. \$95.00

*Pancakes & Muffins*  
A lesson in basic batter for pancakes and muffins. (1995) \$29.00

*Pizza Basics*  
A lesson in making pizza from scratch and much more. (1994) \$ 29.00

*Smart Cookie!*  
A lesson in basic cookies from scratch, quickly and easily. (1996) \$29.00

*Yeast Bread & Baking Powder Biscuits*  
A double lesson in basic preparation and leavening of yeast breads & baking powder biscuits. (1995) \$29.00

Order Home Baking Videos by calling  
1 303 840 8787, e-mailing [wfc@wheatfoods.org](mailto:wfc@wheatfoods.org)  
or visiting [www.homebaking.org](http://www.homebaking.org).

Add \$5.00 Shipping & Handling Charges.  
See many additional videos and resources available by visiting the web-sites listed.

**HOME BAKING ASSOCIATION  
MEMBERS AND LINKS**

[www.homebaking.org](http://www.homebaking.org)

**American Egg Board**

E-mail: [aeb@aeb.org](mailto:aeb@aeb.org)  
[www.aeb.org](http://www.aeb.org)

**\*American White Wheat Producers**

E-mail: [info@awwp.org](mailto:info@awwp.org)

**Astaris** (leavening ingredient company)

**Bemis Company, Inc.** (manufacturers packaging)

[www.bemis.com](http://www.bemis.com)

**\*Bob's Red Mill Natural Foods**

[www.bobsredmill.com](http://www.bobsredmill.com)

**Chicago Metallic**

[www.bakingpans.com](http://www.bakingpans.com)  
[www.kidzbakingklub.com](http://www.kidzbakingklub.com)

**Clabber Girl**

[www.bakewithlove.com](http://www.bakewithlove.com)

**Doughmakers Bakeware**

[www.doughmakers.com](http://www.doughmakers.com)

**Fleischmann's Yeast**

[www.breadworld.com](http://www.breadworld.com)  
Telephone: 800 777 4959

**\*Gold Medal Flour**

[www.bettycrocker.com](http://www.bettycrocker.com)

**Hershey Foods Corporation**

[www.hersheys.com](http://www.hersheys.com)

***History Cooks—Mary Gunderson***

[www.historycooks.com](http://www.historycooks.com)

**\*Hodgson Mill, Inc –(Whole Grain-Good Food)**

[www.hodgsonmill.com](http://www.hodgsonmill.com)  
Telephone: 800 347 0105

**\*Idaho Wheat Commission**

[www.Idahograins.org](http://www.Idahograins.org)

**John B. Sanfilippo& Son—Fisher Nuts**

[www.jbssinc.com](http://www.jbssinc.com)  
[www.fishernuts.com](http://www.fishernuts.com)  
[www.evonsnuts.com](http://www.evonsnuts.com)

**\*Kansas Wheat Commission**

[www.kswheat.com](http://www.kswheat.com)

***Karol Redfern Hamper (author\*)***

[www.aromancewithbaking.com](http://www.aromancewithbaking.com)

**Land O'Lakes**

[www.landolakes.com](http://www.landolakes.com)  
Telephone: 800 328 4155

**\*Martha White Foods**

[www.marthawhite.com](http://www.marthawhite.com)

**\*Midstate Mills, Inc.**

Telephone: 828 464 1611

**Mirro/Wearever Company**

[www.wearever.com](http://www.wearever.com)  
[www.mirro.com](http://www.mirro.com)

**\*Morrison Milling Company**

[www.morrisonmilling.com](http://www.morrisonmilling.com)



Camp Fire

## HOME BAKING ASSOCIATION MEMBERS AND LINKS

### **Morton Salt**

[www.mortonsalt.com](http://www.mortonsalt.com)

### **Nancy Baggett** (Author/teacher)

[www.kitchenlane.com](http://www.kitchenlane.com)

### **\*The Pillsbury Company**

[www.pillsbury.com](http://www.pillsbury.com)

### **Red Star Yeast**

[www.redstaryeast.com](http://www.redstaryeast.com)

Telephone: 877 677 7000

### **Rhodia, Inc.** (leavening ingredient company)

[www.food.us.rhodia.com](http://www.food.us.rhodia.com)

### **SAF Consumer Company** (yeast)

[www.safyeast.com](http://www.safyeast.com)

### **Sarah Philips** (baking web-site/author\*)

E-mail: [sarah@baking911.com](mailto:sarah@baking911.com)

[www.baking911.com](http://www.baking911.com)

### **\*Shawnee Milling Company**

[www.shawneemilling.com](http://www.shawneemilling.com)

Telephone: 800 654 2600

### **USDA/HHS 2000 Dietary Guidelines**

[www.nutrition.gov](http://www.nutrition.gov)

### **The Sugar Association**

[www.sugar.org](http://www.sugar.org)

### **\*The Wheat Foods Council**

[www.wheatfoods.com](http://www.wheatfoods.com)

### **World Kitchen, Inc.** (bakeware & utensils)

[www.worldkitchen.com](http://www.worldkitchen.com)

\*Grain, flours, mixes & ingredient  
information for baking

APPENDIX



**LEVEL ► FOURTH GRADE****TRAIL TO FAMILY AND COMMUNITY****PROJECT ► OUR GROUP**

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

**MEETING PLANS ►**

Getting to Know You  
Camp Fire Banner

**YOUTH OUTCOMES ►**

Knows one's role in a group situation (4.13).  
Establishes personal friendships and intimate relationships (7.28).  
Knows how to engage in conversation with adults (7.29).

**EDUCATIONAL STANDARDS ►**

Getting to Know You	B 2.2
Camp Fire Banner	B 2.2; B 2.4

**REQUIREMENTS FOR EARNING A ►  
RECOGNITION ITEM**

Children complete three meeting plans. Each child who completes three meeting plans receives recognition emblem #B51900 or certificate #T52000.

**TIPS FOR GROUP LEADERS ►**

- Many leaders use this popular project to introduce Camp Fire to their newly formed group.
- The “Our Group” project is only completed once, when a child or a group of children first joins the organization.
- There may be more activities in the meeting plan than you can do. However, it's better to be overprepared than to not have enough to do. If the children really enjoy an activity, or it takes longer than you expected, carry over an activity to the following meeting.
- Provide refreshments for each meeting.
- You can choose to present the Camp Fire identification emblem (#B10000) to each child at the beginning of the first meeting, or at the close of a project.
- When new children join the group, invite other children to explain Camp Fire. Link-up the new children to members who can make sure all of their questions are answered and that they understand what Camp Fire is.
- Mix and match the activities as needed. They are geared for children of various ages. Feel free to modify them to better meet the needs of older children.

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

OUR GROUP

**MEETING PLAN ► GETTING TO KNOW YOU****PROJECT ► OUR GROUP****LEVEL ► Fourth Grade**

**PURPOSE ►** Children create a sense of belonging to a group.

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

**MATERIALS ►**

Index cards or pieces of paper for name tags, beach or sponge ball, Camp Fire logo outline (included on page 218), large sheet of paper, markers, scissors, scarf, Camp Fire vest with identification emblem and recognition items, other recognition display items (such as the add-an-emblem design featured in the *Camp Fire Official Merchandise Catalog*) and trail certificates.

**PREPARATION ►**

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

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

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

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

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

Give some of the following directions to start the game:

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

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

**Tour of Meeting Area**

Give the children a tour of the meeting area. Share your ground rules about where they can go and what they can do in the meeting area. Describe areas which are off limits. Show the children where



to put their belongings. Let them know which bathroom facilities they can use. Point out exit doors and emergency exit routes. Identify an emergency meeting place outside in case there is a fire. Talk about safety rules, especially for situations when you are not in your regular meeting place. Basic rules include:

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

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

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

### Camp Fire Logo

Explain that the Camp Fire logo is a view of a campfire from above. The logo also represents a spark that ignites the fire from within.

### Giggle, Giggle Game (for young children)

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

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

### Camp Fire Recognition

Show the group the uniform vest with identification emblem and recognition items sewn on. Explain to children that as they participate in Camp Fire activities, they earn awards to display on a vest, add-an-emblem design or other items of clothing.

### Group Mural

Spread a large sheet of paper on the floor. Give

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

### PLAYBACK: POINTS TO REINFORCE

- How would you describe Camp Fire?
- What are the Camp Fire logo mean to you?
- What did you want to do in Camp Fire?
- \* What did you learn about being a friend?

### CLOSING

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



# Camp Fire

Light the fire within

**MEETING PLAN ► CAMP FIRE BANNER****PROJECT ► OUR GROUP****LEVEL ►** Fourth Grade

**PURPOSE ►** Children create a sense of group identity.

**OPENING ►** Welcome the children. Have the flag and pledge leaders bring in the flag and say the pledge. Say the Camp Fire Wish. Have the children repeat the first two lines after you.

**MATERIALS ►** Strips of paper, two large sheets of paper, two small sacks or cans, ideas for club name, copies of the Camp Fire Wish, materials for a group banner (felt, paper, sheets or fabric), materials to glue, staple or iron on material, paint or magic markers, Wohelo printed on large paper.

**PREPARATION ►** Write each child's name on a strip of paper. On large paper, list the following jobs: flag, pledge, aLaw, roll, dues, refreshments, clean-up and squeeze. Decorate two cans or sacks if desired. Label one "today" and the other "another time." If children can read, write the Camp Fire Wish on a large sheet of paper. Post the list of jobs.

**ACTIVITIES ►****Business**

Have the roll leader call roll and the dues leader collect dues. Briefly go over the rules discussed at the last meeting that are posted on the wall.

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

- One person talks at a time.
- Ask a leader when you need to leave the room.
- Be quiet when asked.
- Take turns.
- Respect other people and ideas.
- Think about appropriate consequences of breaking the rules, keeping in mind a reasonable expectation of what children can be expected to do.

**Camp Fire Wish (*Starflight*)**

To have fun

To learn to make things

To remember to finish what I begin

To keep my temper most of the time

To learn about nature and living outdoors

To have adventures with people, places and things

To make friends

**Business**

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

### Officers

Explain that one way a group accomplishes things is with helpers. They can be called officers or leaders. Everyone will have a chance to have a leadership job during their time with Camp Fire. Here are some examples:

- Flag leader carries the flag.
- Pledge leader starts the Pledge of Allegiance.
- Supply leader helps the adults distribute and collect supplies.
- Clean-up leader gets everyone involved in clean-up.
- Roll leader checks to be certain that everyone is present.
- Dues leader collects dues.
- Refreshment leader helps prepare and clean up refreshments.
- Squeeze leader starts the squeeze in the closing friendship circle.

Make a list of the jobs for the group.

### Trails

Explain that Camp Fire activities are found in five trails:

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

Play a game in the Trail to the Future from any of the level project books. Tell children that there will be trail activities at each meeting.

### Group Name

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

Stimulate ideas for the group name by asking questions. Ask what they want to do together. Compare the group to an animal and ask what kind of animals they are like. Write down three or four popular ideas for everyone to see. Talk about the ideas. Have the children raise their hands to vote for their favorites. If it's hard to make a decision, assure them that they can change the name any time they want.

Introduce Camp Fire's watchword, Wohelo. Explain that this word is used as a greeting or at the end of a letter to a friend. Explain that it is a word created by the first two letters of three separate words: work, health and love.

### Group Banner

Present the materials you have brought to make a group banner. Decide who will print the group name on the banner and how the group wants to decorate it. Tracing letters on construction paper is a good way to do it. To hang the banner, make two holes at the top and thread yarn through the holes.

Explain to children that the banner will be in their room during group meetings. Point out that the banner is special because each person contributed to it. It tells everyone they are a group and proud of it.

### PLAYBACK: POINTS TO REINFORCE ►

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

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



Camp Fire

ADVENTURE WOOD GATHERER

NOTES



## CAMP FIRE OUTCOMES AND DEVELOPMENTAL ASSETS

TRAIL	OUTCOME	DEVELOPMENTAL ASSET*
<b>KNOWING ME</b>	<p>1. Reinforced motor skills and physical development</p> <p>1.1 Meets developmental milestones for one's age.</p> <p>2. Greater self-awareness (identity, self-esteem)</p> <p>2.2 Expresses feelings and emotions in a positive, constructive manner.</p> <p>2.3 Has confidence in one's ability to accomplish a goal.</p> <p>2.4 Believes that an individual has the power to change something.</p> <p>2.5 Appreciates the value of self and others.</p> <p>2.6 Is receptive to new ideas, new duties and responsibilities.</p> <p>2.7 Is willing to engage in personal growth activities.</p> <p>2.8 Is aware of and able to express personal needs.</p> <p>3. Increased appreciation and respect for others</p> <p>3.9 Is aware of personal values.</p> <p>3.10 Recognizes and respects values of others.</p> <p>3.11 Acts in ways that respect differences.</p> <p>3.12 Is aware of and respects other's feelings.</p>	<p>Physical development is measured against accepted standards of child development</p> <p>Positive identity Positive values</p> <p>Positive values Social competencies</p>



## CAMP FIRE OUTCOMES AND DEVELOPMENTAL ASSETS

TRAIL	OUTCOME	DEVELOPMENTAL ASSET*
	<p>4. Increased knowledge and application of governance process and teamwork</p> <p><b>4.13</b> Knows one's role in a group situation.</p> <p><b>4.14</b> Is aware that opinions and thoughts impact others.</p> <p><b>4.15</b> Is respectful of others' ideas.</p> <p><b>4.16</b> Has a sense of value as a person who contributes to a community and believes in the power of individual action.</p> <p><b>4.17</b> Participates effectively in consensus building process.</p>	Positive values
	<p>5. Youth apply rules for "Fair Play" and conflict resolution</p> <p><b>5.18</b> Chooses alternatives to violence.</p> <p><b>5.19</b> Is able to leave potentially violent or dangerous situations.</p> <p><b>5.20</b> Practices positive feedback when giving and receiving criticism.</p>	Social competencies
	<p>6. Youth make program choices and plan sequentially</p> <p><b>6.21</b> Explores alternative actions and ideas.</p> <p><b>6.22</b> Assesses a situation and makes choices based on desired consequences.</p>	Social competencies

## CAMP FIRE OUTCOMES AND DEVELOPMENTAL ASSETS

TRAIL	OUTCOME	DEVELOPMENTAL ASSET*
FAMILY AND COMMUNITY	<p><b>6.23</b> Recognizes a situation that requires a decision, looks at alternatives, and is willing and able to take action.</p> <p><b>6.24</b> Is willing to risk making mistakes in order to learn.</p> <p>7. Extended friendship circles</p> <p><b>7.25</b> Is aware of others and their needs.</p> <p><b>7.26</b> Acts with the knowledge of how one's actions impact others.</p> <p><b>7.27</b> Is aware of one's needs and how they can be met through other people: peers, family, adults.</p> <p><b>7.28</b> Establishes personal friendships and intimate relationships.</p> <p><b>7.29</b> Knows how to engage in conversation with adults.</p> <p>8. Greater sense of belonging</p> <p><b>8.30</b> Participates effectively in individual, group, and community activities.</p> <p><b>8.31</b> Is knowledgeable of values and culture of one's community.</p> <p>9. Strengthened family ties</p> <p><b>9.32</b> Families spend time together on activities of mutual interest.</p>	Support
		Support
		Support



## CAMP FIRE OUTCOMES AND DEVELOPMENTAL ASSETS

TRAIL	OUTCOME	DEVELOPMENTAL ASSET*
<b>CREATIVITY</b>	<p><b>10.</b> Increased personal creativity</p> <p><b>10.33</b> Demonstrates artistic ability in the mediums of visual and/or performing arts.</p> <p><b>10.34</b> Uses critical thinking skills to solve problems.</p>	Constructive use of time
<b>ENVIRONMENT</b>	<p><b>11.</b> Increased appreciation and understanding of nature</p> <p><b>11.35</b> Respectfully explores the environment to develop a sense of appreciation of the natural world.</p> <p><b>11.36</b> Learns about and uses natural resources wisely.</p>	Empowerment Positive Values
<b>FUTURE</b>	<p><b>12.</b> Increased competency in and appropriate application of basic learning skills</p> <p><b>12.37</b> Practices good oral, language and written communication skills.</p> <p><b>12.38</b> Understands and applies concepts of mathematics and science.</p> <p><b>12.39</b> Reads and comprehends a variety of written materials.</p> <p><b>12.40</b> Follows verbal directions.</p>	Commitment to Learning

\*As identified by the Search Institute of Minneapolis. Adapted with permission from Nancy Leffert, Ph.D; Peter L. Benson, Ph.D; Jolene L. Roehlkeparian, Starting Out Right, 1997. All rights reserved by Search Institute, Minneapolis, MN. Telephone 800 888 7828

## MCREL EDUCATIONAL STANDARDS

This list includes the educational standards included in the Adventure program. For more information and a complete list of these standards contact:

Mid-continent Research for Education and Learning  
2550 South Parker Road, Suite 500  
Aurora, Colorado 80014  
Telephone: 303 337 0990  
[www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks)

## LANGUAGE ARTS STANDARDS AND BENCHMARKS

### Writing

- Standard 1: Uses the general skills and strategies of the writing process.
- 1.1 Prewriting: Uses prewriting strategies to plan written work.
  - 1.3 Editing and Publishing: Uses strategies to edit and publish written work.
  - 1.6 Uses strategies to write for a variety of purposes.
  - 1.7 Writes expository compositions.
  - 1.8 Writes narrative accounts, such as poems and stories.
  - 1.9 Writes autobiographical compositions.
  - 1.10 Writes expressive compositions.
  - 1.12 Writes personal letters.
- Standard 2: Uses the stylistic and rhetorical aspects of writing.
- 2.1 Uses descriptive language that clarifies and enhances ideas.
- Standard 3: Uses grammatical and mechanical conventions in written compositions.
- 3.1 Writes in cursive.
- Standard 4: Gathers and uses information for research purposes.
- 4.1 Uses a variety of strategies to plan research.
  - 4.4 Uses electronic media to gather information.
  - 4.5 Uses key words, guide words, alphabetical and numerical order, indexes, cross-references, and letters on volumes to find information for research topics.
  - 4.7 Uses strategies to gather and record information for research topics.

### Reading

- Standard 5: Uses the general skills and strategies of the reading process.
- 5.8 Understands level-appropriate reading vocabulary.
- Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts.
- 6.1 Uses reading skills and strategies to understand a variety of literary passages and texts.
  - 6.2 Knows the defining characteristics of a variety of literary forms and genres.
  - 6.3 Understands the basic concept of plot.
  - 6.4 Understands similarities and differences within and among literary works from various genre and cultures.
  - 6.5 Understands elements of character development in literary works.



- 6.6 Makes inferences or draws conclusions about characters' qualities and actions.
  - 6.9 Makes connections between characters or simple events in a literary work and people or events in his or her own life.
- Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.
- 7.1 Uses reading skills and strategies to understand a variety of informational texts.
  - 7.6 Uses prior knowledge and experience to understand and respond to new information.

### Listening and Speaking

- Standard 8: Uses listening and speaking strategies for different purposes.
- 8.1 Contributes to group discussions.
  - 8.2 Asks questions in class.
  - 8.3 Responds to questions and comments.
  - 8.4 Listens to classmates and adults.
  - 8.8 Uses a variety of nonverbal communication skills.
  - 8.9 Uses a variety of verbal communication skills.
  - 8.12 Understands the main ideas and supporting details in spoken texts.
  - 8.13 Listens to and understands persuasive messages.
  - 8.14 Interprets the use of nonverbal cues used in conversation.
  - 8.15 Knows specific ways in which language is used in real-life situations.
  - 8.16 Understands that language reflects different regions and cultures.

### Viewing

- Standard 9: Uses viewing skills and strategies to understand and interpret visual media.
- 9.1 Understands different messages conveyed through visual media.
  - 9.2 Understands techniques used to convey messages in visual media.
  - 9.3 Knows that film and television have features that identify different genres.
  - 9.4 Understands the different ways in which people are stereotyped in visual media and understands that people could have been represented differently.
  - 9.7 Understands basic elements of advertising in visual media.

### Media

- Standard 10: Understands the characteristics and components of the media.
- 10.1 Knows the main formats and characteristics of familiar media.
  - 10.2 Understands similarities and differences among a variety of media.
  - 10.3 Knows that a variety of people are involved in the creation of media messages and products.
  - 10.4 Understands that media messages and products are composed of a series of separate elements.

## MATHEMATICS STANDARDS AND BENCHMARKS

Standard 1: Uses a variety of strategies in the problem-solving process.

- 1.1 Uses a variety of strategies to understand problem situations.
- 1.4 Uses trial and error and the process of elimination to solve problems.
- 1.5 Knows the difference between pertinent and irrelevant information when solving problems.

Standard 3: Uses basic and advanced procedures while performing the process of computation.

- 3.1 Adds, subtracts, multiplies, and divides whole numbers and decimals.
- 3.3 Uses specific strategies to estimate computations and to check the reasonableness of computational results.
- 3.7 Solves real-world problems involving number operations.

Standard 4: Understands and applies basic and advanced properties of the concepts of measurement.

- 4.1 Understands the basic measures perimeter, area, volume, capacity, mass, angle, and circumference.
- 4.3 Knows approximate size of basic standard units and relationships between them.
- 4.6 Uses specific strategies to estimate quantities and measurements.
- 4.7 Selects and uses appropriate units of measurement, according to type and size of unit.

Standard 5: Understands and applies basic and advanced properties of the concepts of geometry.

- 5.1 Knows basic geometric language for describing and naming shapes.
- 5.2 Understands basic properties of figures.
- 5.3 Predicts and verifies the effects of combining, subdividing, and changing basic shapes.
- 5.7 Understands how scale in maps and drawing shows relative size and distance.

Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis.

- 6.4 Organizes and displays data in simple bar graphs, pie charts, and line graphs.
- 6.6 Understands that data come in many different forms and that collecting, organizing, and displaying data can be done in many ways.

Standard 7: Understands and applies basic and advanced concepts of probability.

- 7.1 Understands that the word *chance* refers to the likelihood of an event.

Standard 9: Understands the general nature and uses of mathematics.

- 9.1 Understands that numbers and the operations performed on them can be used to describe things in the real world and predict what might occur.
- 9.2 Understands that mathematical ideas and concepts can be represented concretely, graphically, and symbolically.



## SCIENCE STANDARDS AND BENCHMARKS

### Earth and Space Sciences

Standard 1: Understands atmospheric processes and the water cycle.

- 1.1 Knows that water exists in the air in different forms and changes from one form to another through various processes.
- 1.2 Knows that the Sun provides the light and heat necessary to maintain the temperature of the Earth.
- 1.4 Knows that most of the Earth's surface is covered by water, that most of that water is salt water in oceans, and that fresh water is found in rivers, lakes, underground sources, and glaciers.

Standard 2: Understands Earth's composition and structure.

- 2.1 Knows how features on the Earth's surface are constantly changed by a combination of slow and rapid processes.
- 2.2 Knows that smaller rocks come from the breakage and weathering of larger rocks and bedrock.
- 2.3 Knows that rock is composed of different combinations of minerals.
- 2.5 Knows that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.

Standard 3: Understands the composition and structure of the universe and the Earth's place in it.

- 3.1 Knows that night and day are caused by the Earth's rotation on its axis.
- 3.2 Knows that the Earth is one of several planets that orbit the Sun and that the Moon orbits the Earth.
- 3.3 Knows that the patterns of stars in the sky stay the same, although they appear to slowly move from east to west across the sky nightly and different stars can be seen in different seasons.
- 3.4 Knows that planets look like stars, but over time they appear to wander among the constellations.
- 3.5 Knows that astronomical objects in space are massive in size and are separated from one another by vast distances.
- 3.6 Knows that telescopes magnify distant objects in the sky and dramatically increase the number of stars we can see.

### Life Sciences

Standard 5: Understands the structure and function of cells and organisms.

- 5.1 Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death; the details of these life cycles are different for different organisms.
- 5.2 Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival, and reproduction.
- 5.3 Knows that the behavior of individual organisms is influenced by internal cues and external cues, and that humans and other organisms have senses that help them to detect these cues.

Standard 6: Understands relationships among organisms and their physical environment.

- 6.1 Knows the organization of simple food chains and food webs.
- 6.2 Knows that the transfer of energy is essential to all living organisms.
- 6.3 Knows that an organism's patterns of behavior are related to the nature of that organism's environment.
- 6.4 Knows that changes in the environment can have different effects on different organisms.
- 6.5 Knows that all organisms cause changes in their environments, and these changes can be beneficial or detrimental.

Standard 7: Understands biological evolution and the diversity of life.

- 7.1 Knows that fossils can be compared to one another and to living organisms to observe their similarities and differences.

### Physical Sciences

Standard 8: Understands the structure and properties of matter.

- 8.1 Knows that matter has different states and that each state has distinct physical properties; some common materials such as water can be changed from one state to another by heating or cooling.
- 8.4 Knows that materials may be composed of parts that are too small to be seen without magnification.

Standard 9: Understands the sources and properties of energy.

- 9.4 Knows that light can be reflected, refracted, or absorbed.
- 9.5 Knows that the pitch of a sound depends on the frequency of the vibration producing it.

Standard 10: Understands forces and motion.

- 10.2 Knows that the Earth's gravity pulls any object toward it without touching it.
- 10.5 Knows that when a force is applied to an object, the object either speeds up, slows down, or goes in a different direction.
- 10.6 Knows the relationship between the strength of a force and its effect on an object.

### Nature of Science

Standard 11: Understands the nature of scientific knowledge.

- 11.2 Knows that good scientific explanations are based on evidence and scientific knowledge.

Standard 12: Understand the nature of scientific inquiry.

- 11.3 Plans and conducts simple investigations.
- 11.4 Uses appropriate tools and simple equipment.

Standard 13: Understands the scientific enterprise.

- 11.3 Knows that scientists and engineers often work in teams to accomplish a task.

### Life Work Standards and Benchmarks

Standard 1: Makes effective use of basic tools.

- 1.1 Chooses appropriate common materials for making simple mechanical constructions and controlling things.
- 1.2 Measures and mixes dry and liquid materials in prescribed amounts, exercising reasonable safety.

**Behavioral Studies Standards and Benchmarks**

- Standard 1: Understands that group and cultural influences contribute to human development, identity, and behavior.
- 1.1 Understands that people can learn about others in many different ways.
  - 1.2 Understands that people sometimes imitate people or characters they see presented in the media.
  - 1.3 Understands that people might feel uncomfortable around other people who dress, talk, or act very differently from themselves.
  - 1.4 Understands that unacceptable human behavior varies from culture to culture and from the time period to another, but there are some behaviors that are "unacceptable" in almost all cultures, past and present.
  - 1.5 Understands that various factors contribute to the shaping of a person's identity.
  - 1.6 Understands that the way a person views an incident reflects personal beliefs, experiences, and attitudes.
- Standard 2: Understands various meanings of social group, general implications of group membership, and different ways that groups function.
- 2.4 Understands that the rules for group behaviors and expectations sometimes are written down and strictly enforced or are just understood from example.
  - 2.5 Understands that members of a group and even people in a crowd sometimes do and say things, good or bad, that they would not do or say on their own.
  - 2.6 Understands that different groups, societies, and cultures may have different ways of meeting similar wants and needs.
  - 2.7 Knows that language, stories, folktales, music, and artistic creations are expressions of culture.
- Standard 3: Understands that interactions among learning, inheritance, and physical development affect human behavior.
- 3.1 Knows that human beings have different interests, motivations, skills and talents.
  - 3.2 Understands that human beings can use the memory of their past experiences to make judgements about new situations.
  - 3.3 Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve.
- Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.
- 4.1 Knows that communicating different points of view in a dispute can often help people to find a satisfactory compromise.
  - 4.2 Understands that resolving a conflict by force rather than compromise can lead to more problems.
  - 4.4 Understands that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results.

## ADDITIONAL FAMILY ACTIVITIES

- Family members can be role models to help shape children's attitudes about exercise. Children need regular physical activity. Plan some outdoor activities with your child and other family members. The activities can be as simple as taking a walk, going to the park, playing games in the yard or going on a bike ride. Allow each family member a choice in the physical activity.
- Find out if there is a community garden. Help the people plant and weed the garden and pick their produce. Or, find out if your family can have a plot in the garden in which to grow food.
- Make a birdfeeder and hang it in the backyard. Put some seed in the feeder and record the kinds of birds that come to visit. Check out a book from the library that contains a lot of bird pictures and information. Learn to identify the visitors that come to the feeder.
- Create a family plan to beautify your yard by planting some flowers or trees.
- Spend time talking about how to conserve water or electricity in your home. Choose one new conservation activity a month to practice at home.
- Make a first aid kit for your home. Contact the local American Red Cross to find out what items to put in the kit.
- Plan a family picnic and eat at the park or in the backyard. Invite a new neighbor, or a child in the Camp Fire group who has just moved into the area, to the picnic.

- Visit places in your community that provide services to people, such as the fire department, police department, hospital or library. Learn how they help people in the community and what services they offer.
- Learn what kinds of transportation are available in your community. Ride a bus, subway, train or other form of transportation in your community.
- Make a Family Fun Box. Decorate a shoebox with construction paper and magic markers. Family members write on small pieces of paper the things that they would like to do (go to movies, eat out, play games, make a special meal at home, draw pictures together, sing songs together). Discuss the activities each member writes down. As a family, choose the activities that are possible to do. Put these activities in the box. Each week or month, take an activity out of the box and do it together as a family. The activities that are not possible for the family to do at this time can be put in an envelope marked "In the Future."



## ADVENTURE RESOURCES

The following government agencies provide information on topics ranging from space and science to health, safety and the environment. Many of the Web sites have activities and information that can be used to enhance a variety of topics addressed in the *Adventure* curriculum.

The Web site [www.govspot.com](http://www.govspot.com) is an information portal to the Web, highlighting and reviewing government sites for youth and adults.

United States Department of Health and Human Services  
200 Independence Avenue, SW  
Washington, DC 20201  
[www.hhs.gov](http://www.hhs.gov)  
[www.fda.gov/kids](http://www.fda.gov/kids)

United States Consumer Product Safety Commission  
Office of Information and Public Affairs  
Washington, DC 20207  
Telephone: 800 638 2772  
[www.cps.gov](http://www.cps.gov)

United States Department of Agriculture Information Division  
1400 Independence Avenue, SW  
Washington, DC 20250  
Telephone: 202 720 2791  
[www.usda.gov](http://www.usda.gov)

Federal Emergency Management Agency (FEMA)  
P.O. Box 2012  
Jessup, MD 20794-2012  
Telephone: 800 480 2520  
[fema.gov/kids](http://fema.gov/kids)

National Wildlife Federation

8925 Leesburg Pike

Vienna, VA 22184

Telephone: 703 790 4000

[www.nwf.org/Kids](http://www.nwf.org/Kids)

National Aeronautics and Space Administration

Washington, DC 20546-0001

[www.kids.msfc.nasa.gov](http://www.kids.msfc.nasa.gov)

The White House

[www.whitehouse.gov](http://www.whitehouse.gov)

**Key words or phrases to use in searching the Internet for additional resources and activities for Adventure projects:**

games kids

activities kids

kids activities

teacher lesson plans

volunteering kids

science kids

kids nature activities

safety activities kids

education activities kids

art activities kids

music activities kids

art lesson plans

safe kids

family crafts

kids gardening

**PUBLICATIONS ►**

The following books are additional resources that can be used to enrich the activities in the *Adventure* program. Check the local or school library for these publications.

**Trail to Knowing Me**

*365 After School Activities*,  
by Marilee Robin Burton, Kelly Milner Halls,  
Lise Hoffman, Publications International, Ltd.,  
1999.

A variety of activities allowing children to use creative thinking skills as well as life skills.

*Fun Food*, by Judy Bastyra, HarperCollins Publishers, Ltd., 1997.

Creative and easy ways to make food preparation fun.

**Trail to Family and Community**

*The Kid's Guide to Service Projects*,  
by Barbara A. Lewis, Free Spirit Publishing, 1995.  
More than 500 service ideas for young people who want to make a difference.

*The Helping Hands Handbook*,  
by Patricia Adams and Jean Marzollo,  
Random House, New York, 1992.

A guidebook for youth who want to help people and animals and the world in which they live.

*Views from Our Shoes, Growing up with a Brother or Sister with Special Needs*, edited by Donald Meyer, Woodbine House, 1997.  
Young people from across the United States write about their lives with brothers and sisters who have special needs.

**Trail to Creativity**

*Crafts for Kids Who Are Wild About Outer Space*,  
by Kathy Ross, Millbrook Press, 1997.  
A variety of crafts focusing on the solar system and space travel.

*Kid's Crazy Concoctions*, by Jill Frankel Hauser, Williamson Publishing Company, 1995.

Fifty mysterious mixtures for arts and crafts fun.

*Painting*, by Jane Bower, Franklin Watts, 1998.  
Various techniques and methods for creating art through painting.

*Makin' Music with Camp Fire*,  
Camp Fire, 1991.

A collection of songs that Camp Fire members have enjoyed singing through the years. Camp Fire Official Merchandise Catalog item number D08000.

*Global Art*, by MaryAnn F. Kohl and Jean Potter, Gryphon House, Inc., 1998.

An activity book filled with more than 130 art ideas from the around the world.

**Trail to the Environment**

*Acting for Nature*, by Sneed Collard III, Heyday Books, 1999. The remarkable stories of 15 young people around the world who saw environmental problems in their communities and found ways to solve them. Dr. Evelyn Ballard De Ghetadi is president of the board of directors for *Action for Nature*. She served on the national board of directors of Camp Fire from 1967-1985, serving as president 1981-1983.

*Earth-Friendly Outdoor Fun*, by George Pfiffner, John Wiley & Sons, Inc., 1996.

A collection of outdoor activities to teach children about the environment.

*50 Nature Projects for Kids*, Cecilia Fitzsimmons, Anness Publishing Limited, 1995.

Easy nature projects and activities that can be done both indoors and outdoors.

*Nature in Your Background*,  
by Susan S. Lang, Millbrook Press, 1995.  
Simple outdoor activities to help children learn about the environment.



*The Outdoor Book*, Camp Fire, 1980, reprinted 1996.

A book for adults who want to provide children with opportunities to take part in special environmental experiences. Camp Fire Official Merchandise Catalog item number D07600.

### **Trail to the Future**

*Making Things Float and Sink*,  
by Opper Beech Books, Millbrook Press, 1995.

A collection of fun experiments about water and its properties.

*Science in Seconds for Kids*,  
by Jean Potter, John Wiley & Sons, Inc.,  
Easy science experiments that do not require a lot of supplies or materials.

*Science Is...*, by Susan V. Bosak,  
Scholastic Canada Ltd., 1991.  
A source book of fascinating facts, projects and activities.

*Shocking, Slimy, Stinky, Shiny Science Experiments*,  
by Steven Parker, Sterling Publishing Company, 1998.

Fun and unusual science experiments that will fascinate young people.

*Simple Machines*, Deborah Hodge,  
Kids Can Press Ltd., 1998.  
Thirteen hands-on activities to explore simple machines and how they make work easier.

### **Family Activities**

*Fun and Games for Family Gatherings*, by Adrienne Anderson, Reunion Research, 1996.  
A book with activities for families to participate in together.

*Families that Play Together Stay Together*,  
by Cameron and Donna Partow,  
Bethany House Publishers, 1996.  
Ideas for games and activities to do as a family.

