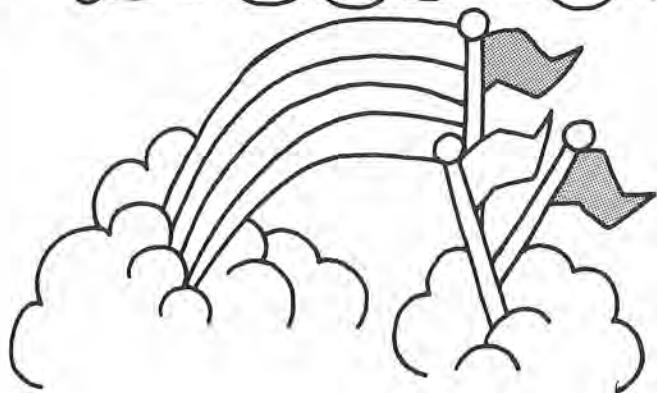


# A RAINBOW OF DISCOVERY



4601 Madison Avenue, Kansas City, Missouri 64112

*A Rainbow of Discovery* is an official national publication of Camp Fire, Inc. to support its national program for early adolescents.

This program book was researched and written by Debra Connor with consultation by other staff members of the program department, Camp Fire, Inc. The book was edited by Jean Weber, communications department, Camp Fire, Inc. Illustration was by Norrol Smith and art direction and design was provided by Studio in the Woods.

A specially formed task force monitored the development of the materials and gave valuable input on its content. Both youth and adults were involved in this task force. Task force members included Joan Shine, National Commission on Resources for Youth, New York City; Dr. Ruth Teeter, Center for Youth Development, University of Minnesota; and Molly Boggis, Center for Early Adolescence, North Carolina. Camp Fire members of the task force included Joyce Carrier, Oakland, California; Joy Critchlow, Lakeland, Florida; Shirley Eoff, Kansas City, Missouri; Mary Lanier, Baltimore, Maryland; and Cynthia Walters, Denver, Colorado. All of the above persons had been participants in the National Youthworker Education Project, a special training program on serving adolescent girls funded by Lilly Endowment, Inc.

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The following persons contributed to the development and writing of Torch Bearer projects. All are from the Kansas City area, unless otherwise noted:

The Learning Exchange — Computer Technology  
Bridget Olson and Linda Pearson — Horsemanship  
Larry and Steffi Katzif — Special Service  
Cathy Felkner — Needlework  
Linda Roberts — Creative Arts  
Laura de Ghetaldi-Boissevain, Tucson, Arizona —  
Healthy Living and Sports and Games

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# CROSS OVER THE RAINBOW TO DISCOVERY



Welcome to Discovery . . . Camp Fire's program for you. The rainbow is the symbol for Discovery because its many colors suggest fun, excitement and variety. The Discovery program is like a rainbow, and this book will help you discover all it has to offer.

Just look at what you'll do!

DISCOVERY LAND  
WORLD OF \*  
\* EXPERIENCE  
BELONGING \*  
\* BOULEVARD  
MAZE OF DECISIONS  
DIRE THE \*  
\* UNKNOWN  
LEARNING LANE  
CIRCLE OF CARING  
\* GROWIN' UP \*  
EXPRESS \*  
REACH FOR THE  
\* STARS \*  
LOOK TO THE HORIZON

**DISCOVER** Camp Fire and Discover Yourself. Check out Chapter Two for these two special projects just for Discovery members.

**BELONG** to Camp Fire and have a lot of fun. Make the most of being together with the hints provided in Chapter Three.

**DECIDE** what *you* want to do. Find out how to get things done with ideas in Chapter Four.

**EXPLORE** on your own or with friends ways to find out about interesting places. Chapter Five gives you tips for your travels.

**LEARN** new skills. Choose to do some of the many Torch Bearer projects described in Chapter Six.

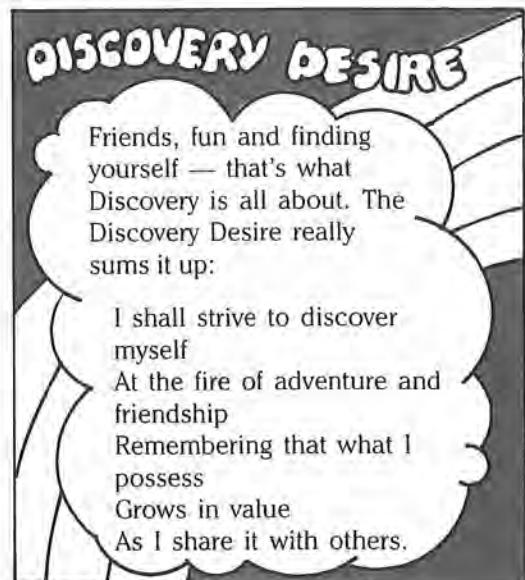
**CARE** about others. Find out what you can do to help other people and your community. Chapter Seven helps you plan your service.

**GROW** in understanding yourself and other people in your life. That's what Chapter Eight is about.

**REACH** for the many things you want out of life. Tap your talents, explore your values and set goals for yourself. Chapter Nine shows you how.

Where do you start? How do you begin? You can look at it like an adventure, a fun outing at a very special place, Discovery Park. You begin with you — your needs and interests. What do you want to do? What do you want to know about? What kind of challenges do you want? You choose activities to try and areas to discover, and then make your plans. Some people find some areas more challenging than others. Not everyone likes to do the same things.

The Discovery program offers many different choices, different ways to explore your interest and pursue your goals. All of the choices offer a challenge and lots of fun at the same time.



Here's a brief preview of many projects and activities which you may want to do. Most can be done by a club or other Camp Fire group or you may choose to do some by yourself.

There are many activities and projects for Discovery members everywhere to do. These are:

Projects for Discovery members only  
Torch Bearers  
Action Crafts  
National projects  
Skill progressions

All of these have recognition items you can earn. Some are shown here and others are pictured with specific descriptions of the project. As a Discovery member, you may also do projects created by other organizations and participate in council events and do council projects.

## **Projects For Discovery Members Only**

Discover Camp Fire and Discover Yourself are two projects just for Discovery members. Discover Camp Fire will give you a sampling of different activities in the Discovery program. Discover Yourself is an exploration

of the inner you. You'll take a look at who you are and who you want to be and explore the peaks and pitfalls of being a teenager. Both of these projects are described in Chapter Two — Discover.

STAR projects help you recognize that **Service To Another Rewards**. You'll discover what you care about and what you can do about your concerns by taking part in rewarding service projects. You can earn the STAR recognition item for each service project that meets the guidelines described in Chapter Seven — Care.

## Torch Bearers

Torch Bearer projects are passports to discovering more about a topic of special interest to you. When you complete a Torch Bearer, you can earn an emblem symbolizing the knowledge acquired in a specific area. A list of Torch Bearer projects and their emblems is in Chapter Six — Learn. The requirements for earning each Torch Bearer are found at the end of this book.

## Action Crafts

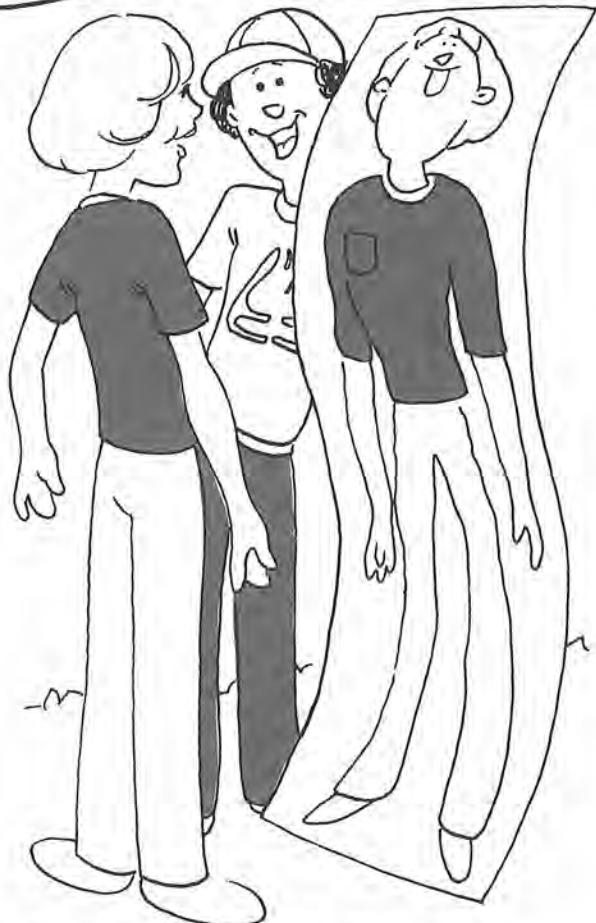
Discovery members can earn Action Craft beads. These are wooden beads earned for activities in seven areas of interest. These activities are listed in the program book for Camp Fire Adventure members.

## National Projects

Several national Camp Fire projects are designed for youth of all ages. Some of these may already be familiar to you. These are briefly described in this chapter. You can get more information about them from your adviser.

## Skill Progressions

A progression is a series of skills to be learned in a certain order. There are two progressions for Camp Fire members of all ages. The Progression in Outdoor Action has five steps, from learning simple outdoor skills to taking extended trips. The



steps for this progression are listed in Chapter Five — Explore.

There is also a progression in swimming skills. Swimming honors are based upon swimming skill tests defined by the American Red Cross or YMCA. See your local Red Cross chapter or local YMCA for specific details. Because the Red Cross and YMCA sequences are not identical, and because each is designed sequentially, it is suggested that once a swimming skills program is begun it be continued within the same teaching sequence.

## Other Projects

Several projects and special activities are planned by other groups especially for Camp Fire members. You'll want to include these in your discoveries. They include several religious emphasis projects designed to help you learn more about your religion or the religions of others.

Your adviser can help you get information about these projects.

New projects occasionally are developed by other religious groups and may be available through your council.

In addition to having all of these national opportunities for fun and learning, you belong to a Camp Fire council which has special projects and activities. In your community these may include:

- resident camp
- day camp
- community service projects
- volunteer service projects
- leadership training
- weekend retreats
- trips and tours
- fund-raising projects

The opportunities are many; the choices are yours. This chapter has touched on many things which you may want to have in your Discovery plan.

### **Religious Emphasis Projects**

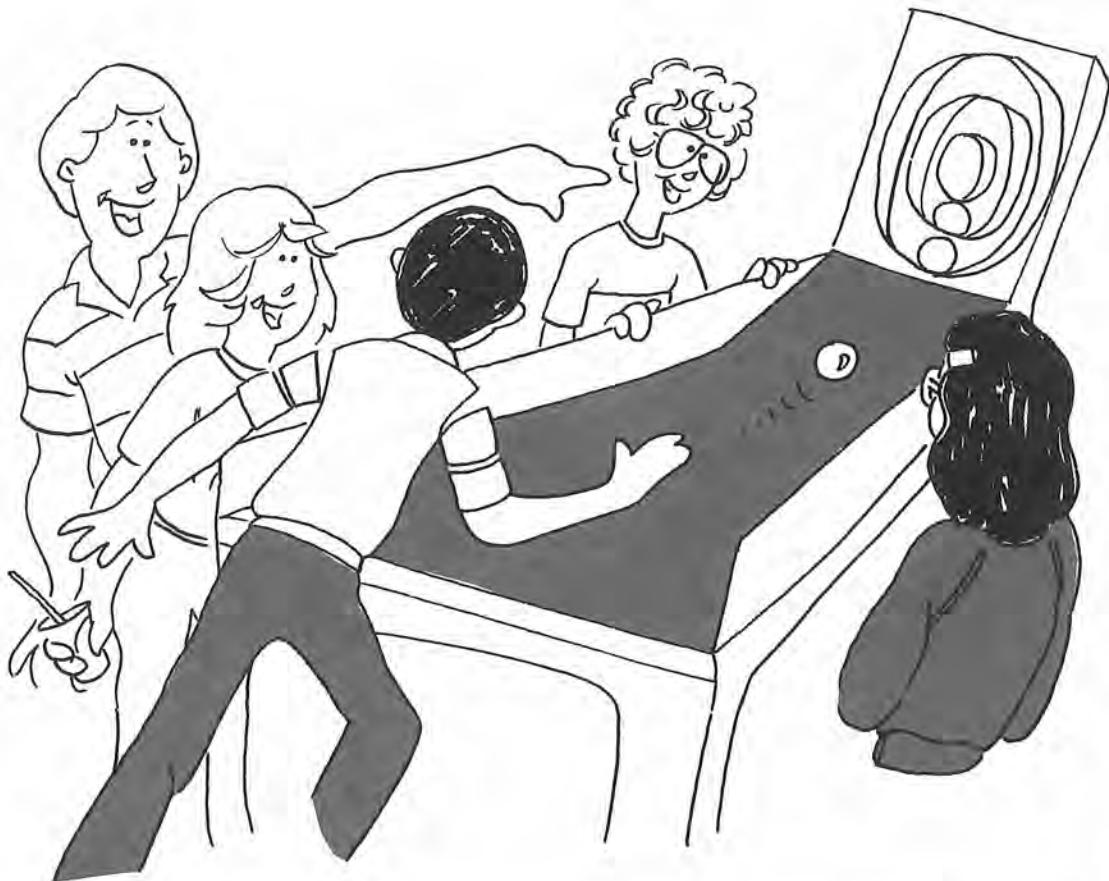
**God and Church** — for youth affiliated with a variety of Protestant, Evangelical and independent denominations.

**Lutheran Living Faith** — for Lutherans  
(Replaces God-Home-Country)

**Marian Medal** — for Catholics

**Karuna Award** — for Buddhist members and for youth who would like to learn about Buddhism.

**Alpha Omega** — for Eastern Orthodox youth.



## SWIMMING EMBLEMS



**Polliwog** for completing Red Cross Beginner Skill Test or YMCA Polliwog Skill Test.



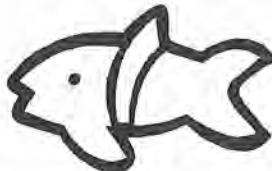
**Frog** for completing Red Cross Advanced Beginner Skill Test or YMCA Minnow Skill Test.



**Fish** for completing Red Cross Intermediate Skill Test or YMCA Fish Skill Test.



**Flying Fish** for completing Red Cross Swimming Skill Test or YMCA Flying Fish Skill Test.



**Dolphin** for completing Red Cross Junior or Senior Lifesaving or Advanced Swimmer Skill Test or YMCA Shark Skill Test.

## NATIONAL PROJECT AWARDS



**Contact** — A national or international pen pal.



**Involvement** — A wide-ranging community service project.





**Good Earth** — A conservation/ecology action project.



**Hand Clasp** — A service project for assisting people in distant countries.



**Salute to Hospitalized Veterans** — A project which involves making and sending valentines to hospitalized war veterans.



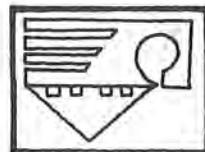
**Many Cultures Make Up Our World** — A series of cultural exploration projects.



**Imagine No Hunger** — A project to develop an awareness of the hunger problem.



**In Pursuit of Peace** — A project to explore what peace is, what a peacemaker is, how to be a peacemaker and what a world of peace can be.



**Save the Bluebird** — A wildlife preservation project involving bluebirds and other endangered species.



**Art Competition** — An annual competition involving different art forms.

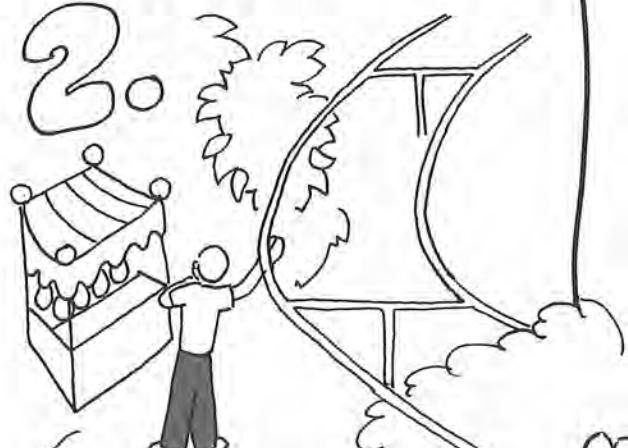


**Celebrate Camp Fire!** — An annual project to recognize Camp Fire's birthday.



# DISCOVER

## 2.



Discover Camp Fire and Discover Yourself are two projects to help you make your first decisions in Discovery. The Discover Camp Fire project might be a part of your first year in Discovery. Then you could complete the Discover Yourself project the next year. Or, you might want to work on Discover Camp Fire as a club while you work on your own to complete Discover Yourself. You may choose to do both, only one, or neither of these projects. The choice is up to you and should be based on your interests and desires.



When you complete either project, you earn a project emblem (#B-119). The colorful arching rainbow on the sky blue background represents the many parts of the Camp Fire program or the many things that make you unique. If you complete both projects, you may want to join the two emblems to create a new symbol, a complete rainbow representing your understanding of yourself and the part you play in the Camp Fire program. Emblem is pictured on page 21.

## Discover Camp Fire!

In this project, you sample some of the activities and projects offered in Camp Fire. At the same time you discover the joy of working together, planning, learning, sharing and celebrating. To complete the Discover Camp Fire project, you must:

- A. Make a Plan
- B. Take a Trip
- C. Learn Something New
- D. Show You Care
- E. Celebrate

## Guidelines for Completing This Project

You can meet the requirements to the Discover Camp Fire project several ways. Here are some examples.

### Put Together an EVENT

You could complete all the requirements of this project as part of a single event. Perhaps your club really enjoys camping, and you'd like to make a campout part of your fall program. Of course, you would *Make A Plan* to go camping, deciding on all the necessary details. Attending the campout would fulfill the requirement to *Take A Trip*. While at your campsite, it would probably be fairly easy to *Learn Something New*, perhaps a new outdoor skill like orienteering or non-utensil

cookery. You could *Show You Care* by completing a conservation project at your campsite or by inviting younger members of Camp Fire along to acquaint them with camping. You might end your camping trip with a ceremony that would *Celebrate* the success of your trip.

## Pursue an INTEREST

Perhaps you have a strong individual or group interest you could use as a theme for your Discover Camp Fire project. If you are a horse enthusiast, you could *Make A Plan* to learn more about horses. As part of your plan, you might *Take A Trip* to a rodeo or horse show. A visit to a veterinarian would probably help you *Learn Something New* about horse care. You might *Show You Care* by volunteering time at local stables assisting disabled persons to ride. And you could *Celebrate* your love of horses by designing something for your ceremonial costume that symbolizes your interest.



## Plan for VARIETY

You could even *Make A Plan* to have your Discover Camp Fire project include all the different things you might be doing in Discovery. You could have a money-raising project and *Take A Trip* skiing with the money you earned. You might *Learn Something New* by taking a leadership course offered by your council and *Show You Care* by using your leadership skills to work with a Blue Bird group. You could *Celebrate* a favorite holiday with a meaningful ceremony.

To fulfill any project requirement, the activity must be one you do specifically for the Discover Camp Fire project. It must also be within the time limit set for completion of the project. Two to three months is recommended. For example, you may learn new skills as part of a Torch Bearer project but those skills should not be counted as part of the Discover Camp Fire project. Learning some gymnastic skills because that's what they are doing in gym class will not meet the requirement to *Learn Something New*, but signing up for a gymnastic course at a

neighborhood center will. You can't count the trip you took last summer with your family as meeting the requirement to *Take A Trip*, but you can count a weekend family excursion taken while working on the Discover Camp Fire project.

Whether you are working on the Discover Camp Fire project as a group or individually, you should work closely with your adviser so everyone understands what's to be done to fulfill the requirements. You should keep a record of what you plan to do to meet each requirement and devise some method for showing that you have completed each. If you are working on the Discover Camp Fire project as a club or other Camp Fire group, each member must personally meet all of the requirements.

Here are suggested activities to meet each of the five requirements which make up your Discover Camp Fire project. You must complete the activity described for *Make A Plan*. For the other four requirements you may choose any one of the activities or design one of your own.





### A. Make a Plan

Planning is an important first step to doing just about everything. Work through the planning progression outlined in Chapter Four, or you may develop your own planning progression. Either way you need to develop a plan for the rest of your Camp Fire activities. If you use the planning progression in Chapter Four, then you will complete an Interest Grabber, Choice Maker and Getting It All Together activity. Keep a record of the ideas you come up with, the choices you make and the methods you decide to use to reach your goal. This will be evidence of having completed this requirement.

If you develop your own planning progression, you will involve everyone in the group in sharing interests, discussing ideas and developing methods to meet goals together. Record your ideas as evidence of completing the requirement.

### B. Take a Trip

Make some discoveries about the world and about yourself by taking a trip. Do one activity from this list. You may adapt activities for group or individual use. Traveling tips for meeting this Discover Camp Fire project requirement can be found in Chapter Five — Explore.

1. Head out on a camping trip to a favorite spot or to somewhere totally new. You might try doing your traveling by a method new to you: canoeing, backpacking, horseback riding, bicycling or cross country skiing.
2. Journey back in time on a trip through your community's history. Talk to people who have lived in your community a long time, visit a historical museum or monument and retrace old trails and town streets.
3. Take a look at how things are made on a factory tour. Or visit local businesses to explore career opportunities.
4. Stage an exploration of the performing arts. Attend a concert or play. Arrange for a backstage tour or an opportunity to meet the performers.
5. Take a trip with a theme. A Monumental Journey could include visits to monuments and landmarks in your area. A Tune-filled Trip might take you to a recording studio, radio station or music festival.
6. Set out to learn about a sport that's new to you. Attend a game as a group, travel together to a ski slope, tour a sports facility.
7. Expand your circle of Camp Fire friends



by exchanging visits with a Discovery club in another community. Host club members touring where you live, then travel to their community.

8. Explore next door by discovering cultures from around the world right in your own community. Eat at a restaurant serving ethnic foods and visit with people who have stories to tell or skills to share that reflect their own cultural heritage.
9. Take an adventure in the arts. Visit local museums, observe the skills of a craftsperson first hand or attend an arts and crafts fair.
10. Design your own kind of journey. Trips taken with your family, friends, a class at school or another youth group can count toward this requirement if you take an active part in the planning and then participate in the trip itself.

### C. Learn Something New

Here are some suggestions for learning something new to you and meeting this Discover Camp Fire requirement. You may adapt activities for group or individual use.

Make one of these activities a part of your plan.

1. Cash in on your creativity by learning an art or craft. Invite an artist or skilled craftsperson to your meeting and try your hand at the different techniques. Or visit artists or craftspeople at their studios.
2. Learn more about living in the out-of-doors. Learn a skill or set of related skills such as orienteering, knots, toolcrafts, etc.
3. Sign up for safety's sake. Take a course in first aid, water safety or CPR (cardiopulmonary resuscitation) to better prepare you for emergency situations.
4. Attend an event that helps you learn more about a topic. This could be a career fair, a science expo, a folk festival, a home show, etc.
5. Take a guided tour of a museum to learn more about art or history.
6. Team up to learn something new about sports. Enroll in a class or join a team and make fitness part of your group fun.
7. Get in the swing of things by learning some dances together. Invite an expert to your meeting or attend a course in square dancing, folk dancing, tap, ballet, jazz or popular dance.
8. Advance your independent living skills by enlisting the aid of an expert or taking a course to learn more about cooking, home repair, auto maintenance or banking and budgeting, and so forth.
9. Attend a course designed to further your skills in a hobby of interest to you. Or, create your own course by outlining what you'd like to know, contacting resource people and devoting a series of meetings to learning more about a hobby.
10. Design your own learning experience

for your group or for yourself. Schoolwork and class projects do not meet this requirement but active participation in an extracurricular activity related to school can be counted.

#### D. Show You Care

You can make a difference in the world through the service you give to others and the action you take on issues. Here are some ways to show you care that could meet this Discover Camp Fire project requirement. Do one as part of your plan. Of course, you may adapt activities for group or individual use. You'll find many ideas to help you complete this requirement in Chapter Seven — Care.

1. Sharpen your skills in a particular area and offer to teach what you know to another Camp Fire group.
2. Survey your meeting place, school, church or council facilities for architectural barriers which would deny access to a disabled person. Take an active role in making these locations as barrier-free as possible.
3. Create a "coupon" book with 5-10 coupons, each good for one task you are willing to do for another family member or neighbor. Present the book as a gift for a birthday or other special occasion.
4. Show you care about the environment. Collect paper and aluminum cans and transport them to recycling centers.
5. Take the first steps to becoming an advocate for yourself *and* all youth. Choose an issue of concern — alcohol and drug abuse, teenage pregnancy, suicide, health care, unemployment, school absenteeism, apathy, etc. Share your opinions and ideas with others. Make sure you learn all the facts and find out what others are now doing about it.
6. Get involved on a one-to-one basis

sharing some of the skills and knowledge you have. You could tutor another student or assist a disabled person in an activity you both enjoy.



7. Show your pride in where you live by becoming actively involved in a neighborhood organization. You could participate in a block watch, volunteer for a clean up campaign, help distribute information.
8. Take a stand on safety. You could survey your home, meeting place or council camp for safety hazards. You could organize safety drills and plan emergency procedures for your home.
9. Discover the gift of giving by having secret friends within your group. Each member chooses the name of another in a drawing then anonymously gives the secret friend small gifts or does favors for that person. After a period of time, plan a way to discover each other's secret friends.
10. Design your own activity for giving service to another person or organization or taking action on an issue. Service projects done with your family, friends, class at school or another youth group can count toward this requirement if you take an active part in the planning of the project and participate fully in its completion.



### **E. Celebrate**

Celebrate the uniqueness of you and the fun of being friends. Do one of these suggested activities to meet this Discover Camp Fire project requirement. You may adapt activities for individual or group use. Look in Chapter Three — Belong for more ideas to help you celebrate.

1. Create a special Camp Fire ceremonial costume that says something about you. Use symbolism and designs to display your goals and achievements.
2. Get in the spirit by holding a Camp Fire ceremony for a special occasion. Use ideas in the book *Camp Fire Ceremonials*, or develop your own ceremony using favorite songs and symbols. The theme of the ceremony could be related to what you have done in Discover Camp Fire.
3. Make your meeting time special with creative opening or closing ceremonies. Begin or end your meetings with the same short ceremony or plan different ones for each meeting.
4. Kindle the flames of friendship around a campfire. Take an active role in planning and presenting an interclub, district, camp or council campfire.



5. Take to a trail in a thoughtful way by planning a hike with a theme. Provide opportunities along the way to sing, listen to readings and share thoughts.
6. Attend a religious service together as a Camp Fire group, then take the time afterwards to share some of your feelings about your faith. If several faiths are represented in the group, try to share in the religious celebrations of each.
7. Share your Camp Fire spirit by sponsoring an event where non-members are welcome. You could have a party, put on an open house, invite friends to go camping with your group.
8. Create a collection of your favorite Camp Fire poems, songs, stories and sayings. Put them together in a notebook, categorize them by theme, and use them frequently at meetings and special occasions.
9. Get in the holiday spirit by planning and carrying out a special ceremony at a group or family celebration. This might be done with a meaningful reading, a shared song or by making mementos for everyone.
10. Design your own celebration activity which allows you to share some meaningful mementos with others or explore your own feelings and thoughts.

## **Discover Yourself!**

Sharing personal experiences and ideas with friends is an important part of Discovery. You can formalize this informal fun in this project and earn the Discover Yourself emblem.

To complete the Discover Yourself project, complete five activities suggested here which will help you:

- A. Learn About Changes in Your Life Now
- B. Understand the Challenges Facing You
- C. Solve Your Own Problems
- D. Develop a Positive Self-Image
- E. Set Some Goals for Yourself

## **Guidelines for Completing This Project**

Before choosing the activities you want to do to complete the requirements for the Discover Yourself project it will help to read Chapter Eight — Grow and Chapter Nine — Reach. The background material in these chapters will help you choose activities that are just right for you. Some activities specify that they are to be done in a group; others can be adapted for group or individual use. Your adviser can assist you in choosing activities, and you should all agree on what needs to be done to show that you have completed each requirement for the project. All activities should be done during the agreed upon time period for completing

the project. Two to three months is recommended. Keep a record of what activity you choose to fulfill each requirement and what you do to complete the activity. Your record of what is done is for your use and for sharing with your adviser. If you are working on the Discover Yourself project as a club or other group, each member must personally meet all the requirements.

Here are a variety of activities to meet the requirements for Discover Yourself. Do one activity in each category.

#### A. Learn About Changes in Your Life Now

These Discover Yourself project activities will help you discover more about the changes taking place in your life right now, how they affect you, and what you can do about them.

1. Write down three things that you have found out from your friends about human sexuality. Through reading or by asking an adult you trust, find out if what you were told was true. Share your new knowledge with another friend.
2. Make a photo collage about you. Pick out important pictures that show what you've looked like as you've grown up. Make sure you choose some pictures of you now. Show your collage to someone who cares about you, and explain why you chose the pictures you did.
3. Invite a speaker to your Camp Fire group meeting who will talk about growing up. Be sure you have some questions ready about some concerns you have. After the speaker is gone, discuss what was said and how you felt about it.
4. Write a song, poem or story that expresses how you feel about growing up. Share your writing with someone you trust and ask that person how he



or she feels or felt about growing up. Begin a collection of writings by others that reflect your feelings.

5. Make a list of the things you would like to change about yourself. Include how you would like to change your looks as well as any personality characteristics you wish were different. Take your list and divide it into two columns, things that you can change and things you have no control over changing. Then choose two items from the first column and make and carry out a plan for making those two changes in yourself. Record the success of your plans.
6. With the help of your parents, the school counselor or a librarian, choose

and read three magazine articles or pamphlets about topics related to being a teenager. Try to find some materials that might answer some concerns you have about being a teenager. Share the information with a friend who might need it.

7. Design your own activity which helps you learn more about human sexuality and helps you to understand the changes that take place in adolescence.

## B. Understand the Challenges Facing You

1. Talk to teachers, parents and other adults about what they like and dislike about teenagers. Then, with your Camp

Fire group, write down a list of guidelines for adults working with people your age. Remember, no one likes to take orders, yourself included, so make your guidelines helpful, not demanding. Share your guidelines with some adults such as parents, members of the clergy, teachers, coaches or your Camp Fire adviser.

2. Keep a record of your different feelings for at least three days. Write down what emotions you are feeling and what is causing those emotions to surface. After you have recorded this for a length of time, look over your list and find out what emotions you seem to experience a lot. What causes you to have these feelings? Decide which feelings you *don't* like having and make a plan to do something about the causes of those bad feelings. Carry out your plan and share how it has worked with someone you trust.
3. Start a collection of songs or writings that you think describe what a good friend should be. Write down your own list of qualities you admire or would want in a friend. Decide if the friends you have meet those qualities and if you meet those qualities yourself. Tell at least one of your friends what you like or admire about him or her.
4. Visit with some students who still attend elementary school. Tell them what adjustments you had to make when you started attending junior high or middle school. Try to answer questions younger students might have about coming to your school. Or, if you've moved within the last couple of years, think about how you dealt with the challenges involved with your move. Talk to someone new in your school and help that student answer questions and feel more at home.
5. With other members of a Camp Fire club or with some friends, act out some



family or school situations that are concerns of the members of your group. Write down a few situations on index cards. In groups of two or three, present the situation acted out to a conclusion. Afterwards, talk about how other people might view the situations. Act out or discuss other solutions.

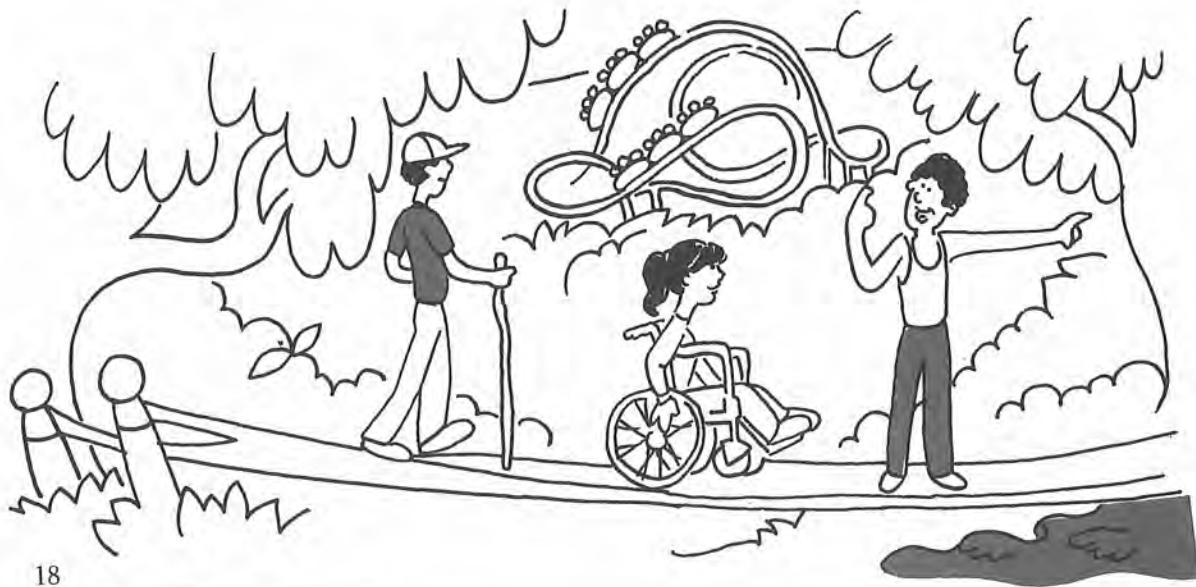
6. With your Camp Fire club or with your friends, make a list of privileges that you all agree you would like to have. Invite parents to a meeting to discuss these privileges. Use the methods suggested in Chapter Eight for having a successful discussion. Come to an agreement with your parents about the privileges you and your friends will have.
7. Design your own activity which helps you meet the challenges of becoming a teenager and adjust to new roles in your life.

### C. Solve Your Own Problems

1. Choose a problem that has been bothering you a lot lately. Use the problem-solving model in Chapter Eight to help you find a solution. Write down each step. Identify the problem, search for alternative actions, look at the advantages and disadvantages of each

action, choose and act on your plan. Evaluate the results. Share what you have done with someone who cares about you.

2. Read a book about someone who seems to have some of the same problems you have. Write down or tell someone else the method the character in the book used to solve problems and decide if this method would be useful to you in solving some of your problems. With the help of a librarian or teacher, put together a list of books teenagers might read for help in dealing with problems they might have.
3. Discover what resources your community has for helping troubled teenagers. Make a visual display, a poster, booklet, slide or photo show which gives information about five places or people where teens can find help. Include information about the kinds of problems these places or people handle. Share your display with your Camp Fire group, another group, your council, your school or your church youth group.
4. Make a list of your family's house rules as you understand them. You could include rules for weekday and weekend curfews, daily and weekly chores, allowance, personal appearance, free



time, schoolwork, dating, kinds of entertainment. Then ask your parents to write down what they understand the rules to be in these areas. Share and discuss your lists with each other, straightening out any misunderstanding you might have had about these rules.

5. Visit your school guidance office and talk to the counselor. Find out what are the most common problems that students in your school bring to the guidance office. Ask your school counselor what kind of advice is given for these problems. Write down whether you agree or disagree with this advice. Be sure to tell the counselor why you are asking for this information.
6. Design your own activity which helps you recognize problems that you individually or teenagers as a group have. Take some action to solve those problems.

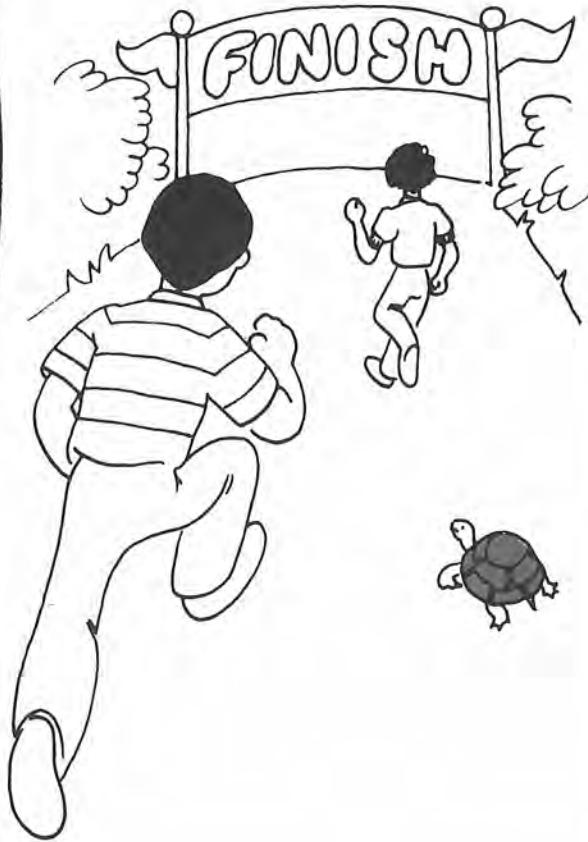
#### D. Develop a Positive Self-Image

1. Pick five people who possess skills or talents that you would be interested in having. Find out more about these people by talking to them personally, writing to them or by reading about them in books, newspapers or magazines. Learn about how these

people developed their skills and how they went about using those talents successfully. Decide for yourself whether you could develop such skills. Share your findings with your friends.

2. Participate in career exploration with your Camp Fire group or by yourself. You could do this in a number of ways: attending a local career fair sponsored by your school or a high school, participating in a careers course or club at your school, or inviting career people to speak to your Camp Fire group. Choose two careers you are interested in and assess what skills you have and what skills you would need to acquire to enter those careers. Find out other information about these jobs such as: salary, working conditions, opportunity for advancement. Make some record of what you found out.
3. Learn to appreciate the skills of others. Invite family members to a Camp Fire meeting to share their skills or talents with your group. You might find out about some unusual skills or talents or learn some new skills yourself.
4. Assess what skills your Camp Fire friends have that other people would be interested in learning. Plan and host an event where you and other Camp Fire





members would have an opportunity to teach skills. You could teach a club of younger members, take part in a council event, exhibit your skills at a craft fair, or visit nursing homes or children's homes.

5. Investigate childhood influences on people's images of themselves as men or women. You could do this in a number of ways:

- review children's books which show certain activities or behaviors for boys or for girls
- inventory children's toys that seem exclusively designed and advertised for one sex or the other
- view cartoons to determine what roles seem to be played predominantly by male or female characters.

Record your findings, drawing some conclusions of your own about these influences.

6. Plan and present information to younger children that would help them develop non-sexist ideas about male and female roles. You might write and illustrate a children's book showing men and women in a variety of jobs or present skits which demonstrate that men and women can be involved in varied activities. You could involve children in activities which are sometimes designated for one sex only, like teaching little boys to cook.
7. Conduct a poll of your friends and classmates to discover what people your age think are appropriate qualities for males and females. Use the questions or sentence completions in Chapter Nine as part of your poll. After you've completed your poll, draw up a list of conclusions based on your findings of the qualities believed to be appropriate for a man or a woman.
8. Design your own activity which helps you assess your own skills and abilities or examine society's influence on your self-image.

## E. Set Some Goals for Yourself

1. Choose three people you admire for how they have chosen to live their lives. Find out more about these people by talking or writing to them or reading about them in books, newspapers or magazines. Share your discoveries with some friends. Make sure you tell why you chose these people and how they are models for goals you are setting for yourself.
2. Choose a value you believe that you have. Write down your value and list at least five definite steps you can take to express that value in your life. For example, if being physically fit is one of your values, your list might include

eating healthful foods and exercising regularly. Carry out your plan for a period of time set by you and your adviser, recording your progress. At the end of the time period, evaluate your success and decide which activities you'll continue to do on your own.

3. Make a commitment to get involved in an issue you are concerned about that reflects your values. Your issue could be student rights, nuclear energy, ecology, environment, child abuse, laws affecting youth, etc. It should be an issue you have made a definite decision about, based on your values. Your involvement might include writing a letter or letters to legislators or other concerned people, taking part in a rally, distributing information about the issue or making a visual display or writing a letter to a newspaper to share information with others.

4. Set a goal that you would like to achieve in the near future. Use the goal-

setting model explained in Chapter Nine. Write a contract for achieving this goal within a given amount of time and have someone else countersign and agree to check up on your progress. Share the results of your goal-setting plan with this person.

5. Decide on some long-term goals you would like to accomplish. These may include furthering your education, making physical improvements, pursuing careers you are interested in, etc. Make a long-term plan to achieve two of these goals, paying special attention to the steps you could take to accomplish your goals. Share your plans with someone who can give you advice and suggestions. Carry out at least one step of your plan and share your results with this same person.
6. Design your own activity in which you identify some of your values, set some personal goals and take action in pursuing these goals.



B-119 Discover Camp Fire



B-119 Discover Yourself

## TASTY TRAIL

Mix up a trail mix for fast energy and healthy snacking. Mix salted peanuts, raisins, granola or other dry cereal, sunflower seeds, small chocolate candies . . . be creative!

# BELONG

3.

You can belong to Camp Fire in many ways. You might be a member of a club for young people your age. You may stop by after school at a Camp Fire sponsored recreation or education center. You may attend a Camp Fire camp.



## Make the Most of Meeting Together

Many Camp Fire groups make regular meetings a part of their program. Your group needs to consider everyone's schedule when arranging for meeting times. Often Discovery members may have other commitments at home or at school which could prevent them from meeting as often as younger members might meet.

Explore the many options open to you and choose one that seems to work best for everyone in the group.

Here are some meeting time options to consider:

- meet once a week after school, in the evening or on the weekend. Frequent meetings would probably be shorter, maybe about an hour.
- meet every two weeks for a longer period of time, probably for several hours in an evening or on a weekend.
- meet once a month for an extended period of time during which several activities can be completed.
- meet only as needed to plan and participate in special events. Plan and do the other projects you want to complete on your own.

Meeting places can be classrooms, church halls, community centers or someone's home. You might rotate the responsibility of hosting meetings from member to member and hold them in each other's homes. A local business may donate meeting space. Your group's interests may suggest meeting locations. For instance, if your main interest is horseback riding, you may meet regularly at a stable for riding lessons or recreational rides. When planning where to meet, be sure to consider everyone's transportation needs.

The importance you place on attendance at meetings is up to your group, too. If



you have frequent meetings you'll have to expect that not everyone will be able to attend all the time. If you are meeting only occasionally, attendance may be more important so everyone can keep in touch and feel a part of the group. However, each member's time commitment to Camp Fire is a personal choice, one to be balanced with all the other commitments he or she might have at school and home.

If it seems you don't have time for Camp Fire, look closely at all the things you are doing. What do you really *have* to do? You do not have to do every Camp Fire project or go to every event. You may want to stay in Camp Fire but not do a lot of things. That's okay. Every person is in Camp Fire for different reasons.

What do you do at Discovery meetings? Two things are probably a part of many Discovery club meetings, handling business and having fun. Your business could include planning for upcoming events and activities, discussing ways to raise money, collecting membership dues, and talking over past programs. Fun can be everything from a laughing contest to a pizza party.

You can add to these two the special moments that belonging to Camp Fire brings and you've certainly discovered the Camp Fire spirit. The rest of this chapter includes hints on having fun, handling business, and capturing the Camp Fire spirit.

### Have Fun

Taking care of club business is an important part of your group's program but it is *only* a part. Whatever the reason you joined Camp Fire, you'll probably stay because of the good times you've shared with friends. Fun is an important part of Camp Fire and should be a very important part of your group's meetings. You can have a lot of fun with very little planning. Need some fun ideas? At the end of each chapter in this book, you'll find some crazy games, mad munchies, silly stumpers and other fun ideas to use at meeting time or any time.

### Take Care of Business

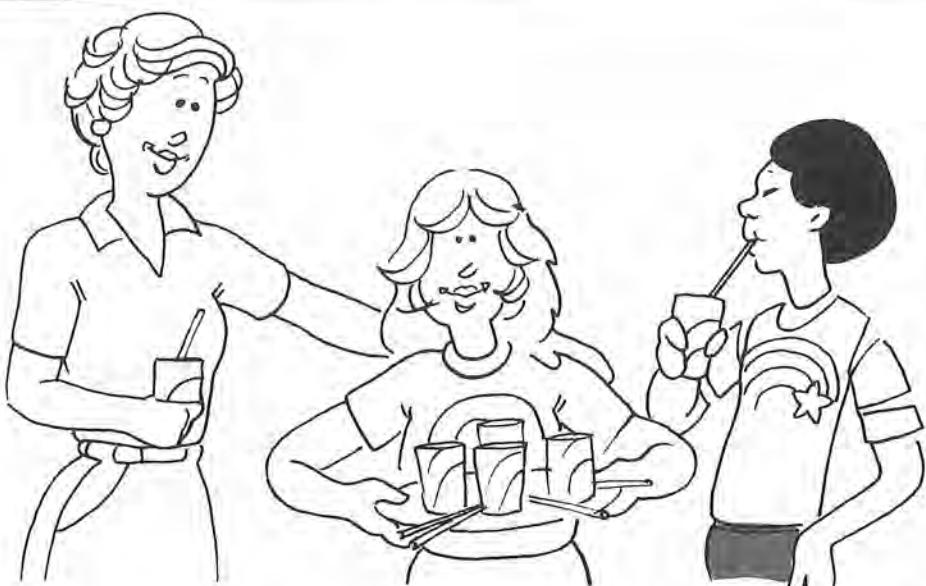
You are member of a small organization, your Discovery club or other program group, within a larger organization, Camp Fire. An organization of any size has a way of doing its business. You can choose any method you want for conducting your

club's business but it should be one that: 1) gets the job done, 2) includes all members in the process and 3) fits in with your group's needs and interests.

Here are two organizational methods your group might consider using:

1. Some clubs, particularly smaller ones, choose to operate as a "committee of the whole." This means everyone is involved in planning what's to be done at meetings, and everyone takes part in doing it. Individual members may rotate in assuming leadership of the group, or leadership may fall naturally to several members who are skilled in motivating others. Task forces or subcommittees may be organized to handle special projects. If you choose to do business this way, it's important that you keep a record of decisions. This can be in the form of minutes and large planning sheets which can be posted each meeting. These sheets will remind everyone of where you left off in the discussion and what still needs to be decided.
2. Some clubs choose to handle business in a formal manner. Elected or appointed officers set a meeting agenda which could include:





A call to order

Reading and correction of minutes  
Reports of other officers  
Reports of committees  
Unfinished business  
New business  
Adjournment of business segment  
Program activity segment  
Conclusion of meeting

A *Secretary's Book* (#D-72) is available from Camp Fire to help you keep records of your meetings.

### **Money Management**

Many of the things you want to do as a group cost money. Income may come from club dues, profits from fund-raising events, or money paid by members for special events.

Your council may be able to suggest ways to help you earn money for club activities and will inform you of any restrictions it has on fund raising.

Develop a method for keeping track of income and expenditures. The *Treasurer's Record Book* (#D-84) will help keep your records straight. If you consistently have a sum of money in your treasury, you should consider establishing a club savings account at a local bank. Your

adviser will know what policies the council may have about club accounts.

### **Helping Hands**

Many people are available to help your club in a variety of ways.

Your adviser is an important partner and consultant to your group's program. The adviser does not plan your program or make decisions for you but shares in all activities and decision making. He can help you make choices and move toward goals, find the necessary resources and guide you in the steps you choose to take. Advisers keep in touch with the local Camp Fire council, which in turn can give them the help they need.

Larger groups may have assistant advisers. Parents or other interested adults may serve as committee or project advisers for special events and activities.

Families are great resources. Family members usually do not attend group meetings, but they can still play a vital part in your program. You can look to them for help in many ways — with skill development, transportation, as chaperones or guests at special events. Keep them informed as to your plans and progress and make them a part of what you do.

## A Little About Camp Fire

As a Discovery member, you are a member of a Camp Fire council which is part of a national organization, Camp Fire, Inc. Camp Fire was founded in 1910 by Dr. and Mrs. Luther Halsey Gulick as Camp Fire Girls, the first national group of its kind for girls. Its purpose then was to provide girls with meaningful leisure time activities which would help them become able and creative women.

Today, Camp Fire's membership has expanded to include all youth, girls and boys, from birth to age 21. Its purpose is to provide, through a program of informal education, opportunities for youth to realize their potential and to function effectively as caring, self-directed individuals responsible to themselves and others; and, as an organization, to seek to improve those conditions in society which affect youth.

*Wohelo* is the watchword of Camp Fire. It is a word made up of the first letters of work, health and love. Wohelo was coined when Camp Fire was first created in 1910, and its meaning is still valued in Camp Fire. Wohelo is often pictured as the sides of a triangle.

The Camp Fire law is a statement of values for Camp Fire members. All of the things you can do in Discovery relate to the law.



## Capture the Camp Fire Spirit

Birthdays...Anniversaries...Holidays...People capture memorable moments in their lives through celebrations. Some celebrations are part of your religious beliefs. Others are in memory of important historical events or famous people. Still others are very personal celebrations, commemorating important events in your lives. What are some of your favorite celebrations?

Celebrating is an important part of your Camp Fire life, too. You can celebrate with your group many traditional or personal holidays. You may even have some days special only to your group that you celebrate each year.

Ceremonies are a traditional kind of celebration special to Camp Fire. If you have been in Camp Fire for awhile, then you may have participated in a ceremony with your club, council or at camp.

Ceremonies with your club or group can take many different forms. An unplanned "celebration of the moment" can draw your group together with a feeling of warmth and friendship. Such moments may happen anywhere — on a hike, around a campfire, at parting time after a particularly fun-filled meeting. Sharing a special moment in silence gives everyone the opportunity to explore and enjoy their own thoughts and then, in turn, you might share your feelings or insights with each other.

Taking advantage of such unplanned celebrations can provide many memorable moments. With a little more planning, you can insure that these magic moments are a part of your program. Plan to open and close each meeting in a special way. A shared song or a friendship circle at the end of a meeting can be a celebration of your friendship. Members of your group can take turns providing the little planning needed for such ceremonial moments.

Many Camp Fire clubs plan ceremonies to commemorate important occasions, such as to award recognition items, mark the beginning or end of a year together, install officers, welcome new members or express appreciation for the help of parents, friends or other helpers. For such events, you may want to follow a more formal plan for your ceremony.

Of course, a more elaborate ceremony requires more planning, but if everyone gets involved, the work can be easily shared. You may want to do all the planning together as a group or assign individual members particular parts of the program to plan.

Choosing a theme will help you pull together all the parts of your ceremony. Important holidays may be sources for theme ideas. Lines from favorite songs or poems may suggest a theme to your group. Often, the purpose for holding your ceremonial can provide some theme ideas; for example, the theme of friendship could be appropriate in a ceremony welcoming new members to your group. Once you've decided on a theme, you may want to choose a location or decorations that will help you carry it out. If you want guests to share in your celebrating, then invitations are in order and can also be expressions of your theme.

Even if your ceremony is a formal occasion, it should still reflect your personal feelings and thoughts. You may want to write your own words for different parts of the program or choose from the writings of some of your favorite authors and poets. You can find help for planning your ceremonial in the book *Magic Moments* (#D-06500).

Through the years, many traditional songs have become a part of Camp Fire ceremonies. Using such songs as the "Camp Fire Processional," and "Recessional," "Echo Call," "The Camp Fire Law" and others can help you feel a part

of that tradition. Your group may also have some favorite songs of your own that will add a personal meaning to your ceremony. The book, *Music Makers* (#D-79), or popular songbooks can be other sources of songs.





Another way to capture the Camp Fire spirit is to create a special name for yourself and your club. If you were a Camp Fire Adventure member, you probably chose a symbolic name for your club and for yourself. As you continue into Discovery, you may wish to keep these names or develop new names that reflect your changing attitudes and goals. If you are brand new to Camp Fire, you may want to choose a brand new name for yourself, too. Your adviser can help you do this with information in the program book for Adventure members.

You're a part of Camp Fire and you'll want people to know it! Look in the official national catalog for items you can wear and use to show you belong to Camp Fire. There's a casual shirt to wear with jeans, slacks, shorts or skirts. There's also a dress uniform

for those times when you're representing Camp Fire. And when you're really casual, wear one of the special T-shirts pictured in the catalog.

There's a tradition in Camp Fire of having special clothing for ceremonials. Members make this clothing to display their many emblems and beads. The most important thing about ceremonial clothing is that it says something about you. How you decorate the clothing is a very personal statement about you, your hopes and your work in Camp Fire.

If you have a Camp Fire name, a symbolic representation of that name can become part of the design of your ceremonial costume. Or symbols of your goals or achievements can become part of your overall design. You may build your design

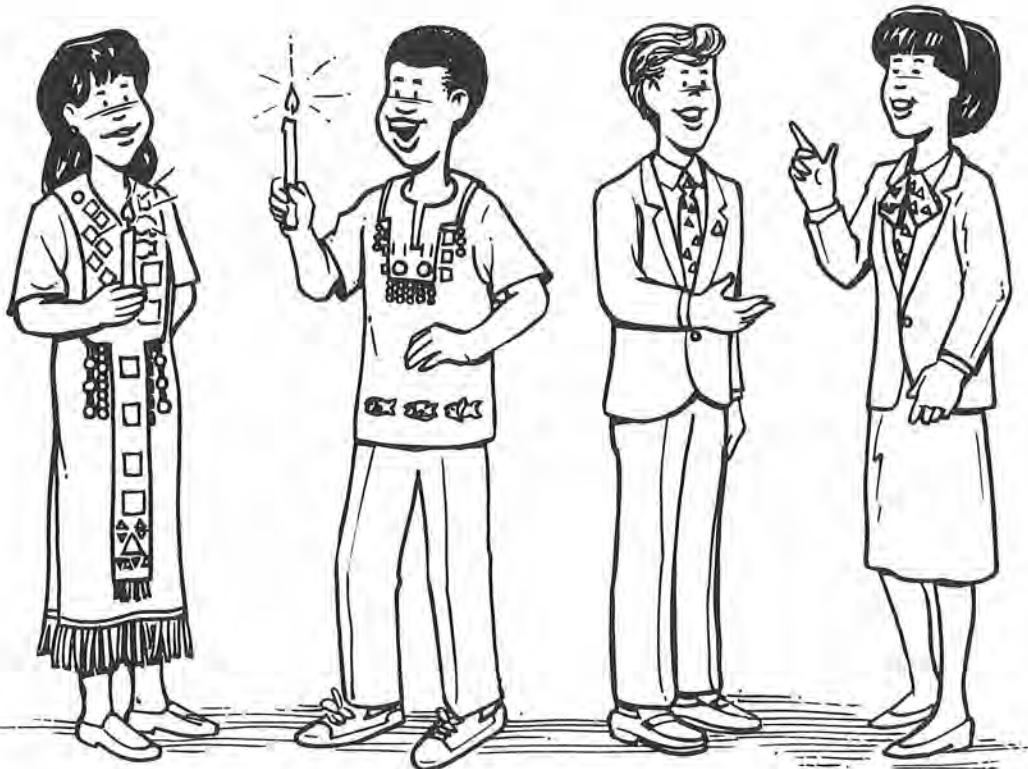
around the bottom of the garment, with the most dramatic symbol placed center front, or you can begin a vertical, pyramid shape from the bottom up. Or you can start your design at the shoulders and let it progress downward.

You can also use recognition items you've earned to decorate your ceremonial costume. Action Craft and Try-Ad beads that you earned in Adventure or that you may still be earning can be used to create designs or outline symbols. Emblems

showing your progression in swimming and outdoor living or completion of the Discover Camp Fire and Discover Yourself projects, a Torch Bearer or service project can be placed on your costume. Your council or your club may have some specially designed emblems you might want to proudly wear.

You can capture the Camp Fire spirit in many ways. That spirit is your way of belonging to Camp Fire and grabbing hold of the Rainbow of Discovery.

## CREATE YOUR DISCOVERY LOOK



# PLAN

## 4. Review



### Make Decisions

Part of the fun of belonging to a Discovery club is just being together and sharing good times with friends. Another exciting part is setting goals together and sharing plans to meet those goals. The Discovery program offers lots of activities and projects that you can make a part of your club's schedule. Some involve only a little planning and some may involve a lot. How do you choose what you want to do together? Where do you begin to plan? What can you do to get everyone involved? The activities in this chapter will provide you with some methods to plan for action.

## Share Yourself

Group decision-making begins with feeling comfortable enough to share ideas with the group. Is everyone in your group ready to communicate comfortably?

If your group has been together for awhile, then you are probably pretty comfortable with each other and can communicate on a fairly personal level. If you are a new group, or if your group includes some new members then you might need to take some time to become comfortable being together. Many party books include get acquainted activities that help break the ice. Trust games allow you to share feelings while having fun. *New Games*<sup>1</sup> and *More New Games*<sup>2</sup> are good books to find games for getting acquainted and developing trust for each other.

You don't have to plan an activity that will help members of your group trust each other. Just spending time together talking can help you feel comfortable with each other. You might make a talking time part of each meeting. Having trust there is more important than how you go about developing that feeling. Once you've got trust in each other, you can move more easily toward making decisions together and accomplishing goals. So, now get started!

## Work Together

Whether your tasks are big or small, there's some planning needed to get the job done. Sometimes your planning is simple: Everyone wants to have a skating party, people volunteer to get drivers, someone handles the permission slips and off you roll. Some other plans are more

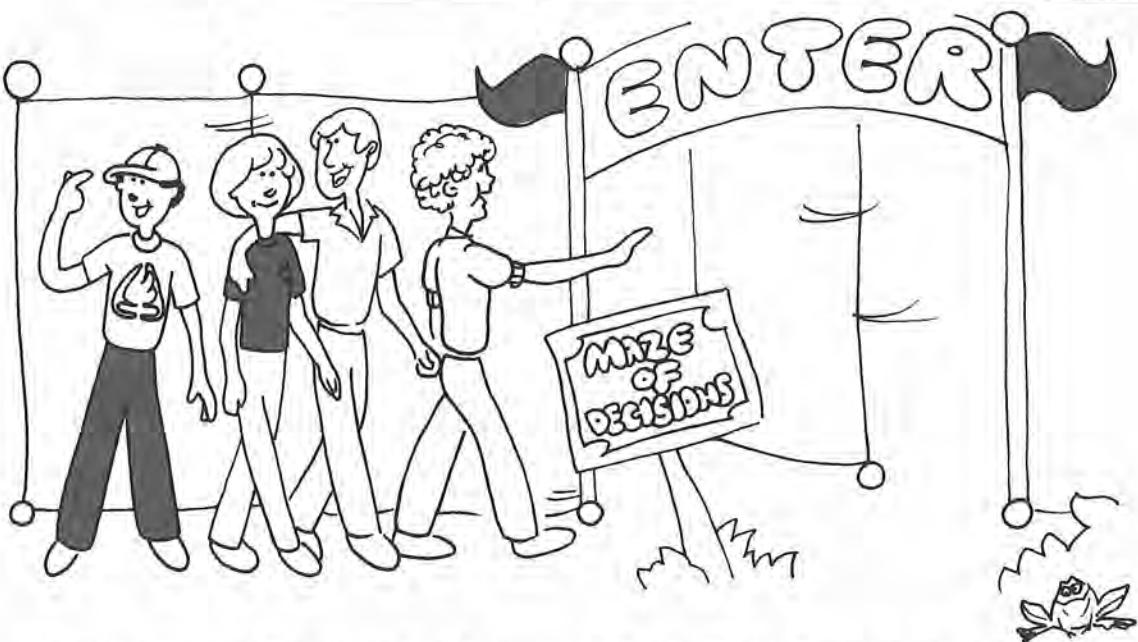
involved: Everyone wants to do a service project to earn a STAR award, but no one is quite sure what the project should be.

Certain things may limit or influence the kind of decision-making process your group uses. If your group is very large, you may have trouble coming to a decision that everyone agrees with. You may want



<sup>1</sup> *The New Games Book*, edited by Andrew Fluegelman; a Headlands Press Book, Dolphin Books/Doubleday and Company, Inc., Garden City, NY; 1976.

<sup>2</sup> *More New Games*, by Andrew Fluegelman; a Headlands Press Book, Dolphin Books/Doubleday and Company, Inc., Garden City, NY; 1981.



to break up into smaller groups based on individual interests. You might be limited by the amount of time you have to make a decision. Some kinds of decision making take more time. And some decisions may not be important enough to merit the time required to come to complete agreement. It might be better simply to vote or delegate one or two persons to handle that particular decision.

If your group seems to have problems getting things done, it might be because of the way certain people are acting. If such problems arise in your group, you'll need to talk them out. Hiding or avoiding group problems may eventually lead to members drifting away or quitting in anger and frustration. You might want to enlist your adviser's help in solving problems caused by individuals in the group.

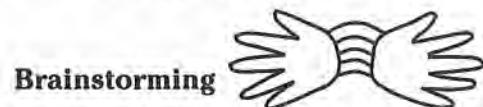
The four steps to good planning are outlined here.

1. Interest Grabbers and Choice Makers will help you DECIDE what you want to do.
2. Getting It All Together happens as you PLAN.
3. Action has tips on how to DO your activities.

4. Instant Replay has ways you can SHARE what happened.

Different activities at each step keep your meetings from becoming the "same old thing."

## Interest Grabbers



### Brainstorming

First you've got to have ideas that grab hold of everyone's interest. Brainstorming together is a good way to get lots of ideas in a short amount of time. It stretches the mind and allows everyone to suspend judgment while creating ideas.

#### Materials:

1. Large sheets of newsprint, butcher paper or the classified section of the newspaper for each group
2. Ten pennies for each club member (optional)
3. Felt tip marker for each group
4. Masking tape

**Setting:**

1. Small clubs work as a group, larger clubs divide into small groups of 3 to 5 people

2. Location can be anywhere

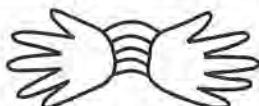
**Procedure:**

1. Leader of the activity (one club member) asks other members to form small groups of about 3 to 5. Each group selects a recorder.
2. The groups sit in circles. Each recorder is given a couple of sheets of newsprint or other paper and asked to record *every* idea generated by the group. Write large!



3. When groups are ready to begin, activity leader explains the ground rules:
  - a. Any and all ideas are okay.
  - b. Repetition is okay.
  - c. No discussion permitted, just keep the ideas coming.
  - d. Piggybacking one idea on top of another is great.
  - e. No put-downs allowed. Since all ideas are okay, don't step on the flow by making faces, saying "yuk!" or giggling.
4. The activity leader forms a question for the group to work on. For example:
  - a. What are all the things we can do in this town that are free?
  - b. What are all of the things we can do outdoors?
5. Activity leader tells groups they have 15 minutes to come up with as many ideas as possible, no matter how wild or impractical. Just before 15 minutes has passed, leader asks groups to generate 6 more ideas.
6. When all ideas are generated, the activity leader spreads the sheets out on the floor. Now the ban on criticism is over. Discuss what would be fun, interesting and practical. After some discussion, you can narrow down your ideas in a fun way by letting members vote with pennies for their favorite ideas. Each member puts one or more pennies by the items liked best. All pennies go into club treasury and each member has a 10-cent investment in the club plans.

**Bright Idea Walk**



The purpose of this activity is to get a new look at the world around you and to explore your place in the community.

**Materials:**

1. Newsprint, butcher paper or the classified

section of the newspaper

2. Bold felt tip markers
3. Or chalkboard and chalk can be used

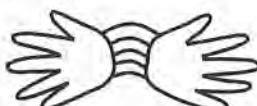
Setting:

1. Anywhere

Procedures:

1. The group divides into pairs.
2. Activity leader instructs pairs to spend 15 to 20 minutes or more walking around a given area seeking ideas the group might use later for activities. You could choose a new part of town, the woods, your own neighborhood, shopping mall, a different neighborhood. You could look for places to go, things to learn more about, service projects to try, etc.
3. After the walk, the group meets together and pairs report what they have found. A recorder lists all ideas on a large sheet of paper or a chalkboard.
4. Activity leader involves group members in a discussion based on this information, asking questions such as:
  - a Which of the new ideas interest you the most?
  - b How could we investigate some ideas or possibilities further?
  - c Did it help to have someone else with you?
  - d What are other ways the group might discover ideas that can be built into projects?

### Today's News



This activity's purpose is to connect your group's interest to the real world, to stimulate idea generation and to use everyday resources to be creative.

Materials:

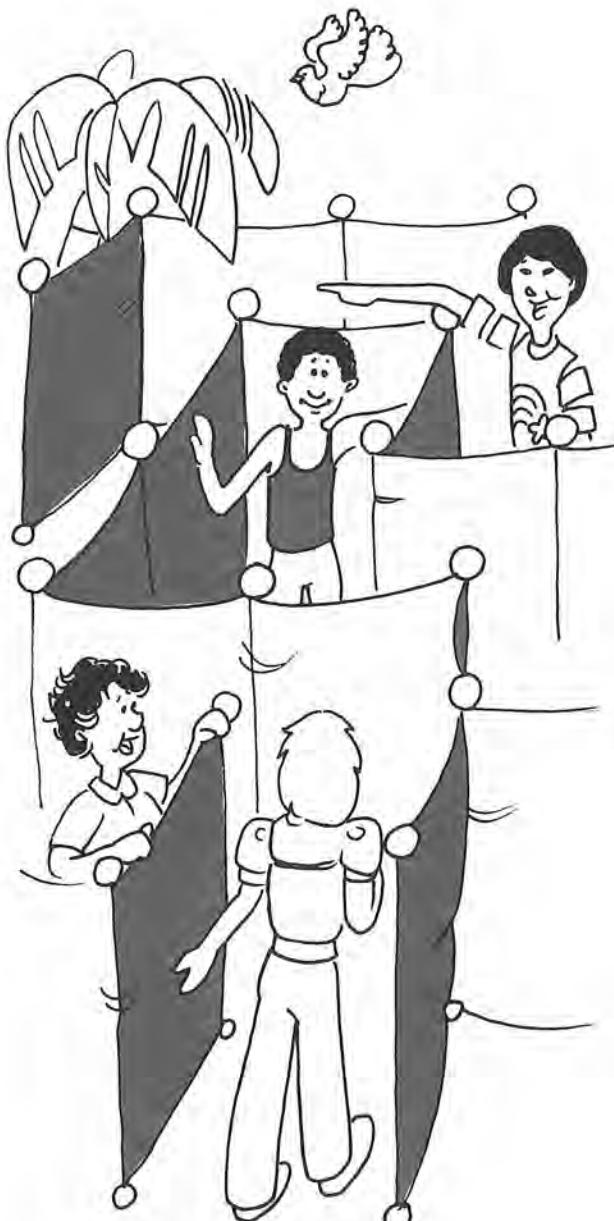
1. Felt markers for each participant

2. Several recent newspapers

3. Blank newsprint or butcher paper

Setting:

1. A room large enough to easily spread out the newspapers for everyone



### Procedure:

1. Each person takes a marker and a section of a newspaper.
2. Everyone has 10 minutes to circle items in the newspaper which she considers to have program potential for the group.
3. A recorder is appointed. As individuals report what they have circled, the recorder lists the information on newsprint or butcher paper.
4. After the 10-minute exploration and recording, the information collected can serve as a basis for discussion.

## Choice Makers

Now that you have a lot of ideas, what can you do with them? It's time to make some decisions about what is going to happen. How do you decide?

There are three ways your group can come to a decision together. Each has its advantages and disadvantages.

If you VOTE to decide something, you may end up with one part of the group pleased with the results, and part of the group not. In a voting situation, the majority (over half the group) rules, though each member should have an opportunity to have her say.

When there are opposite points of view where no side can win, your group might COMPROMISE on a decision. This means everybody gives in a little. If part of the group wants to backpack and the others want to canoe, you could plan a canoe trip with lots of portaging. Compromise takes time, and people may still not be totally pleased with the resulting decision.

CONSENSUS decision-making means a unanimous decision is reached by everyone in the group. It takes time and effort because everyone's opinions must be heard *and* used in the final solution. Your group may try to reach a consensus but



discover that not everyone can be pleased, and then have to change to deciding by voting or compromising.

The activities here can help you make compromise or consensus decisions.

### Putting It On The Line



This activity allows the group to compromise or reach consensus in an active way that gets everyone's view points expressed. This is an activity, not a game. (Although it can be fun!) The goal is to reach a decision, not find a winner.

#### Materials:

1. About 20 feet of rope (optional)
2. Chalk (optional)
3. 3 big pieces of cardboard
4. Felt tip markers

#### Setting:

1. Large room, yard or field



**Procedure:**

1. If rope is used, stretch it across the room or yard. Or draw 3 large chalk circles on floor or playground.
2. Label sections of rope or circles "yes", "no" and "maybe" using cardboard and markers. (Three corners of a room also may be used.)
3. Activity leader states the issue; for example: Our August activity will be a 50-mile bicycle trip and overnight campout.
4. Each club member stands by the labels "Yes," "No," or "Maybe," according to how he feels about the issue.
5. Once everyone has taken an initial stand, those gathered at each spot discuss together why they took that stand. They then choose a spokesperson.
6. Then, in turn, each group's spokesperson presents reasons for that group's choice. At any time individual members may change positions on the line or among the circles.
7. After each small group has spoken, it

chooses a new spokesperson and goes into a huddle to review the arguments. Then, in turn, each new spokesperson presents new reasons for the group's choice. At this point the different parts of the group might "give in" a little to reach a compromise.

8. Or, this process can continue until the group reaches a consensus and everyone is stationed on the "yes" or the "no" or until the group decides it can't reach consensus on this issue.

\*Special note: When using the rope or a line the result can be a decision continuum where individuals can station themselves anywhere they feel appropriate on the line, such as halfway between "yes" and "maybe." They can keep moving as they are swayed by various arguments.

**Everybody In  
All The Way**



The purpose of this activity is to reach a group decision by consensus, recognized by group process experts as the most effective decision-making method for creativity, commitment, involvement and use of group resources.

**Materials:**

1. Chalkboard or large newsprint sheet and marker
2. Each person contributes and uses a dime

**Setting:**

1. Anyplace

**Procedure:**

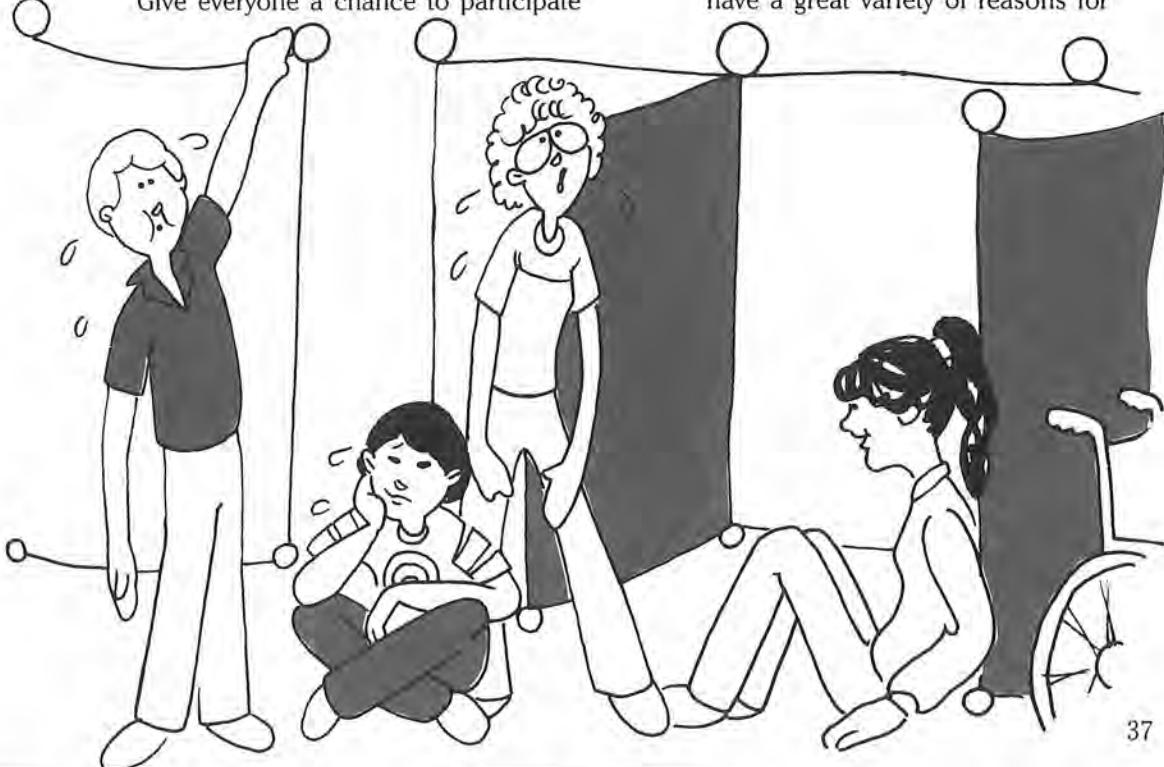
1. Allow plenty of time. Consensus is the most time-consuming method for group decision making, but it is the most effective for obtaining commitment and involvement of group members in a project.
2. The task of reaching consensus is not

complex, but there are several important ground rules. Be patient! The ground rules are as follows:

- a. The goal is a solution the total group can accept. Everyone should present points of view but not push for them. Try to listen carefully to each other.
- b. Avoid changing your mind just for quick agreement.
- c. Conflict is okay. Majority voting, tossing a coin or bargaining shouldn't be used to avoid a conflict, even if you become frustrated or impatient.
- d. Everyone is involved. Ideally all points of view are heard and discussed. (The time invested now will pay off later in a feeling of ownership for the decision made by all involved.)
- e. If everything bogs down, don't fight for a win/lose situation, but choose the next alternative everyone can live with.
- f. Opinions and feelings are important. Give everyone a chance to participate

and encourage everyone to really listen to each other.

3. Have a trial run. Here is a fun way to give the group some practice in consensus decision-making.
  - a. Everyone invests a dime in the outcome, and the dimes are not returned.
  - b. Six to seven people sit in a circle and place their dimes in the center on the table or floor.
  - c. Now the group decides which members of the group should have all the dimes. They discuss all the different reasons. Everyone needs to agree with the final decision. Remember, no bargaining such as "I'll buy all of you ice cream if you give me the dimes." The person designated by the group keeps all the dimes.
  - d. In your group, discuss how you reached the decision. Were you able to follow the ground rules? Groups have a great variety of reasons for



their decision. You might have given the dimes away to the person who needed them the most. Or to the one who had the most interesting reason for wanting them. There is no right reason. In deciding how you reached consensus, you need to be careful not to evaluate the values that you decided by. After all, everyone's values are different.

4. Seriously, now...list several alternatives for a decision, for example:

#### Spring Activity Choices

- We will use group treasury for fees for the spring campsites.
- All members will pay their own fees for the campsite and we will use the group treasury for horseback riding.
- We will use half our money for spring campsite fees and riding fees.
- We will have a special fund-raising event to earn money for the campsite and riding fees.

5. Groups no larger than 6 or 7 people now discuss and rank the choices. Don't dwell on little details, but discuss enough so that all points of view are offered *and listened to*. Everyone participates. Then the group arrives at a priority order everyone can live with and help carry out. Put a #1 by the first

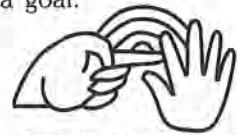
choice, #2 by the second choice, and so on.

6. Consensus decision-making is a sophisticated group skill. It takes practice. An ongoing group will get better and better at it. It is a good group process because there are no winners and losers as in a majority or minority rule, and there is a wider commitment to the outcome than with decisions made by a group leader or an expert. It'll be easier if you start with something simple and noncontroversial.

### Getting It All Together

Once you've chosen some goals, you and your group will need to develop some plans for getting it all together. Here are a couple of ways to outline what you'll need to do to accomplish a goal.

#### The Dream Big Planning Pattern



The purpose of this activity is to show you that planning proceeds in steps and to help you explore the various choices to be made at each step.

##### Materials:

1. Chalkboard (or large newsprint)
2. Chalk (or felt tip markers)



Setting:

1. Any meeting room or outdoor space that's comfortable

Procedure:

1. Decide on a plan as a total group for identifying what exists now in a given situation, what would be ideal, and how the group would get there.
2. List on chalkboard or newsprint as you go, as in the sample below. Discuss what the problem is now; what would the ideal be?

### The Big Dream Planning Pattern Sample

#### How Do We Get There?

Step #1

##### Now

The club only has \$1 in the treasury.

##### Ideal

We should have \$60.

#### How Do We Get There?

- Raise dues
- Have a car wash
- Sell stationery
- Hold a bake sale

Step #2

##### Now

Need a place for a car wash that is convenient for people

##### Ideal

Free water, parking spaces visible from the street, shade to work under

#### How Do We Get There?

- Ask manager of gas station at the shopping center.
- Ask manager of the center to use the corner parking lot.
- Put up signs on corners.
- Ask rabbi to use community center parking lot.

Step #3

##### Now

Need people to come to the car wash

##### Ideal

Will have 50 people get their cars washed

#### How Do We Get There?

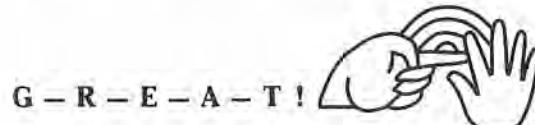
Run an ad in the paper.

Print flyers, hand out at shopping center.

Put up big signs on street.

Get public service announcement on radio.

As you make decisions in each step of the planning using this pattern, club members can volunteer for or assign each other jobs.



The purpose of this activity is to help you outline planning steps following an easy formula which will help you remember those steps.

Materials:

1. Copy of formula for program planners which is given below

Setting:

2. Anywhere

Procedure:

1. In group decisions, follow the steps for the formula for program planners given below with a sample plan.

**G...Goal statement:** To put on a "get out the vote" campaign.

**R...Restate in action terms:** Three members will present skits to community groups. Two members will design and print flyers. All members will distribute flyers. All members will distribute "I



promised Camp Fire I'd vote" buttons.

**E...Enlist possible resources:** Junior high drama teachers will help with the skit. Becky's father will print the flyers. The League of Women Voters will help pay for getting buttons made.

**A...Assign jobs:** Match jobs to interest and abilities.

Skit — Jim, Julia and Joella are good at stunts and skits.

Flyers — Ben draws good cartoons; Becky writes well. Becky will talk to her father.

Distribution — Nancy and Nick are good at getting people to do things. They are in charge of getting out the flyers.

Buttons — Amy's very persuasive; she'll talk to the League of Women Voters.

**T...Target Action:** The project for community service can be fun as well. We could have an election day victory party to end the project. Well! How did it go? What did we learn? Did we meet our goal?

### Action



Now you are ready to take action. Remember, though, even the best planning doesn't always insure success. In fact, some of the failures may turn out to be just as fun. You'll probably have quite a few laughs over the leaky tents on the overnight or the luggage that arrived two days late. There are some things you *can* do to help take care the problem that might arise.

1. Make check lists. These should include lists of personal gear, group equipment, procedures for certain jobs and menus.
2. Make a caper chart. That way all the work gets shared and no one feels dumped upon. Caper charts match all the jobs with the names of all people involved in the event. Some caper charts are set and are in effect for several days and some allow for rotation of jobs. You can find examples in Camp Fire's *Outdoor Book* (D-76).
3. Make contingency plans. Try to figure out what could possibly go wrong with your plan and then make plans to take care of them. You could make contingency plans for bad weather, emergencies, etc.

## Instant Replay

You could call this the last step in your group's planning for this project or the first step to future planning. Here are a couple ways to measure how your plans went, which can give you guidelines on how to plan the next time.



### The Gong Game

Look back over the year's program. List all of the year's activities on big newsprint or butcher paper sheets and tape on the wall or window so everyone can see.

Use metal garbage can lids or pan lids and spoons or sticks for gongs and bells for hits. One club member reads the activities and calls on someone to tell the one thing she remembers from that activity. The rest of you can give the activity a gong (bad) or bell ringing (good). Someone tallies the votes and then you can all discuss. This is very noisy fun!



### Memory Map

In groups of 3 to 5 people (or as a total group) members of your club can draw maps of the events or projects you just completed. Starting at the beginning, the map should include all the things that happened. You can draw the maps like big treasure maps. Each group draws one map together (or in a small group everyone can work together). This activity stimulates good conversation about what happened. The maps also could be drawn individually and then shared.



### Photos and Phrases

Record your experience in words and

pictures. Put together a collage or scrapbook of pictures you took during the activity, project or event. Caption your photos with your own descriptions or with sayings or song lines that capture your feelings about what happened. You could make this an ongoing project that captures all the program happenings of a year.



### Share Session

If your project or event involved others outside of your group hold a share session to discuss how things went. Talk about what working together meant to you. Ask the people you worked with to share what having you there meant to them. Perhaps making this part of a party will put everyone in the mood to share.

### Make Your Own Plan

So far you've learned a lot about Camp Fire, the Discovery program and how to get some ideas into action. Now it's time to take a look at the big picture. Perhaps you've already decided what you want to do as a Discovery member this year. How about next year?

If you haven't given much thought to tomorrow or next year as a Camp Fire member, a plan can remind you of all your options.

Some parts of your plan will be done individually and some as part of a group. Try to get a balance of both. Doing projects with your friends can be fun, but you may also want a chance to develop some other ideas and skills on your own.

When you get some picture of what you want to do, apply the ideas in this chapter to help you finalize your plan.

## SENSE-EVORY

Lay on the ground and get a worms-eye view of a favorite spot. Take a trust walk. Hug a tree with your eyes closed and then try to find it again.

# EXPLORE

5.



So you want to go on a trip...

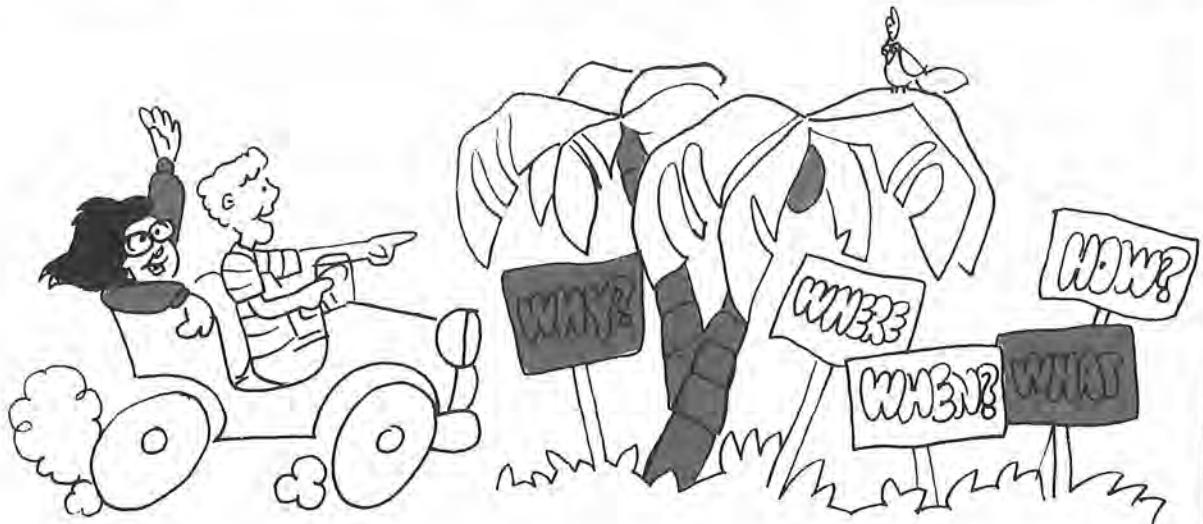
Do some travelin'...

See the sights...

Get on the road again...

Discover...

Explore...



Why not? You are a part of a Discovery group! Traveling is a great way to make lots of discoveries about the world *and* about yourself. So, just hop in the car and...

Wait!

Before you take off into the sunset, maybe you better be able to answer a few questions. After all, the great explorers of the past didn't just pack a bologna sandwich and wander off to discover the North Pole. They *planned*. If you do some planning, too, then your expedition has a better chance of success.

## Road Signs to Successful Trip Planning

Of course, you've already done some important thinking on your own...you've thought about how you'd like to take a trip. You think that if you spend some time now on planning, your trip will be more fun later. Now, you and your group need to put your heads together and get it all organized. Be sure everyone's involved from the very beginning, so every person in the group will feel some commitment to the success of the plans. The questions you might want to answer together could be a part of your planning for almost any kind of trip.

### Why Are We Going?

You and your group may have already answered this question. You may share special interests with others in your group, like backpacking or horseback riding, that naturally lead you into planning a certain kind of trip. You might be working together on a Torch Bearer project and you'll be able to complete a requirement on your trip.

Does your group have itchy feet but no one seems to really know why? Sit down together with some newsprint or a chalkboard and brainstorm some "why's." You'll get a lot of different answers, probably everything from "to have fun" to "to get away from my older sister." Or use Today's News activity. The newspaper can give you lots of ideas about places near and far to visit and lots of reasons to visit them. Both these activities are described in Chapter Four. Knowing why the group wants to travel together will help you know where you want to go, which is, of course, the next question...

Again, your group many already have something in mind for where to go. If everyone really wants to learn how to ski, a ski area is an obvious destination. If you are working on one of your Progressions in Outdoor Action, then you would need

to choose a camping area that would give you the opportunity to complete the requirements. If music hits a high note with everyone in your group, then your destinations may include a nearby music festival.

Are there some things you should consider when deciding on *where* to go? A few have been mentioned already, such as choosing a destination where you can learn the skills the group would like to know or where you can pursue group interests. You might also take into consideration your group planning skills. If your group has not done much planning together or has had little experience in traveling together, then you might want to start small. Instead of planning your first trip as a journey around the world, you might try an expedition around your area. You might also want to consider what other skills your group has. A five day backpacking experience may be too much for a group that doesn't even enjoy walking to the corner. A five day backyard overnight may provide too few challenges to a group with some fairly advanced camping skills.

You may choose to go to more than one place. Often groups plan longer trips with several destinations in mind and several stops along the way. If this is the kind of trip you'd like, then a good way to begin planning is to set up an itinerary. An itinerary is a detailed plan of where you are going, what the stops are along the way and how long you'll stay at each stop. As you progress in planning your trip, you can add more details to your itinerary. But before you get too far in planning an itinerary, you'll probably need to know what amount of time you have to work with.

### **When Are We Going?**

Timing for your trip depends on several factors. Some journeys can be accomplished in one meeting and some take weeks to complete. What kind of time frame does



your group have to work with? When are your school holidays? What weekends do group members have free? Often, club members of Discovery age have a lot of activities competing for their time. You and your group should try to plan to take your trip when the most members can go.

Another factor determining when your group might travel will be the expense of your trip. Traveling costs money and it may take your group awhile to get together the finances you need.

How *long* your trip is also depends on the amount of time and money your group has. Again, if you haven't traveled much, you may want to plan some shorter experiences first, day trips or for one or two nights.

## How Will We Get There?

Depending on the type of trip you are planning, your transportation needs may be many or few. If you are planning on some self-propelled method of travel, like bike-riding, canoeing or backpacking, you'll need to take into consideration the methods and costs for transportation to the point of departure and from the point of return. You may also have to rent equipment.

Many groups use private vehicles for their trips. Your adviser can help you make sure that such vehicles are appropriately licensed and insured. The cost of gasoline and vehicle maintenance should be part of your budget. Public transportation is often a safe way to travel for more extended trips. This includes trains, commercial airlines and buses. Transportation companies are regulated by laws that set standards for maintenance, personnel and insurance coverage. Your council also has policies about these. You can call local transportation lines to find out schedules and routes that might suit your needs.

If your destination is not on any scheduled routes, you may want to charter a bus. Your adviser and your council office can help your group make these arrangements.

Camp Fire standards give direction for selecting safe transportation which will help you make your choice. Your adviser can help you check these policies and standards with your council office.

## How Will We Pay For the Trip?

Financing your trip is balancing what you need with what you have. Some groups start with what they have in their treasury and plan a trip that can be paid for with that amount. Others plan the trip, then raise the funds to finance it. However your group approaches the money management part of your planning, a budget is an

essential tool. You'll need to estimate your costs for food, transportation, lodging and incidental expenses. Many of these costs can be verified by a few phone calls.

Once you've established the expenses for your trip, you'll need to plan to meet those expenses. Some groups may take money out of their treasury to finance a part of the trip and then assess each club member for a certain amount to make up the difference. Your group could also make fund raising part of your trip planning experience. Such projects should be cleared with your council office to make sure there is no conflict in practice or policy related to fund raising activities.



Again, the financial needs of your trip depend largely on how expensive a trip you are planning. A day trip to a point of interest in your community may involve only the cost of a bus ride and a cold drink to have with your sack lunch. A longer trip, across the country or even out of the United States, would involve a lot more transportation, food and lodging costs.

### How Should We Get Ready?

If you've answered the preceding questions about your journey then you are well on your way to preparing yourself for an exciting experience. The Dream Big Planning Pattern described in Chapter Four might be useful in getting your planning down to specifics.

Your group may want to *mentally* prepare yourself for your trip, too. If your travels will take you to different parts of the country or out of the country, you'll want to discover more about the people and places you'll find along the way. Good sources for such information are the local

Chambers of Commerce in the areas you are visiting. Travel agencies may also have details about the locality you are visiting. You might consider getting in touch with some Camp Fire groups in towns along your itinerary as a way to learn more about people who live in other places.

Your council office can help you with this. Books about people and places where you want to visit can be useful sources of information, too.

Some places you visit may have a certain "ethnic flavor," in other words, people from similar cultural backgrounds settled there and still maintain some of their cultural heritage. Your group may want to explore some of these cultural backgrounds by including local festivals, cultural points of interest or visits with local people on your itinerary.

Such cultural exploration can happen close to home, too. Your own area may have active ethnic groups which promote events intended to preserve their cultural heritage. Some cities and towns may have





certain neighborhoods where people from the same country settled and set up restaurants and shops. You often can explore the world without even leaving your own home area.

Of course, there are also some *physical* things you'll need to do to get ready for your trip. If your journey involves some special skills, then you and your group will need to include time for learning those skills. A canoe, bike, cross country skiing or backpacking trip requires a certain level of physical endurance. Books on these special kinds of travel can tell you how to build up the needed strength. You'll need to make personal and group equipment lists and begin gathering together your needs. A time schedule and a caper chart might be helpful to your group to make sure everything gets done and that everyone has a part in doing the work.

### **What Will We Do While We're There?**

To answer this question, look back at the purpose for your trip. Often, the reason

you are going will include ideas for what you'll do while you're there. For example, if you are planning a canoe trip, canoeing will take up a major portion of your time while on your trip. A camping trip will need to include time for taking care of living chores, setting up camp and preparing meals. If learning some new skills, meeting some requirements, or completing a project are goals you want to accomplish on your trip, then time should be planned accordingly. Travel time to and from your destination should also be considered as a good opportunity for playing some games and relaxing together.

You might want to make some plans for recognizing your exploring achievements. You could purchase an item — patch, T-shirt or pin — that proclaims where you and your group have been or symbolizes your accomplishments. Or, you and your group could make such an item.

If your traveling involves getting together with other groups, you may want to consider bringing along some items to trade. Swaps should say something about where you're from, and the tokens you receive in turn become mementos of your journey.

Be sure to leave time for just having fun or pursuing individual interests. It's nice to be able to accomplish all your goals but not if it's at the expense of enjoying yourself along the way.

You might want to spend some time brainstorming together as a group about what you'd like to do. That way, you can plan your trip considering everyone's interests and desires.

### **Getting Your Trip on the Right Track**

Special kinds of trips involve certain kinds of planning. Here are some helpful hints for getting together these special exploring experiences.



### **Exploring Nearby Places**

Time or money may limit the extent of your travels but there's no way it can limit the laughs and learning you can experience exploring close to home. Much exciting fun can be had on a day's journey.

**A Bright Idea** Walk around the area where your group meets may turn up lots of interesting people and places for you to explore. Looking through Today's News in your local newspaper can give you some insights on sightseeing opportunities in your locality. Directions for these activities are in Chapter Four.

Taking a different approach to your area explorations can add to your store of knowledge about where you live. Discover the history of your home area through visits to local historical museums. Explore career possibilities through tours of local shops, factories, corporations or

institutions. Grow in your awareness of your own cultural heritage on trips to ethnic neighborhoods.

Often groups overlook the opportunities right outside their doors in their haste to plan something "really exciting." Trips to nearby places can be inexpensive, enjoyable and excellent practice for planning more extensive journeys.

### **Exploring Faraway Places**

If your group has ambitiously set its sights on a longer trip either within or outside the continental United States, then some long-range planning is in order. Start your planning at your council office, where you'll find out about policies and procedures for such trips.

For trips longer than a day or two, an itinerary is a necessary planning tool. Start with a basic plan of where and when you are going, and fill in the details when you receive confirmed travel and lodging reservations and other information about what there is to see along the way.

Traveling can be very strenuous, so the health and safety needs of all participants should be a part of your planning. Parental permission and insurance coverage must be obtained, and health histories or medical exams may be necessary. You should know about medical and emergency services available along your route. Camp Fire standards include information you can use for handling these important details. Copies of your itinerary and the names and emergency contacts for all members of your group should be left with an at-home contact.

Money management is an important part of your pre-trip planning. Decide what items will be paid for by group funds and what each participant will pay for personally. Carry traveler's checks instead of cash and work out a system where group funds are budgeted and expenses recorded.

Your group may wish to broaden your horizons with a trip outside of the United States. This is major undertaking and will require extensive advance planning. Again, begin at your council office to find out the policies and procedures governing such trips. Once you have a clear idea of where and when you want to travel, seek out knowledgeable sources to help you with your planning. A reputable travel agency, embassies or informational offices of foreign countries and airlines that serve the places you want to visit can provide you with the information you need to plan your itinerary. They also can tell you what special documents you'll need and how to apply for them.

Prepare for your traveling experience by learning as much as you can about the places you'll visit. Find out more about the customs of the area. Obtain maps and brochures. Learn some basic words and phrases in the language spoken at your destination. Invite a person from the area where you'll be traveling to speak to your group.

A longer trip within or outside of the United States can be a challenging goal of your Discovery program. You'll learn how to plan as a group, grow in your understanding of the world around you and share experiences that will become lifetime memories.

### **Exploring Outdoors**

Camping is an important part of Camp Fire for many groups. Your group may be planning your first camping experience together or you may have camped together for years. Whatever your previous experiences are, each new camping trip can provide you with new experiences and challenges.

A camping trip requires some special preparation. You'll need to consider a site appropriate to your planned activities. Want to canoe? You'll need a water source



nearby. Got the urge to explore off the beaten path? Then a wooded site with lots of hiking trails might be what you need. Your council may own or lease several sites available for group use or may be able to suggest some nearby camping areas. If you are planning an extended trip, you might want to contact councils along the way and request permission to stay at their council sites. You can also write to state and national park departments for information.

Equipment needs should also be considered. If you're planning a simple overnight at your council camp, then much of your equipment can probably be borrowed. Your council may lend or rent larger items, such as tents. Extended camping trips or special kinds of trips may require more specific equipment needs and your club may have to consider purchasing some equipment or renting from an outfitter. Make sure you make up both group and individual equipment lists and that everybody in the group knows what they're responsible for bringing.

Mealtime is everyone's favorite time of day, and nothing tastes better than good food cooked outdoors. Plan some easy menus so that you aren't spending all your time cooking, but challenge yourself by trying the unusual occasionally.

Health and safety should be a concern in any activity your group undertakes, and it's a very important part of your camping experience. A well-equipped first aid kit and someone who knows how to use it should be along on every trip. If your group is trying out some challenging, more dangerous kinds of activities, someone skilled in those activities should be present. Parental permission and adequate insurance coverage are a must, and medical histories or health forms should be obtained, particularly if your camping trip will involve strenuous or potentially hazardous activities. Before going, everyone should review emergency procedures and then practice on the trip.

More ideas and information about site selection, equipment needs, menu planning and preparation and health and safety practices are all included in the *Outdoor Book* (#D-76).

What will you do while you're there? Camping provides many opportunities for activities, everything from dozing away the day at the ol' fishing hole to marching along a mountain trail. Some groups use

their campsite as a home base and take day trips to other points of interest in the area they are visiting. If you are traveling and camping out at night, much of your daytime will be filled with traveling to your next night's campsite.

In the past, camping groups may have spent some of their time "improving" their campsite, using area trees to build fires, latrines and shelters. Today, the trend is toward minimum impact camping, which means enjoying a natural area and leaving behind no trace of your having been there. Such camping practices leave the wilderness unspoiled for others to enjoy.

### **Progression in Outdoor Action**

Sharpening your outdoor skills may be something you want to do on your camping trip. You can earn Camp Fire recognition items through the Progression in Outdoor Action, a five-part sequence designed to help you develop outdoor skills. These progression projects may be done





individually or with others. The requirements to earn each part of the progression are listed below. You must work through the Progression in Outdoor Action from beginning to end, completing all the requirements for one level before moving on to the next.

#### **Fire Tender** (Do all steps.)



##### Kettle and crane

1. Learn about hiking. With your group, plan and go on a one- to two-mile hike, taking with you a picnic lunch. Plan food, first aid equipment, clothing and destination.
2. Take three different kinds of outdoor observation hikes or walks, such as a color hike or hike to observe signs of the season, birds, tiny treasures, etc. One of these may be combined with

the item above. Share your experiences with someone else.

3. Learn how to measure distance by paces. Demonstrate your ability to do so on at least three separate occasions. One should be for a specific purpose such as the distance from school to your Camp Fire meeting place, your house to the nearest park, etc.
4. Learn a joining knot such as a square knot or sheet bend and a stopper knot such as the overhand knot and their uses. Demonstrate how to pack a sleeping bag or make a bedroll using these knots.
5. Learn and demonstrate use, care, safety and selection of a pocket knife. Make shavings for a fire.
6. Learn about the kinds of fuel for outdoor cooking. Know how to care for charcoal and/or make a wood pile.

7. Learn facts of firebuilding and fire safety. With a group, build and use a fire and cook a simple one-pot dish or foil dinner or something on a stick. Be sure to keep the fire as small as possible. Plan menu, capers and cleanup.

### High Adventure (Do all steps.)

Path and star



1. Learn the Conservation Pledge (see Chapter 18 of the *Outdoor Book*) and explain what it means to you. Discuss the current environmental concerns of your community. Develop and carry out a plan to help.
2. Learn how to whip the ends of a rope and demonstrate your ability to do so by teaching someone else. Learn two additional knots and their uses. Demonstrate by teaching them.
3. Learn the parts of the compass, cardinal and ordinal or inter-cardinal points. Demonstrate your knowledge, plus the ability to take and follow a degree reading from the cardinal points. With several others, play at least two games with a compass.
4. Use your pocket knife in two different ways as a useful tool to aid in camping.
5. Learn to build a fire for cooking in a contained fireplace or learn to construct and use a buddy burner or hobo stove. Cook two meals on the fire you choose using different recipes and methods.
6. Make lists of equipment needed for an overnight. Include personal items. Decide what equipment you can make.
7. Using all knowledge gained so far, plan and carry out an overnight camping trip. Cook at least two meals outdoors. Do a waste-disposal plan, caper chart, equipment list, permission form, transportation plan, etc.



### **Trail Maker** (Do all steps.)

Person, trail, trail marker



1. With several others, take the responsibility for improving camping land or public property by cleaning paths, checking erosion, reforesting, cleaning up litter, etc.
2. Using a compass, make a simple map of an outdoor area. Locate the natural features of the area and discuss the interrelationships that exist among the natural features on your map.
3. Make a tarp or temporary shelter demonstrating knowledge of how to use the terrain to protect you from the weather.
4. Learn and demonstrate the use of a saw for preparing firewood.
5. Cook and eat a meal using no utensils, or cook part of a meal using solar heat as your heat source. (See recipe section of the *Outdoor Book* for suggestions.)
6. Pack camping gear so it can be carried either in containers for car camping or in a backpack. Learn how to store food at a campsite without gas or electric refrigeration.
7. Plan and carry out a one-night or two-night camping trip using all skills so far obtained. Cook at least three meals outdoors using at least two kinds of outdoor cookery. Have a waste disposal plan, capers, equipment, permission, transportation, etc.

### **Gypsy** (Do all steps.)

Log, flame and rays

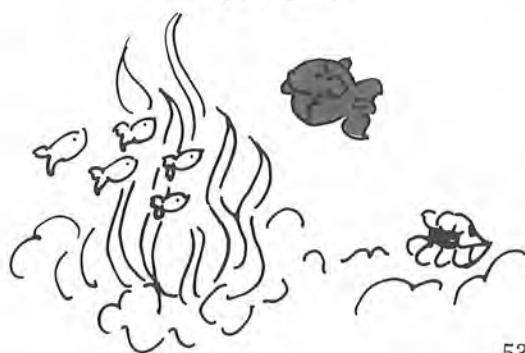


1. Visit a nature trail, an interpretive center or other outdoor education area. Discuss how and why it was developed and what you learned by visiting it.

### **2. Do an ecological study of an area.**

Select an area approximately 10' x 10' at the beach, in the woods, near a stream, pond, field, etc. Study, identify and inventory the living organisms such as plants, animals, bugs, birds. Examine and study the soil. Observe the effects of sun, wind, rain and temperature on your plot. To the best of your ability, determine the interrelationships and interpret them to others.

### **3. Follow a map by using a compass.**





4. Learn to use a two-person saw, a hatchet or an axe. Demonstrate your ability to do so on at least three occasions and use these tools to help with a project.
5. Learn to care for and cook on a liquid fuel stove. Use it to cook three outdoor meals.
6. Learn and demonstrate how to pitch a tent.
7. Plan and carry out a two-night camping trip, cooking a minimum of five meals outdoors by using as many as possible of the skills, methods and planning abilities that you have learned.
8. Evaluate what you have gained in completing these requirements and how your feelings toward the outdoor world have changed or intensified.

**Voyager** (Do all steps.)

Land, water and person



1. Select an outdoor specialization skill for trip camping such as canoeing, backpacking, cross-country skiing, sailing, horseback riding, climbing, biking, etc. Learn the basics of the specialization including special equipment needs.
2. Write in your own words the safety concerns related to the skill. Share your safety ideas with a person who has mastered the skill.
3. Buy, rent, or borrow the proper equipment and demonstrate a proficiency in the handling, use and repair of the equipment.
4. Demonstrate to a person who has mastered the skill the proper way to pack for a trip in your area of specialization. (That means you must carry all your food, equipment, and other supplies with you.)

5. Learn and demonstrate ability to forecast weather conditions and read maps related to area of specialization.
6. Help plan and carry out a self-contained specialty trip. The trip should include travel for at least 3 nights with no motorized means of transportation. Include emergency procedures, plan for minimum impact camping, menu, equipment needs, travel route, cost and natural hazards one might encounter.

## IMPROVE YOUR FORM

Use some meeting time to exercise together. Make jogging a part of your agenda. Serve up some healthful snacks.

## GET IN THE PICTURE

Have everyone bring favorite snapshots to share. Pass around photos, swap stories and click up some new creations for the club album.

# LEARN

## 6.



What do you know?

What can you do?

What will you share?

You've learned a lot already in your lifetime and you can do even more! You may even discover that you enjoy teaching others what you know.

Can you count up some of the things you know a lot about, do well and enjoy sharing with others? Sometimes it's nice to give yourself a hand. After all, you deserve it!

Being a teenager gives you many opportunities for learning and teaching experiences. At school, you are able to choose more and more of the classes and extracurricular activities that expand your knowledge about the things that particularly interest you. At home, your family depends more and more on your skills and knowledge to get things done. You may take an active role in teaching younger brothers and sisters or youngsters in your neighborhood some of the skills at which you excel.

Being in Discovery also offers you lots of opportunities for exploring and sharing experiences. You may have camped together for many years as a group and now you're ready to try something totally new and challenging, like backpacking or canoe tripping. Or you may want to share your camping skills with another group who has never camped before. Your experience in Camp Fire makes you a skilled and valued person in working with other Camp Fire clubs or at council camps or events. Earning a recognition item is an opportunity to find out more, too, and to be rewarded for what you've discovered.

A special opportunity for learning and teaching available to you as a Discovery member of Camp Fire can be found in the Torch Bearer projects. A Torch Bearer project is a ticket to discovery. You can specialize in an area that's of interest to you or in an interest you share with one or more members of your group by earning a Torch Bearer. By completing the requirements for a Torch Bearer, you'll find out more about a topic, increase your skills or acquire new ones and have the opportunity to share what you've learned.

The information you'll need to choose and plan a Torch Bearer is given here.

## Torch Bearer Projects

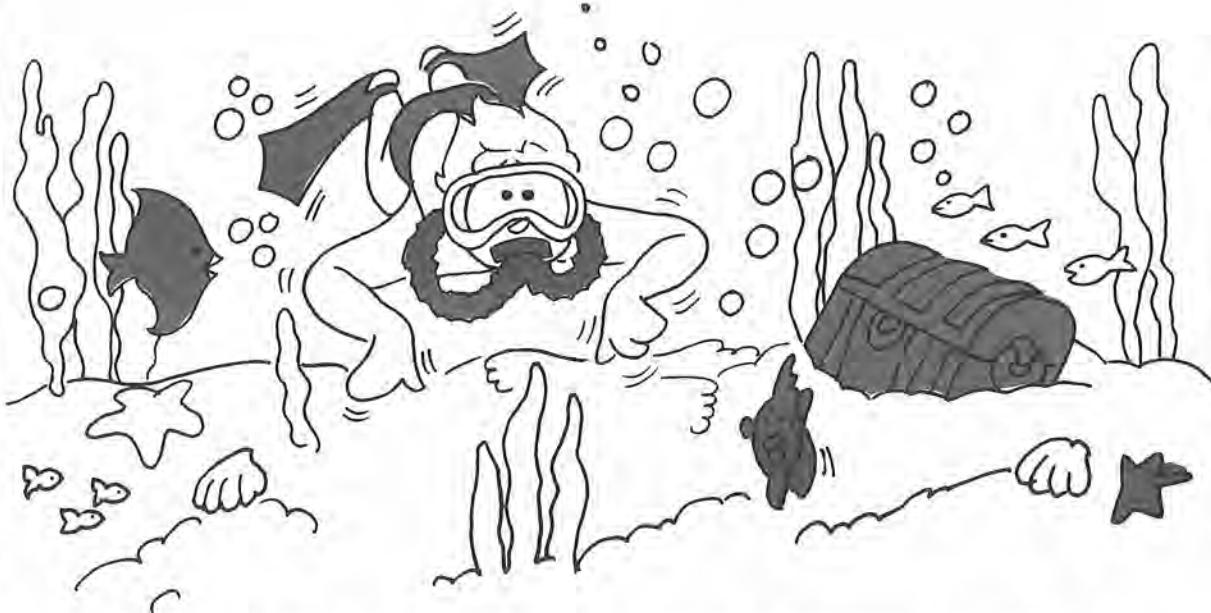
When you have completed requirements for a Torch Bearer project, you have earned an emblem symbolic of your knowledge of a particular topic.

There is no limit to the number of Torch Bearers you can do. You may want to try one or more activities from different Torch Bearers.

Leaf through the Torch Bearer projects at the back of this book and choose one which reflects your individual interests or the interests of your group. If none of the Torch Bearers outlined here fit your particular interest, you may develop your own by following guidelines given under the Special Interest Torch Bearer. Your council also may have some rules about Torch Bearer projects; you can learn about these rules from your adviser.

Whatever Torch Bearer project you choose to do or develop, all will have four basic steps in common. These are Decide, Plan,





**Do and Share.** The Torch Bearer Action Plan Sheet can help you organize each step. Some samples of Action Plans and a blank form for your use are at the end of this book with the Torch Bearer project requirements.

### **Decide**

Torch Bearer topics encompass wide areas of skills and knowledge. You need to decide if you want an overview of the entire topic you've chosen or if you wish to specialize in a particular field within that topic. Suggestions for specializations are listed under the heading DECIDE in each of the individual Torch Bearers. Making this decision will help you pick out the best activities to meet your goals. Some of the activities are designed to help you take an overview of the whole topic while others can be made very specific to an area of specialization.

Once you've made a decision about your topic, decide what activities will help you explore that topic. Read through all the activities carefully and make choices that best fit your needs or interests. Starred activities are required and the others are

optional. You'll complete a total of eight activities to earn your Torch Bearer emblem.

### **Plan**

The planning for your Torch Bearer project can be completed as you fill out the action plan. Write down the activities you've decided to do, making them specific to your topic. Find out who the people are and where the places are that can help you. Suggestions for who to contact or where to look for help are listed under the PLAN heading for each Torch Bearer. But don't stop there. These suggestions are only stepping stones to other sources of information. Your council might be able to help you locate additional resources in your community.

Also think about who you know in your neighborhood, church, school or other youth group. Want to learn to ride a horse? Perhaps one of your teachers shows horses as a hobby. Want to learn about being a ham radio operator? Perhaps one of your neighbors has a big antenna in the backyard but you've never introduced yourself or asked about her hobby. Now is the time!

In looking for advice on your projects, look for people who:

- have knowledge and experience related to what you want to learn about or do
- are aware of health and safety precautions when doing an activity
- can help you set goals which are a challenge but within your abilities
- can help you decide when a project is completed

You'll probably use the skills and talents of many people to complete your Torch Bearer activities, but you should choose one person to be your consultant and advise you throughout your Torch Bearer project. (You might even choose more than one person.) This person might be someone knowledgeable in the field you are exploring. Or, your club adviser, or an interested parent or adult could serve as a helpful guide. With the help of your Torch

Bearer consultants, write down the resources you'll use and the projected completion date of your activities. Be sure to take into consideration when certain courses are offered and when you can meet with the people you've asked to help you.

If you need help from someone in addition to your Discovery adviser, you may make contact in person, by telephone or with a letter. Either way spend some time first thinking about what you are asking for. Most people will have some questions to ask before agreeing to help you. Think about these questions before making your first contact.

- What do you really want to accomplish? It will help if you can clearly explain what you want to do and why. Be enthused about the project and the person will be excited to help.



- What kind of help will you ask for? Do you need someone to help you plan the whole project or a person to help you learn a specific skill?
- How much time are you asking for? Will it be one meeting, several meetings, with one person or with several?
- Do you have any limits on time, traveling, money, etc.? It will help to think these out before you talk to a potential consultant.

A sample letter to a Torch Bearer consultant is included here. This letter is to someone who is familiar with the project and Camp Fire. You would need to include some more details if the person does not know anything about Camp Fire. The sample letter is written for a Torch Bearer being done by everyone in the club. You would use the same ideas for a Torch Bearer you are doing individually.

After making contact with a potential consultant, send a thank you note. Do this even if the person was unable to help you at this time. Thank them for listening to you and tell them you hope they will be able to help sometime in the future. This way you may be helping a future Discovery member who needs a consultant.

You can plan to complete your activities in any order you like but you should try to structure them in a way that allows you to use knowledge or skills you've already learned. (See sample Action Plans for examples of this structuring). Share your plans with everyone who will be involved in your Torch Bearer project. Some specific planning guidelines are listed under the PLAN headings in individual Torch Bearers.

## **Do**

You've decided what you want to do. You've made the plans to do it, now you can begin doing it all. Through the activities which are required and the ones you've chosen, you have the opportunity to sample different approaches to learning.

You may be able to complete some of your activities through your classes at school, by participating in other youth groups, or with your family. Activities that you do elsewhere as part of your Torch Bearer project should be ones you've done during the year you begin and complete a Torch Bearer. Frequently refer back to your project Action Plan to see what you have done and to find out what to do next. You may even need to change or modify your plan as your project progresses.



Many activities in the Torch Bearer projects involve interviewing one or more persons to get more information. Persons you interview are giving you valuable time and information. It's important to make the most of your time together. Here are some tips:

1. Have your questions written out in advance. This will help you organize your thoughts. You may also want to share your questions with the person you are interviewing. This will help you both stay on the subject.
2. Ask your questions clearly and with enthusiasm. You will get more and better information if you show interest in the subject and the person.
3. Have pencil and paper handy for taking notes. Don't try to record every word, just main ideas. You might write your questions on note cards with space for your notes on the same cards.
4. If the person you interview must cut short your time together, leave graciously. You may want to arrange another time or just work from the information you did receive.
5. Thank the person when you leave and follow-up with a short note of thanks. You may want to share some of the information you learned if you interview several people on the same subject.

If your interview is with a person about a specific job here are some questions you may want to ask:

- What are the responsibilities of the person doing this job?
- How important is this job to the whole business?
- What training is necessary?
- Where could you get training?
- How much would the training cost (estimated)?
- What are some high school courses a person should take if they are interested



in making a career of this job?

- Do you enjoy your job? Why?
- Are there special aptitudes a person needs to do this job? What about personality characteristics?

### Share

A careful evaluation of the decision you made, the planning you did and the activities you completed to earn your Torch Bearer will help you determine the success of your program and demonstrate to others what you have accomplished. As you fill out your Action Plan, decide how you are going to share what you've learned. Then, when you've finished your project, meet with your Torch Bearer consultants. Review what you have done to earn your Torch Bearer and then complete the SHARE step. You can choose and do one of the activities here to share your Torch Bearer with others, or you can

do one of the activities listed under SHARE at the end of each Torch Bearer project. Your SHARE activity should *not* be one of the Torch Bearer activities you chose from the Do list.

1. Compile all the materials you acquired as part of your Torch Bearer project into one visual display. This could be in a notebook or on a poster. Present this display to your group, consultant and interested adults.

2. Give an oral presentation to your Camp

Fire group or other interested youth or adults. Include information on what you did, what you learned and what you plan to do with your knowledge.

3. Send letters of appreciation to your Torch Bearer consultants which summarize your project activities and thank them for their part in your project. Be sure to include an accounting of what you learned from your consultation and what you plan to do with that knowledge.



## Torch Bearers

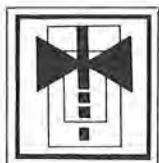
(Requirements are listed at the back of this book.)



Camping



Healthy Living



Reading



Community Involvement



Horsemanship



Religious Growth



Computer Technology



Media



Special Interest



Cookery



Needlework



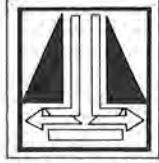
Special Service



Creative Arts



Performing Arts



Sports and Games



Cultural Understanding



Personal Business



Travel



Environmental Issues



Practical Living



Water Sports

I, Jim Markham, plan to complete a Torch Bearer in  
 name Water Sports (canoeing) starting on March 1 and finishing  
 by June 15 starting date  
 projected completion date

HERE'S WHAT I'M GOING TO DO		HERE'S HOW I'M GOING TO DO IT	
Activity #	Activity Description	Resources/Consultants Needed	Completion Date
#1	Advance skills by taking Red Cross Basic Canoeing Course	Local Red Cross Chapter	Mar-Apr.
#2	Learn safety rules for Canoeing and Kayaking	Canoe course instructor	April 1
#3	Assist in teaching canoe safety to church youth group preparing for canoe trip	Book on Kayaking Youth group director Red Cross	April 10
#4	Find out about canoeing rivers in this area and help choose river for church trip.	State Tourism Bureau Army Corps of Engineers Park Service	April 1
#9	Learn about equipment needs and rental costs for church youth group canoe trip.	Canoe outfitters	April 1
#14	Help plan and participate in church youth group Canoe trip		May 9-11
#6	Volunteer at day camp lake front	Day camp waterfront director	June 7-11
#12	Design and use visual aid that teaches the parts of a canoe	Canoeing books	June 7

Meeting Times with Consultants Youth group director (adviser to this Torch Bearer): February 23, April 1, June 18, Canoeing course instructor: March-April, Day Camp WF Director: May 15

Plan for Sharing Torch Bearer Results Receive certificate in Basic Canoeing, show slides and tell about church canoe trip at club awards banquet

Torch Bearer Action Plan made and signed by Jim Markham

and William Orlansky participant  
 adviser on February 23 date

Torch Bearer in \_\_\_\_\_ completed on \_\_\_\_\_ date

1. Sally Fredericks \_\_\_\_\_ plan to complete a Torch Bearer in  
name  
Water Sports (general) starting on March 1 and finishing  
starting date  
by August 31 projected completion date

HERE'S WHAT I'M GOING TO DO		HERE'S HOW I'M GOING TO DO IT	
Activity #	Activity Description	Resources/Consultants Needed	Completion Date
#1	Complete Basic Rescue Course	Local Red Cross Chapter	Mar-Apr
#2	Learn safety rules for diving and sailing	Swim team coach Sailing Club Captain Books on diving & sailing	Mar 31
#3	Assist in teaching boating safety to children	Books on boating Red Cross Adventure leader	Apr. 19-20 (Adv. club overnight)
#5	Visit nearby lakefront, tour facilities, interview for job	Lakefront manager	May 1
#6	Work at lakefront during summer season		June 1 - Aug 31
#7	Follow the careers of 3 long distance swimmers.	Books Magazines, newsarticles	May 31
#10	Assist neighborhood kids in becoming comfortable in the water	Books on water games	June/July (take kids to lake on a regular basis)
#13	Help with Sailing Club Regatta	Club captain	Aug 15-16

Meeting Times with Consultants Advisor: Feb 13; Sept 1, Swim Coach:

Mar 18, Sailing Club Captain: Mar 21 - Aug 3, Lakefront

Manager: May 1, Adventure leader: Apr 1

Plan for Sharing Torch Bearer Results: Receive a certificate for Basic Rescue

Course along with my Torch Bearer emblem at awards ceremony.

Tell what I did.

Torch Bearer Action Plan made and signed by

Sally Fredericks  
participant

and Bob Thompson (MSI)  
adviser

on Feb. 13  
date

Torch Bearer in \_\_\_\_\_ completed on \_\_\_\_\_ date

I, \_\_\_\_\_ plan to complete a Torch Bearer in  
name \_\_\_\_\_ starting on \_\_\_\_\_ and finishing  
by \_\_\_\_\_ starting date \_\_\_\_\_  
projected completion date \_\_\_\_\_

HERE'S WHAT I'M GOING TO DO		HERE'S HOW I'M GOING TO DO IT	
Activity #	Activity Description	Resources/Consultants Needed	Completion Date

Meeting Times with Consultants \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Plan for Sharing Torch Bearer Results \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Torch Bearer Action Plan made and signed by \_\_\_\_\_ participant

and \_\_\_\_\_ adviser on \_\_\_\_\_ date

Torch Bearer in \_\_\_\_\_ completed on \_\_\_\_\_ date

**Sample letter to potential Torch Bearer consultant.**

1234 1st Street  
Marshall, MA 11122  
October 21, 19\_\_\_\_

Dr. Leroy Jones  
Department of Computer Science  
University Community College  
88 West 10th  
Marshall, MA 11125

Dear Dr. Jones:

I am writing for all the members of my Camp Fire Discovery club. We are interested in learning about computers — how they work and how they will affect our lives in the future. We have been told by the Golden Council of Camp Fire office that you are willing to help Camp Fire members learn about computers.

We would like you to be our consultant on a Torch Bearer project in Computer Technology. As our consultant, you would help us plan our project and advise us on how to do some of the activities.

I will call you during the week of November 6 to answer any questions. I hope we can also set a time for a meeting with you.

We are excited about this project and look forward to working with you.

Sincerely,

Lee Lane

**FONDUE FAVORITES**

Borrow a fondue pot or chafing dish. Mix up some favorite sauces and dip away!  
Fresh fruit and vegetables are dipping delights.

# CARE ?

"So what?"

"Who cares?"

"Ask me if I care!"

"I've got problems of my own!"

"Life is tough all over."

"I care!"



You come home from school after the worst day of your life. You missed your bus, forgot your gym clothes, flunked an English test, didn't get a part in the school play and dropped your lunch plate right in the middle of the cafeteria. You sit down to tell your tale of woe to your brother, sister, father, mother, best friend, someone, ANYONE! What do you hope to hear?

"I care."

Caring is a very important human interaction. You've been on the receiving end of a lot of caring in your life from your family, your friends, your teachers and your Camp Fire group. You've been on the giving end, too, though you may not have realized that what you did showed you cared. But, if you have ever...

told your friend you were sorry that she didn't make the volleyball team...

sent a card to your neighbor when he was in the hospital...

surprised your family by having dinner fixed when everyone got home...

stayed a few minutes after class to help the teacher straighten up the desks...

then you have said by your actions,

"I care."

Within your circle of family and friends, caring is often a lot of give and take. You probably have done a lot of caring in Camp Fire, too, through the service projects you've participated in. Can you list service projects you've done that meant a lot to you?

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

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

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

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

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

Through your service projects, you have acted on things that concern you.

- If you collected toys for needy children, you showed that you care about children.
- If you worked at a Special Olympics, you showed that you care about people with disabilities.
- If you visited a nursing home, you showed that what happens to older adults is a concern of yours.
- If you collected cans for recycling, you showed that you care about environmental issues.
- If you learned about crime prevention, you showed that you care about your community.



But what do you care about now? What concerns you enough that you would like to do something about it? Can you list your concerns?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



To think, decide and then to say, "I care" about some of the problems and issues in today's world is an important accomplishment. Many people are willing to stop right there. Others may want to go on and accomplish more, to take action in some way on what they care about. Giving service is a way you can take this kind of action.

Do you choose to give service? It should be a sincere choice. Giving service should not be something you do because you *have to*, but something you do because you *want to*. Many people believe that volunteering is only a giving situation, but you'll *receive* some benefits, too, from your volunteer work.

For one thing, it feels good. Helping can be a source of personal satisfaction. It can give you confidence to discover that you can complete tasks or that you can make a difference.

Volunteering is a way of exploring career options. You can pursue possible career interests and learn new skills without investing a lot of time and money in training or education first. Volunteer experience in a certain field may help you get a job in that field later on.

You can receive recognition for your service. Often organizations have ways of recognizing outstanding service from their volunteers. You can earn the STAR project recognition item from Camp Fire for your service projects which meet standards discussed later on in this chapter. Your council may also have special recognition items for volunteering time to certain council projects.

Your attitude can make a big difference in whether your service experience is successful or not. Recognizing or developing certain attitudes within yourself can make you a better helping person.

Your sincerity can be your biggest asset in a helping situation. You may not bring



many skills or much expertise into your volunteer work. You'll probably even make some mistakes at what you're doing. But if you really *want* to act on your concerns, people will get the message that you care and will accept what you are trying to do.

A readiness to learn is one way you can show how sincere you are. It makes caring the two-way human interaction it should be. Most people do not like to feel that they are only receivers; it can be demeaning to receive and have nothing to give in return. It's like getting presents but never being allowed to give any in return. There's a lot you can learn from those you help.

Developing your sensitivity to others will help you recognize and value the things you can learn from a helping situation. A sensitive person has the ability to empathize rather than sympathize. Sympathy often implies pity or feeling sorry, emotions directed at someone or *toward* a situation. Empathy is more understanding and concern, feelings shared with a person or about a situation. Empathy accents the positive, the sharing together.

### Caring Calls for Careful Planning

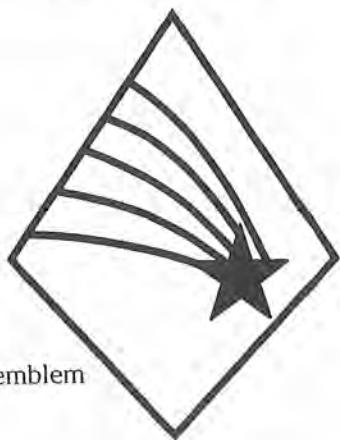
Several important steps are a part of developing and carrying to completion a successful service project that is satisfying to everyone involved. You've got to DECIDE what kind of service you want to give, PLAN how to give that service, DO your very best at giving your service and SHARE what happened with others involved in the service experience.

Filling out the project planning form at the end of this chapter as you go through these four steps will help you stay on the right track to your goal. Service projects that meet certain guidelines qualify as STAR projects for which you can earn a Camp Fire recognition item.



### **STAR Service To Another Rewards**

The STAR emblem symbolizes in both color and design reaching toward the goal of serving others. The star is a universal symbol of hope and the blue and silver colors look like a midnight sky.



B-126  
STAR emblem

A STAR project is a long-term commitment by Discovery members to service in an area of interest to themselves and of need in the community: 1. You choose a service project which focuses on Caring About People (through direct or indirect service) or Caring About Issues (through advocacy activities). 2. You develop and carry out a plan for your project of giving service. You must participate in all phases of the planning process outlined in the STAR project planning sheet. The service you give must be at least:

— 10 hours of service focusing on a single area accumulated over a period of time not to exceed one school year

OR

— 1 full day for a single event service project

Your participation in planning and the time commitment are important criteria in judging what qualifies as a STAR project. The project is intended to challenge you to develop your decision-making skills by creating and carrying out a service experience of your own design based on your concerns. The time requirement reflects your developing ability to concentrate for longer periods of time on areas of interest to you.

You may work on a STAR Project on your own or as a group, as long as every group member serves the required amount of time. Service projects developed by chartered councils or national Camp Fire for which you can earn a recognition emblem cannot be counted as STAR projects. Details on what you should do at each of the four steps, DECIDE, PLAN, DO and SHARE, are included here along with a sample planning form which has been filled out. These guidelines can be used to design a STAR project or to develop any kind of service experience. You can earn several STAR emblems during your years in Discovery.

## Decide

Giving service in an area that concerns you is important, in fact, your commitment to your service project is directly related to how much you really care. The list you made at the beginning of this chapter may have helped you identify some of your concerns. If you are planning a service project as a group, then all of the group members should share their individual concerns and find out what your major concerns as a group are. Discuss ways that *you* can do something. Your small actions can make a difference, even in the big issues. Look for a focus for your service project. Do your concerns seem to lie mostly in the area of caring about people and what is happening to them? Then perhaps your service project should be one that directly affects people. Or, are you more concerned about the issues —



the ones that affect youth or environmental, community or world issues? If so, then you may want to be an advocate for an issue, bringing it to the attention of others that something needs to be done. More on caring about people and caring about issues is included in the DO step.

To be able to do something about your concerns, you have to consider what you have to offer. Take into account any special skills you or your group might have or interests you might want to explore. Many of the skill finding activities in Chapter Nine — REACH, can help you find out your skills and interests. Meeting a need of your own will make your service project more meaningful.

Sometimes groups get all revved up about an idea and then discover, much to everyone's disappointment, that there is no need for what they want to do. You can avoid hassles and disappointments later on by first exploring the needs in the area where you want to give service.

There are many people and places you can turn to for help in finding out the

needs of your community. Your Camp Fire council office may know of some of these needs. Many cities have a Voluntary Action Center or a Volunteer Bureau which serves as placement centers for volunteers. Such an agency would be listed in your telephone book. Individuals in your group may have contacts through family or friends that can put you in touch with people or organizations that need your help.

Once you've determined your interest and concerns, examined the skills you have to share and then assessed the needs in your community, you are ready to set goals for what you want to do. Brainstorming, taking a Bright Idea Walk or looking through Today's News are Interest Grabber activities that you can use to come up with service possibilities. You'll probably end up with lots of ideas, but at some point you'll need to get specific about what you're going to do. The Choice Maker activities can help you here. Interest Grabbers and Choice Makers are described in Chapter Four — PLAN. To complete the DECIDE step you should describe your decision in terms of a service goal.

### Plan

You might begin your planning by thinking about your service project in terms of time, money and involvement. How much time do you have individually or does your group have together to give to a service experience? Do you want your service to be a one-time event or an ongoing experience? Some projects can be completed in one or two meetings or in a special one day effort. Other projects may require your services over a period of time. Knowing what kind of time you have to offer before you offer it will help you avoid disappointing those you offer to help.

Money can be an important consideration, too. What kind of financial resources does your group have to take care of possible expenditures for supplies, training or

transportation? In some kinds of projects this may be taken care of by the agency or organization to which you are volunteering your services; in other situations, there may be some costs you have to assume.

Personal involvement can vary in different kinds of projects. You may be interested in giving direct services, that is, working personally with people you want to help. Or you may want to provide some help indirectly by meeting needs that people have. For example, volunteering your time at a day care center would be providing a direct service to children. Collecting, repairing and donating toys to the day care center would be an indirect service. Both are valuable and needed kinds of





service; your choice depends on what you want.

Evaluate your service goal in terms of the time, money and involvement it will take. Can you meet those terms? If so, then you are ready to finish your planning by going through the Dream Big Planning Pattern or G — R — E — A — T ! activities outlined in Chapter Four — PLAN. If not, then you may need to redefine your service goal before you continue the rest of your planning.

#### Do

You decide, you plan and then you do, right? Right!...but there are some ways of *doing* that are better than others. And you want to be able to do your best! What can you do to prepare yourself for the kind of service you want to give? Perhaps the following suggestions or activities can give you some of the background necessary for your particular service-giving situation.

#### Caring About People

Almost any kind of service is going to put you in contact with other people, but perhaps you or your group are interested in helping an individual or a particular group of people. Helping children, older adults or disabled persons is something teenagers can find challenging but rewarding. The challenges come in learning how to work closely with another human being; the rewards include the care and love that grows out of that relationship.

Your attitude about the people you choose to serve can make or break your experience. Before you begin to work, you or your group might take some time to discuss your attitudes. Many people carry with them certain stereotypes or commonly held beliefs about others. For example, here's what some people may believe about disabled persons.



- A blind person lives in total darkness.
- A person who cannot speak is mentally retarded.
- A mentally retarded person has the mental abilities of a child and so should be treated like one.

Actually, many blind people can see shapes or have "tunnel vision" where they see a part of what a person with normal vision sees. Several nerve and brain disorders can result in an inability to speak, yet not affect the thought processes. Cerebral palsy is one such disorder. Many mentally retarded adults hold down jobs and participate in a mature and meaningful social life. They would not like to be treated like children.

Perhaps you have encountered in your life a courageous blind person or a rambunctious five year old boy or a crochety 70-year-old woman. Should you then believe that all blind people have courage, all little boys are hard to handle

and all older women are mean? Of course not, yet this is how many people form their attitudes. Such labels are shortcuts in our attempts to identify and understand others. An important thing to develop, if you really want to help others effectively, is the realization that everyone is an individual and wants to be treated that way. There are many degrees of physical or mental disabilities, and no one person's disabilities are quite like another's. Just as you are different from others right now, so are children and older adults different from each other at their respective ages.

How can you begin to learn about and understand such individual differences? You might prepare for your service experience by taking some training or finding some information. Sometimes organizations will offer training for their volunteers. There are many associations which can give you information about certain kinds of disabilities such as cerebral palsy, muscular dystrophy, diabetes, etc. You could have an older person or disabled person come talk to your group, or your group could visit a place where you have the opportunity to speak with people you might want to serve or those who work with them.

You could increase your understanding of others by planning and doing some activities that give you the opportunity to be that other person. If you want to provide services to disabled persons, you might want to "try out" the disability yourself. Wearing a blindfold, partially covering the lenses of glasses with petroleum jelly, or watching a TV show without sound, might give you more of an understanding about visual or hearing impairments. You could experience some physical disablements by trying to maneuver around on crutches or in a wheelchair, by attempting to take notes with your non-dominant hand or by doing some tasks with your arm tied to your side. Some role playing in your group could help you

understand how children or older adults might feel in a situation.

No training, simulation or role play is going to prepare you completely for everything that might happen in your helping experience. But if you are sincere in your attempts to understand and care, others will care enough to help you give the best service you can.

### Caring About Issues

Many teenagers are concerned about issues that affect their lives right now or



might affect them in the future. A group of 25 people, aged 10 to 18, made up the Children's Advisory Panel to the U.S. National Commission on the International Year of the Child in 1979. The group listed several issues they were concerned about including:

- Energy Shortage/Waste
- Physical and Mental Abuse
- Lack of Protection from Criminals
- Groups that Teach Violence or Hatred
- Drug and Alcohol Abuse
- Teenage Pregnancy

Even though they care a lot about these issues, most young people feel that there is nothing they can do about them because they don't know how or because they believe no one listens to young teenagers anyway.

Would you like to be an advocate on issues that are important to you, making others understand just how important they are? You can...if you care enough to work hard at it!

Talk together about the issue that concerns you. You've discussed important needs, and you've decided on a specific goal that meets the needs.

Now you need to find support and resources, like your adviser, teachers, parents. Have adults help you find other adults who could help you or be resources of information for you. Find other groups, organizations, government agencies who might share your concern or provide you with information. Win over adults with your willingness to work together. Armed with information and with people backing you up, you and your group are ready to take action on the issue. Use your planning process to outline what needs to happen and how it will happen. Act on your convictions, beginning with what you want to change, what you want to accomplish. Prepare for negatives. Try to take some of the scariness out of facing people in

power positions by going to talk to them in pairs and groups.

Follow up on your actions. Don't expect immediate results. Show your interest is real by checking back occasionally to see if progress continues to be made. Find new concerns you can build on.

The following suggestions might help you stand up as an advocate for what you think is right.

- Don't give up on yourself even when you are frightened or discouraged.
- Don't let others get you down. Officials resist change.
- Pick a problem that's important to you.
- Break the problem down into small, manageable pieces.
- Get all the facts to go with your feelings.
- Figure out who's who and who makes decisions.
- Put your information together.
- Decide what you want and be constructive, not just critical.
- Try to change things nicely. At least start out expecting cooperation.
- When you fail, don't give up. Insist!
- Use all the tools or tactics you can.
- Keep watching after succeeding so things don't slip back.

"Child Advocacy: Blueprint for Change" Leaflet  
Rochelle Beck, Children's Defense Fund  
Washington, D.C.

Being a part of the decision making that affects young people is a way of being a youth advocate. Many schools have Parent Teacher Student Associations (PTSA) and many organizations have youth advisory groups where you can serve as a spokesperson on important issues.

## Share

A review of what happened is an important final step in your service experience. Did you meet your service goal? Are there some things you would or wouldn't do next time? What can you share with others about your experience? Instant Replay activities in Chapter Four — PLAN provide you with some methods for taking another look at what happened. You can use the information gathered through one of these activities to finish up your project form.

As part of your sharing process, you might include some sort of recognition for your service.

Humans have in common some fundamental needs and one of these is the need for recognition. A lot of people who want to give service seem to think that they shouldn't look for recognition for what they do, that rewards make their service less of a sacrifice. Everybody needs rewards; feelings of giving and receiving make anyone happier!

You may feel you've received enough reward for your service when you're on the receiving end of that special smile or hug that says "I'm glad you care." Or you may want to earn recognition items by completing a STAR Project or a council service project or by participating in one of the national service projects which are listed in Chapter One.

Contacting your local council office can be a good resource place to start with when planning many kinds of service experiences. Your Camp Fire office might be able to put you in touch with organizations or individuals that need volunteers or can help you get the media coverage that your efforts deserve. Council people and other Camp Fire groups are interested in knowing what you are doing.

# 20 IDEAS FOR YOUR PLAN

## DECIDE what kind of service I want to give

1. My group's (my) major concerns fall in the area(s) of:
2. Skills that my group (I) would like to share include:
3. Interests that my group (I) would like to explore include:
4. Some needs that we (I) have discovered in the community are:

## 5. SERVICE GOAL

This is a statement which describes how my group's concerns, skills and interests will be combined to meet community needs in the service project:

## PLAN my service-giving experience

1. This is a statement of the amount of time, money and involvement required to meet this service goal:<sup>\*</sup>

\*Note: If you decide you cannot give the amount of time, money or involvement required to meet your service goal, then you should revise your goal now.

2. This is a record of the Planning Process used to draw up the plans to meet this goal.  
(Use the Dream Big Planning Pattern or GREAT! methods found in Chapter Four — PLAN)

## DO my very best at giving service

1. We (I) plan to prepare for giving service by doing the following:  
(Describe steps taken to prepare for giving service including learning special skills, acquiring background knowledge and developing sensitivities.)
2. Here's what happened:  
(Describe your experience)

## SHARE my service experience:

1. Here's how the actual project met our (my) service goal:  
(Review service goal statement and compare it to project outcome)
2. Here are some suggestions for future projects:

DECIDE what kind of service I want to give.

① My group's (my) major concerns fall in in the areas of:

- Caring about children
- issues that affect youth

② Skills that my group (I) would like to share include:

- Babysitting (Lots of us babysit and we took a child care course together last year)

○ - Safety training (We all have first aid)  
- Know a lot of games, crafts, etc..

③ Interests that my group (I) would like to explore include:

- Parenting, teaching skills, leadership

④ Some needs that we(I) have discovered in the community are:

- Many kids have parents who work and they have to take care of themselves after school
- Our Campsite Council offers self-reliance training and needs volunteers to help.

○

⑤ SERVICE GOAL: This is a statement which describes how my group's (my) concerns, skills and interests will be combined to meet community needs in a service project.

- Our club will serve as aides to the council self-reliance program, working with course teachers to provide as many elementary school children with skills to be self-reliant.

O PLAN my service - giving experience.

① This is a statement of the amount of time, money and involvement required to meet this service goal:  
Time: 8 weeks,  $1\frac{1}{2}$  hours a week for course, meeting to learn course work  
Money: We can walk to elementary school where course is taught; Council will provide materials  
Involvement: We'll be working directly with kids.

② This is a record of the planning process used to draw up the plans to meet this goal:

O

	G- Goal Statement: To serve as aides for council self-reliance course.
R-	Restate in Action Terms: Contact council, review course, practice skills and get course schedule
E-	Enlist Resources: Instructor will give us copies of material and an overview. A primary teacher will speak to us about this age group.
A-	Assign Jobs: Mansha - liaison with the council. Jim and Ann - contact resource people. Everybody helps with a part of the course.
T-	Target Action: Give a course at Smith Elementary, October 3.
!	WE CAN DO IT!
	DO my very best at giving service
①	We (I) plan to prepare for giving service by doing the following: - We'll try out all the skills ourselves before we help teach them
-	We'll invite the course instructor to a meeting to talk about overall goals of the program
-	We'll role play different situations that might come up working with children.
O	

- ② Here's what happened: Our club helped with the self-reliance course at Smith Elementary during October and November. We were each assigned 5 children, ages 7-9 to assist in completing activities assigned by the course instructor SHARE my service experience
- ① Here's how the actual project met our (my) service goal: WE DID IT! Because we were there to help, the council
  - allowed 10 more children to enroll in the course. The kids seemed more confident when the course was over.
- ② Here are some suggestions for future projects: We liked serving as aides but now we think we could help teach the course. Maybe we could help the council set up training for Horizons and Discovery members who want to work with the self-reliance course.

## COOL TREAT

Crank up a batch of homemade ice cream. Check with friends and family for favorite recipes. Or create your own concoctions.

# GROW

8.



You made it! You're a teenager, or close enough to be called one, anyway! You've probably been looking forward to this time in your life for a long time. Everyone *knows* that it'll be the happiest time of your life, too. That's what all the commercials show. That's what all those ads in magazines seem to indicate.

You probably are happy...and sad...and excited...and hurt. Sometimes you have those different feelings one day after the next, or perhaps one hour after the next. That's because things are always changing. Being a teenager means dealing with changes.

One big change may be how you feel about yourself. How *do* you feel about

yourself? Here are some sentences about you that you might want to try to complete honestly. You don't need to write down your answers. This is a *thinking* activity.

It makes me happy when...

I get upset when...

The best thing about the way I look is...

The worst thing about the way I look is...

I choose certain people for my friends because...

School is...

I think people like me because...

One thing I do that makes my family mad is...

The one thing I care about most in the world is...

My best talent is...

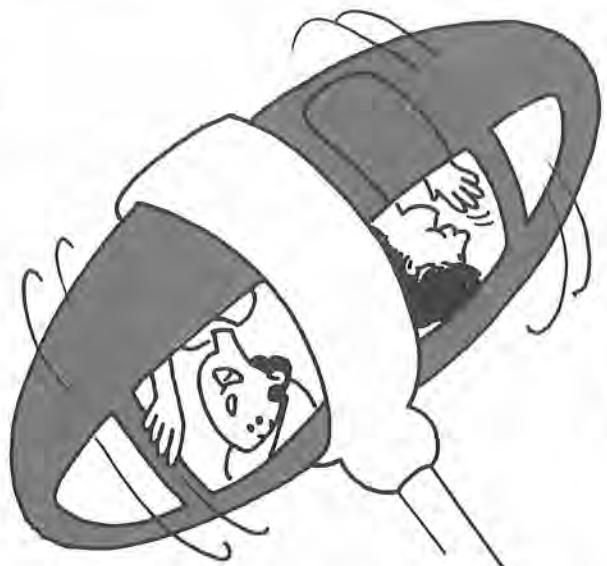
Did you learn something about yourself? Perhaps you can say it even better with pictures. As an individual or with your friends in Camp Fire, you might enjoy doing an activity which puts feelings and ideas into pictures. If you do, make a "Me" bag. Instructions are given here.

## Changes

You probably hear a lot of "You're too old to act that way!" and "Wait until you're older!" from the adults in your life these days. It certainly is hard to figure out how to act and what you can do as a new teenager. Remember, it's okay to just be a teenager!

It's okay to be concerned about how you look. Your body is changing a lot lately and it takes time to keep up with all the changes. You may even feel that everyone is looking at you or watching you. Whether or not that is true is not important, if it's what you believe.

All of the feelings you are having now are a part of making you into the person you'll be as an adult. You need this time to sort through and work out those feelings. You need to deal with all the changes going on in your body and your mind.



### "ME" Bags

You need: 1 brown paper sack  
(lunch bag size)      glue  
scissors                magazines

Imagine that your paper sack is you. The outside represents the you that other people see. The inside of the sack represents the you that only *you* see.

Using pictures and words cut out from magazines, decorate the outside of your sack with things about you that everyone sees. You might include pictures that represent your hobbies or talents and words that tell about your personality. You may have to ask some other people about yourself to get a true picture of you from an outside viewpoint.

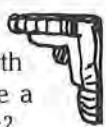
*Inside* your sack you are going to put pictures and words that tell about how you see yourself. Are there some things that excite you? Scare you? How do *you* think you look? Are there some things about yourself that you keep hidden? Try to be honest. Remember that just as you don't have to show anyone the inside you, nor do you have to show anyone the inside of your sack! You can just say, "It's in the bag!"

## Then and Now

There have been a lot of changes in your world the last few years, but it is important to realize that you are not the only one in the world who is changing. You are at the beginning, in the middle of, or maybe even coming to the end of a step in your development called puberty. Every adult has gone through puberty, even Mom, Dad and your math teacher. Your friends and classmates are in the same boat you're in. It will help to know more about these changes and why you are feeling as you do; that's what this chapter is all about. To bring these changes into focus, you might want to try the "Then and Now" activity described here.



Find a picture of you in third or fourth grade and a picture of you now. Take a look. What's different about you now? Notice the physical differences — height, weight, facial characteristics, hair style. Think about emotional and mental differences, too, such as what things worry you now and what things used to worry you. Who do you like to be around? What different things can you do now? Write down some important differences you see in yourself then and now. You could say, "Back then I ... but now I ..." Decide for yourself how you feel about these changes.



## Physical Changes

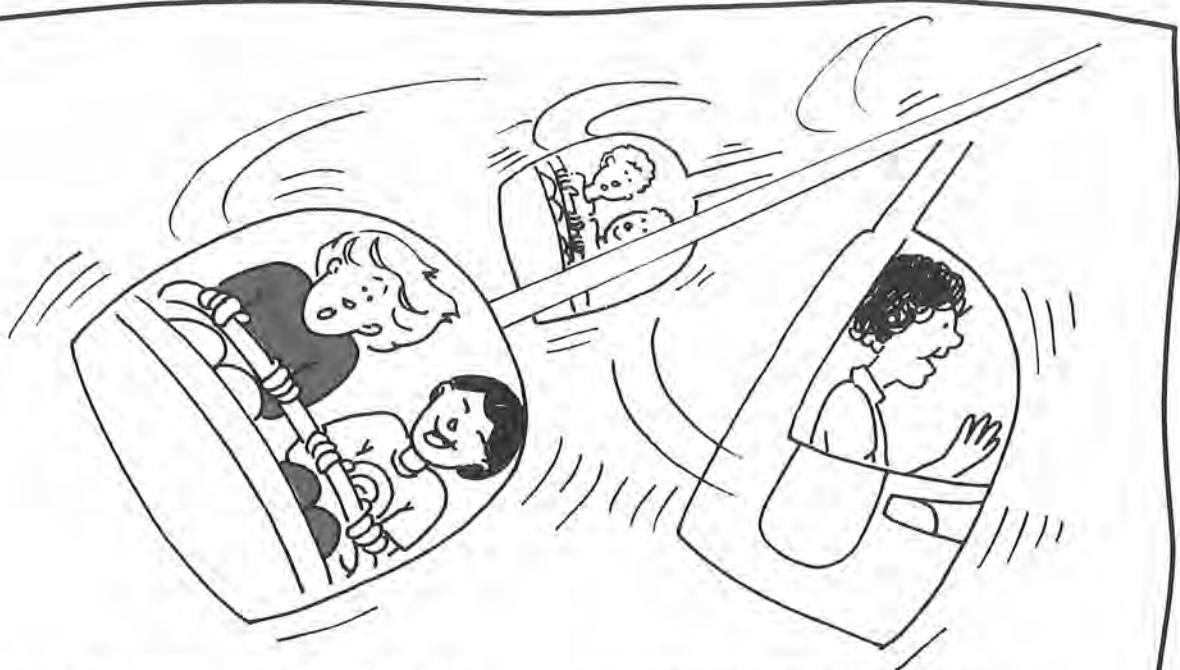
Some physical changes include what are called secondary sex characteristics, changes that are mostly in your appearance. A few of the changes you are experiencing are part of your developing reproductive capability. The signal for all these changes comes from a small control center in your head called the hypothalamus.

### If You Are a Girl

If you are a girl, you have grown taller in the last few years. Your growth may have been gradual or all at once. By age 17, most girls have reached almost all of their actual height. Right now, you may be taller than a lot of boys you know.

As you get taller, your body changes its shape. Your pelvis or hip area becomes wider, to provide more room for a baby to grow and develop before birth. Your breasts are enlarging because of the addition of glandular tissue inside, tissue that will produce milk if you have a baby. The nipples on your breasts and the darker area around them also grow during this time.

The amount of hair on your body increases during puberty. Darker, coarser hair begins to appear under your arms and in the



pubic area around your sex organs. You may also notice more hair on your arms and legs.

All of these changes are making a difference in your outward appearance, but there are many changes happening inside of you. A signal that these changes are happening is menstruation, or what you might call "getting or having your period." Menstruating means you lose some fluid mixed with a small amount of blood from your uterus about once a month. This is part of your menstrual cycle, the cycle in which your body prepares for pregnancy. If a pregnancy does not occur, the prepared areas are shed from the body. This cycle usually repeats itself about every 30 days, but everyone's cycle is a little different.

### If You Are a Boy

If you are a boy, you'll notice a growth spurt during this time. It may come a year or two behind girls' growth. Your shoulders widen during this time, too.

Your body hair increases during and following puberty. You grow darker, coarser hair under your arms and in the pubic area around your sex organs. Eventually, you'll grow additional hair on your arms, legs, chest and face.

Your larynx or voicebox is growing, causing your voice to deepen. Sometimes it might squeak or crack while you're talking. You will also notice your sex organs changing. Your penis becomes larger and your testes heavier. At puberty, your testes begin manufacturing sperm, which, mixed with a milky-white, sticky liquid called semen, spurts out of your penis when you are sexually excited. This spouting is called ejaculation. It's a signal that your reproductive organs are capable of playing their part in reproducing another human being.

### Both Boys and Girls

Both boys and girls share some similar changes during puberty. At the same time you are growing hair under your arms, your sweat glands enlarge and you will notice an odor. Other glands on your face and sometimes on your back also enlarge and become more active. These glands can become plugged and infected, creating a condition called acne. Practicing good hygiene and a healthy diet will help you take care of some of your problems. Visiting a dermatologist could answer some of your questions about your complexion.

In fact, the best way to handle all physical



changes during puberty is to be informed. You can ask your parents or other adults you trust. You can read books and magazine articles. You can talk to your friends, although sometimes they know less than you do and are not very reliable sources of information. It might be embarrassing to ask some questions but the information you find out may help you feel better about yourself.

Puberty doesn't arrive all at the same time as a birthday present from your body to you. Girls may begin to notice changes between the ages of 10 and 14, and boys may begin to change anywhere between the ages of 11 and 15. But your body may begin changing earlier, or complete these changes much later than these ages.

Coping with some of these physical changes can be hard, even embarrassing sometimes! Your body is growing so fast you can't always manage it; you might feel uncoordinated and awkward. Parts of your body may not be the size or shape you want them to be. Your voice may suddenly squeak when you're talking. Your feet and legs might seem much too big for the rest of you. But being older and looking it can also be exciting. It's fun to pick out clothes for the "new you" or to experiment with different ways to look.

### **Intellectual Changes**

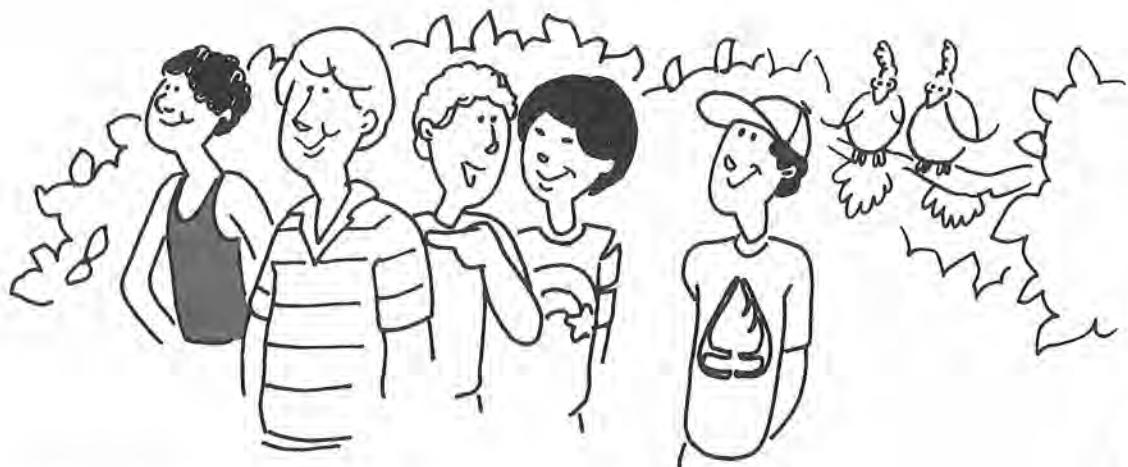
You not only look different, you can think differently, too. Your mind is developing some exciting new abilities.

When you were a child you thought mostly about the "here and now," the people, places and problems which were directly affecting your life. All your thinking related to what was happening to you right at the moment. As a teenager, your thinking abilities expand. You become capable of understanding things that aren't right in front of you. You can explore all the different possibilities that might result from a situation. You listen to what other people have to say and read what other people write. You use all this information to form opinions of your own. You think about your past and you begin to plan your future.

In fact, teenagers spend a lot of time thinking about thinking. That is another skill that you may have acquired lately. You can think about your feelings and ideas and wonder what other people think about you.

### **Emotional Changes**

The way you feel about things is changing, too. You may begin to have strong, loving



emotions towards someone else, feelings that make you happy but can also cause hurt and confusion. You may feel happier, more creative or pleased about your life. You may also be feeling more depressed, bored or guilty than you did as a child. All of the feelings you had as a child may seem much more intense now, and you need to recognize that feeling good *and* bad is part of getting older.

Feelings that might be new or different are your sexual feelings. The hormones that are causing your reproductive organs to develop fully are also increasing your desire to be physically close to someone. These desires can make life seem like a good dream — you look at everything in a new way. These desires may also complicate your relationships with people, and sometimes you may feel guilty for having these desires. Just recognizing that it's all a part of the challenge of growing up may help you.

## Challenges

So, what can you do about going through puberty? You can't take a pill and make puberty come or go away. In fact, the best approach is to see that this time of your life is an exciting adventure. All true adventures have some struggles, too, but

they are part of the challenge and excitement of life!

## You and Your Family

Your changing physical, mental and emotional self can bring some new challenges to your relationship with others. For one thing, you no longer look or always act like a child. Your maturing appearance and behavior can cause the members of your family to react differently to you. You are beginning to take a different role in your family. You're able to share more in things your family does — the activities, the discussions and even the planning. You want to play more of a part in making decisions that directly affect you. You want to participate more in family discussions and voice your newly thought-out opinions. Sometimes the family adjusts easily to the new role you want to have, and sometimes your discussions may turn into arguments.

How you approach settling disagreements with your family is important. If you make demands and then refuse to listen to what your parents have to say about those demands, you are more likely to end up getting a definite "no!" to what you are requesting. You probably don't like being *told* what to do and neither do other

people. If you are able to calmly state what it is you want, give reasons for your request and listen to what the other person has to say, more of your requests may be considered.

If your initial request is refused, don't give up. It doesn't do you any good to get mad, stomp off to your room and slam the door. Instead, you could ask if there is anything else you *can* do to get what you want or suggest a compromise solution. You might think about some compromises you'd be willing to make before making your request.

Timing is also an important factor in getting what you want. Saving an important request for a time when everyone is sitting down together relaxing will probably get you better results than if you ask while everyone is rushing out the door to work or school. You can ask if there is a time you could talk about something that is important to you. Let the other person set the time. This will help make that person more receptive to your request.

### You and Your Friends

Just as you are changing, so are your friends, but perhaps not in the same ways. Some of your best buddies from grade school may no longer seem interested in what you like to do. Being in middle school or junior high gives you lots of opportunities for finding friends who are interested.

Friends are important, and good friendships are worth the effort you put into them. Occasionally, how you act, how others behave or the society we live in may put some strains on your friendships.

As you change and take on more of the size and shape of an adult man or woman, the society expects you to behave more like an adult man or woman. You may be told that certain behaviors are "not ladylike" or that you should begin to "act like a man." You or your friends may think that



to attract the opposite sex you need to act a certain way. Girls are sometimes told to appear helpless, weak or dependent. Boys sometimes are told to be strong, cool and aggressive. Sometimes the way you think you should act gets in the way of who you are and what you want. Not everyone of the opposite sex *has* to be a boyfriend or girlfriend. Some people can just be friends. Having friends that are both boys and girls can help you discover that the opposite sex consists of persons with emotions and feelings similar to yours.

Because you are spending more time thinking about yourself you can sometimes think that other people are thinking a lot about you, too. You may worry that your friends and your classmates are always noticing you, watching you or talking about you. It may be so important to you that people like you that you might try to act like a different person. You may even do things that you don't really think are right so certain people will continue to like you. It's hard to say "no," but if you sound concerned when you do it, give personal reasons for your refusal and assure the other person that you are still a



friend, you can probably avoid doing things you don't think are right and still keep your friends, too. You'll also begin to find out that your best friends are the ones who accept you for what you really are and share some of the same interests and beliefs with you.

### You and School

It's pretty tough to concentrate on the American Revolution when the teacher has moved the American Dream into the seat across the aisle from you. And who cares about decimals when you just discovered a hole in the seat of your jeans and just *know* everyone in the whole class noticed it when you were doing a problem on the board.

Junior high or middle school is an in-between time and you may find yourself "in-between" feelings about school. Pleasing your teachers may not seem so important, especially when you have so many and you only see each an hour a day. Pleasing your parents may seem less important too. Most teenagers seem interested in pleasing their friends but not all of those friends may be interested in doing well in school.

You probably don't want to be thought of as "different" by your classmates. If you are having trouble with your schoolwork, you could worry that your friends think you are dumb. You may not want to appear to be "too smart." You might act like you don't care about school or act up in class so people won't notice what you are or are not learning. But school now demands more of an effort on your part to cope with many different classes and teachers. It takes time and practice to balance out your changing attitudes, widening interests and the increasing demands of your studies.

As you grow older, you are given more and more responsibility for what you learn and how you learn. Even right now you may have some choices about what

classes you want to take. How you do in those classes becomes more and more a matter of choice, too. Growing up is learning how to handle the responsibility.

## Meeting the Challenges

Can you cope with all the changes going on in your life? Can you meet the challenges of growing up, accepting responsibility, taking charge of your life? Sure you can! It isn't always easy. It doesn't have to be hard. How you handle the problems that come along as part of being a teenager can make a difference. Developing a problem-solving plan can better prepare you for the ups and downs of growing up.

## What's the Problem?

How many times have you been asked that question when you looked mad or sad or frustrated? Do you always have an answer? Maybe not. Perhaps you don't want to share why. But for yourself just identifying what the problem *is* can take you halfway to a solution. Maybe completing these sentences will help you identify what some problems might be. Then take a look at some steps you can take to solving your own problems.

I get bugged about...

The thing about school that upsets me the most is...



My parents and I would get along better if...  
One thing about life that is unfair is...  
One thing I don't understand about other people is...

## A PROBLEM-SOLVING PLAN

- Step 1 — Identify what the problem is.
- Step 2 — Search for possible action.
- Step 3 — Look at advantages and disadvantages of each action.
- Step 4 — Make a choice and act on it.
- Step 5 — Learn from your decisions.

### Step 1 — Identify the Problem

Where do problems come from and who is responsible for taking care of them? Most of our problems come from one of three sources or a combination of these sources. You might have problems with:

- feelings inside of you
- how others behave
- situations you face

Can you identify problems you've had in each of these three areas? It's not unusual for teenagers to have problems with how they feel about things. You may have some feelings you've never had before and not be sure of how to handle them. How others behave can be a real problem area for many teenagers who are becoming more independent of their families and spending more time with friends. You and your parents may disagree on what you expect from each other. Your brothers and sisters may not always act exactly how you would like them to. You may be spending a lot of time worrying about what your friends think about you and how they treat you.

You may find yourself in situations which you did not cause and you can't control, but which still upset you. Stressful situations

such as taking exams, meeting new people and having to know the right play in a game, are hard to avoid. That stress can build up, causing all sorts of upset feelings which we often take out on other people.

Often problems coming from one source lead to problems in another area.

If you are trying to figure out what the problem is, you could ask yourself some questions. Some good questions to look for answers for are:

- What's upsetting me?
- Who else is involved?
- Do I have all the facts of the situation?

Answering these questions might get you started on the second step of the problem solving plan.

### Step 2 — Search for Possible Action

Now think of all possible solutions to the problem. Go beyond the obvious. Don't say it won't work before giving each idea more thought. You can apply the





### Step 3 — Look For Advantages and Disadvantages

Here's where you'll have to use some judgment in deciding among your brainstorming ideas. A way to do this is to think about the results or consequences of each of your ideas. What will happen if you choose to act this way or that? You need to look at your ideas to see if they are effective; that is, if they'll solve the problem. Also consider if they are acceptable, meaning that your ideas shouldn't hurt anyone or go against your religion, your family, school, or community rules. After all, it may effectively shut up that loudmouth in gym class if you haul off and slug her, *but* violence is probably not very acceptable at your school and will probably land you in the vice-principal's office with another, even bigger, problem. Or, you could let go some mean or sarcastic remarks which might "work" to solve the problem. But that would hurt everybody involved in one way or another.

Can you think of some other unacceptable methods for solving problems you or your friends may have used in the past? What were the consequences of these methods?

As you sort through your ideas, it will become apparent that some are more useful than others. Eventually, you'll be ready for Step 4 in the problem-solving plan where you will make a choice.

### Step 4 — Make a Choice and Act on It

Now is the time for action! What do you need to be successful at this step in the plan? You'll need a lot of patience. The results you want may be slow in coming and they might not even happen at all. Even though you've taken the time to work on your problem, it takes even more time for problems to work themselves out. Don't give up at the first sign of trouble. Worse yet, don't give up before you even start.

brainstorming technique in Chapter Four — PLAN, to problem solving. Maybe you and your group are trying to solve the problem of what fun things everyone would like to do during meetings. You could brainstorm a list of ideas. Maybe you are trying to figure out a way to do better in a certain class you are having trouble with. You can think of a list of ideas that might help you. Then you are ready for the next step.



You may need some courage to act on your plan. After all, the best plan for you to take in solving your problems may not be what your friends would do. To go against what they want to do might suggest to your friends that they are wrong. If they don't want to admit this possibility, you may get some pressure to go along with the crowd. But doing something you don't want to do can put you in a stressful situation and could be the source of other problems. Sometimes it's best to stand up for yourself and do what's best for you. After all, it will be you who will face the results of your decision.

### **Step 5 — Learn from Your Decisions**

What happened? Did it work? Are you happy with the results of your decision? Could you use this kind of decision if the situation came up again? Could you improve on your plan?

Problem solving is a lifelong process; you'll probably never be able to say you solved everything. If you evaluate what happened when you did solve a problem, then you have some ideas to draw on for the next time, some experiences you can relate to.

### **Problem-Solving Obstacles**

Can you solve your own problems? You've got to believe you can to make it work. You might be able to think of reasons that will keep you from solving problems. You might say, . . . *"All this would probably work, but I don't have the time to follow all these steps for every problem I face."* For a lot of the problems that come up you don't need to use such a long, drawn out process. You may solve some problems by experience. You may have faced a problem before and have discovered a successful plan for solving it. You have some values or beliefs that make it easier to see a course of action in some situations. Make a conscious effort, though, to use a problem-solving plan on problems that are



really bothering you or problems that could affect your life over a long period of time.

*"...All this would probably work, but I just can't seem to control myself long enough to think about all those steps."* By letting yourself get out of control, you are letting other people control you. Did you ever stop to think that a violent reaction might be what that bully in the gym class wanted? After all, who ends up getting in trouble if you do get violent? How you choose to act on your angry feelings can cause even more problems. Hitting or name-calling are not your only choices. You can try giving a message that gets right to the point about your feelings. You could say, *"I feel frustrated when you push in line in front of me like that,"* and put the emphasis on "I." Then the other person has to decide what to do about your feelings. Or you may want to delay taking any action until you are calmer.

*"...All this would probably work, but they're not my problems to solve anyway."* A lot of people blame others for their problems. They want to have the privileges that go along with growing up but they don't want to take any *responsibility* for what they do. Maybe you think being responsible means taking the blame. Doesn't your mother look at the kitchen after you and your friends make pizza and say, *"Who's responsible for this mess?"* Of course, no one wants to take the blame for the tomato sauce on the ceiling!

But the word responsibility comes from two other words, "response," meaning to answer, and "ability," meaning being able to do something. So taking responsibility means being able to answer for yourself.

Besides if you blame someone else for the problem that means you are going to have to wait around for them to solve that problem. Meanwhile, you still have to live with it. Wouldn't it be better just to do something about it yourself?

*... "All this would probably work but my problem is too big for me to solve by myself even if I use these steps."* You may have a problem too big to solve on your own. You might need to get some help. Your parents can be one source of help for you, or an older brother or sister. A favorite teacher at school or the counselor can give you some help. Maybe your friends at school or in Camp Fire have had the same problem and can share their solutions. Trying to be cool by not admitting

that you have a problem will not help you. Nor will trying to forget your problem by avoiding it, sleeping a lot or using drugs or alcohol.

Problem solvers think before they take action; they are willing to talk things over and figure out the probable results. They admit to having problems, stay in control while solving them and accept responsibility for what happens. A problem solver has a much easier journey along the road to adulthood.

## TONGUE TWISTERS

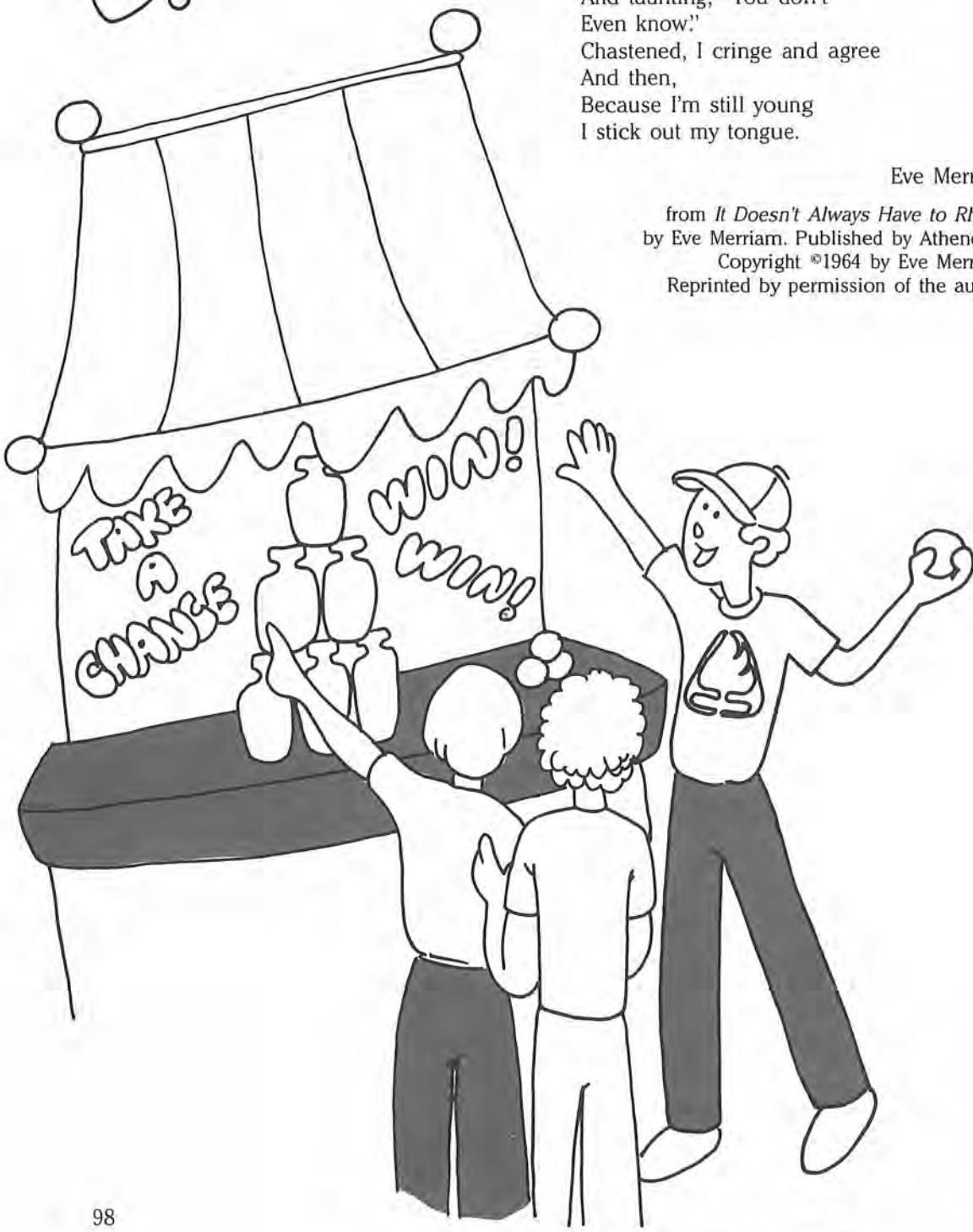
Share some old favorites like "rubber baby buggy bumpers" and create your own tongue stumbling sentences.

## BODY LANGUAGE

Divide into teams and have each team take turns spelling a word using their bodies to form the letters.

# REACH

## 9.



### Conversation with Myself

The face in the mirror  
Stares at me  
Demanding, "Who are you,  
What will you become?"  
And taunting, "You don't  
Even know."  
Chastened, I cringe and agree  
And then,  
Because I'm still young  
I stick out my tongue.

Eve Merriam

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## **Feeling Good About Yourself**

Quick! Name 10 things you like to do. You can write them on a piece of scrap paper or make a mental list.

You can find out a lot about yourself from the kinds of things you enjoy doing.

Are there activities on your list that you regularly spend money on, things that cost you more than \$3 a week? How many of your listed activities do you spend time on every day? How many have you not spent any time doing for several weeks? Are there any activities that you feel particularly skilled or talented at doing?

What do you think it says about you if there is something you are willing to spend money on? Give your time to? Feel talented about doing?

## **Who are You?**

Do you want to wait around for good things to happen to you and blame the world when those things never happen? Do you want to believe that the way you are is because others made you that way?

Or do you want to be a self-confident person who knows that you must take responsibility for making things happen? Do you want to be in charge of your own behavior?

Probably not very many people would consciously choose to be the first kind of person described, nor is everyone ready to be the second kind of person.

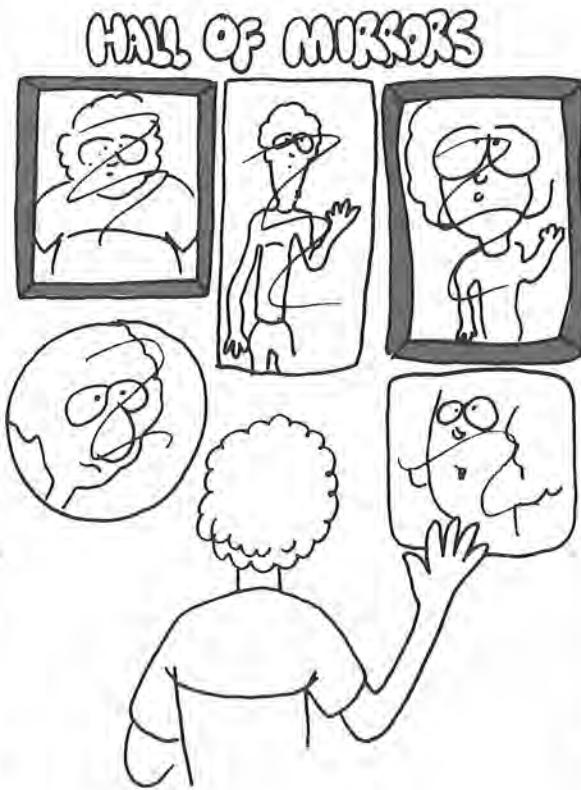
However, recognizing your self-worth is a giant step in the right direction to being a confident, responsible person who is willing to take charge of your life. Can you think of three things that you treasure about yourself? Go on a treasure hunt for items or pictures of items that represent your most important characteristics or talents.

Now think about some times in your life

when the going was tough. Perhaps it would have been when there were problems at home or at school or when you lost an important game. Perhaps you had to move away from someone you loved. You survived those bad times, didn't you? What was it about yourself that helped you get through and go ahead in your life. Can you describe what qualities you possess that helped you survive? Be honest. Just don't say that your friends pulled you through. After all, didn't *you* have to place some trust in those friends to get their help? It was *your* faith in others that gave your friends the opportunity to help you.

## **Becoming Who You Want To Be**

People can exert a big influence on your image of yourself. If people accept you as you are and encourage you at every step, it's easy to feel good about yourself. If people in your life tell you that you are



stupid or awkward or not very attractive or if they criticize you a lot, then it's hard to convince yourself that you are worth something. Humans need other humans to recognize their worthiness. How you are treated at home by your parents and family and at school by your friends and teachers is important in helping you recognize your own strengths. Loving, caring relationships help you grow inside, and critical, unfeeling relationships may stunt that growth.

Events in your past can come back to haunt your present feelings about yourself. You may remember embarrassing moments like getting punished in front of the whole class. You may still feel sorry for yourself because you lost the class election. You might still be scared of water because your older brother threw you in the deep end to "help" you to learn how to swim. You might have had awful times in your past that you'd like never to remember, such as your parents getting a divorce or someone dying. All these events can affect how you look at yourself; they can be stored up and hauled out to prove to yourself that you're not good enough, that somewhere along the line you failed.

But you can't live stuck back in your childhood forever. If you recognize that all people have people or events in their pasts that made them feel bad and if you can identify those problems in your past and decide to get rid of them, you've won half the battle. You're on your way to directing yourself instead of letting people or events direct you.

Society and our culture also influence how you see yourself. In particular, your self-image can be shaped by society's views on your sex role, how you should act or what you should be as a woman or as a man. These are called "sex-role stereotypes." Do you have certain beliefs about how a man or a woman should act? Probably so. You have been raised in a society that makes sharp distinctions between the

sexes from birth. Without thinking too hard about your answers, try to complete the following sentences. Just say the first thing that comes to your mind. You might think in terms of what women or men are required to do, allowed to do or forbidden to do. You might describe physical, mental or emotional characteristics.

Men can (not)...

Women can (not)...

Men are...

Women are...



Or think about these. How do you feel about

...a woman doctor?

...a male nurse?

...a female athlete?

...a male ballet dancer?

...a mother of small children who goes to work?

...a father who stays home from work with a sick child?

People tend to confuse sex, the biological condition of being male or female, with psychological differences between the two sexes and how we express those differences. You are born male or female. That is your sex. How you express your masculinity or femininity, however, is largely something you learn, something taught to you by the society you live in. This learning begins when you are an infant and continues through your childhood since parents often treat children differently because of their sex. Girls are told not to get dirty, boys are encouraged to play rough. Boys are told not to cry while girls often get attention for their tears. Girls often get help in solving their problems while boys are encouraged to solve their own problems. Parents often are protective of girls but encourage physical aggression in boys.

People express their sexuality in many ways, including body movements, voice tone, posture and facial expressions, as well as both subtle and obvious actions and comments. Everyone has some characteristics which are typically identified as "masculine" and "feminine."

So what's all the fuss? Why make such a big difference between sex and masculine or feminine roles? Because many men believe they are not a *male* unless they act tough, aggressive, independent and domineering. And many women are afraid



that they aren't *female* unless they act fragile, weak, dependent and allow themselves to be dominated. They are confusing sex and sexuality. They are deciding what they can or can't be, how they can or can't act, based on what our society says is masculine or feminine.

How does this affect you? You may think it doesn't right now, but you also should be careful not to let sex-role stereotypes that you may have or that society may have keep you from declaring your talents, skills and abilities. If you're a girl and you're really good at basketball, then say so! You have a right to your talent. If you're a boy and you can cook up a storm, then admit it and invite your friends to dinner. You deserve some praise for your skills.



## Finding Out What You Value

The activities you like to spend your time doing, the talents and skills you possess or want to develop and the accomplishments you're proud of reflect the kind of person you are and what is important to you. They reflect your *values*.

Your values are a very important part of you. So how do you figure out what they are? Choosing, prizing, acting are three qualities that identify your values. For example, success at school may not be your value if you only get good grades to please your family. In other words, you have not freely *chosen* this as a value.

You can like to write but if it is last on your list of things to do, it may not be a value. You don't *prize* it as an important part of your life. You may say you value physical fitness but if you sit in front of the TV every evening eating potato chips and popcorn, you are probably not speaking honestly. You are not *acting* upon your values.

## You and Your Values

Since this is a time of a lot of change in your life, it's a good time to be thinking about your values. Activities in the Discover Yourself project will help you recognize the things you like to do, what you like about yourself and what you have accomplished.

Even your dreams about the future can be indications of what you value now. What do you think would be the perfect way to spend the day? If you had the chance to spend a day in your near or far future doing anything you wanted, what would you do? Who would you take with you on your dream day?

You may find things in your day dream that tell you what you want out of life. It might be interesting to find out how your friends would describe a perfect day. Perhaps you'll discover you and your friends have some dreams in common.

There are other ways you can examine

your life to discover your values. How you spend your time is a good indication of what is important to you. You could keep track of your time for a day or a week, estimating how much time you spend at school or with school work, at a job or on chores around the house, watching TV, listening to records, etc. Who you spend time with can also indicate your values. Is more of your time spent with your family? With friends? Alone? After looking at how you *actually* spend your time, maybe you

could design what would be a better way to spend a given time period. Be practical, though! Eliminating the six or seven hours spent on school or school work right now is probably not possible.

## Setting Goals

How does it feel to give some thought to what is really important to you? It might be a little scary...after all it isn't the easiest thing in the world to stand up for what you believe in, especially if it makes you a little different. You may not be ready to take that step yet. Perhaps just thinking about your values gives you confidence to know that you'll make the right decisions when the time comes. Or you may feel ready right now to show some commitment to your values. Your commitment may take the form of service projects, career preparation choices or choices of friends. Even the choices you make about what you like to do and what you want to be good at can show a commitment to what you value. You can use your values to help you determine what goals you would like to set for yourself.

## Finding Out Where You Want To Be

If you've done any of the specific activities in this chapter, or answered questions in your mind as you've read, you have probably discovered many things that you *can* do. Goals have to do with the things that you *want* to do. Just suppose that...

You are walking home from school one day and you discover a battered old sports shoe. You pick it up and brush the dirt off when...OUT POPS A GENIE! (Wearing blue jeans, of course!) "*I'm Gene,*" it booms, "*and I can grant you three wishes. Name them off, kid, and no fair wishing for a thousand more wishes. Just make it snappy.*"

WELL! What would you wish for? Quickly think of three things.





Your wishes and desires are often good indications of the goals you'd like to achieve. But a lot of people never get past the wishing stage. Maybe they are waiting around to run into Gene the Genie wearing blue jeans. You probably don't want to wait that long, so take a look now at some ways to make some of those wishes come true.

A goal that you set and attempt to achieve needs to be something that is within your control to accomplish. Otherwise you could spend a lot of time and expend a lot of effort trying to get somewhere you can't go by yourself. What are achievable goals? Take a look at Sally and Sam and their goals. Can you pick out which of their goals they would be able to achieve on their own? Which goals are beyond their control?

## Sally

Sally is about 5 feet, 1 inch tall and seems to have grown about as much as she ever will. She's good at sports and is the star player on a basketball team. She wants to continue playing basketball in high school and go to college, hopefully on a basketball scholarship. By the time she graduates from college she thinks women's pro basketball will be a popular sport and she'll be able to turn pro.

## Sam

Sam wants to get a job and earn money to buy a car. He turns 14 in the spring and figures he can get a work permit and earn enough money to afford a car to drive around by the middle of his sophomore year. His parents are getting a divorce and Sam and his father are moving to a state where the minimum driving age is 17.

Can you name one goal that Sam and Sally can probably achieve?

Can you find a goal that Sam and Sally will probably not achieve because of factors they can't control? What are those uncontrollable factors?

There are certain things you can't change about the world and there are certain things you can't change about yourself. Setting goals that would require you to make impossible changes can only make you frustrated, so frustrated you may give up on accomplishing anything! It's better to recognize from the beginning those goals which you have the capability to achieve.

## Getting from Here to There

Now let's look back at your three wishes you asked of Gene. Can you make one of those wishes a goal? Is that wish or goal something you can accomplish without making impossible changes? If not, maybe you should change your wishes just a



little. (Gene would understand!) Now state your wish as a goal. Try to say it in such a way that you will be able to know that you have definitely accomplished something. Instead of saying, "*I'd like to make better grades this quarter in Social Studies*," you could say, "*I want to raise my grade by one mark in Social Studies this quarter*." That way when you get that grade on your report card you'll be able to say that you accomplished your goal.

You can apply the same steps you used in problem solving to making a plan to meet your goals. You've already completed step 1; you've *identified* your goal.

Here's a review of all the steps:

1. Identify your goal
2. Suggest possible ways to meet your goal
3. Look closely at each alternative
4. State what and how you will act again
5. Take a second look

Step 2 requires some thinking on your part. You could use brainstorming to discover all the possibilities you might have to accomplish your goals. Remember brainstorming doesn't require you to decide whether an idea is good or bad, it only requires that you have ideas — lots of them.

Now you are ready for step 3, examining all the possible consequences of your ideas. You want to pick effective plans that are going to accomplish what you want but remember, your plans must be acceptable. Cheating on the final may get you that grade you want but it is really not the acceptable way to achieve your goal. You may be able to combine several plans together as a way to accomplish your goal. Take a look at what you wrote down for step 2.

Step 4 is the "here's how" step. You need to make choices and act on them. Looking at your ideas in steps 2 and 3, you are

ready to decide *what* are you going to do to accomplish your goal!

A lot of people get bogged down on step 4. They know what they want and they know what they need to do to get it but they just never do anything about it. If you

want to be a doer rather than a thinker, you might need to make a contract with yourself to make sure you achieve what you want. You can enlist others to help you and encourage you along the way. Here's a sample of a contract you could use.

## Goal Contract

I \_\_\_\_\_  
your name

make this contract  
that by

due date

I will have accomplished the following goal

---

---

I will give a copy of this to

name of contract holder

who has agreed to give me encouragement in completing this contract and will celebrate with me upon its completion.

your signature

signature of contract holder

Now for step 5. You've set your goal. You've worked at a plan to accomplish it. You've put your plan into action. You either accomplished your goal or you didn't. (Remember things can happen both ways!) Now take time to evaluate what happened. If things went well, how do you

feel now? Are there plans or methods you could use again for other goals you want to achieve? If you didn't meet your goal, what things held you back? Are you still willing to work on accomplishing this goal? Are there some things you might do differently next time?

## LISTS, LISTS, LISTS!

Think up a heading and see who can make the longest possible list from that heading. Categories can be anything from animals with antlers to things that zip.

## CRAZY COMPETITIONS

Who can balance a spoon on her nose the longest? Who holds the world title in funny face making? Have an awards ceremony to recognize everyone's competitive spirit.

# LOOK TO THE HORIZON

10.

The Horizon program in Camp Fire is for Camp Fire members in 9th through 12th grade. It's an exciting opportunity to:



- celebrate yourself, set goals, give service, improve your leadership skills
- make some choices and decisions about roles and relationships in your life now and in the future
- map your way into the future by examining personal values, exploring career possibilities and learning how to find jobs
- learn how to make it on your own, managing your own money, living independently, taking good care of yourself.

*Horizon in My Pocket*, the Horizon program book, offers many options for you to put together into your own, unique program.

You can sample different Highlights, which are short-term activities, easily completed by an individual or club during a meeting time. Highlights help you examine your ideas, values and experiences.

You can complete one or more Reflection projects which focus on some of the areas of your life now and in the future which are personally important to you.

You can earn the Wohelo medallion, the highest award a young person can earn in Camp Fire. Earning the medallion is an intensive, individualized project designed by you which is based on fulfilling the Camp Fire purpose.

You can also continue to earn Torch Bearers, work on religious emphasis projects, complete steps in the Progression in Outdoor Action, do national projects. You may want to attend camp, take leadership training, do service projects, be involved in council events and projects. Perhaps you'll even participate in zone or national activities and events. SO...

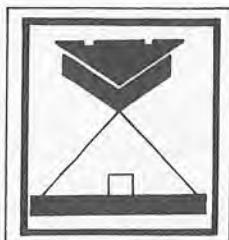
... Look to *your* horizon to find fun, friendship, choices and challenges in Camp Fire.

### GET CLOSE

Try to see how many of the group will fit in a limited space. You could stuff a closet or stand together on a small rug. Do you all fit in?

# TORCH-BEARER PROJECTS

## Torch Bearer in Camping



**Meaning:** The hand, eagle, tent and earth symbolize skills, adventure and lore of living in the outdoors.

**Colors:** The tent is white; the rest of the symbol is red.

**Order Number:** B-241

### Decide

Explore a whole range of camping topics or choose a trail that leads to knowledge in such areas as trip camping, camping safety, careers in camping, camp leadership, camping resources and opportunities, camp maintenance, outdoor education, group camping such as day, resident and family camping, and much more. You'll sharpen camping skills and begin to play a leadership role in camping by completing this Torch Bearer.

### Plan

#### People To Help You:

Camp director, camp counselor, camp owner, camp ranger, expert in camping skills, park service worker, forest ranger, librarian, member of a camping organization, camping equipment supplier and store manager, emergency rescue personnel, professional in camping field that serves the disabled.

#### Places To Find Help:

Camp Fire council office, nearby camp, national park and forest, camping equipment store, library, national camping organization such as the American Camping Association, local camping club, the American Red Cross, military installations. The *Outdoor Book*, produced by Camp Fire, can be a valuable resource.

### Do

Starred (\*) activities are required. Choose five more activities from #4-18 to complete your Torch Bearer in camping.

- \*1. Learn where you can go camping in your area. Find out what private, agency, public and commercial campsites are within two hours' driving time of your home. Make a list of the campsites, including information such as location, facilities, natural terrain, kinds of camping opportunities and how you would arrange to camp at the site.

- \*2. Expand your outdoor living skills by doing one of the following:

Complete or have completed the Progression in Outdoor Living through the Gypsy Level. This need not be done while you are working on this Torch Bearer.

OR

Take a course offered by Camp Fire or your community that teaches you a series of related camping skills. For example, you could take a course in winter camping, backpacking, canoeing, mountain climbing, survival camping or orienteering. Attending a specialized unit at camp which focuses on such a topic would also fulfill this requirement.

OR

Take a safety course which teaches safety skills you might use in camping or prepares you to meet emergencies in the out-of-doors. Such sources might be First Aid, CPR, Basic or Advanced Canoeing or Sailing, or Lifesaving. Demonstrate your ability to apply the skills you learned to camping situations.

- \*3. Take on a leadership role in camping by doing one of the following:

Participate in your council Counselor in Training (CIT) program.

OR

Complete a day camp aide training program and volunteer for a week as a day camp aide.

OR

Help prepare a group of children for an outdoor experience such as a cookout, day camp or overnight experience. Assist them in planning and learning necessary skills. Go along with the group on the camping experience and help them evaluate afterwards.

OR

Help plan and take a leadership role in a council-wide camping event, such as a

skills day, overnight, etc. You might teach skills, move groups from one activity to another, help coordinate events, etc.

OR

Serve on a planning committee for organizing a camping trip for your church youth group, class at school or other youth group of which you are a member. Participate in the camping experience.

4. Find out which local, state and national organizations promote camping or offer services in the camping field. Contact at least one group which is active locally to get more information. Investigate membership requirements for one such organization.
5. Share your love of camping with others. With your club or family, plan and carry out a cooperative camping experience with another group. The group could be a Camp Fire club in your area or from another community, another youth group or another family. Make time during the camping experience to share ideas, songs, skills.
6. Learn about careers in camping. Talk to the person in charge of camping services in your council office if your council has a camping program. Contact people in the fields of outdoor recreation, camping or outdoor education. Talk to people you know who have worked as camp counselors in the summer. Find out what kind of training and education you would need to work in a camping-related career. If your council doesn't have a camping program, perhaps you could talk to a person in another youth agency.
7. Take an active role in promoting camping in your council by doing one of the following:  
  
Help put together or update a slide show or photo display on camping opportunities in your council.

OR

Help distribute camp flyers and posters advertising your council camps.

OR

Serve as a speaker for your council, visiting clubs to promote your council's camping opportunities.

OR

Help plan and take a leadership role in a camp promotion event. This might be a camp reunion, a district or council-wide gathering or an informational booth set up at an event.

8. Read up on the history of camping. Find books, magazines and pamphlets that tell you about what camping was in the past and describe various camping movements. Through your readings, learn what people in the field predict about camping in the future.
9. Find out about the history of your council campsite. Talk to people who camped there in the past. Find pictures of facilities as they looked "back then" and take pictures of the present. Put together a memory book, slide show or photo display that shows your camp then and now.
10. Dig in and do something about the maintenance of camping sites in your area by doing one of the following:

Participate in a camp work day, preparing your council camp or other camp you attend for its seasonal opening.

OR

With your group, plan and carry out a conservation project at a local camping site. Consult with rangers and park service workers to find out what work needs to be done and how to do it. You might maintain trails, help check erosion, plant trees, etc.

11. Find out about laws and regulations which regulate camping in your area. Local camp directors would probably be able to tell you what agencies supervise their operations and what food service, sanitation, employee, and safety regulations they must abide by.

OR

Learn if local, state or national legislation is pending that would affect camping or camps in your area. Write to your legislator to state your viewpoint on such legislation.

12. Become informed of advantages and disadvantages and value of different brands of camping goods. Locate where in your community you can purchase camping supplies. Look through catalogs which sell camping equipment. Choose a piece of camping equipment you would consider buying. Compare style, price and quality of different brand names from store to store or in catalogs. Watch for sales of this item. You do not need to purchase the item to complete this activity.

13. Prepare yourself for surviving in the outdoors. Demonstrate your ability to do one of the following:

Recognize the symptoms of hypothermia in yourself and in others. Know what outdoor conditions might bring on hypothermia. Show what to do to combat hypothermia.

OR

Improvise protection from the elements in a wilderness area. Know how to construct a shelter with found materials such as branches or snow and then build a model shelter or draw diagrams of one.

OR

Use correct methods or symbols for signaling for help in a wilderness area. Show how to contact services such as the ski patrol, the Civil Air Patrol, Coast Guard, park security.

OR

Find food and water in a wilderness area. Show which plants or parts of plants are edible and what plants are dangerous. Demonstrate at least two different means of water collection and purification.

OR

Put together a survival kit for a camping expedition in which you are participating. Take into consideration the kind of terrain where you'll be camping and the weather conditions you might encounter. Show that you know how to use all the items in your kit.

14. Help make available or expand opportunities for camping to people with special needs. You could help develop a braille trail at a local camp, construct or maintain wheelchair ramps for camp facilities, clear paths of obstructions for people with mobility problems.
15. Volunteer as an aide to work with people with special needs in a camp setting. You might work in a camp unit where disabled children are being mainstreamed, help a club with disabled members go on an overnight, or work with a group of disabled persons attending camp.
16. Develop a list of publications which would be useful to someone who wanted to learn about a camping topic. Focus your list of books, magazines, catalogs, etc. on a topic that is of special interest to you, such as backpacking, canoe camping, cooking out

or family camping. Include at least 10 entries on your list.

17. Express your feelings about camping and being in the outdoors by doing one of the following:

Plan and help carry out a program around a campfire on a camping-related theme such as nature appreciation, camp friendships, etc. Gather readings and songs which express your theme. You could plan your campfire program for an all-camp event, or for a group campout.

OR

Find out what a magic circle is. Plan a magic circle that celebrates your love of camping and the outdoors.

OR

Keep a journal during a camping experience, such as a backpack trip, a family camping trip or a session at resident camp. Include in your journal your feelings about what you are experiencing.

OR

Write a poem, song, story, essay, speech or editorial which communicates your feelings about camp and camping. Share what you've written with someone else.

18. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Community Involvement



Meaning:

The heart, arrowheads, dark and light sky symbols and crossed paths symbolize a concern for and desire to understand other people and to participate effectively in community life.

Colors: Sky and arrowhead are red and white; heart and paths are blue.

Order Number: B-211

## Decide

Become an involved participant in community life. Find out what your community has to offer and what you can offer to your community. Learn about careers, politics, laws, services and discover that good government begins with you.

## Plan

People To Help You:

Social studies teacher, government worker, elected official, law enforcement officer, fire fighter, justice worker, health care worker, member of an ethnic group, local historian, librarian, social worker.

Places To Find Help:

School, library, government office, phone book listings, law enforcement agency, health care agency, social service agency and organization, public service agency, local historical museum, transportation center, court system, ethnic restaurant and store, TV and radio station, newspaper, political organization.

## Do

Starred (\*) activities are required. Choose five more activities from #4-16 to complete the eight activities for your Torch Bearer in Community Involvement.

- \*1. Be able to describe the government structure used in the community where you live. (Or, use the local government closest to your home.) Know who the people are who govern your community. Tour the center of government in your community.

Find out what services your community government offers to its citizens and which services are offered by different jurisdiction such as a district, township, county, village or city, region, etc.

- \*2. Find out what the current major concerns of your community are. You might read the newspaper, watch the local news, talk to community leaders to discover concerns and problems. Choose a community problem which concerns you and do at least one thing that shows your concern. For example, if rising crime rates in residential areas is a problem in your

community, then you might get involved in a block watch program in your neighborhood.

- \*3. Find out how the laws in your community affect you. Learn what status offenses are and how they apply to you. Find out what happens to juveniles in your community who are detained for breaking the law or committing a status offense. What facilities are used for detainment? What processes take place? How are these processes different from those for an adult offender? What diversion programs are available for youth offenders? You could visit a juvenile court, talk to a juvenile judge, social worker in the juvenile court system, juvenile officer or group home worker to find answers.
4. Discover the history of your community. Find answers to questions such as: When was it founded? Who were the founders? How did your community and/or major landmarks around your community get their names? Have any events of historical significance taken place in or nearby your community? Have any famous people come from your community? Contact local historical societies, long-time citizens and books about local history to find answers. Compile your information in a booklet or visual display for your school library, civics class, community center or other public place. Or use your information to take your family, classmates, Camp Fire group or other friends on a historical tour of your community.
5. Learn first-hand how your community works by completing one of the following activities:  
Visit a fire station. Talk to firefighters about their jobs, how they train, what kinds of work they do. Learn what kinds of equipment are used for fighting fires. Know how to report a fire and find out what other emergencies firefighters respond to.
- OR
- Tour a police station or sheriff's office. Talk to law enforcement officers about their jobs, training, etc. Find out what kinds of work law enforcement officers are involved in. Know how to contact your local law enforcement agency in an emergency and in a non-emergency situation.

**OR**

Attend a court session. Learn the steps preceding bringing a case to trial. Learn the responsibilities of defense and prosecuting attorneys, the judge, the court recorder, the court bailiff. Find out how a person is chosen for jury duty in your community.

**OR**

Visit the water treatment, sewage treatment or solid waste disposal facilities of your community. Talk to the people who work in the facility about the kind of work they do, their responsibilities and the training required for their work. Learn how the facility works.

6. Find out what kinds of communication systems offer local news in your community. Read local newspapers, watch local news on television and listen to radio news. Compare coverage of major news events in your community. Choose a news source you prefer to obtain the news and use this method to expand your community awareness for the period of the time you are working on this Torch Bearer.
7. Capture your community on film or tape. Put together a videotape, movie, slide show or photo story about your community. Focus on people, places and things that make your community special. Caption your photos, write your own script to narrate your show or use tape recorded voices of community citizens. Display your photo story, movie, slide show or tape in a public place or at an event.
8. Do your part to help get out the vote by doing one of the following activities:  
Offer to babysit children so their parents can go to the polls on election day.

**OR**

Volunteer to work at the polls on election day. You might help set up and take down tables and chairs, run errands for election workers, or direct people to the right areas.

**OR**

Join in the campaign! You might stuff envelopes, answer phones, distribute information, put up signs, etc.

9. Participate in a mock government. You might do this as part of a class at school. Your class might hold a mock election with a primary, a convention and an

election. You might be a part of a mock legislature and learn the workings of the House and Senate. Participation in a model United Nations will also count for this activity.

10. Learn how a person from another country can become a U.S. citizen. If possible, get a copy of the naturalization test and take it to see if you could "pass." Or attend a naturalization ceremony of someone you know who is becoming a citizen of the United States.

11. Find out what's available to you in your community by doing one of the following:

Find out about the facilities for health care for you in your community. Talk to community health workers or visit a health facility as a way to learn more about health care in your community. Find answers to questions such as: What kinds of services are available to young adults your age? Where could you go for counseling or for a health program? What would it cost you? Would it be confidential?

**OR**

Survey the opportunities for employment of young adults in your community. Visit an employment center or talk to a job counselor to learn more about job opportunities in your community. Find answers to questions such as: What kinds of jobs are available to people your age? How old do you have to be to get different kinds of jobs? Are there any job counseling or job training programs available?

**OR**

Survey the public transportation available to young people in your community. Does everyone *need* to have a car? What are some of the other alternatives for getting where you want to go? How much does such transportation cost? Experiment with getting different places in your community on different kinds of transportation. Compare costs, comfort and personal safety.

12. Sample the ethnic flavor of your community. Find out what groups of immigrants settled in your area, where they came from and when they arrived. Learn more about the cultures in your community by doing one or more of these activities: Visit an ethnic festival, attend a special holiday celebration, invite a speaker to your club meeting, eat

at an ethnic restaurant or shop at ethnic stores.

13. Learn about careers in government by doing one of the following activities:

Participate in a program which allows you to try out city government jobs for a day. Many communities offer such programs as a way for students to learn about city governments.

OR

Talk to a person who works in a government career field of interest to you. This might be an elected official or a government agency employee. You might refer to the list of services you found were offered in your community to determine which government workers you would like to talk to.

OR

Attend a career fair and collect literature on careers in government. Talk to representatives at the booths about the different careers.

14. Find out what social services are available in your community for *one* of the following groups of people: the poor, the unemployed, single parent families, teenage parents, abused children, the elderly, battered spouses, or people with different kinds of disabilities such as mental retardation, visual or hearing impairment, mobility problems, or emotional disturbances. Learn who offers these services and how and where they are offered. Volunteer to assist for a period of time in an organization that is providing a social service to the group of people you investigated. For example, if you found out what the programs were available to help abused children, you might then collect books and toys for the shelter where abused children are taken.
15. Investigate where public funds come from and where the money goes by doing one of the following activities:

Discover where your city gets its money. Ask a city finance employee or city official about income from taxes paid by individuals and business. Are there other sources of revenue? Find out if there are local agencies or departments which receive funds from regional, state or federal governments.

OR

Find out who owns and operates the

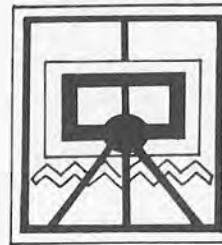
utilities in your community and how their rates are regulated. Clip articles from newspapers and magazines about utility rates. Find out what happens to people who can't afford to pay for their utilities such as gas and electricity.

16. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Computer Technology



**Meaning:** The person, eye, desire and many-things-unknown symbolize the desire to seek and learn about the technology of the future.

**Colors:** The person and many-things-unknown are orange; eye and desire are bright blue.

Order Number: B-251

### Decide

Calculate the roles of computers in your life — now and in the future. Get some input on careers with computers, computer terminology, programming and computer uses in business, health, education, transportation, food industry, banking, art, entertainment and the home.

### Plan

People To Help You:

Teacher, parent, computer technician, programmer, librarian, computer shop owner or manager, counselor, travel agent, air controller, or public relations personnel in a bank, hospital or supermarket.

Places To Find Help:

Home, school, library, bank, airport, arcade, university, junior college, supermarket, career center, hospital, computer shop.

## Do

Starred (\*) activites are required. Choose five more activities from #4-16 for a total of eight activities to complete your Torch Bearer in computers.

- \*1. Keep a log for one week that tells all encounters you and your family have with a computer. Have participating family members keep track of all the ways a computer affects their lives and record them each evening in your log. These may include getting a utility bill, a mass mailing, school schedules, making a telephone call.
- \*2. Find out about computer use in your community by doing one of the following activities:

Make a "computer directory" of places that use computers and how they use them. Briefly describe on your chart or in your directory how computers are used at each place you investigate.

OR

Discover how a large company and a smaller company depend on and use computers in their businesses. Find out how many employees in each company use the computer. Make a chart that shows the two companies across the top with the various computer uses listed below them. Do large or small companies seem to have more computer uses?

- \*3. Begin to learn the language by becoming familiar with the following computer terms. Make a computer dictionary or visual display defining these terms. Be sure to show how these words are used in relation to computers.

byte	software	terminal
chip	floppies	program
disk	hardware	microcomputer
memory	joy stick	microprocessor
menu	display	

- 4. Use your camera to capture a story about people and computers. The pictures should tell the ways people use computers in daily life. Include humor, frustrations, importance, etc. Make a notebook or poster with the pictures.

OR

Write a play or a story that predicts what our lives will be like in the future because of computers. Present or read it to an audience such as your club or class.

- 5. Investigate careers in computer work. Learn more about two computer careers you could pursue by talking to people in those careers and, if possible, observing those people at work. Find out what kind of training is required, what skills the jobs require and how these people feel about their jobs.
- 6. Visit an arcade that uses computerized games. Interview an owner or manager and write a news story answering questions about any problems of the business, money made, human interest stories, the fascination and drawing power of computer games, which games are most popular, which are the most profitable, etc. Play two arcade games and compare them. Consider these questions as you make comparisons: Could two or more play? How are the games alike or different? What is the appeal? Why is one more popular than another?
- 7. Make a set of flashcards a grade school could use to teach computer terms to small children.

OR

Help with a grade school class in your area that is working with computers. Work as a teacher's helper for a period of time agreed upon by you and your adviser.

- 8. Sign up for a class in school where computers are used. If you are currently using computers in a class, ask the teacher to let you do a special project, set up a teaching aid or do a bulletin board.
- 9. Go to a computer dealer's store in your area. Talk with the owners or managers and discover what computers you could buy for your home. Ask questions such as these: What uses are there for computers in your home? How do people learn to use the computers? How could the whole family benefit from the computer? What is the cost involved? Talk with a family who has a home computer to learn about how they use a computer in their own home. Compare costs and uses of two brands of home computers which interest you. Organize the information you gathered in your comparison shopping to use as reference should you decide to purchase a computer in the future.

**OR**

If your family already has a home computer, comparison shop for various programs or hardware you would like to purchase for that computer. Outline the computer needs you have in your family and describe how particular programs or hardware might meet those needs. Assist in making a purchase decision or organize your information for reference in making future purchases.

10. Ask the school counseling center if you could set up a special computers career file or display. You might choose to make a computer careers bulletin board for the area.

**OR**

Create a display in your school library that would help others learn more about computers. Include available reference sources and free materials available about computers.

11. After looking at several computer ads design your own advertisement for a computer product. Your ad should show that you understand different options and advantages to the computer you are advertising.
12. Select any area of interest and investigate the many different roles of computers in that field. Interview people and find articles about the use of computers. Contact public relations personnel for help. Some suggested areas to consider are:

health	space travel
science	fun and games
sports	railroads
travel — flying	trucking
education	clothing industry —
food processing	weaving
finances	police and
banks	public protection
supermarkets	

13. Visit a library and make a list of all magazines that are geared to computers and the computer business. Are there other magazines with computer sections? A librarian can help you find these. Read two such magazines and compare them. Who is the magazine's typical reader? Who would use such magazines? Which did you enjoy more and why?

**OR**

Make an annotated bibliography of computer-related books or magazines in your school library. An annotated bibliography is a list of books which includes a brief summary of each book. Place this reference aid in your school library for others to use.

14. Explain to someone else how computers have changed over the years. Include answers to questions such as these: What is the history of the computer? What counting instruments were the forerunners of computers? What inventions or new scientific developments have changed the computer's size, look and capabilities? You could make your explanation a part of a visual display or booklet, or you could prepare a report to give to a class at school or to your Camp Fire group.

15. Improve your knowledge or skills with computers by doing one of the following activities:

Learn how to operate a computer. Be able to demonstrate your skill at performing several basic functions.

**OR**

If you already know how to operate a computer, learn how to write a computer program. Run your program.

**OR**

If you already know how to operate a computer or write a program, teach someone else one of these skills. Develop visual aids that will assist in your teaching demonstration.

16. Work with your Torch Bearer consultant to create an activity of your own design.

**Share**

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Cookery



- Meaning: The flame, corn and tendril symbolize knowledge about planning and preparing foods for health, nutrition and growth and awakening awareness of the needs of the hungry.
- Colors: The flame is orange; the corn and tendril are dark brown.

Order Number: B-213

### Decide

Sample a smorgasbord of cookery skills or sink your teeth into one cooking specialization. You can explore food preparation, economy, convenience, foreign, outdoor, gourmet, organic or vegetarian cooking, nutrition, diets, menu planning or budgeting. Food service and restaurant management are other ingredients of this Torch Bearer.

### Plan

#### People To Help You:

Parent, home economics teacher, food editor, chef, amateur gourmet cook, restaurant or supermarket manager, waitress or waiter, cooking instructor, dietician, nutritionist, caterer, extension specialist, school cafeteria manager, utility home economist.

#### Places To Find Help:

Home, home economics classroom, local restaurants and supermarkets, fresh air markets, foods department of newspaper or magazine, extension services, test kitchens, food processing business, food organizations such as the Dairy Council.

### Do

Starred (\*) activities are required. Choose five more activities from #4-17 for a total of eight activities to complete your Torch Bearer in Cookery.

- \*1. Learn what the four basic food groups are and the recommended daily requirements

from each for a person your age. With the information you acquire do one of the following:

Review your own eating habits. Design and follow a personal program of good nutrition.

OR

Design and display a visual aid containing information on good nutrition. You could set up your display at school, church, your local library or community center or at a Camp Fire event.

OR

Plan and present nutritional information orally to another group in the form of skits, slide shows or formal presentations.

- \*2. Plan and prepare one nutritionally-balanced breakfast, lunch and dinner completely on your own for you and your family.
- \*3. Teach a cooking skill to another person or to a group. You could teach a child simple food preparation, adapt some skills for a person with special needs, share a special recipe with friends or demonstrate a new technique to your group. Develop a written plan for your teaching experience and record its success afterwards.
4. Plan your family's menus for a week or your group's menus for a weekend excursion or camping trip. Help select the items needed for your menus, staying within a budget, and assist in meal preparation.
5. Go behind the scenes at a restaurant or food service establishment and get a guided tour of the food storage, preparation and serving areas. You might consider touring your school cafeteria or camp kitchen. Find out about career opportunities in food service by talking to someone in the business, such as a restaurant manager, chef, cafeteria manager or dietician.
6. Plan and prepare a menu and make table decorations that carry out a special theme. You might make your plans for a family holiday, a child's birthday party or a dinner for friends.
7. Help supply the sale items, set up an attractive display and work at a food booth at a church, school, Camp Fire or other special event.
8. Find out what the requirements are for preparing food for certain dietary or religious needs such as for kosher,

diabetic, allergenic, low sodium or low calorie diets. Prepare and serve two recipes that follow such requirements.

9. Begin your own collection of recipes by clipping them from magazines and newspapers and asking for favorites from friends. These could be recipes that reflect a special interest such as ethnic cooking or just ones you'd like to try. Design and use a method for organizing your recipes. Choose two recipes from your collection which require techniques new to you and try them out. Record your results.
10. Preserve a food using a method you've never tried before such as canning, pickling or drying.
11. Invent your own recipe or improve on one you've tried before. Keep track of your ingredients, quantities, preparation methods and cooking time. Decide if your invention is successful and could be used again.
12. Visit the housewares department of a department store or look through the cookware section of a catalog. With the help of a person who cooks or on your own, make a list of the items you would need to stock your own kitchen. Keep in mind any special cooking interests you have and the equipment required.
13. Work at a restaurant or food service establishment for a period of time set by you and your consultant. Learn how to operate the equipment necessary for your job; demonstrate an understanding of food services systems and procedures and receive a good evaluation or reference from your employer.
14. Volunteer to help an organization such as Meals on Wheels or lunch programs at community centers that helps meet nutritional needs in your community. You and your consultant decide on the amount of time you'll serve.
15. Discover what's being done about the world hunger problem. Write for information from national or international groups working in this area, clip out and read articles on this topic or talk to local church groups who are active in this area.
16. Take a course which furthers your knowledge in the area of food preparation or food service. This could be a food handler's course offered by your local health department, a cooking class at school or one offered by an extension service, community center or local businesses. Organize in a notebook the materials and information you receive from the course.
17. Work with your Torch Bearer consultant to create an activity of your own design.

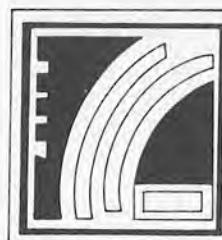
#### Share

1. A good cook's best evaluation comes from those who did the eating. In some way, written or orally, collect comments from the people who sampled the products of your work.

OR

Use one of the evaluations methods described under SHARE in Chapter Six.

### Torch Bearer in Creative Arts



Meaning: The hand, thought, eye and lake symbolize the ability to see, interpret and create beauty.

Colors: Hand and lake are green; thought and eye are white.

Order Number: B-225

#### Decide

Drawing, painting, printmaking, photography, sculpture, textiles, metal work, woodworking, pottery ... explore the world of art by completing a Torch Bearer in Creative Arts. If art interests you as a hobby or leisure activity, then choose activities related to creative arts in your everyday life. If you are considering a career in art, several activities are suggested to help you learn for the future. Either way, you'll have the opportunity to choose the mediums and make the message yours.

People To Help You:

Local artist, art teacher, printer, graphic

artist, commercial artist, interior decorator, architect, filmmaker, photographer, fashion designer and illustrator, museum curator or guide, librarian.

**Places To Find Help:**

Art gallery, museum, library, print shop, card shop, department store, furniture store, public building, newspaper or magazine office, ad agency, art studio.

Know what you have access to in terms of facilities and supplies, then choose your activities accordingly.

**Do**

The two starred (\*) activities are required. Choose six more activities from #3-19 for a total of eight to complete your Torch Bearer in Creative Arts.

- \*1. Grow in appreciation of the artist and artwork by completing one of the following activities:

Visit an art gallery, museum, library, or art fair to explore and broaden your knowledge of artists and their styles. Make a list of your favorite artists and their works. Tell why you liked these artists or artworks.

OR

Read a book which traces the history of art or which focuses on one particular time period in art history.

OR

Take a field trip around your community. Art is not just found in museums. There are many places where original art can be seen in your community. Go to public buildings, parks, churches, commercial establishments, or private homes where art is displayed. Keep a notebook to list what you have found and what you liked.

OR

Choose an artistic medium of interest to you. It might be painting, sculpture, printmaking, photography or any of the other mediums listed under DECIDE. Find examples of this medium in different places in your community. Compare the styles of different artists working in this medium. Be able to discuss your findings.

- \*2. Help others develop an awareness of art by completing one of the following activities:

Assist in taking a group of young children to an art museum or art event. Help prepare the children ahead of time for what they will be seeing or doing. Provide guidance while on the field trip. Plan and carry out some activity afterwards to help the children understand what was seen.

OR

Create an art guide for your community or neighborhood. Include in your guide places where art can be viewed: museums, sculpture or fountains in parks, artwork in business establishments, creative shop displays, private homes. Write your guidebook in such a way that it could be used by other Camp Fire members to learn more about art in your community.

OR

Take a leadership role in organizing and carrying out an art competition or art display in your local council, church or school. You might serve on a committee which plans the event, selects judges, organizes the display or awards the artists.

OR

Plan an art experience for people with special needs. Adapt the experience to the needs of the individuals involved. For example, you could develop a texture tour for visually impaired children. Or you could write a script for a tour of an art exhibit which could be easily understood by people with mental impairments.

3. Make some sketches of people participating in your favorite sport, using different kinds of lines. All sports involve movement. If you were to draw a picture of an athletic event, what kinds of line would you use to show the vigor and movement required by the sport?

OR

Capture the action of your favorite sport in photos. Take a series of pictures using different techniques to stop the action or to suggest movement.

4. Take a walk in a natural area to observe things that often go unnoticed — textural designs on a leaf, rock formations and repetition of shapes. Pick a design from nature that is pleasing to you and recreate the design in a painting, drawing or printmaking project.

**OR**

Observe your favorite animal or bird in its natural setting or at a zoo. Capture its character in wire, clay, plaster or wood.

5. Stop and think about what makes you smile or happy. What is your favorite pastime or sport? Start collecting colorful magazine pictures of these things. Compile these on either a flat surface such as poster board or cardboard or a three dimensional surface such as a box or an unusual form to make a collage that says something about you.
6. Stop to look at things that you see everyday such as that old tree outside your window, your pet or your favorite place. Pick a subject and portray it through two different mediums. For example, you could do a pen and ink sketch of a tree and then sculpt it in wire. You'll see things you never saw before when you really spend time observing.
7. Experiment with some ways to express who you are. Design your own symbol and make your design in clay or wood so that it can be used as a stamp to personalize items such as notecards, stationery or giftwrap.

**OR**

Personalize a T-shirt utilizing techniques such as embroidery, fabric pens or crayons, batik, or the silk-screen process of printing.

**OR**

Personalize a wallet or belt using skills of leatherwork.

8. Create an item that can be used to decorate your room or another room in your house. You might macrame a plant hanger, make a candle or weave a pillow cover. The item should be made from your own design, not from a pattern from someone else.
9. Capture on film an important event or time of your life. Take a series of pictures or slides or make a movie which tells the story. Share the results with friends or family.
10. Find the artistry in everyday items. Look through a junk yard, garage or attic for some piece of suitable scrap for sculpting in clay, wire, papier-maché, etc. Find

something that has a visually appealing shape. A car distributor would make an interesting subject, as would a discarded kitchen appliance. Use your imagination.

**OR**

Combine discarded items into an interesting visual arrangement on a flat surface or put together the items to create a sculpture.

**OR**

Use objects found in nature to create a visually appealing design using printmaking techniques. Natural items with texture such as leaves, ferns or rocks might make good prints. Experiment with different combinations, designs and arrangements.

11. Learn more about the field of commercial art by doing one of the following:

Take a good look around your community. There are signs and billboards everywhere. Find out who designs signs and how they are produced. Discover some of the different lettering styles and learn about the importance of color as a means of visual awareness and tool for communication. Make a sign advertising a group function of your Camp Fire group, school or other group.

**OR**

Visit your local card shop to study the many different styles of art used in greeting cards. Pick a specific occasion and design a greeting card of your own. Utilize printmaking skills to make several copies to share or send.

**OR**

Visit a book store, library or record shop to look at examples of illustrations. Design and illustrate the cover for a book or album cover or a children's story.

**OR**

Design a package for a product. Visit department and grocery stores to get ideas for shapes, sizes and colors. Make your package appealing to a potential customer. You could draw your design showing the package from all angles or actually create a sample package.

12. Read a biography or autobiography of a famous artist. Be able to tell about this person's life. If possible, collect prints of this artist's work. Find out if your community

has any of this artist's work and go see it.

OR

Read a book about a famous period or movement in art history and become familiar with the artists who were a part of that time period. Find examples in your community of this kind of art.

13. Learn more about the design of items we use everyday by doing one of the following activities:

Go to places that have dishes on display to observe different dishware designs. Then using what you learned, design your own original pattern for dishes or pottery. Add color with either paints or markers.

OR

Visit the housewares department in a store or look at catalogs to get ideas you could use to make a set of placemats. Design and make some placemats. Make a set of napkin rings that are functional as well as attractive. You might use clay, wire, wood or other materials.

OR

Find the people in your area who specialize in painting designs on cars. Look at examples of their work. Make an original design that could be painted on the exterior of a van or a truck. Paint it on a board or piece of sheet metal or plastic.

14. Discover the artistry in fashion by completing one of the following activities:

Learn the difference between fashion design and fashion illustration. Find some fashion illustrations that appeal to you and clip out samples of such illustrations from magazines, catalogs or pattern books. Learn about some design aspects of clothing and find out what colors and styles are best suited for your complexion and body build. Using what you've discovered, draw a design for an outfit for yourself or someone else.

OR

Learn about simple jewelry making. You could take a class or go to the library and find a book on basic jewelry making for beginners. Make a piece of jewelry from materials such as clay, wire, cord or string.

OR

Investigate one of the following textile arts: weaving, batik, tie-dye or macrame. Find

out about proper techniques of the process and then design and complete a project.

15. Find out what it takes to pursue a fine arts career of interest to you in an area such as painting, drawing, sculpture, textiles or pottery. Visit an artist in this area at the artist's work place or studio. Ask what kind of training is needed in this field.

Find out where artists can receive training in your community. If possible, visit an art school or art department of a college or university and talk to art teachers in this area.

16. Learn about careers for commercial artists by doing one of the following:

Find out how cartoons are made by reading a book about cartooning or talking to a cartoonist. Make up your own characters and draw a comic strip or a one frame cartoon. Your cartoon should tell a story or give a message or make a joke. Submit your cartoon to your school or community newspaper.

OR

Explore opportunities in photojournalism. Visit the photo department of your local newspaper or talk to a free lance professional photographer. Collect samples of different kinds of photos. Tell why you chose them. Learn the meaning of studio photography, news photos and feature photos.

OR

Visit an advertising agency or the advertising department of a newspaper or business and talk to artists who draw illustrations or design layouts for advertisements. See if you can trace the steps of the development and production of a print ad. Experiment with designing ads for some of your favorite products.

17. Study the artistry of architecture or home design. Apply what you learn by doing one of the following:

Go out into your community and take pictures of various kinds of architecture. Collect pictures of interesting buildings from magazines. Label each picture with the architectural style and indicate where the building is located.

OR

Enjoy a building's appearance on the inside as well as the outside. Familiarize yourself with various furniture styles, color

combinations and functional accessories. Start a picture file of various room styles and decor from traditional styles to contemporary.

18. Learn how you would market your art. Talk to artists or art teachers to find out how to prepare your artwork for sale. Find out what galleries in your area sell art in the medium that is your specialty and how to enter local art fairs or exhibits. Learn how to prepare a portfolio of art in your particular medium and begin to set up your own portfolio.
19. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

If you are completing this Torch Bearer with other members of your Camp Fire club, help plan and participate with club members in a display of the art items you created as part of your Torch Bearer in Creative Arts. Invite your family, friends, your Torch Bearer consultant and other consultants who helped you.

OR

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Cultural Understanding



- Meaning: The eye, person, thought and many-things-unknown symbolize curiosity and understanding.
- Colors: Eye and person are red; the bands of many-things-unknown are white; thought bar is blue.

Order Number: B-229

### Decide

Discover the world of people. Through the required activities, explore your own personal culture and the cultures in your community and world. Then choose other activities that will deepen your understanding of many different cultures or focus in on a culture of particular interest to you.

### Plan

People To Help You:

Family member, local historian, librarian, member of local ethnic group, exchange student.

Places To Find Help:

Ethnic organization, grocery store, business, historical society, museum, library, organization sponsoring international visitors, local Chamber of Commerce, tourist bureau, ethnic festival.

### Do

Starred (\*) activities are required. Choose five more activities from #4-16 for a total of eight activities to complete your Torch Bearer in Cultural Understanding.

- \*1. Explore your own heritage by researching and drawing up your family tree. Track down genealogical information about your family reaching back at least 3 generations.

OR

Take an active part in preserving the cultural heritage of your family. Tape or write down several stories which are told and retold in your family, customs and celebrations which are practiced by family members and traditions which have been passed from generation to generation. Share the information you gathered with family members.

OR

Explore the cultural heritage of a person close to you or a person you admire. What parts of their heritage have influenced their life? What cultural traditions or activities do they enjoy and practice?

- \*2. Discover the cultural heritage of your community. Contact local historical societies and visit local museums and libraries to find out about immigrant groups who settled in your area and their contribution to its history. Write a brief history of your community or create a

display using the information you discovered.

- \*3. Learn firsthand about the culture of another nation or area of the world by talking to an international visitor in your area, exchanging letters with a youth in another country or visiting another country. You should find out about the culture's customs, foods, clothing, housing, recreational pursuits, artistic and musical expression. Put together your information on tape or in a notebook.
4. Explore careers that put people in touch with cultures other than their own such as teaching overseas or being a travel agent. Visit with a person involved in such a career. Choose one career you might be interested in pursuing and find out what you would need to do to prepare yourself for that career.
5. Learn about a folk art or craft of a culture which interests you. Make something using your newly learned skill. Collect pictures or examples of other folk arts or crafts.

OR

Learn two games or songs of another culture. Teach the games or songs to your Camp Fire group or to a group of younger children. Tell the group members something about the culture that the games or songs came from.

OR

Try out a method of creative communication used by another culture. Express yourself through the poetry, music, drama or dance styles of a particular culture. You might write Japanese haiku or learn how to play a musical instrument of another country!

6. Join a club such as a school foreign language club or an international club which promotes world friendship or helps you learn more about other cultures. Actively participate in the club for a minimum of a semester.
7. Find out what traditional holidays are celebrated by ethnic groups in your community and how they are celebrated. Participate in one such holiday.

OR

Learn more about ethnic groups in your community by attending an ethnic festival. Sample the foods and view the crafts and demonstrations presented by the various ethnic groups at the festival. Visit with

representatives of the various groups.

8. Find out what the political and economic concerns are of a cultural group in your community. You could obtain such information by reading and clipping articles from newspapers and local magazines or by talking to members of that cultural group. Learn what organizations are active in gaining recognition for the needs of that cultural group. Assist one such organization by taking an active role in a community project. For example, you might help a health organization screen black children for sickle cell anemia.
9. Help plan and participate in an event that promotes cultural awareness at your school, place of worship, in your community or Camp Fire council. This event might be a heritage week, a folk festival, a crafts display, an ethnic foods feast, etc.
10. Learn at least two of the myths and legends of a cultural group and interpret them in song, dance or drama for another group of people — younger children, classmates, a Camp Fire group, interested adults.
11. Take an ethnic tour of your community. Locate areas which have been settled predominantly by members of certain cultural groups. Visit businesses which specialize in merchandise for certain cultures and sample authentic foods served at ethnic restaurants. Write up your experience in the form of a tour guide.
12. Volunteer your services to a younger Camp Fire group to assist them in earning an emblem in the Many Cultures Make Up Our World national project. Provide leadership in helping the group choose activities, locate resources and complete the project component.
13. Prepare and eat a meal of another country or region of the world. Find out about the serving and eating customs of that country or region, and, if possible, practice the same customs at your meal. It would be helpful if you could consult with someone familiar with the eating customs of that country or region to obtain the most authentic information.
14. Visit a museum to view firsthand the arts and crafts of a particular culture. Collect brochures, visit with museum workers, and read to acquire more information about the display.

OR

Visit the studio or workplace of an artist or craftsman engaged in the arts and crafts of a particular culture. Learn about the techniques used by that person.

15. Collect examples of cultural stereotypes in places such as advertising, greeting cards, packaging, book and magazine illustrations or jokes. Be able to explain the stereotype in the portrayal of that culture and find evidence that the stereotype is not true.

OR

Review literature for children or adolescents for accurate portrayal of their cultural groups. Look for stereotypes in illustrations, diversity in lifestyles, author's credentials for writing about their culture. Ask for a librarian's assistance in choosing books to review. Include at least five books in your review.

16. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

endangerment of species, air pollution, water pollution, solid waste disposal, continuing loss of farmland through erosion or urbanization, increased levels of carbon dioxide and fluorocarbons in the atmosphere, loss of wildlife habitat... All are environmental issues that affect our lives now and will continue to do so in the future. What are the issues which concern you most? To complete this Torch Bearer project, you must choose an environmental issue of concern to you personally, and you must become personally involved in finding out more about it, doing something about it and telling others about it. Information in Chapter Seven, CARE, can help you with your advocacy role.

### Plan

People To Help You:

Science teacher, outdoor educator, conservationist, environmental specialist, legislator, librarian, park ranger, camp nature specialist.

Places To Find Help:

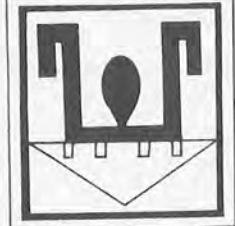
Library, outdoor education center, nature center, school science department, government agency such as the Environmental Protection Agency, state Department of Conservation, U.S. Forest Service, local parks department, private organization such as the Sierra Club, Keep America Beautiful, National Wildlife Federation, Soil Conservation Society of America, international organization such as United Nations Environmental Programme.

### Do

Starred (\*) activities are required. You should do the two required activities in the order listed here. Choose six more activities from #3-17 which help you find out about the issue, do something about it and tell others about it for a total of eight activities to complete your Torch Bearer in Environmental Issues.

- \*1. Assess what is happening in your community related to your issue. Talk to people who are actively involved on all sides of the issue. Follow the issue in the news, reading the newspaper articles and watching television news broadcasts. Find out what systems are already being used and what laws are enforced to handle any problems in this area. If possible, tour relevant facilities. For example, if disposal of solid wastes is the issue you've chosen, you could talk to owners of businesses which must dispose of solid wastes and to

## Torch Bearer in Environmental Issues



Meaning:	The hand, seed and seed pod symbolize the ability to take action on the issues that affect all living things.
Colors:	The hand and seed are light green; the pod is medium green.
Order Number: B-223	

### Decide

The energy shortage, toxic waste disposal,

- environmentalists concerned about the safe disposal of solid wastes. You could tour a waste disposal facility and find out how wastes are disposed of in your community.
- \*2. Make a list of the facts you've discovered about your issue which you consider important. Describe how these facts affect you and the quality of your life now and in the future. Be able to tell how you feel about these facts and why. Make a personal decision about where you stand on your issue, based on your investigations.

3. Begin a clippings file of local news on your issue to include what is happening nationwide and worldwide. Include articles which describe the pros and cons of the issue. Organize your file so it will be a useful reference tool.
4. Find out which local, state, national or international agencies or organizations or corporations are involved in doing something that pertains to your issue. Make a list of these groups, write to three of them to get additional information about the issue.

OR

Subscribe to a publication of an organization or business which is actively involved in your issue. Follow the issue in this publication.

5. Read a book or watch a TV documentary about your issue. Be able to summarize the information given.

OR

- Survey books and magazines about your issue. Create a resource list of at least 10 books and/or magazines which could be used by a person who wanted to know more about the subject. A librarian or teacher at school might be able to help you put together your list.
6. Learn about any local, state, federal and international laws that relate to your issue. Find out which laws have been passed, which laws are pending and which laws are in the process of being changed. How do these regulations affect your issue?

OR

Identify your local, state and federal legislators, and find out where they stand on your issue. What is their voting record on items related to your issue?

7. Take a survey of a group of people — classmates, family members, neighbors, Camp Fire members — to find out their feelings on your issue. Design your survey so that it contains open ended questions which do not sway the opinions of your interviewees in any way. Survey a minimum of 10 people. Summarize the results of your survey.
8. Join and actively participate in a group taking action on your issue. You might address letters, help fund-raising efforts or join a demonstration as part of your involvement in the group.
9. Write letters to your local, state and federal legislators letting them know your opinion about your issue. Monitor the progress of any pending legislation related to your issue and write letters to appropriate committee members regarding that legislation.
10. Take action on your issue by changing or modifying your own lifestyle. Make and carry out a plan to do something on a regular basis to do your part, even if small, in solving the problem. For example, if you are concerned about the shortage of gasoline in the future, change your lifestyle to include more walking, sharing rides and public transportation. Or if solid wastes disposal is a concern of yours, you could recycle all your family's glass and aluminum containers.
11. Collect data which represent the various stands on your issue. Organize your information into a usable reference file.
12. Support, through your financial contribution, a state, regional, national or international effort to take action on your issue. Find out what is being done and how your contribution will be used.
13. Write an editorial or a letter to the editor or draw an editorial cartoon about your issue. Use the facts you've discovered to state your issue clearly and indicate what you think needs to be done. Submit your letter, editorial or cartoon in the proper form to your school newspaper, Camp Fire publication, local newspaper or an environmental publication.
14. Design and carry out a plan to inform a group of children about the issue. Simplify the facts so that children can understand the issue. Create visual aids to help get your message across. Involve the children

in investigating the issue through activities. Discuss what can be done by individuals.

15. Use the information you've collected to communicate concepts to others by doing one of the following:

Write and deliver a speech about the issue to a class at school or as part of a speech competition.

OR

Write an essay focusing on your issue. Present your essay in a class at school or enter it in an essay contest.

OR

Design a poster on the topic of your issue. Use illustrations and text to communicate important ideas about your issue. Display your poster at school, shopping area or other public place or enter it in a poster contest.

OR

Design a science project relating to your issue. Communicate facts, gather supporting data and make some conclusions. Present your project to your science class or enter it in a school or community science fair.

16. Get others involved in doing something about your issue by doing one of the following:

Meet with your family, Camp Fire club or classmates and discuss the issue. Decide what you can do as a group to take action on the issue and follow through on your decision.

OR

With friends, Camp Fire members or classmates, design and put up a display in a public place which tells people about your issue. Be on hand to answer questions about the issue.

OR

Invite friends to attend meetings or participate in events sponsored by organizations which are taking action on your issue. Or form your own organization to take action.

OR

Coordinate your group's involvement in a nationally celebrated special event such as: Keep America Beautiful Week, Earth Day, World Environment Day.

17. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

1. In doing activities that require you to find out, do something and tell others about an issue that concerns you, you have become an advocate for that issue. Share with members of your group, your family or friends what you have learned about advocacy.

OR

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Healthy Living



Meaning:

Water, heart, and thought symbolize physical, mental and emotional health which are all part of healthy living.

Colors:

The tree and thought bars are blue; the heart yellow.

Order Number: B-271

NOTE: It is recommended that you have a physical examination within a year before you begin activities for this Torch Bearer. This Torch Bearer will involve some strenuous activity.

### Decide

Make an investment in your future health and happiness right now. Invest in the health of both your body and your mind. You can tone your muscles, strengthen your circulatory and respiratory system or set a goal to lose or gain weight by doing this Torch Bearer. You may choose to develop good habits of care for your skin, hair and body. Finally, you can learn about threats to your health including alcohol,

drugs, smoking and stress.

## Plan

### People To Help You:

Physical education teacher, specialist in sports medicine, coach, fitness specialist at a local health club, nutritionist, family physician, nurse, home economist, psychologist, psychiatrist, dermatologist, cosmetologist, hair care specialist.

### Places To Find Help:

School, YWCA, YMCA, recreation center, health department, medical office, fitness center, organization dealing with health such as American Cancer Association, March of Dimes, mental health associations or dairy products association, hair care center.

## Do

Starred (\*) activities are required. Choose five more activities from #4-16 for a total of eight activities to complete your Torch Bearer in Healthy Living.

- \*1. Pick one or more lifetime fitness activities from the following list and develop a program of exercise for at least 20 minutes a day three or more times a week. The fitness activity may be:

- vigorous walking
- hiking
- jogging
- swimming
- aerobic dance
- bicycling (moving or stationary)
- cross-country skiing
- rowing
- rope skipping

The activity should be one that is of interest to you and that you will stick with. Develop your plan to do the activity at least 20 minutes non-stop three or more times a week for two months. If you choose jogging and cannot go continuously for 20 minutes, walk and jog instead. If you choose rope skipping and cannot go for the required time, you can run in place and then jump, run in place and jump again. The most important thing is to go non-stop for 20 minutes in any way you can. If you wish you can choose to do two different activities during the week. One day you might go for a bicycle ride and the other two days you might jog or walk. Chart your activity, duration, time, levels achieved if applicable, etc.

- \*2. Begin to recognize the distress signals

your body gives you when you are under stress. Make a stress awareness diary for one or two weeks. In your diary make a note of stressful events and when you notice physical or emotional symptoms that could be related to stress. These symptoms may be a headache, anger, nervousness, stomach tightness, irritability, neckache, backache, indigestion or fatigue. At the end of the time review your diary. Can you identify how your body reacts to stress and what situations are stressful for you. Relaxation techniques can reduce stress. Concentrating on specific body parts and trying to relax them can reduce total body stress.

- \*3. Learn about basic nutritional needs of a person your age. Learn about calorie, vitamin and mineral needs and what foods to select to meet these needs for a balanced diet. An easy way to remember this information is to become familiar with the four basic food groups.
4. Visit with your doctor to determine your present health. Discuss the weight range recommended for your age, sex and size. If you decide you need to lose or gain weight, talk with the doctor about a program to help you meet your weight goal. Plan your meals and keep careful records of your weight loss or gain over a two-month period of time.
5. Research what is meant by the term "fad diets." Why are these diets often very harmful and usually unsuccessful? Discuss these diets at a Camp Fire meeting or with friends or family.
6. Research the disease called "anorexia nervosa." What does it mean? What is the age group and sex that it seems to involve most frequently? Why is it thought to happen? How can it be avoided? What could you do to make sure anorexia nervosa does not strike you?
7. Tour a fitness club or center. Learn what the club has to offer. Try to attend the club as a guest of a friend or ask for special permission from the management. Are programs offered for your age group? What is the cost?

## OR

Tour your local recreation department facilities, YMCA, YWCA or other recreational facility. Find out what programs are offered for your age group. What is the cost? Participate in a short-term program such as

a basketball clinic or dance workshop.

8. Work toward achieving the Presidential Fitness Award. Ask your physical education teacher about the qualifications for this award. Even if you do not earn the award, giving a good try at improving your performance over a period of time will complete this requirement.
9. Improve your skills as a time manager. Keep track of your activities over five days to learn how you currently divide your time. Look at your log carefully to see how you use your time. Compare how you use your time against what is really important for you to accomplish in your life. Talk with a counselor or specialist in time management to learn some tips for managing your time more efficiently.
10. Capture some more of the joy of life. Make a list of your most rewarding activities and make some time each day or week to do something that really gives you pleasure. Also include in your list at least two things which you would like to do as a hobby or special interest. Make an appointment with yourself to investigate these possible new hobbies or activities.
11. Learn about how the health of a young woman will be related to the health of a child which she may have in the future. How can poor nutrition habits or the use of drugs and alcohol effect an unborn child? What birth defects are related to prenatal nutrition and health habits? How do nutritional habits and use of drugs and alcohol by a young woman affect future pregnancies?
12. Learn about the effects of drugs, alcohol, and/or smoking upon your physical and mental health. Talk to a treatment counselor or other specialist about the most recent professional opinions on this topic. Compare what the specialists are saying to what your friends believe about drugs, alcohol and smoking. With a group, talk about how you can resist the pressure from friends to do things which may endanger your own health.
13. Establish a routine for care of your hair, skin and teeth. Seek the help of a specialist to give you advice. You might ask a specialist to attend a club meeting to demonstrate care techniques. Learn how nutrition affects the quality of your hair, skin and teeth.
14. Keep track of the articles in a daily

newspaper that discuss the latest research and advances in the field of health and nutrition. Do this for at least one week. Cut out the articles and organize them so you can see trends and relationships. Discuss how these findings may one day affect your life.

15. Learn about careers in physical fitness. Ask questions such as: What experience or training is necessary and where is such training available? What are the job responsibilities of a person in the physical fitness area? How many jobs are available now and what is the outlook for the future?

OR

Interview a nutritionist or other specialist in foods and nutrition. Learn what training is necessary and what is done in this career field. What is the predicted availability of jobs in the future in the area of nutrition?

OR

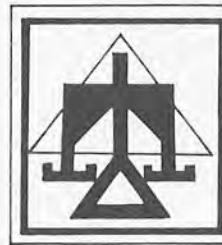
Learn about careers in the area of mental health. Talk with a person who works directly with people having mental health problems. Learn the difference between mental health and mental illness. What training is necessary for careers in the mental health field?

16. Work with your Torch Bearer consultant to create an activity of your own design.

#### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

### Torch Bearer in Horsemanship



Meaning:

The saddle, stirrup and mountain symbolize a love for riding and

the out-of-doors.

Colors: The saddle and stirrup are dark brown; the mountain is light blue.

Order Number: B-227

NOTE: Completion of this Torch Bearer will include learning some technical skills in which some physical risk is involved. Therefore, your Torch Bearer consultant must be an adult who is a skilled rider who is aware of the risks.

## Decide

Saddle up and start learning about western or English horsemanship or take to a trail that teaches you more about such specialized skills as showing, rodeo riding, trail riding, trick riding, pleasure riding, training, jumping, dressage, gymkhana events, herding cattle or racing. Some activities are designed for novice riders while others are intended to challenge those with lots of riding experience.

With the help of your Torch Bearer consultant choose activities which are appropriate to your skill level.

## Plan

### People To Help You:

Horseback riding instructor, trainer, horse owner, veterinarian, farrier, stable manager, exhibitor, farmer, pony club member, horse breeder.

### Places To Find Help:

Stable, farm, ranch, feed store, western store, riding camp, riding school, arena, saddle club, classified ads in newspaper (for events, club meetings), county and state fairs.

## Do

Starred (\*) activities are required. Choose five more activities from #4-18 for a total of eight activities to complete your Torch Bearer in Horsemanship.

- \*1. Demonstrate your ability to ride a horse. Take riding lessons if you are not experienced. Lead, mount and dismount, ride at a walk, trot and canter with correct riding position. Earn a certificate from the stable where you are taking lessons or have an instructor, stable manager or horse owner write a statement describing your

accomplishments.

- \*2. Develop a list of at least 10 safety rules that are important when working around or riding a horse. Think of rules that would keep you, your horse and other riders and horses from getting hurt. Demonstrate your ability to follow these rules in your own work with horses. Design a visual aid which helps others learn these safety rules.

- \*3. Demonstrate your knowledge of some of the terminology of horsemanship by completing one of the following activities:

Make three posters, one to show the markings a horse may have on the face and legs — star, blaze, sock, stocking, etc., the second to show the coat colors of different horses — bay, chestnut, palomino, etc. and the third to show the parts of the body of the horse.

OR

Clip out or draw pictures of the different breeds of horses in the United States — Tennessee Walking Horses, Quarter Horses, American Saddlebred, Appaloosa, Arabian, Thoroughbred, Paso Fino, Foxtrotter, etc. Write a description for each of your pictures, including information about the distinguishing physical characteristics of the breed, its various uses and some historical information.

OR

Make a chart of different kinds of bits and saddles. Cut out or draw pictures and label the parts. Bits: snaffle, weymouth, pelham, gag, Tom Thumb, etc. Saddles: western curls, dressage, forward seat, park, side saddle, racing.

- 4. Make a chart showing how much it costs to keep a horse for a year. List the items required on one side of the chart and the expense of these items on the other side of the chart. Include the purchase price of the horse, hay, grain, board (pasture rent and/or stall), shoeing, inoculations, deworming and veterinary expenses. Also list all the equipment (and its price) needed to work with a horse — halter, lead rope, saddle, saddle blanket, bridle, grooming tools, buckets, fly spray, etc.
- 5. Through discussion with a knowledgeable person, find out the symptoms, cures and preventative measures for three common

illnesses and diseases of horses.

6. Demonstrate your ability to halter, tie, groom, clean feet, comb mane and tail, saddle and bridle correctly with close attention to the comfort of the horse.

OR

Prepare a horse for a show. Groom completely, clip, wrap legs, polish hooves, braid mane and tail if appropriate. If possible, load and unload a horse in a trailer.

7. Read about five famous horses from the past or present. Write a paragraph about each one telling why the horse was or is famous.

OR

Read two well-known books about horses. Choose your books with the help of a librarian or person knowledgeable about horses. Be able to summarize the stories of both books.

8. Ride bareback. If you are an experienced rider, learn to vault, do calisthenics, ride tandem, perform a pattern or jump cavalettis while riding bareback

OR

If you are a novice rider, learn to mount, walk, trot and canter your horse while riding bareback.

9. Explore the opportunities for riding in your community. Find out what services are offered by local stables and compare the costs of these services. Locate camps that offer riding as part of their program.
10. Learn about career and hobby opportunities in horsemanship. Talk to people who make a living breeding horses, training horses, managing stables, teaching horsemanship. Also talk to those who work with horses as a hobby, show horses, etc. Find out what kind of training is required to find a job with horses and what is involved in owning horses as a hobby.
11. Learn a game event that is new to you. Pick one that you have not tried before. Copy the rules and draw the pattern on a sheet of paper. Practice your horse until you can ride the pattern correctly at a medium-fast canter. (Barrels, poles, kegs, flags, goat tying, etc.)

OR

Learn a new dressage pattern, one you have not done before. Draw the pattern on a sheet of paper noting changes of leads, diagonals and gaits. Practice with your horse until you can perform the pattern well.

12. Put on a fashion show of riding apparel. Include clothes for comfortable pleasure riding as well as showing in western and English classes. Add historical riding costumes if possible.
13. Learn to ride over trotting poles and four to six cavalettis or low jumps (under 3 feet). Maintain the position of your seat and hands and the momentum of your horse.
14. Show a horse in a horse show, rodeo, shodeo or fair. (Many riding stables have shows at the end of each season.)

OR

Watch a horse show, rodeo, shodeo or fair. Try to decide which horses should win and why they are better than the other ones.

15. Demonstrate your knowledge about the proper care of tack. Take apart a bridle, clean all parts and reassemble correctly. Oil a saddle. Clean a blanket.
16. Volunteer to work or get a job at a stable helping to clean and sweep the barn, groom, feed and water the horses for a period of time agreed upon by you and your Torch Bearer consultant. Be able to show evidence of your good work — a favorable job review, a recommendation, a statement of praise from your supervisor.
17. Help someone else learn to ride. If you have your own horse, teach a friend to groom, lead, and ride at a walk, trot and canter. If you do not have your own horse, volunteer at a stable or camp, perhaps for disabled riders. Help the instructors with their classes — holding horses, helping students mount and dismount, leading beginners and explaining riding skills and general horse knowledge.
18. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Receive and share with your group or consultant

a written record or token of your achievements. This could be a certificate received at the end of riding class, awards won in riding competition, job reviews from employers. Tell or demonstrate what you did to earn your token.

OR

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Media



**Meaning:** Growth, thought, value and head symbolize the ability to communicate with others.

**Colors:** Growth and thought are light green; value is yellow; head is in yellow sections with green diagonals.

Order Number: B-245

### Decide

Get the scoop on the whole field of the media or focus on a specialization such as print media, newspaper, magazine, photojournalism, editing, design and layout, printing and publishing, commercial art, electronic media, radio, television, film, public relations or advertising.

### Plan

People To Help You:

Professional journalist, free lance writer, photographer, commercial artist, designer, printer, reporter, editor, disc jockey, TV personality, member of Camp Fire public relations committee, employee of advertising or public relations firm, company advertising or public relations executive, journalism teacher.

### Places To Find Help:

Newspaper or magazine office, radio or TV station, printing firm, Camp Fire office, public relations or advertising firm, school journalism department, publishing house.

### Do

Starred (\*) activities are required. Choose six more activities from #3-13 for a total of eight activities to complete your Torch Bearer in Media. You may also choose more activities from requirement 1 to substitute for activity choices #3-13.

- \*1. Take an active part in the communications field by doing one of the following:

Work on the staff of your school newspaper, magazine or yearbook for a period of time set by you and your consultant. Keep a scrapbook of your contributions to your school publication with articles, art, photography, ads, page layouts, etc.

OR

Serve on the publicity committee for a club, council, school or community event. Take an active part in designing and distributing information and materials for promotion of the event.

OR

Write a script and produce a promotional spot for Camp Fire. Present your spot to parents of club members or at a district or council event.

OR

Work with your council and the public service director at a radio or TV station to get Camp Fire public service announcements on the air.

OR

Start a club or class newsletter or magazine. Solicit articles from others. Edit, write headlines, design pages, arrange for printing and distribute the printed product. This could be done as part of a group project.

OR

Volunteer to give announcements at your school for a period of time set by you and your consultant. Take part in writing the announcements and presenting them in an interesting manner.

- \*2. Explore career options in the

communications field by doing one of the following:

Tour a local newspaper or magazine office, radio or TV station, printing plant, or public relations firm or advertising agency. Talk to as many people as possible about the kinds of work done there. Learn about the operations of the business.

OR

Invite a professional from the print or electronic media or the public relations field to speak to your class or club. Prepare questions which will further your knowledge in that particular field.

OR

Collect information about careers in the media field by writing to schools of journalism, attending a careers exhibit or contacting local businesses.

3. Follow the career of a well known print or broadcast journalist by clipping articles by or about that person, reading biographies or autobiographies and watching interviews.
4. Attend the live taping of a television show or commercial at a local broadcast station. Ask a station employee to answer questions you might have about TV production.
5. Start a collection of advertising which appeals to you. Survey club members, friends or classmates about the kinds of advertising that interest or appeal to them. Decide why you like each ad and try to figure out what makes different ads succeed.
6. Learn and demonstrate the skills required to operate an adjustable camera, movie camera or video camera. Plan and shoot a photo story, videotape or movie on a topic of interest to you.
7. Clip out several articles on a topic of interest to you published in newspapers or magazines. Compare writing styles and presentation of information.
8. Read several editorials and letters to the editor of a publication. Compose a letter to the editor or an editorial on an issue you are concerned about. Submit your letter or editorial in proper form to your school or Camp Fire council publication or to a local newspaper.
9. Attend a meeting of your Camp Fire council's public relations committee. Meet

with a committee member to discuss the committee's role in council operations. Volunteer to assist with a council public relations project or activity.

10. Write a press release about a club or council event using appropriate journalistic style. Submit your story to your council publication or local newspaper.
11. Assist in the audiovisual department at your school for a period of time set by you and your consultant.

OR

Be in charge of setting up and operating the AV equipment at a club, council or school event.

12. Learn the jargon or technical language required to work in a certain field of communications. For example, if your interest is in print media, you might learn about editing symbols or the terminology used in page design. Be able to explain or use at least 10 technical terms.
13. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the methods described under SHARE in Chapter Six to evaluate your Torch Bearer in Media and communicate to others what you learned.

## Torch Bearer in Needlework



Meaning:	Hand and flower symbolize the growth of skills in creating beauty in pattern, color and design.
Colors:	Hand, flower and lower band are green, the rest of the symbol is yellow.

Order Number: B-239

## Decide

Try your hand at a sampler of sewing and stitchery skills or tailor your activities to learn a lot about a particular style of needlecrafts. Your chosen specialty might include applique, crochet, knitting, embroidery (crewel, card, huckaback or machine), macrame, canvas work such as needlepoint as bargello, quickpoint, petit point, etc., quilting, tatting (lace made with a shuttle and thread), rugmaking, string art, trapunto (raised quilting), weaving (hand, loom and fingerweaving), yarn flowers, all forms of machine stitching (including monogramming), soft sculpture, tailoring, children's clothing or sewing with knits.

## Plan

### People To Help You:

Sewing teacher, interior decorator, sewing center consultant, crafts store consultant, an employee in the needlework industry, one who constructs yarn projects for a livelihood or hobby, someone skilled in needlework, a tailor, seamstress or designer.

### Places To Find Help:

Crafts shop, department store, yarn specialty shop, museum, art gallery, craft fair or festival, fabric and clothing store, school, factory and mill, community display, community club needlework display, sewing machine company, local chapters of Needlework Guild.

## Do

Starred (\*) activities are required. Choose five more activities from #4-16 for a total of eight activities to complete this Torch Bearer.

- \*1. Choose three kinds of needlecraft described in the DECIDE step of this Torch Bearer which interest you. At least one of your choices should be something you've never tried before. Be able to identify the types of tools, yarns, threads, backings, and other materials necessary to do these types of needlework. Demonstrate your knowledge of the terms used in each of these needlecrafts.
- \*2. Complete a project using one of the needlework styles you investigated in Activity 1:
- \*3. Share your needlework skills by completing one of the following activities for one of the needlework specializations you chose for Activity 1.

Help another person learn the basic skills

needed to complete a simple project.

OR

Participate in construction of a project which commemorates a special event for an individual or area of your community and present the completed project as a gift. (For example: Members of a club could embroider their names on a tablecloth for their leader, make a quilt or wall hanging for an anniversary or retirement, or for a display in a city building, etc.)

OR

Make a visual aid series displaying the basic steps for completion of a simple project in one of the specialization areas.

4. Begin a collection of needlecraft projects you'd like to do or learn to do. Clip needlecraft ideas from magazines or newspapers or read books of project patterns. Organize your file in such a way that you can use it for easy reference.
5. Visit a display of one or more types of needlecraft such as a quilt show or crafts bazaar. Identify one item that you feel was especially difficult to construct or that you personally consider a favorite. Find out how the item was made by talking to the person who made it.

OR

Show or display an item(s) you have made from the specialization list. Share your work with a class at school, do a showcase or store display, share with your Camp Fire club or another group.

6. Learn about the yarn and needlecraft traditions and customs of a particular cultural group from a person who is a member of that culture such as the Indian tribal symbols and lore of rug weaving or the Norwegian form of embroidery called Hardanger.

OR

From an older member of your community, learn what needlecraft and customs were practiced in his or her youth and note how that custom or craft is different today, both in practice and use as well as in material used.

OR

Watch a demonstration of spinning or weaving, or visit a mill to learn how cotton or wool is processed. Record your observation in some way.

- Participate with a group to make items for a service project to be given to members of the community. For example, you could make doll clothes for a child care center, lap robes for nursing homes or hospitals, etc.

OR

Assist with the presentation of a community display of handmade items from the needlecraft styles listed in DECIDE. This could be a quilt display at a fair, a style show of garments made by the groups, etc.

- Visit a yarn, fabric or crafts shop. Make note of several projects: cost, kind, quality of materials used, what changes you would make if you were to construct the project. Choose and purchase one kit and make the project.
- Make a list of products for making dyes for yarns and fibers. Identify those that would be available in your community. Using one of these products dye a fabric or some yarn which you could use to make a project.
- Volunteer for a period of time to teach a series of needlecraft skills to a group. Make a lesson plan and keep a record of the methods you used to teach different skills.

OR

Apply for and get a job in a yarn or needlecraft related area, such as a helper in a fabric store or a clerk in a needlecraft department, demonstrator of a particular craft, etc.

- Construct a project using a sewing machine. Record the fabric's fiber content and care needed, fabric finishes and the total cost for the project. Attach a care label if possible.
- Individualize a garment by using a needlecraft application you have learned.

OR

Use a needlecraft method to construct an item that would be used in the home. For example, you could embroider a dishtowel or make a decorative pillow or a wall hanging for a particular season or celebration.

- Learn the names and function of the main parts of the sewing machine and the basic techniques of its proper use.

OR

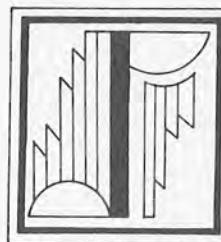
Take a survey of several brands of sewing machines and compare them with your needs and preferences. Note guarantees, repair availability, etc. Save notes for future reference if you are not ready to purchase a sewing machine now.

- Take a class in sewing or needlecraft. Keep a file of the information received and resources, ideas, patterns, etc. A home economics class at school would count for this activity as long as you organized the materials and notes from your class into a notebook as part of your Torch Bearer activity.
- Talk to a person who does needlework as a hobby or career. Find out what kind of needlework this person specializes in and how this person first became involved in needlework. Explore other career opportunities in the needlework field.
- Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Performing Arts



**Meaning:** The wings and note symbolize the thought and movement that is part of a performance of music, dance or drama.

**Colors:** The note is medium blue; the wings are white.

**Order Number:** B-215

### Decide

Get your act together to learn more about a performing art of interest to you. If music strikes a special note with you, you might find

out about vocal or instrumental performance or study about different styles such as classical, pop, rock, jazz, country, religious or folk music. If you want to get in step with dance, you might choose to learn more about ballet, tap, modern, jazz, disco, folk, show or ice dancing. If all the world is your stage, you might want to discover all you can about classical, modern, realistic, improvisational, religious or puppet theater. Or you could specialize in production skills such as costume or set design, makeup, lighting, props, special effects, set construction or sound effects as they relate to one or all three of the performing arts. To complete this Torch Bearer, you may focus on one area or several related areas of the performing arts and choose activities which help you learn more about the area(s). You may need to rewrite some of the activities suggested here to make them more specific to the topic(s) in which you specialize.

## Plan

### People To Help You:

Drama, music or dance teacher, musician, actor, dancer, conductor, director, producer, choreographer, patron of the performing arts, critic, performing arts reporter for local newspaper, playwright, composer.

### Places To Find Help:

School, library, community theater or orchestra, professional theater, dance school, music school, newspapers and magazines on the topic.

## Do

Starred (\*) activities are required. Then choose five more activities from #4-18 for a total of eight activities to complete your Torch Bearer in Performing Arts.

- \*1. Discover opportunities for appreciation of and participation in the performing arts in your community. Find answers to questions such as: What concert, dance or theater series are presented? What permanent professional or amateur groups perform? How can you find out where and when performances are? If you live in a large city where lots of events occur all the time, you might want to limit your research to a performing art of special interest to you. If you are in a small community, you could review opportunities in all the performing arts within a one- or two-hour traveling distance. Arrange your information in such a way that it can be updated easily and referred to while you work on

your Torch Bearer.

- \*2. Participate in the performing arts by doing one of the following activities:

Take a class that improves your skills in a performing art of interest to you. You could take a class at school or through the recreation program at a community center. You might take private lessons. You should attend for a period of time which allows you to learn more about your performing art in depth. A short one-time-only workshop would not count toward completion of this activity.

OR

Join a theater group, drama club, youth orchestra, symphony or chorus, or dance group that allows you to practice at the performing art which interests you. Participate in this group for the period of time you are working on this Torch Bearer.

OR

Be a part of a live presentation of your performing art. Dance in a recital, be on stage or work backstage in a play, give a concert.

- \*3. Share your interests in the performing arts by doing one of the following activities:

Prepare a group of people to attend a performance in your speciality. Meet with the group prior to the performance to tell them about the performers, the material to be performed and other background information. Attend the performance with the group and discuss with them afterwards what occurred at the performance.

OR

Teach a group or an individual a series of skills in the performing art of interest to you. You might do creative dramatics with a group of young children, teach a friend how to play the guitar, demonstrate makeup techniques to classmates or teach some new songs to your Camp Fire chorus. Plan your lessons in advance and write an outline of what you are going to teach.

OR

Take a leadership role in presenting a performance. Direct a play, conduct a concert, choreograph a dance. Your performance might be presented to classmates, people at a Camp Fire district

or council meeting or event, friends or community members.

4. Survey publications in your performing art by doing one of the following activities:

Review newspapers, magazines and journals which specialize in your performing art. Determine who they are written for — performers, directors, the audience? Make a list of all the publications you find and briefly describe each. Choose two publications that interest you and then read and compare their content, style, and so forth.

OR

Review instruction books in your performing art. What books are most helpful in teaching you what you need to know? Make a list of the books you find and describe each briefly. Make your bibliography available to others who would like to learn more about your specialty.

5. Create material to be performed. Write a skit, compose music, arrange a song, choreograph a dance, draw a set design or costume design. If possible, use your creation in an actual performance.
6. Learn all you can about a famous person in the performing art of interest to you. Read about this person's life in books, magazines and newspapers. If this person still performs, read reviews and watch performances, collect excerpts of your favorite works by this person. Put together your information in a scrapbook or display.
7. Meet people who have made a career in the performing art of interest to you. Invite them to speak at a club meeting or visit backstage at a rehearsal or performance. Find out what training is needed to enter a career in the field. Discuss the lifestyle of such careers.
8. Communicate information about the performing arts by creating a display for a public place on a topic related to your interest. You might design and keep up-to-date a bulletin board in your school library announcing upcoming performances. You might create a display on puppetry for a Camp Fire event.
9. Compare different kinds of audience experiences by doing one of the following activities:

Watch a performance on television and then attend a live performance of the same

type of performing art. Be able to discuss the advantages and disadvantages of viewing a performance either way.

OR

Attend a live performance or watch a television performance in each area of the performing arts: music, drama and dance. Compare differences in staging, sets, costume.

OR

Attend two performances in the same art, and, if possible, of the same material, one presented by an amateur group and one by professionals. Compare presentation, style, interpretation.

OR

Attend two performances in different settings such as a school auditorium, professional theater, concert hall, outdoor stadium, dinner theater, or barn theater. Compare setting, sound, presentation, etc.

10. Read reviews of performing arts which interest you. Study and compare the writing styles of different reviewers. Write your own review of a play, concert, dance, which you attend. Submit your review to your school newspaper or other community publication.
  11. Study a performing art of another culture. Read about it, attend a performance, talk to performers and, if possible, try it out yourself. You could learn about Japanese Kabuki theater, try out hula dancing, practice playing a sitar. If at all possible, learn from members of the culture itself.
- OR
- Study a performing art of another time in history. You could read about chataquas, morality plays, Shakespearean drama, folk dances, a period of music and common instruments used by troubadours, vaudeville, or early days of radio/TV drama. Read books and journal articles by people who are experts in the field and talk to scholars who have researched the topic. Or, talk to older people about the kinds of performing arts presented in their younger days.
12. Find out where in your community you can purchase materials and supplies needed to pursue your performing arts. Review mail order catalogs, if available. Compare prices and quality of merchandise. Make a list of sources for future reference.

13. Pull together your many talents to present a show that combines several areas of the performing arts. You could put together a song and dance routine, act and sing in a musical, sing along with your guitar, design sets and costumes for a puppet show which you then present. Perform before a live audience of school mates, Camp Fire members or at a community show.
14. Demonstrate your understanding of the jargon or language used to describe certain aspects of the performing arts and know the history of these terms. For example, the technical language used to describe the rigging of curtains and scenery in the theater relates to the rigging of ships. Ballet terms are in French. Create a glossary of terms essential to understanding an aspect of a performing art. Include a minimum of 10 terms in your dictionary.

**OR**

Study the history of a particular style of music, dance or drama. You could learn about how musicals evolved, find out about classical ballet, trace the development of rock music. Put together your information in an interesting display to share with others.

15. Become an active supporter of the performing arts in your community. Volunteer to publicize events, work on production committees, raise funds to support ongoing activities.
16. Explore how to become a professional performer or production specialist in your area of interest. Where can you get training? Try to talk to a professional to learn how important both experience and training are. If you identify specific schools, write for information such as: entrance requirements, costs, and suggested courses from at least one school.
17. Learn about a performing art that is special in your community such as Mummers in Philadelphia and street entertainers in San Francisco.
18. Work with your Torch Bearer consultant to create an activity of your own design.

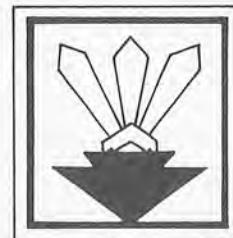
### **Share**

1. Present a performance which demonstrates some of the skill and knowledge acquired in completing activities for this Torch Bearer. You could give a solo performance or work with others in your club who

completed the Torch Bearer in Performing Arts.

2. Use one of the evaluation methods described under SHARE in Chapter Six.

## **Torch Bearer in Personal Business**



**Meaning:** The arrowhead symbolizes one who is dependable. The feather stands for the ability to make decisions.

**Colors:** The arrowhead is dark brown; the feather is orange.

**Order Number:** B-209

### **Decide**

Keeping track of your dollars certainly makes sense, and you may end up with a few more cents completing this Torch Bearer in Personal Business. You can shop around learning about many topics related to money management or you can check into such specializations as banking, credit, careers, budgeting, jobs or consumerism.

### **Plan**

**People To Help You:**

Family member, employer, bank employee, sales person, business owner, teacher, financial planner.

**Places To Find Help:**

Bank, credit company, local business, grocery store, utility company, university extension service, Better Business Bureau, consumer organization, state employment office, school.

### **Do**

Starred (\*) activities are required. Choose six more activities from #3-17 for a total of eight activities to complete your Torch Bearer in

Personal Business.

- \*1. Create a budget for yourself for a two-month period of time. Show how much money you will get and how and where you expect it to go. Try to stay within your budget for this period of time. At the end, discuss with your family or club members how successful you were at managing your money, what you want to change and how you will manage money in the future.
- \*2. Learn about family budgeting by doing one of the following activities:

Go shopping with a family member for groceries at least four times. For each trip, keep track of what is bought and how much it costs. After your four trips, make a list of at least 10 items your family often buys. Compare the price of these items in three other places. Try to visit different types of stores that sell groceries — full service, convenience, discount. See how you may be able to reduce the family's food budget. Talk with other family members about how costs may be reduced while still keeping a nutritious diet for the family.

OR

Work with a family member to determine how much it costs for housing your family. Include rent, mortgage costs, utilities, insurance, etc. Are there ways that some money could be saved on housing, such as conserving energy? If so, develop and carry out a plan which would reduce your family's housing bills.

- 3. Select an item you would like to buy during the next few months. It may be a record album, a stereo, a new pair of tennis shoes. Check the newspapers and other advertisements to learn how much this product will cost you. Follow the price of the item for a period of time to see if it changes. Take advantage of any sales you may see when you are ready to purchase the item. (You do not actually need to purchase the item to complete this activity.)
- 4. Gather copies of guarantees and warranties for a variety of items purchased by your family and friends. Compare what is covered by the manufacturers. Start a log book for your family where warranties and guarantees can be recorded by date and place of purchase so products can be returned or repaired under warranty if necessary.
- 5. Take the responsibility for managing monies spent and earned in a fund-raising

project done by your Camp Fire club, synagogue or church or school. Keep financial records, make deposits, pay bills, etc.

OR

Be in charge of the financial arrangements for an activity you do with a group of friends such as go to the theater, a special movie, concert or sports event. Find out about prices and group rates. Be responsible for collecting money in advance and making reservations or purchasing tickets.

- 6. Visit places where you can save and invest money — a savings and loan association, a bank, a credit union. Talk with someone who can tell you about different ways to save and invest money. If you do not have an account or other savings plan, begin a plan to save money on a regular basis. If you have savings, investigate some ways to invest your money for greater financial return.

OR

Visit a nearby bank and open a checking account. Demonstrate your ability to balance your checkbook over a two-month period of time. Develop a system for organizing and storing your cancelled checks.

- 7. Make a number of items which you can sell to family or friends. Set a price for your items based upon the cost for making them and the time you spent making the items. Keep track of your expenses and earnings.

OR

Participate in making items for a bazaar or fair sponsored by your synagogue or church, school or Camp Fire council. Or, assist in a garage sale or rummage sale held by your family. Assist in pricing, setting up displays and selling items.

- 8. If you or a family member buys a defective product, exercise your rights as a consumer. You might return the product for a refund, get the product repaired under warranty, write a letter to the manufacturer or talk to the owner of the store.
- 9. Put together a notebook of newspaper and magazine articles, pamphlets or other information about different products you may want to buy in the future. You may find articles on defective tennis shoes, how to choose a record club, etc.
- 10. Contact a consumer organization or the

Better Business Bureau in your city or state. Ask if a representative can come to speak to your club about the organization. Find out what the group does and how it can help you. Consumer groups may be located through the telephone book or by contacting the United Way, newspaper reporters on consumer affairs and local public officials.

11. Find out what the work laws are for your state and how they apply to you. Find answers to questions such as these: How old must you be to work different kinds of jobs? Do you need any type of a work permit if you are under a certain age and you want a job? Where do you go to get a Social Security card? Make a list of the kinds of jobs in your area available to young people your age. Contact employers to find out their requirements for employees.
12. Find out about careers related to money management by doing one of the following activities:

Talk with someone who has a career in financial management or consumer rights. Find out what training that person has had for the job. Find out what kinds of things the person does on a typical work day and what is liked and disliked about the work.

OR

Talk to a person who has a career in the area of sales. Talk about different techniques used to convince a customer to buy a product. Find out what training the person has had for the job. Find out what is liked and disliked about the job.

13. Choose a product which you could buy either new or used. Compare the advantages and disadvantages of buying the product new or used. Consider price differences, guarantees, durability, etc.
14. Find out what credit cards your family regularly uses. Learn what interest is charged on the use of these cards. Find out what you would need to do to apply for a credit card that you could use. If you already are able to charge on your family's credit cards, keep track of your expenditures for a period of time, such as two months. Discuss with your family the use of credit versus cash to purchase items.
15. Work at a job which requires you to handle money. Learn to operate a cash register, make change, balance the daily receipts. Receive a satisfactory job report

from your employer.

OR

Set up your own business which allows you to handle your own finances. You could mow lawns on a regular basis, babysit after school, provide housecleaning services to neighbors or pet sit during friends' vacations. Keep track of the time spent working, the expenditures you have and the money you earn.

16. Help others learn about money management by doing one of the following activities:  
Create a visual display for an area in your school which teaches or informs your classmates about sound money management. You might choose to design a display on consumer rights, buying on credit, careers in money management. Consult with a teacher at school in developing your display.

OR

Help a younger Camp Fire club learn how to manage its money. Work with members to set up a treasury and keep accurate records, and to plan and carry out a fund-raising event.

OR

Assist your employer in training someone new to the job in how to handle money. Help teach work-related money management skills such as making change, working the cash register, etc.

17. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Practical Living



Meaning: The sun and the hogan symbolize the ability to make the home a warm and happy place.

Colors: The sun is red and white; the house is green, white and red.

Order Number: B-231

### Decide

Living in today's world takes some practical skills. You can choose to learn more about household management, auto maintenance and home repair or decorating. You can sample a little of each or specialize in one area.

### Plan

People To Help You:

Parent, neighbor, shop or home economics teacher, driver's education teacher, store personnel, automotive dealer, firefighter, police, insurance agent, auto mechanic, contractor, hardware dealer, carpenter.

Places To Find Help:

Local housing agency, state auto licensing agency, automobile club, university extension service, energy conservation organization, utility company, American Red Cross, home builders association, hardware store, lumber yard, auto repair shop.

### Do

Starred (\*) activities are required. Then do five activities from #4-21 for a total of eight activities to complete your Torch Bearer in Practical Living.

- \*1. Put safety first in everything you do around the home by completing one of the following activities:

Make a list of the safety rules necessary for the safe operation of the tools you use on a regular basis or may use as part of this project. Demonstrate your ability to

follow these rules.

OR

List the appropriate steps to safely complete a home or auto repair task. Demonstrate your ability to perform each step.

OR

With the help of family members, develop a list of emergency procedures for your home. You could decide what family members should do in case of accidental poisoning, fire, severe storm, etc. Plan and carry out a family drill to practice at least one of these emergency procedures.

OR

Find out what should go in emergency and first aid kits and then put together an emergency kit for the family car or a first aid kit for your home. Decide on a convenient place to keep it. Demonstrate or know the use of each item in the kit.

OR

Make the contacts necessary to have a safety inspection done by a qualified person. You could have a mechanic inspect the family car, a firefighter inspect your home for fire hazards or a police officer inspect your home for security risks. Many communities offer such home services for free. If such services are not available, obtain information which helps you and your family carry out such an inspection on your own.

- \*2. Investigate the resources available to you for learning practical living skills. Identify good how-to books which will help you learn the skills you are most interested in. Learn where and when courses teaching these skills are taught in your community. Know what skills members of your family or neighbors specialize in. Find out what stores in your area carry supplies you would need to complete practical family carry out such an inspection on your own.
- \*3. Assume responsibility for a period of time, such as two to three months for one practical living task necessary in the life of your family. Household management tasks might be doing the family grocery shopping or mowing the lawn. Auto maintenance tasks might be regularly checking the oil or washing the car. A home repair task could be organizing and then keeping the workshop area in order. Make a schedule for completing this task as often as necessary over the time period.

4. Through discussion with family members, find out what it costs to maintain a household for a month. Make a chart which shows the cost of rent or house payments, groceries, utilities, insurance, incidentals.

OR

Assist in the purchase of a major household item. Compare prices and quality. Find out financing details. Participate in the final decision making.

OR

Complete an inventory of the valuable items in your home. For insurance purposes, find out the purchase price and replacement value for such items. If possible, record your valuables by taking photos, movies or videotapes of them. Or, obtain an engraving device and engrave identifying numbers on your belongings. Some police departments will loan engraving tools.

5. Learn about the utilities your family uses. Know the cutoff points for water lines, electricity and gas lines into your home and how to turn off these utilities in case of emergency. Demonstrate your ability to change a burned out electrical fuse or reset a tripped circuit breaker. Learn where and how to call in case of emergency when utility services are interrupted to your home.
6. Do a total cleaning of your bedroom, including organizing all storage areas. Maintain your room in this condition for one month.

OR

Assist in a periodic major household task, such as washing windows, cleaning kitchen cupboards, scrubbing floors, polishing woodwork, cleaning the refrigerator or oven.

OR

Assist in a periodic major yardwork task such as fertilizing and mowing the lawn, planting and weeding a garden, trimming hedges and trees, cleaning gutters.

7. Do a weather check of your home to determine where there are air leaks which may affect heating and air conditioning. If possible, weatherstrip doors and/or windows where needed. With the help of family members, develop a plan for cutting

down on energy usage in your home. Follow your plan for a period of time and then re-evaluate its usefulness and effectiveness.

8. Learn how to repair or restore a household item. You could fix a broken plate, appliance, lamp, replace a washer in a leaky faucet, etc. Keep a record of the different materials available for repairing the item, what you used and how effective the repair job was.

OR

Learn how to remove a number of common household stains from clothing, carpets, draperies, etc. You could find out how to remove such stains as beverages, lipstick, grass, ink, paint, blood and oil. Practice actually removing at least two of these stains from some item. Keep a record of what you used and its effectiveness.

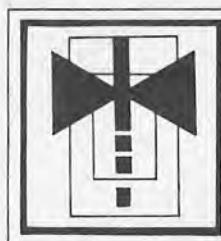
9. Find out how a person obtains a learner's permit and a license to drive a car in your state. Learn about requirements for registration, insurance and financing. Ask a driver's education teacher about how a driver's education course will affect your ability to obtain a license and insurance in your state.
10. Learn what tasks need to be done and when they should be done to keep an auto in good operating condition. Make a chart the family can refer to in maintaining the family car. Include on your chart tasks such as checking the oil, air filter and tire pressure, tune-ups, oil changes, lube jobs, etc. Also include specification information on your chart — brand and weight of oil, oil and air filter brand and model number, size of tires and recommended air pressure, etc.
11. Learn how to do routine car maintenance yourself. Demonstrate your ability to do jobs such as fill the car with gas, check the level and add oil, change light bulbs and fuses, maintain the correct air pressure in the tires, check the battery water and radiator coolant.
12. Know what to do in an emergency in a car. Find out what the indicator lights mean and how to respond to them. Demonstrate your ability to change a tire. Know what to do in case of a breakdown.
13. Figure out the cost of owning and/or operating a car for a year. Take into consideration the cost of gas, maintenance,

- tires, cleaning, insurance, registration, parking, taxes, etc.
14. Finish, refinish, restore or reupholster a piece of furniture for your room or another part of the house. Learn about different finishing techniques and the appropriate equipment to use with different products.
  15. Redecorate or rearrange your room or another room in your house. Plan ahead by making a model or sketching what you want the room to look like when you are finished. Comparison shop for items needed in your plan such as drapes, rugs, bedspreads, paint or wallpaper. Assist with any of the decorating skills necessary to complete your plan. Keep a record of your costs.
  16. Organize and inventory the tools you have to do home handicrafts. Design a way to store tools so they are easily accessible. Find out what tools you need or would like to have to complete a variety of home tasks. Visit a hardware or building supply store and compare prices and quality of items you'd like to have. Talk to store personnel about the kinds of tools you'd need to complete certain tasks. If possible, begin to assemble your own tool kit. Request tools as gifts.
  17. Make an item for use in your room or in another room in your home. Build a small item, such as a shelf, tool box, stool or plant stand.
- OR**
- Macramé a plant hanger, hanging table or towel hanger. Or sew curtains or drapes, make a quilt or afghan.
- OR**
- Learn the correct method for hanging pictures and other decorative items in your home. Know the composition of your walls and ceilings. Find out what kinds of hangers will hold what weights. Learn how to use a drill. Correctly hang two decorative items in your room or in another room in the house.
18. Talk with at least two people who work in an area of household building or repair. You might talk to a plumber, painter, carpenter, electrician or repair person. Find out what training is necessary for their jobs. Learn about their work and what they like and dislike about it.
  19. With help from a knowledgeable person,
- learn about the wiring system in your house. Make a diagram showing how outlets are connected through the circuits in your house. Under the supervision of an adult, complete an electrical wiring task such as wiring a lamp, replacing a cord or plug, or repairing an electrical appliance.
20. Learn about the plumbing in your house. Know how to turn off the water in an emergency or for repair work. Learn how to seal a leak in a waterpipe, how to connect two pieces of pipe or how to repair a leaking faucet. Use a plunger or snake to unclog a toilet or replace a faulty part in a leaky toilet tank.
  21. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluations methods described under SHARE in Chapter Six.

## Torch Bearer in Reading



**Meaning:** The eye, path and star symbolize the unlimited exploration found in the printed word.

**Colors:** Eye is light bluegreen; path and star are bright purple.

**Order Number:** B-247

### Decide

Explore the world through the printed word. You might browse through many topics related to reading such as library science, remedial reading, reading for learning or just for enjoyment. Or you might choose to check out a particular reading interest of yours by focusing on a particular kind of literature, such as science fiction, historical fiction, adventure stories, mysteries, romance, fantasy, classics, etc. You could even choose to study the works of a favorite author. Don't forget how those

words are created! You can explore being an author, editor, publisher, illustrator or bookstore owner.

### Plan

#### People To Help You:

Librarian, English teacher, reading teacher, bookseller, writer, journalist, publisher, book reviewer or critic, book collector, illustrator, editor.

#### Places To Find Help:

School and public libraries, reading clubs, bookstore, publishing house.

### Do

Starred (\*) activities are required. Choose five more from #4-15 for a total of eight activities to complete your Torch Bearer in Reading.

- \*1. Demonstrate your ability to use the library as a resource. Use the card catalog to find a book. Use the Reader's Guide to Periodical Literature to find a magazine article. Draw a map of the library you use most frequently, showing where different kinds of books can be found. Be able to explain the book classification system used at your library. List the kinds of reference books available at your library and tell how they can be used. A librarian or language arts teacher can help you with this activity.
- \*2. Develop and follow a personal reading plan during the time you are working on this Torch Bearer. You might choose to read books on a certain topic, by a certain author, about a certain time period, of a certain style of writing. Your plan could be to complete a specified number of books (minimum of 10) in a given amount of time (two to three months). Your plan should reflect your reading interests and challenge your reading skills. A librarian or language arts teacher might be helpful to you in developing a good plan.
- \*3. Help promote reading by doing one of the following activities:

Create a display on reading enjoyment for a library, school classroom or hallway or other public area.

OR

Help plan and coordinate activities for a book fair, book week, reading month or other kind of reading promotion event at your school or local library.

OR

Survey books on a topic of interest to you and write an annotated bibliography which describes at least 10 of these books. Make your bibliography available to visitors to the library.

4. Form your own reading club or join one that already exists. Your club might share books and discuss topics about which members are currently reading. You might read and discuss classic literature, science fiction stories, books about horses or any other topic that interests the members of your club.
5. Work as a library aid at your school or in your community. Demonstrate your ability to perform library tasks such as shelving books and checking them in and out. Find out what kind of training is required for a career in library science.
6. Read books onto tape for an organization which records books for people who have impaired vision. Learn how to read well orally to make an interesting presentation.

OR

Help children get excited about reading. You could carry out a plan to read to younger brothers and sisters on a regular basis. You could start a children's story hour in your neighborhood or at a local child care center. Ask a children's librarian to help you choose books appropriate to the age level you are working with. Make your oral reading interesting and discuss the books you read with the children.

7. Develop a system for organizing and classifying your own collection of books or the family book collection. Design a checkout system so you can keep track of books that are lent to others.
8. Learn some basic book repair skills. A librarian might be able to help you. Repair or rebind a book of your own.
9. Explore careers in the book marketing world by doing one of the following activities:

Visit a publishing firm. Find out how book manuscripts are chosen to be published. Talk to a book editor. Learn how books are prepared for publication.

OR

Visit a print shop or bindery or both to learn how books are put together. On your

tour, observe how pages are printed, sections are assembled and bound into book form and how covers are printed and attached. Find out what different kinds of paper are used in books and what kinds of bindings are used.

OR

Visit a bookstore to learn how books are sold. Talk to the manager about how books are ordered, stocked and displayed. Learn what goes into running a bookstore.

10. Try your hand at writing a book. You could write a children's story, a book of poetry, a novella (short novel). If possible, illustrate your writing with original drawings or photographs. Share your writing with your family or friends or with a teacher or class at school.

OR

Visit with someone who is currently writing a book and/or who has already written and published books. Find out how the writer structures time and plans work. Discuss how a manuscript is submitted to publishers.

11. Read three book reviews in magazines or newspapers or listen to book reviews on television or radio. After studying the writing styles of different reviewers, write your own review of a book you've read recently. Submit your review to your school newspaper or another community publication.

OR

Read a book; then watch a movie based on that book. Compare the similarities and differences. Read reviews of other movies that have been made from books. Write a review of the movie and submit it to your school newspaper or another community publication.

12. Take a course to improve your reading skills. Such a course might help you read faster or comprehend more of what you read. A regular reading class at school cannot be counted toward completing this activity but a special course taken during a free period at school could.

OR

Take a writer's workshop. Improve your skill in writing short stories, poetry or other fiction forms. Find out how to prepare manuscripts. Learn about copyright laws. Your English class at school cannot

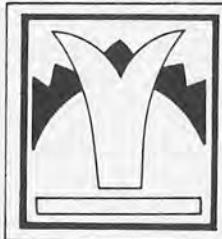
be counted toward completing this activity. A creative writing or journalism class would count, however.

13. Survey options for obtaining books in your area. Visit new and used book stores. Compare the options offered by book clubs and investigate possibilities for setting up a book exchange in your Camp Fire group, or at your school or church. Make your information available to others who enjoy books.
14. Talk to a reading teacher or specialist to learn about teaching people with reading problems. Work with a reading teacher to tutor students in reading. You might listen to students read aloud and discuss what was read to them. You might help students learn new vocabulary words.
15. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Religious Growth



Meaning: Sky, people and earth symbolize people on earth reaching upward.

Colors: Sky is light blue; earth and people are bright yellow.

Order Number: B-249

### Decide

This Torch Bearer project can be a part of your spiritual growth in your own religion or it can be your ticket to learning about religion as a part of world cultures. You may choose to explore in depth your own religion or a faith of interest to you. Another option is to sample a variety of ideas from a variety of religions in

your community or the world. If a religious emphasis project is available for Camp Fire members of your faith, explore the requirements for that project. You may want to do this Torch Bearer either before or after completing a religious emphasis project.

## Plan

### People To Help You:

A member of the clergy of your faith, a layperson who is active in his or her faith, religious educator, seminarian or graduate student in religion, teacher, parent, employee of religious agency or organization.

### Places To Find Help:

Church, synagogue, shrine, temple, religious group, seminary, college agency, museum, bookstore, church library.

## Do

Starred (\*) activities are required. Choose five more activities from #4-20 for a total of eight activities to complete your Torch Bearer in Religious Growth.

- \*1. Talk to someone you respect for the way they live. It may be a family person, neighbor, friend or religious adviser. Ask about the role of religion in his or her life. How does this person express his or her faith in daily living? Think about this person's life and make a promise to yourself to develop one new way of expressing your personal faith in your own life. Carry this out for at least a month.
- \*2. With advice from your Torch Bearer consultant, read selected parts of the book or books considered to be sacred in a particular religion such as the Bible, Torah, etc. Begin a notebook of quotations which are meaningful to you. Make additions to your book as you read more and think about the things you learn.
- \*3. Study the credo or most important statement of belief of a religion of your choosing. Express these beliefs in your own words. Experience a worship service with members of this faith and learn about the parts and history of the service.
- 4. Begin to collect your own library of religious books, pamphlets, magazines, articles, etc. Explore your home, church, synagogue, library and bookstore to begin your selection. Begin a minimal collection now, and then begin a list of what items you'd like to acquire in the future.
- 5. Learn how prayer and meditation are a part of a faith or faiths. Learn how prayer is offered, who is addressed in prayer, what is often said, when prayers are often said, and who or what are the proper subjects of prayer. Learn at least one commonly used prayer.
- 6. Learn how one or more religions observe the great occasions and decisions in a person's life, such as baptism, confirmation, marriage and death. Explore what traditions are a part of these observations and how they relate to religious beliefs. Try to attend at least one such observation.
- 7. Prepare a scrapbook of newspaper clippings, illustrations, feature stories or other statements about religious events and news in your community. Do this for approximately one month. Talk about what you have learned with your Torch Bearer consultant. Decide what it has told you about religious activities in your community.

## OR

Find out how religious groups contribute to your community through hospital work, prison work, disaster relief, missionary programs, etc. Visit at least one site in the community where such a program is taking place. Talk with staff about their work and, if possible, with people who are being served. Volunteer your help in some way to further this or other work in the community.

- 8. Create a booklet showing some of the symbols of a faith and their meaning. Search for ways these symbols are used in art, jewelry, architecture, ceremonies, clothing, etc. Add pictures, photos or your own drawings of how these symbols are used.
- 9. For a period of time agreed upon with your consultant, take an active part in planning daily or weekly family devotions in your family.
- 10. Learn about courageous men and women from stories in religious literature. Dramatize one story for a group of younger children. You may need help from members of your Discovery club or other friends.
- 11. Talk with several people, both clergy and lay, who have careers related to religion. What preparation is necessary? Where is such training offered? What restrictions, if any, are placed on men and women in

different religious roles?

12. Find out about the religious beginnings of some common holidays, such as Halloween, and common sayings such as "God Bless You." Share what you learn with family or friends.
13. Make a collection of creation stories from different faiths and cultures. How are they alike and how are they different? Put one story into your own words or artistic work to share with others.
14. Listen to a variety of religious music such as hymns, spirituals, contemporary, country western or folk songs. Identify the feelings expressed in the music. Learn a favorite song which expresses your feelings about religions and spirituality. Another option is to create your own narrative song.
15. Find out what the holidays or holy days of different faiths have in common. At the next religious holiday, decorate your home, cook food or plan a ceremony to enhance the religious aspects of the celebration.
16. Plan and participate in a devotional service at camp or when camping as a group with your family or Camp Fire friends.
17. Give 10 hours of service to a church or religious organization. You might help with clerical work or a recreational program, address envelopes, run machines, deliver letters, help in a nursery or in the library.
18. Coach a younger child who needs tutoring in religious studies for a period of time decided upon by you and your Torch Bearer consultant.
19. If young people have an opportunity to assist in the service at your place of worship, and you have not done so in the past, offer to participate. Learn the proper procedure and reasons for doing the different things required. You might usher, sing in the choir, light candles or help at the altar, depending on the type of service.
20. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Special Interest



Meaning:	Person, thought, hand and creation symbolize the reaching out to original aspirations.
Colors:	Person and thought are green; hand is yellow; creation is orange with yellow bands reaching outward.

Order Number: B-257

### Decide

What are your hobbies, your special interests, your favorite leisure time activities? This Torch Bearer is a way to learn more about current concerns or those favorite pastimes of yours which don't fit under any of the other Torch Bearer topics. To complete this Torch Bearer, you must choose a specific interest of yours and then choose activities from the list below. Some activities will be better for your special interest than others. You might be interested in collecting things such as stamps, plates, baseball cards, pop cans, dolls, miniatures or pins. You may enjoy making things such as models, fishing flies or puppets. Your favorite thing to do might be reading books, taking pictures, writing stories or poetry. You could have a deep interest in a particular current event, World War II airplanes, civil war history, decorating doll houses or dinosaurs. As you choose your activities, reword them to make them refer specifically to your special interest.

### Plan

People To Help You:

Hobbyist, collector, supply store owner, hobby store worker, librarian, teacher, person in related career, craftsman, public official, reporter, newscaster, historian.

Places To Find Help:

Library, museum, local business, organization or association of people with similar interest, books and magazines on the topic

of interest, newspaper, local events, school, community center.

## Do

Starred (\*) activity is required. Choose seven more activities from #2-16 to complete your Special Interest Torch Bearer.

- \*1. Develop a method for organizing and pursuing your special interest and spend a period of time (10-20 hours) using your method. You might create a system for cataloging or displaying your collection. You could design and set up a space for working on your special interest. You could make up and follow a schedule for accomplishing certain goals in your interest area. Share the results of your organization with family members or your Torch Bearer consultant.
- 2. Go to an exhibit or attend an event where you can learn more about your special interest. You could attend a public meeting or forum, a collector's convention, a crafts fair, a memorabilia display, etc. Talk to exhibitors or event participants about your shared interests. Collect literature, brochures, pamphlets, handouts on your special interest.
- 3. Learn a new skill which will help you improve your ability in your interest area. Take a course, teach yourself or learn from another person with this interest.
- 4. Join a club or start your own club whose members share your special interest. Be an active participant in such a club for a period of time such as two to three months.
- 5. Read three books which help you learn more about your special interest. Share the knowledge you gained with your Torch Bearer consultant or with someone who shares your interest.
- 6. Interview a person who has made your special interest a lifelong hobby. Find out how this person became interested in this topic area. Learn what this person has accomplished in this special interest area and what kinds of rewards such an interest has brought. Share your own experiences in your special interest.
- 7. Develop and follow a budget for managing the money you need for pursuing your special interest. Make a list of things you'll need over a period of time, such as special materials, equipment, etc. Compare prices at different stores which carry the supplies required for your interest. Figure your income and decide what portion can go to pursuing your interest. Make purchase choices based on your research. Keep a record of your budgeting.
- 8. Design and put together an attractive display which informs other people about your special interest. Publicly exhibit your display at your school or nearby library, at a Camp Fire council event, in a local shopping mall or bank lobby.
- 9. Find out about local, state or national organizations for people who share your interest. Find out what these groups do and what the membership requirements are. Collect informational brochures about such organizations or try to attend a meeting of a local chapter.
- 10. Find out what magazines are published that focus on your special interest. Read two issues of one such publication and decide whether you would like to subscribe to that magazine.
- 11. Enter a competition in your special interest. Be familiar with the rules for competing. Present your special interest in an interesting and attractive way. Observe other entries in your interest area and talk to other competitors who share your interest.
- 12. Explore the career potential of your special interest. Find out about and make a list of possible careers you could pursue related to your interest area. Talk to a person who is involved in at least one career on your list and find out more about this particular career.
- 13. With the help of a teacher at school or a librarian, develop an annotated bibliography — a book list with short descriptions of each book — of books you'd recommend to others who want to learn more about your special interest. Make your bibliography available to others at your school library or nearby public library.
- 14. Share your special interest with others. You can teach someone a skill needed to pursue your interest, give a demonstration of your special interest to a group or help someone establish a similar special interest.
- 15. Develop a resource list which would be useful for someone who would like to learn more about your special interest. Include informative books and periodicals, organizations, local businesses which carry

necessary supplies, etc., on your resource list. Make your list available to others through your Camp Fire council office, school or public library.

16. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Special Service



- Meaning: The hand, eye and person symbolize the ability to see the needs of people and help meet these needs.
- Colors: The hand and person are orange; the eye is white.

Order Number: B-259

Note: Service to people with special needs may require developing some technical skill and acquiring some specialized knowledge. Your Torch Bearer consultant should be a person who is qualified to give you this special guidance. Many of the people listed under PLAN would be excellent consultants.

### Decide

Mental retardation, epilepsy, cerebral palsy, cystic fibrosis, blindness, loss of hearing, muscular dystrophy, Down's syndrome, spina bifida, infantile autism, stroke, arthritis, multiple sclerosis, accident, cleft palate, learning disability, cancer . . .

So many things can go wrong in a person's life. They can be major or minor, ongoing or temporary. There are special services to help people with disabilities become as self-sufficient, educated and mobile as possible. Special

services can also teach the skills needed to enjoy a full, productive adult life; concentrate on what can be done, not what can't; and teach the public to look beneath the surface to understand and be compassionate. These will be your goals, too, in completing a Torch Bearer in Special Service.

If you already know something about a disability you may want to concentrate your activities on researching it in depth. Or, you may want to branch out and look into a lot of different topics. Either way, you'll develop an understanding of people as individuals rather than how they are labeled.

### Plan

#### People Who Can Help:

Special education teacher in any area of exceptionality, physical therapist, occupational therapist, adaptive physical education instructor, social worker, counselor, legal advocate, recreation leader, life skills training instructor, speech therapist, psychologist.

#### Places To Find Help:

Public or community resources include elementary, middle, junior or high school, hospital, home health agency (such as Visiting Nurses Association), rehabilitation center, Veteran's Administration hospital, state operated school for the handicapped, private home and school for children with special needs.

Associations that have information and/or programs include Association for Retarded Citizens, United Cerebral Palsy Association, Council for Exceptional Children, Muscular Dystrophy Association. There are many other local agencies you can contact.

### Do

Starred (\*) activities are required. Choose five other activities from #4-17 for a total of eight activities to complete your Torch Bearer in Special Service.

- \*1. Get some background information on one particular area of exceptionality, such as cerebral palsy or Down's syndrome. Research the topic in books or journal articles or by asking a professional in a field of special service, people who themselves are disabled or who have a disabled family member. Know the legal or medical definition of the disability if there is one, and what possible causes contribute to the condition — prenatal, postnatal or

genetic. Find out what the educational and life skills potential are for people with this disability. Many of the agencies listed in PLAN can provide information for you. Discuss what you have learned with your Camp Fire club or a group of friends. Try to answer questions they have about the disability you investigated. Collect pamphlets or brochures that pertain to your topic.

- \*2. Experience yourself or help others experience what having a disability is like to better understand the specific challenges, attitudes and frustrations that confront many "handicappers." Simulate a disability to learn firsthand what it might be like to be disabled. Talk with your consultant to set a time period that is long enough to let you understand as much as possible the feelings of a person with the disability. Maneuver in a wheelchair through your school hallways or at your Camp Fire meeting place. Wear a blindfold and walk through your house. Try to get dressed with one arm immobilized. Other simulation activities are described in Chapter Seven, CARE, in this program book. After you have completed your experiment, discuss your impressions in your group. Talk about how you felt around others — both friends and strangers. How did it feel to ask other people for help? Describe the hardest part of your experience from a physical and emotional standpoint. If you are disabled yourself, help others simulate your disability and lead a discussion afterwards about what happened. The questions above could be good discussion starters.
- \*3. Obtain firsthand knowledge of how a disabled person approaches the tasks of daily life and deals with the difficulties by completing one of the following activities:  
Observe a group of children or adults with special needs in a school, camp or recreational setting.

OR

Talk to a disabled person at his own home and note adaptations or adjustments that have been made.

4. Take a look at people with special needs through the eyes of a professional. Arrange to talk to someone who can tell you about his chosen career. A specialist as listed in PLAN can help you to find out about a typical work day for a person in a career, including enjoyable positive aspects as well as frustrating or problem areas.

5. Volunteer or work for pay with an individual or group with a disability for a period of time agreed upon by you and your consultant. You can observe many techniques, successes, frustrations and situations that occur. Many camps and recreation programs have a need for volunteers. If possible, receive a token of your accomplishment such as a certificate of recognition for volunteer work or job recommendation or letter of reference.

6. Learn about one of the methods to communicate with sensory impaired persons — braille or American sign language. Find out how this method was developed and how it is taught. Learn to communicate some simple statements in this method.

OR

If you already know one of these communication methods, teach someone else how to communicate simple statements in the method you know or use most frequently.

7. Arrange to talk to someone with knowledge and expertise on how to assist physically disabled persons. Demonstrate your ability to correctly do one of the following: lift and carry someone, maneuver a person in a wheelchair on inclines or in confined areas, put on and take off orthopedic appliances and devices, lead a blind person.
8. Be an advocate for the rights of disabled people. There may be organized groups in your area or you may want to get people together to start such a group. With your group, look into the issues that affect disabled people and take action on an issue you believe is important. A goal for your group could be advocating for parking spaces for the handicapped or for providing a sign language interpreter for important news broadcasts.
9. Find out about recent laws or court decisions that involve or affect disabled people. Write to state and federal legislators to get information. Contact local agencies to find out what laws and court rulings affect or concern them. Watch for and cut out newspaper or magazine articles involving laws or court decisions.
10. Read a book that is by or about individuals with special needs. A librarian or person working in the field can help you choose an appropriate book. When you have

finished, share your impressions with your group or a professional you have met. Think especially how you might feel in the situation described.

OR

View a movie or documentary based on the life of a disabled person. Share your observations and feelings with others who saw the movie.

11. With the help of a professional, adapt or modify tools, utensils or other devices to enable a disabled person to be more independent in the area of dressing, reaching or feeding.

OR

Design an item of clothing that would be comfortable for a disabled person, in a wheelchair or with braces for example. The item should be convenient to put on and fasten or fit anyone wearing braces or other orthotic aids.

OR

Choose a building, home or other area of land and make a list of adaptations, such as braille signs, ramps or curb cuts, that are needed to make it accessible to persons with mobility problems.

12. With the help of a professional, plan a lesson to teach a self-help, recreational or academic skill to a disabled person. In your planning, do the activity and write down every step that must be taken to complete the task. For example, try to break down every step for brushing your teeth. One must be able to grasp the toothbrush and toothpaste before rinsing, brushing or even squeezing the tube. If possible, teach your skill with the supervision of a professional to one or more persons with special needs.
13. Volunteer for a period of time agreed upon by you and your Torch Bearer consultant with a local chapter of an organization serving disabled persons, such as United Cerebral Palsy Association or Association for Retarded Citizens.

OR

Volunteer to help at a Special Olympics meet. You may find out the schedule of dates from a state school for the handicapped, a school district or the local Council for Exceptional Children.

OR

Volunteer to help with a local telephone service that receives calls and/or makes telephone appointments, etc. for the hearing impaired.

14. Assist in mainstreaming a disabled child into a regular classroom or Camp Fire club or camp unit. Help plan activities and lead discussions that prepare youth for the mainstreaming experience. Plan ahead for any adaptations which may have to be made.
15. Design and administer a survey to 10-20 people. In your survey, ask participants about their attitudes toward people with disabilities at their workplace or in their classes, how having a disability or being around people with disabilities makes them feel, and what kinds of services should be offered to disabled people. Include other questions that you think are important. Use the information gathered to draw some conclusions about attitudes toward the disabled.
16. Find out what kind of services to the disabled are offered in your community by assuming the role of a parent of a disabled child. Investigate the services available to your "child." Do you think they are adequate? Do they fit the specific needs of your "child?" With what ease or difficulty are these services obtained? Describe the results of your exercise to your group.

OR

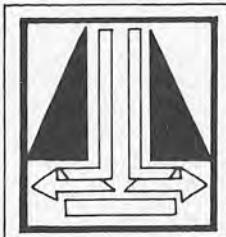
Talk to the counselor at your school and find out what services are offered to children with disabilities in your school district. Visit with teachers in these special programs and, if possible, spend some time observing in classrooms for students with special needs.

17. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Sports and Games



Meaning: Heart, earth and lightning symbolize one who is strong, skillful and quick.

Colors: The heart is red, the lightning and earth are light blue.

Order Number: B-221

### Decide

Get to know the score on sports and games. You could join a team to learn more about any team sport. You could challenge yourself in such individual sports as skiing, gymnastics, cross country or skating. You might learn more about children's games, card games, board games. You may choose to focus on a particular sport or game. Or you may match up certain activities with a wide range of interests you have in the topic of sports and games. As you choose your activities, rephrase them to reflect your individual interests.

### Plan

#### People To Help You:

Amateur or professional athlete, coach, instructor, physical education teacher, sports writer or sportscaster, sporting goods store personnel, recreation leader, trainer, team manager.

#### Places To Find Help:

School, local sports league, community center sports program, fitness clubs, YMCA, YWCA, sporting goods store, newspapers and magazines, television, organizations which promote fitness such as the President's Council on Physical Fitness and Health.

### Do

Starred (\*) activities are required. Choose five more activities from #4-16 for a total of eight activities to complete this Torch Bearer. You

may also do some of the options under the requirements to total eight activities.

- \*1. Learn more about a game or sport of your choice by doing one or more of the following activities:

Learn the rules. Read a book, pamphlets or magazine or newspaper articles which give you more information on how your game or sport is played. Know the terms used to describe your sport or game. Be able to explain the rules and at least five terms to another person.

OR

Keep statistics on a favorite sport or game. Find out what statistics are needed and how they are kept. Memorize some important statistics. Organize your statistical information in such a way that you can easily update it.

OR

Learn about the history of your favorite sport or game. Find out how your sport or game developed and how it has changed over the years. Know who were some of the people who became famous in your sport or game. Present your information in an interesting display or report.

OR

Find out about opportunities for you to participate in your sport or game. Know what kinds of competition and facilities are available in your school and community now and find out how you might participate and/or compete in the future. Share your information with others interested in your sport or game.

- \*2. Get actively involved in a game or sport of your choice by doing one or more of the following activities:

Be a participant. Play on a team at school, in your neighborhood or possibly, in competition. Or develop an individual program to better yourself in a particular sport. You might play in a local softball league, compete in tennis matches for fun or prizes or work to jog longer distances. Or you might join a bridge club or compete in a chess tournament. You and your consultant should agree on the amount of time you need to train or participate to fulfill this requirement.

OR

Learn about officiating in a particular sport

or game by reading and by talking to officials or referees. Use your skills to assist in the officiating of a competition or sport.

OR

Volunteer for a sideline job. You might help coach, keep time or score, handle equipment, announce an event for a school competition or for other competitions in your community.

- \*3. Get others involved in your favorite sport or game by doing one or more of the following activities:

Teach an individual or group how to be knowledgeable spectators. Explain rules, plays, scorekeeping, judging, etc.

OR

Teach someone a skill related to your sport or game. Before you begin teaching, outline the steps for teaching this skill and develop a teaching plan that includes explanation, demonstration and practice time. Use your plan to teach your skill. Pictures, charts and illustrations can be helpful teaching aids.

OR

Volunteer for a period of time helping with sports and games. You might help supervise a Camp Fire games day, work as an aide for your gym teacher at school, assist in coaching a younger group of players.

4. Learn about adapting sports and games for people with disabilities. Talk to someone who works in the field of recreation for the handicapped or adapted physical education. Observe adapted programs. If possible, volunteer to assist in a recreation program for disabled persons.
5. Take instruction to improve your skills in a sport or game. You might take individual or group lessons. Keep notes of what your instructor tells you. You might find classes through YMCA, YWCA, schools, local recreation centers, Camp Fire, your synagogue or church. A gym class at school does *not* count towards completion of this activity. Write down the progress you and your instructor see you achieving.
6. Become an active spectator of your favorite competition. Attend events regularly as an individual or join a group that supports your favorite team. You could join a booster club, be in the pep club or be a cheerleader.

7. Prepare yourself for participation in a favorite sport or game. With the help of experts such as a trainer, coach or active participant in the sport, decide what your goal needs to be — strength, endurance, flexibility, and so forth. Then, design a program of diet and exercises to reach this goal. Carry out your conditioning program for a set period of time and compare your levels of fitness before, during and after the program.

8. Follow the career of a favorite competitor or participant in your favorite sport or game. Clip out stories and photos from magazines, newspapers, etc. Put together a scrapbook about this person.
9. Learn how to play safely a sport or game of your choice. Be able to describe important safety rules. Know what to do about common injuries, how to prevent them and what to do when they happen. For example, a runner should know how to prevent shin splints and what to do if they occur. Keep the information you gather in a notebook or display it on a poster to share with others.
10. Visit local sporting goods or game equipment stores in your area. Choose an item or piece of equipment you would like to purchase and compare price and quality of the different brands. After making your comparison, purchase the item or organize your information for a possible purchase in the future.
11. Be able to name the necessary equipment and clothing for participating in a sport or game of your choice. Show your knowledge of the proper care of the equipment. You could design a poster with this information or put on a demonstration for others.
12. Explore careers in the field of sports and games. Would you like to be a competitor, a coach, a physical education teacher, a recreation leader, etc.? Choose two careers you would consider pursuing. Talk to people in those fields. Find out about their training, background, work experiences, and personal goals. If possible, observe these people at work.
13. Follow the media coverage of your favorite sports or games. Listen to radio and TV sportcasts to learn about different styles of presentation. Compare the sports coverage of the different stations in your area by listening or watching each for a period of time. Write a script of a sporting news report and present it to a group of people

or announce a game at your school, Camp Fire event, etc.

14. Discover the differences and similarities between men's and women's sports. View, on television or in person, a men's competition and a women's competition in the same sport. Be able to describe different and similar rules, styles of play, equipment, ability levels, etc.
15. Study the style of sports writing by doing one of the following:

Follow sports news by reading the sports page or section of your local newspaper for the period of time you are working on this Torch Bearer. Choose a sportswriter whose style you enjoy and clip out some of your favorite articles by this person. Write your own sports story or column using some of this person's writing techniques.

OR

Compare sports magazines. At a library or newsstand, survey what magazines are available on the topic of sports. Choose two magazines which appeal to you and compare coverage, style and design. Write an article on a sports topic you'd like to see in one of the magazines, following the style of that magazine.

OR

Work for a period of time as a sportswriter for your school newspaper or school yearbook. Learn the basics about sports coverage and develop your own style of writing. Keep copies of all your stories.

16. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

Use one of the evaluation methods described under SHARE in Chapter Six.

## Torch Bearer in Travel



**Meaning:** Sky, ground and persons symbolize the adventure of traveling to see new places and people.

**Colors:** The sky is blue, earth brown and persons orange.

**Order Number:** B-273

### Decide

A Torch Bearer in Travel is your ticket to exciting new adventures! Planning for and going on a trip is a requirement for this Torch Bearer and the other activities you choose will help you learn whatever you need to know about traveling such as careers in travel, travel organizations, travel tips, budgeting, transportation, eating out, etc. You should choose activities that help you put together your particular kind of trip.

A trip taken to complete the requirements of the Voyager step of the Progression in Outdoor Action cannot also be counted towards completing this Torch Bearer.

### Plan

**People To Help You:**

Parent, language teacher, librarian, travel club member, travel agents, transportation industry personnel, foreign visitor to your area, restaurant personnel, business travelers.

**Places To Find Help:**

Library, travel club, travel agency, transportation center such as airport, train station, etc., magazines and books on travel, Chamber of Commerce, tourist bureau, Traveler's Aid, groups which sponsor international travelers to and from your area such as The Experiment in International Living, the American Field Service (AFS), the National Council for Community Services to International Visitors (COSERV).

### Do

Starred (\*) activities are required. Then choose five more activities from #4-17 for a total of

eight activities to complete your Torch Bearer in Travel.

- \*1. Plan and take a trip with your Camp Fire club, church youth group, classmates from school, family or another group which provides you with challenges and new experiences. The length of the trip will depend on your prior experience, but it should be a minimum of two nights and three days, a long weekend for example. Your destination(s) should include visiting sights and/or trying out activities that are new to you. To complete this requirement, each person working on this Torch Bearer must take an active role in choosing destinations, budgeting the trip, arranging transportation and accomodations, planning trip activities, participating on the trip, handling personal gear and finances on the trip and evaluating after the trip. Some kind of record of participation — notes, pictures, collected brochures, lists — should be kept as evidence of completion of this activity. Some helps in trip planning can be found in Chapter Five, EXPLORE.
- \*2. Make plans to get the most for your money. Develop a method for keeping a group and individual budget before and during your trip. Learn how to obtain and use travelers checks. Explore alternatives in transportation, lodging and meals to determine the least expensive methods to fit into your travel plans. Know how much to tip in different situations. Participate in any fund-raising activities for your trip.
- \*3. Put safety first in your trip. Contact your local council to obtain permit and health forms and to find out any requirements for travel. Stock a first aid kit and plan emergency procedures for your trip. Include in your first aid kit any special items you might need for the kind of trip on which you are going. For example, take extra moleskin if you will be doing a lot of hiking and take something for sunburn if that is a potential problem. Sit down with the people you'll be traveling with and plan out procedures for various emergencies you might encounter. Rehearse the procedures that apply prior to and while on the trip. Locate emergency facilities at overnight stops along your itinerary. Find out the emergency procedures for places where you stay.
4. Plan ahead to have the best experience possible on your trip by doing one of the following activities:

Take a class or design your own learning program to help you prepare for your trip. You could learn about special photography techniques, read up on the culture and history of the people, find out about the geology or natural environment of the area. Keep notes and use your new skills and knowledge on your trip.

OR

Put together a file of games and other activities you might want to do while on your trip. Include games you can play while riding in a car, bus, airplane or train and active games for burning off excess energy. Also include nature activities, songs, ideas for inspirational moments. Package your file in such a way that it is convenient to carry along with you.

OR

Plan and carry out a program to get in shape for your trip. For example, if your are going to be hiking, gradually increase your hiking endurance. Talk with people who have taken similar types of trips to help you plan your program.

5. Begin a travel file on places you'd like to visit, events you'd like to attend and things you'd like to do on a journey. Include opportunities for adventure both nearby and far away. Clip articles from newspapers and magazines, send away for brochures, contact others who have traveled. Organize your file so you can easily add information. Use your file to help plan your trip for this Torch Bearer or for future trips.

OR

Review books and magazines about travel to find out which ones would be most helpful in planning and taking your trip. Make a list of books and articles you thought were most useful and interesting, including a brief description of each.

6. Go behind the scenes to learn about the travel industry. You might explore an airport, visit a train station, tour a bus terminal. Talk to people in different jobs about their work and observe them at their work.

OR

Find out who can help when you are ready to plan your trip. Contact travel agencies, auto clubs and tour groups such as bike clubs, outfitters, etc., and compare services offered by each. Choose one to

help you with your plans or organize and file your information for later use.

7. Prepare yourself to get the most of a trip to another country. Learn about passport and visa regulations for the country you are visiting or for some place you'd like to visit in the future. Know where in your community you would have to go to get a passport and what documents you would have to show to get one. Contact the embassy attaché or other official of the country you plan to visit to learn about the customs of that country. Learn some phrases in the language of the country that would help you in your travels. (There are paperback travel dictionaries that would help.) If possible, talk to someone who has lived or traveled in the country you want to visit. (You do not need to actually take the trip to complete this activity.)
8. See your community through the eyes of a visitor. Host a person in your home from another country or part of this country. Research different opportunities for sightseeing and experiencing lifestyles in your community prior to your visitor's arrival and offer a choice of activities to your guest upon arrival. Be an informed tour guide for your guest.

OR

Become a booster for your home town. Create a display for a public area — schools or local library, bank lobby, shopping mall — which promotes the opportunities found right around home. Contact your local Chamber of Commerce or tourist bureau to find out about local opportunities. Do some research on your own and use your imagination to pull together an interesting display on points of interest in your community.

9. Help prepare a younger group of children to take a short trip. Work with a Blue Bird or Adventure club, day care center or elementary school class to make plans and gather background information for their journey. Develop activities for the group while traveling, go with the group on the trip and spend some time afterwards evaluating what happened.

OR

Make a trip possible for a disabled person or group. Anticipate any special needs. For example, if your trip requires use of public transportation, know ahead of time what

adjustments might need to be made for wheelchairs, if necessary. Become more sensitive about the disablement by simulating the disability, for a short while. If you plan to take a group of children with vision impairments to a baseball game, you might attend a game yourself and have a friend describe what's happening while you listen with eyes closed. You then might practice giving colorful descriptions yourself.

10. Learn how to read the kinds of maps you will use on your journey. You might use topographical maps for a backpacking trip, nautical maps for a trip on water, road maps for a journey by car. Demonstrate your ability to figure distance, estimate mileage, locate landmarks, interpret symbols.
11. Experiment with taking different kinds of public transportation. You might hop a bus, grab a taxi, take the subway, travel on a ferry. Plan and carry out a day trip around your community or to a nearby place using only public transportation. Include at least three stops on your trip.
12. Experiment with eating at two different kinds of restaurants. Make reservations, dress appropriately, try different kinds of foods on the menu that are new to you. Take responsibility for paying the bill and figuring the tip. Read restaurant reviews and write a review of your own about one of the restaurants you visit.
13. Make meeting Camp Fire friends a part of your trip. Contact Camp Fire councils along your itinerary and make arrangements to meet with Camp Fire members there. Take small gifts or "swaps" that tell something about your home area to give to club members who are hosting you. If possible, host Camp Fire members traveling through your area.
14. Compare cost and quality of different types of luggage appropriate for the kind of trip you are taking. If you'll be portaging on a canoe trip, you'll want to look at waterproof packs. If your travel plans require walking some distances carrying your gear, you'll want to look at luggage that can be conveniently handled. Also investigate options to purchasing expensive items such as making your own, borrowing or renting from an outfitter. Use the best method you can find for obtaining the luggage that best suits your needs. Prior to your trip, practice packaging and carrying

your luggage.

Make a list of what you are taking, with attention to items you'll need for certain types of activities and weather. If space is a concern, develop methods for combining or substituting items.

15. Talk to people who travel regularly in their jobs or who travel extensively on their own. Find out what travel tips they have for making travel easier, special methods for packing, making connections, etc. Discuss how traveling affects the lifestyle of a person and discover the advantages and disadvantages of traveling a lot.
16. Make your trip memorable by completing one of the following activities:

Keep a journal while on your journey. Keep a record of miles traveled and places visited. Include anecdotes about what happened. Illustrate your journal with photos or sketches of your own.

OR

Start or add to a collection of items that show where you've been on your travels. You might collect patches, matchbooks, souvenir spoons, postcards, etc. Develop a method for recording and displaying your collection back home.

OR

Put together your photos into a slide show. Write a script to accompany your slides which tells all about your trip.

OR

Put together a scrapbook or memorabilia from your trip. Include stories, poems and captions that tell about your experience.

17. Work with your Torch Bearer consultant to create an activity of your own design.

### Share

With other members of your group, share your travel experiences with interested family and/or friends. Show slides, photos and souvenirs, tell stories, share what you learned at a special meeting or event.

OR

Use one of the evaluation methods described under SHARE in Chapter Six.

### Torch Bearer in Water Sports



Meaning:

Water, person and heart symbolize adventure and pleasure in water activities — swimming, boating and related activities.

Colors:

Heart and person are red, water is white.

Order Number: B-253

NOTE: Completion of this Torch Bearer will involve some strenuous activity and swimming skill. It is recommended you have a recent physical examination, within a year, and a swimming ability equal to American Red Cross intermediates.

### Decide

Sample the whole wet world of Water Sports or plunge right into one of the following areas of specialization: swimming, competitive swimming, synchronized swimming, distance swimming, diving, lifesaving, teaching swimming, pool management, surfing, scuba, boating, sailing, canoeing, power-boating, kayaking, water skiing, rowing, rafting.

### Plan

People To Help You:

Water safety instructor, advanced lifesaver, swim teacher, coach, pool manager, waterfront director, lifeguard, boat owner, small craft instructor, ski instructor, members of water sport associations.

Places To Find Help:

American Red Cross, YMCA, YWCA, health department, recreation center, school, neighborhood pool, swim club, nearby lake or ocean, camp waterfront.

### Do

Starred (\*) activities are required. Choose five more activities from #4-16 for a total of eight activities to complete your Torch Bearer in Water Sports.

- \*1. Complete a training course or compete in an organized water sport. Contact local organizations to obtain training and competing information first, then plan the rest of your activities around the schedule set by the course or team schedule. Know what equipment and facilities you have access to and choose your activities accordingly.

OR

Advance your swimming or boating skills by completing a course taught by a certified instructor in swimming, basic water safety, lifesaving or boating.

OR

Take a course from a properly trained or certified (if certification is available) instructor in your particular water sport.

OR

Become a member of a team and train and compete in your special interest area. You and your consultant should agree on a set amount or time needed to complete this requirement.

- \*2. Learn safety rules for participating in water sports activities on a recreational or competitive level. Find out specific safety practices for two water sports you participate in or are interested in. Be able to explain the reason for and importance of these rules.
- \*3. Assist in teaching another group safety information necessary to participate in a water sport on a recreational or competitive level. This could be to people your own age, adults, children or to persons with special needs. The topics you cover should be geared to the age level and needs of the group and to your own level of skill.
- 4. Find out what water sport opportunities are available in your area. Gather information about facilities, special events and opportunities for training and competition.
- 5. Tour a water sports facility you use frequently. Find out about the laws governing the safe operation of this facility, including city, county and state safety and health regulations. Discover what jobs are available at this facility, what training is required for these jobs and what on-the-job training is offered. Discuss career opportunities with a person involved in a water sport.

- 6. Apply for and get a job at a local water sport facility or camp. Participate in safety training as part of your job. Receive a satisfactory work evaluation or reference from your employer.

OR

Volunteer a minimum of 15 hours assisting at a local water sport facility, American Red Cross, camp waterfront. Participate in safety training as part of your job.

- 7. Follow the careers of three people who are well known for their skills in water-related sports. Gather and record information about these people from magazines, newspapers or books and be able to talk about them.
- 8. Instruct a group of people in how to observe competition in a water sport. Use visual aids and/or demonstration as part of your instruction.
- 9. Learn what kind of equipment and facilities are necessary for recreational or competitive involvement in a water-related sport. Determine the cost and availability of this equipment or facilities to you.
- 10. Assist a group of children or persons with special needs in becoming comfortable in the water through the use of water games and activities.
- 11. Adapt and teach three water-related skills to a person with special needs.
- 12. Design a visual aid that could be used to teach a skill, explain equipment or define terms used in a water sport.
- 13. Help plan and supervise or officiate at a recreational or competitive event using water sports facilities.
- 14. Plan and participate in a trip where swimming or boating skills you have learned will be used. Take into consideration all safety requirements when planning and participating in the trip.
- 15. Promote water safety in your community by participating in a service project informing the public about safety practices or training opportunities.

OR

Design and carry out your own safety information campaign in your school, place of worship, community center or Camp Fire council.

- 16. Work with your Torch Bearer consultant to

create an activity of your own design.

### **Share**

1. Receive and share with your group or adviser a written record or token of achievement. This could be certification from your instructor on completion of a course, an emblem, record of participation in or awards from a competition, recommendations or evaluations from a job supervisor or supervisor of your volunteer work, or comments from a person you assisted. Tell or demonstrate what you did to earn your token.

OR

Use one of the evaluation methods described under SHARE in Chapter Six.

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