



# **Adventure Fire Maker Record Book**

*Adventure Fire Maker: Level Five* is an official national publication of Camp Fire to support its national small group program for children in fifth grade.

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## Welcome to Camp Fire!

Are you ready for an adventure?

*Do you like to:*

Make friends

Learn new skills

Solve mysteries

Try new things

Enjoy nature

Help people

Do crafts and art projects

Use your imagination

Play games

*Are you ready to:*

Be a leader

Clean up a park

Be in a parade

Make a rocket

Design a newsletter

Welcome to Adventure Fire Makers.

As a Fire Maker, you will join other fifth graders to discover your unique skills and talents and take on more leadership in your group. Fire Makers share what they know with younger Camp Fire members and help leaders work with younger Camp Fire groups. You will work together with your group to earn beads and emblems that signify your achievement in Camp Fire. You also can work on individual projects like New Ventures and Link-Ups.

Are you new to Camp Fire? If you are, we are glad you are going along the trail with us. You will be able to begin Fire Maker activities right away.

This book is your guide to the fun and excitement ahead this year as you enjoy many Camp Fire adventures. Start your journey here. Write your name, the date, where you live and what Camp Fire council your group is in.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

City: \_\_\_\_\_

Camp Fire council: \_\_\_\_\_

Take care of this book. It is your guide to your Fire Maker adventures. You will use it at meetings and on your own at home. It is a good place to keep track of your accomplishments and write down your Camp Fire experiences and memories.

This book has five sections: Camp Fire Basics, The Fire Maker Award, It's Up to You, Link-Ups, Projects and New Ventures, and My Accomplishments. You will move through each of these sections as you go through the year. Here is a preview of each section.

**Camp Fire Basics**

Camp Fire has a long history of traditions and symbolism. This section of the book will tell you more about what Camp Fire is and will introduce you to some of the important things to know that make Camp Fire unique.

**The Fire Maker Award**

You start the year as a candidate for the Fire Maker Award. To earn this award you will complete fun and interesting projects, work on community service, participate in your council's product sale and do at least one out-of-doors project. You will also take on a leadership role and complete a New Ventures project.

**It's Up to You**

One of the best parts of Camp Fire is that you will have a chance to meet new people and to make new friends. You will learn how to participate as a member or leader of a group. This section offers a road map to find your way to successful group work.

**Link-Ups, Projects and New Ventures**

Most Camp Fire activities are done in a small group, but lots of members work on Projects and Link-Ups on their own. You don't have to belong to a group to be in Camp Fire. Many projects have work sheets that go along with the activity. This section of your record book will be used to keep these work sheets and project plans. Your leader or guide will give them to you when you do the activity. At the end of the year you will be able to see how much you learned and will remember the fun you had.

**My Accomplishments**

You can earn certificates, beads or emblems for activities you do in Camp Fire. This section of your record book is the place for you to keep track of your accomplishments. This will give you a complete record of all of the things that you did to earn the beads and emblems.

### **Our Promise**

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

### **Watchword**

The Camp Fire Watchword is “Wohelo.” Charlotte Gulick, one of Camp Fire’s founders, originated this word using the first two letters in the words “work,” “health” and “love.” The word Wohelo is often used as a greeting or password between Camp Fire friends.

### **The Camp Fire Commitment**

“Give Service” is the Camp Fire Commitment. Helping others has always been a very important part of Camp Fire. You can give service by doing projects with your group. You show you care when you offer to help out at home or at school, or when you listen and give comfort to friends when they need it most.

### **The Camp Fire Logo**

The Camp Fire logo builds from the original, traditional flame and is a view of a campfire from above. The “spark mark” is meant to not only look like a campfire but also represent a spark that ignites the fire from within. Like a well-built campfire, the overlapping paths signify the unique youth and families that help fuel our organization.



## Camp Fire Trivia

What does Wohelo mean? \_\_\_\_\_

\_\_\_\_\_

Who chose the words that make up Wohelo? \_\_\_\_\_

\_\_\_\_\_

What is the Camp Fire Commitment? \_\_\_\_\_

\_\_\_\_\_

## Camp Fire Trails

Camp Fire activities are organized into five activity areas called **trails**. They are:

Trail to Knowing Me

Trail to Family and Community

Trail to Creativity

Trail to the Environment

Trail to the Future

## You Belong to Camp Fire

Being in a Camp Fire group means:

*Making friends*

*Having fun*

*Learning new things*

*Being proud of what you do and who you are*

*Working together*

*Being both a leader and a follower*

*Sharing experiences*

*Solving problems*

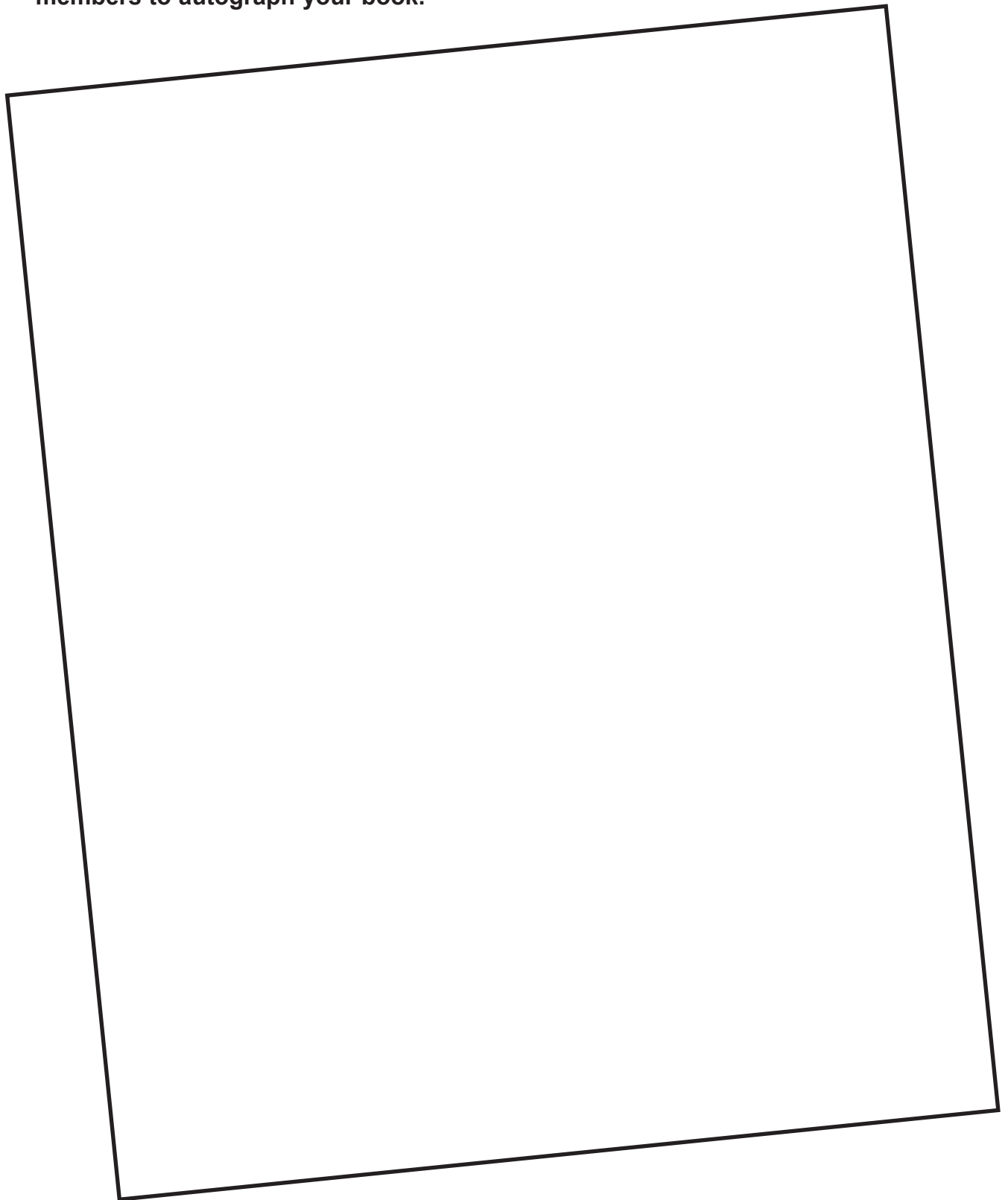
*Helping others*

Being in Camp Fire also means you belong to a group. You have fun, you make things, you plan projects, you work together, you help each other, you are recognized for your accomplishments.

Your Camp Fire group meets at a regular time. You work with your leader, an adult friend, who helps you and your group. There may be several parents or adult friends who help with your group.



**Who is in your group? You can put a photograph in the space below or draw a picture of your Camp Fire group. This space also could be a place for group members to autograph your book.**





### ***Our Group***

My Camp Fire Contact: \_\_\_\_\_

My Contact's Phone Number: \_\_\_\_\_

Names of my Camp Fire Group Members: \_\_\_\_\_

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***Put your memories here!***



## Being a Fire Maker

The Adventure Program is for children in third, fourth and fifth grades. All children in the Adventure Program earn beads and emblems when they work on activities and projects. Each grade level in Camp Fire has a name.

Third Graders use the name Trail Seekers.

Fourth Graders use the name Wood Gatherers.

Fifth Graders use the name Fire Makers.

Fire Maker is the project for fifth graders on the Adventure trails. As a Fire Maker, you finish exploring your interests on the Adventure Trails by doing projects, improving your community and serving in a leadership role.

## The Fire Maker Award

You receive an emblem or identification bar at the beginning of the year. By the end of the year, if you have completed the requirements, you will receive the Fire Maker Award.



The Fire Maker Award

Being in Camp Fire is fun, no matter what you earn.

You can decide to earn the Fire Maker Award either by yourself or with your group. You will need an adult who can help you with the requirements. This can be a group leader, a parent or any adult that wants to share the trails with you.

To earn your award, you will travel along the Camp Fire trails, making “trail stops” along the way to learn more about yourself and Camp Fire. You will complete fun and interesting projects, work on community service, participate in your council’s product sale and do something out-of-doors. You also will serve in a leadership role and complete a New Ventures project. Each of these trail stops is an important part of your year’s experience. They do not need to be done in any certain order, but they all need to be finished by the end of the school year. If you choose not to earn the Fire Maker Award, you still can do all the activities with your group. It will be fun no matter what you choose.

To earn the Fire Maker Award, there are nine trail stops that will take about nine months to accomplish. You must complete each of these within the school year to earn the award.

## FIRE MAKER TRAIL STOPS

1. Learn the Fire Maker’s Desire.
2. Complete one project from each of the five trails.
3. Help plan and participate in a service project.
4. Participate in your council’s product sale.

5. Participate in a camping or outdoor community event.
6. Know the story of Camp Fire.
7. Choose a Camp Fire name and design a symbolgram.
8. Serve in a Camp Fire leadership role.
9. Do a New Ventures project.

### Trail Stop 1: Learn the Fire Maker's Desire.

#### The Fire Maker's Desire

As fuel is brought to the fire  
So I promise to bring  
My strength, my sensitivity,  
My heart's desire,  
My joy, my sorrows,  
To the fire of human kindness;  
For I will tend  
As my forebears have tended  
Since time began  
That fire that is called  
The love of one for another,  
The love of all for humankind.

*-Adapted from the original by John Collier*

The Fire Maker's Desire is a poem with much meaning.

To help you understand the Fire Maker's Desire, think about these questions:

- What things does the poem say you will bring to the fire?
- Is the "fire of human kindness" a real fire or is it a symbol for something else?
- What does it mean to "love one another?" What does it mean to you? Write about its meaning in the space below:

**What the Fire Maker's Desire means to me. . .** \_\_\_\_\_





If you want to learn the Fire Maker's Desire, say it out loud until you know it by heart. Practice saying it with your Camp Fire group, or ask a family member to help you learn it.

### Learning Your Skills

The Fire Maker's Desire is really about you and all the things you have to offer. You have many skills and talents, far more than are listed in the Desire. You can put your skills and talents to use in the many things you do in Camp Fire. But first you have to think about what those skills and talents are.

Use the checklist below to help you find things you like to do.

#### I Like to:

- |  |   |
|--|---|
| <input type="checkbox"/> Make things               | <input type="checkbox"/> Run a business       |
| <input type="checkbox"/> Tell jokes                | <input type="checkbox"/> Sing songs           |
| <input type="checkbox"/> Play with my pet          | <input type="checkbox"/> Put together puzzles |
| <input type="checkbox"/> Play games                | <input type="checkbox"/> Mow lawns            |
| <input type="checkbox"/> Go hiking                 | <input type="checkbox"/> Go to movies         |
| <input type="checkbox"/> Tell stories              | <input type="checkbox"/> Read books           |
| <input type="checkbox"/> Dance                     | <input type="checkbox"/> Roller blade         |
| <input type="checkbox"/> Play a musical instrument | <input type="checkbox"/> Go camping           |
| <input type="checkbox"/> Run                       | <input type="checkbox"/> Put on plays         |
| <input type="checkbox"/> Cook                      | <input type="checkbox"/> Skateboard           |
| <input type="checkbox"/> Kick boxing               | <input type="checkbox"/> Go shopping          |
| <input type="checkbox"/> Do science experiments    | <input type="checkbox"/> Swim                 |
| <input type="checkbox"/> Earn money                | <input type="checkbox"/> Play cards           |
| <input type="checkbox"/> Draw pictures             | <input type="checkbox"/> Ride bikes           |
| <input type="checkbox"/> Climb trees               | <input type="checkbox"/> Listen to music      |
| <input type="checkbox"/> Plan things               | <input type="checkbox"/> Ride horses          |
| <input type="checkbox"/> Play soccer               | <input type="checkbox"/> Write stories        |
| <input type="checkbox"/> Play board games          | <input type="checkbox"/> Play computer games  |

You probably checked many things from the above list that you like to do. There are probably many things you like to do that aren't on this list. People usually like to do things that they are good at doing. What you like to do can tell you what some of your skills and talents are.



List some of the skills and talents you have. Maybe you can put these skills and talents to use in your Camp Fire group or council!

***I am good at doing these things:***

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### **Discovering Your Hidden Talents**

Some skills and talents you have aren't that obvious. Everyone may know that you are good at putting together puzzles and playing sports. When you have a skill like being good at doing puzzles, you also have the ability to figure out problems. You also have the ability to look at things in different ways. Being good at soccer or baseball may mean you also are good at teamwork. All of these are important talents, too!

Often your friends see things in you that you don't see in yourself. Maybe this activity can help you discover your "hidden" talents. To help discover your hidden talents, you may need the help of other group members.

*Think about qualities of each person in your group to help him or her discover his or her hidden talents. Fill in a name of a person in your group in each of the blanks below. **Make sure you include everyone in your Camp Fire group at least once below.** You can put several names in a blank if you have a large group.*

<hr/>	is willing to help.
<hr/>	has good ideas.
<hr/>	makes everything more fun.
<hr/>	always shares.
<hr/>	tries hard at everything.
<hr/>	is a good leader.
<hr/>	is cheerful.



\_\_\_\_\_ listens to others.  
\_\_\_\_\_ comes to every meeting.  
\_\_\_\_\_ likes to try new things.  
\_\_\_\_\_ is a good team player.  
\_\_\_\_\_ is good at solving problems.

Plan how you will share with other group members what their talents are. They will tell you yours, too. Give awards at one of your special ceremonies for some of the hidden talents listed above.

What did you find out about yourself?

***Some of my hidden talents are:*** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Trail Stop 2: Complete one project from each of the five trails.**

Your group will have fun doing projects together. There are 19 Fire Maker projects. Look in the *Projects, Link-Ups and New Ventures* section of this book for a list of them. You will also do advanced projects with your group. They are also included in this section.

For each meeting that you do you get a certificate or voucher for one bead. When the project is completed, you receive a trail emblem, designating which trail the project was in.

*Here are the projects that I did from each trail to earn the Fire Maker Award:*

Trail to Knowing Me: \_\_\_\_\_

Trail to Family and Community: \_\_\_\_\_

Trail to Creativity: \_\_\_\_\_

Trail to the Environment: \_\_\_\_\_

Trail to the Future: \_\_\_\_\_

**Trail Stop 3: Help plan and participate in a service project.**

Giving service is an important, fun and worthwhile part of Camp Fire. As a Fire Maker, you may already have done a service project for your council. This year you will plan a service project with your Camp Fire group members.

Here are some ideas. Can you think of others?

- Clean up a park or playground near where your group meets.
- Recycle cans and give the proceeds to a local charity.
- Collect food, clothing or other needed items for homeless shelters or community food banks.
- Plan a holiday program or make holiday cards for a nursing home or senior center in your neighborhood. You could sing songs, play musical instruments or do a skit. If you make cards, deliver them in person and arrange ahead of time for your group to hand them out to residents. Think about doing something for the center or nursing home on a regular basis.
- Find out from your council if there are council service projects you or your group could participate in.
- Do the “A Gift of Giving” project with your Camp Fire group. This five-step Camp Fire national project takes you through the process of selecting, planning and completing your own group service project. Find out more about it from your leader.

Of course, you can also do a service project on your own without a group.



Here is what I did to help in the community: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A Memory of this project that I will keep is:

**Trail Stop 4: Participate in your council's product sale.**

Your Camp Fire council supports your group in lots of ways. The council trains leaders, offers special events and activities, and represents you in the community where you live. These things cost money, and one of the ways the council raises the necessary funds is through the annual product sale. Camp Fire groups can help keep the council strong by selling the products that your council chooses. To earn the Fire Maker Award you must participate in the sale. Your group also could help advertise the sale in your neighborhood. Your Camp Fire contact will explain what is expected of you to complete this trail stop.

Date of my council's sale: \_\_\_\_\_

I sold: \_\_\_\_\_.

**Trail Stop 5: Participate in a camping or outdoor community event.**

Outdoor activities are a great part of Camp Fire's history. You have lots of choices of outdoor activities to complete this trail stop. Either with your group, or as an individual, you can choose a camping or outdoor community event to be part of.

Here is what I did outdoors: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

**Trail Stop 6: Know the story of Camp Fire.**

Do you know the Camp Fire story? Do one of these activities to help you find out. Your group can make up your own activity to help you learn more about the Camp Fire story.

Find members of your community who belonged to Camp Fire many years ago. Ask your leader to invite them to a meeting to talk to your whole Camp Fire group. Explain to them what Camp Fire is like now. Ask them to tell what it was like when they were members.

- Read all or part of *Wo-He-Lo, The Camp Fire History*. It is available through the Camp Fire Online Store or through your council. Write, draw pictures or make a tape about what you learned.
- Write a skit about Camp Fire's founding. Use information you find in this book or in *Wo-He-Lo*. Do your skit for others.



- Celebrate the founding of Camp Fire in a special way. Do the Camp Fire birthday project, called Celebrate Camp Fire. Your group could hold a special party on Camp Fire's birthday, March 17.
- Find out about the history of your Camp Fire council or the council camp.
- Talk to people who were a part of its beginning. Some councils have an emblem you can earn if you learn about the history of your council or local Camp Fire founders.

**The activity I did about Camp Fire was:** \_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_

**Here is what I found about Camp Fire:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Trail Stop 7: Choose a Camp Fire name and design a symbolgram.**

If you have been in Camp Fire before, you probably already have chosen a special name. If not, ask a leader or staff person what you can do to choose a name and symbolgram. If you already have a name and symbolgram, create something that will display your symbolgram.

**My Camp Fire Name:** \_\_\_\_\_

A symbol is a picture or design that stands for something else and helps people remember something easily. A symbolgram is a design made from several symbols, and it tells something about you. Symbols are used to say things, to communicate.

Symbols have always been a part of Camp Fire. The first members of Camp Fire, with the help of Charlotte Gulick, used symbols from Native American artwork for the names they chose for themselves.

The Camp Fire logo is a symbol you know.

Symbols are all around us. You see them at school, at church or in your neighborhood. Everyone knows what the “golden arches” mean. Can you think of symbols you see every day?

Write one down here: \_\_\_\_\_

Look around you for symbols in your everyday life. Look at home and at school. Look in magazines and the newspapers. Watch for symbols on signs and draw the ones you like.

Look for new meaning in the things you see. Some symbols mean the same thing to many people. A heart can mean love. A fire usually means warmth. Other symbols have meaning only to a small number of people who share something, like the same culture.

When you think about objects such as trees, clouds or the sun, what ideas or qualities come to mind?

Here are some examples of objects that may be used as symbols. You will think of other things and other meanings.

**Arrow:** swiftness, skill, speed, sports, love, protection, accuracy

**Bird:** travel, beauty, happiness, songs, flying, freedom, wisdom (owl), liberty or courage (eagle)

**Cloud:** flying, helping to grow, happy, future, mystery

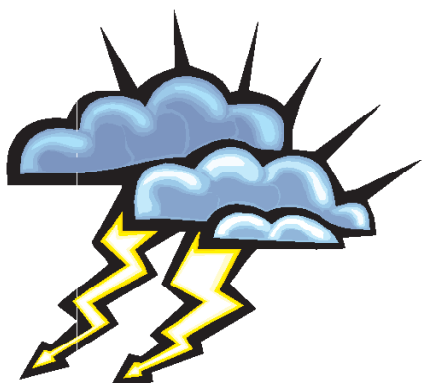
**Eye:** seeking, understanding, appreciating, seeing beauty, truth, intelligence, watchfulness

**Fire:** wisdom, warmth, home, remembrance, friendship, understanding

**Heart:** generosity, love, sympathy, desire to do something for others, health, creativity



**Hand:** helpfulness, service, friendship, artist, skill in making things, protection, worship, welcome



**Lightening:** swiftness, action, power, energy, inspiration, accomplishment

**Mountain:** strength, stillness, seeing far ahead, climbing high, overcoming difficulties, challenge

**Path:** adventure, courage, friendship, hiking, exploring, travel, new experience

**Rainbow:** a promise, hopes, dreams, future, good luck

**Star:** dreams, the unknown, fame, leadership, success, good performance

**Sun:** light, life, goodness, happiness, warmth, protection, creation

**Tree:** shelter, food, protection, gracefulness, service, growth, strength, endurance

Colors have meaning too. As you choose symbols, think about the colors you will use. Colors can make us think of ideas. Indians compared blue to troubles and defeat. The emperor of China wore blue to show his worship of the sky. In the United States, blue is one of the colors of the flag and often stands for loyalty or truth.

Here are some examples of meanings often given to colors. What do these colors make you feel like?

**Red:** life, fire, warmth, patriotism, liberty, love, courage, strength

**Orange** fire, flames, hospitality, pride, ambition, wisdom, religion

**Yellow** sun, light, wisdom, nature, goodness, happiness, energy

**Green** nature, sympathy, wealth, hope, life, youth, freshness, safety, growth, creation

**Blue** sky, day, sea, thinking, devotion, truth, justice, charity, loyalty, sincerity, love

**Purple:** power, spirituality, royalty, love of truth, loyalty, patience, humility, healing, dignity



<b>Brown:</b>	earth, growth, warmth, security, bark, wildlife
<b>Gold:</b>	mystery, majesty, riches, honor, wisdom, success, joy, long life
<b>Silver:</b>	purity, truth, moon, wealth, romance, nighttime, faith
<b>White:</b>	day, innocence, purity, perfection, wisdom, truth, simplicity
<b>Black:</b>	might, dignity, sophistication, determination, night, humility, sorrow

### *Designing Your Symbolgram*

Now you are ready to begin designing the symbols for your symbolgram. Use your imagination and have fun!

Think about some of the objects and colors that you would like to use from the examples above. Bring those ideas and any others you've collected to your group meeting. Show your symbols to other group members and talk about all your ideas.

One way to make your symbolgram is to use symbols that describe your Camp Fire name.

Write Your Name Here: \_\_\_\_\_

**What symbols could you use for your name? Write or draw your ideas below.**



Here is another way to make a symbolgram. What is most interesting to you? Suppose you love nature and the outdoors. What do you like about it? Birds, trees, outdoor sports? Jot down some rough pictures of birds or flowers. Can you draw a symbol to show boating or hiking? Perhaps you like science, math or computers. Try drawing a microscope, a computer disk or a calculator.

A third way to make your symbolgram is to make a list of things you like about yourself or that you do well. Are you a good friend or a good listener? Are you a helpful person? Are you an artist or do you love to sing? Do you really like a particular sport?

What pictures come to mind when you think of these things? Perhaps you could use an ear to symbolize being a listener. A hand could show helpfulness. Draw a baseball to show your favorite sport or a musical note or instrument to show your interest in music. Draw outlines of these pictures, or use the computer, if you'd like.

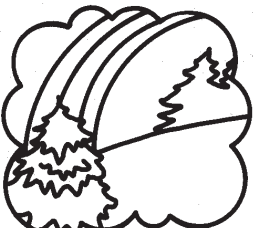
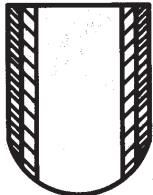

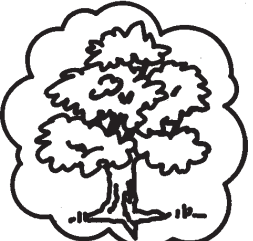


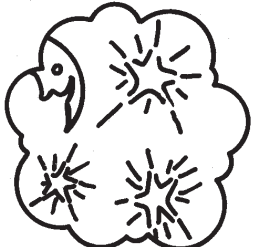
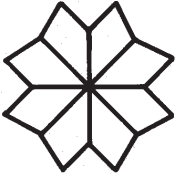

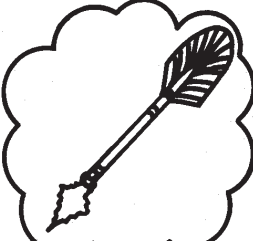
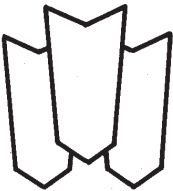



### *Drawing Symbols for Your Ideas*

As you draw the objects, keep in mind that you don't have to draw them as they appear in real life. In the style of the ancient Egyptians and Native American Indians, consider using symbols to try to capture the "feeling" of an object rather than its real-life appearance.




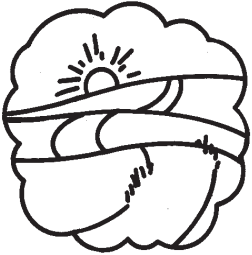
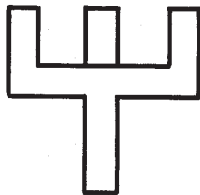

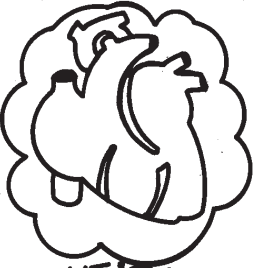
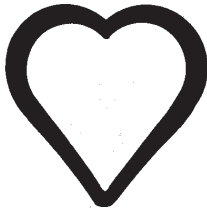
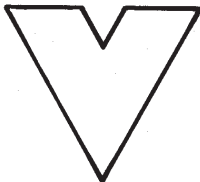
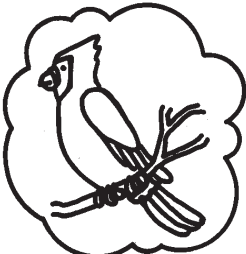

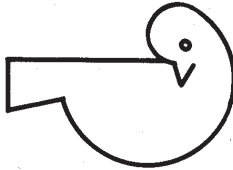



You can use shapes like circles, half circles, ovals, squares, rectangles, triangles and cones in your drawing. These simple shapes will help you keep your designs simple, too.

The charts on the next two pages will help you begin drawing symbols for your ideas. The first column shows objects that could be used as symbols. The second column shows examples of symbols created for these objects. The third column shows how the details are removed to make the symbols. Lines are rounded or straightened. Parts of the object may be bigger or smaller. In the last column, you can try your hand at drawing your own symbols for an object or idea.

Draw your own symbol in the fourth column.

 <p>RAINBOW</p>	 <p>ARAPAHO</p>		
 <p>TREE</p>	 <p>UGANDAN</p>		
 <p>STAR</p>	 <p>UKRAINIAN</p>		
 <p>ARROW</p>	 <p>JAPANESE</p>		
 <p>EYE</p>	 <p>ALASKAN</p>		

Draw your own symbol in the fourth column.

 MOUNTAIN	 JAPANESE		
 PATH	 SOUIX		
 HEART	 AFRICAN		
 BIRD	 ALASKAN		
 HAND	 MEXICAN		



### *Put It All Together*

Now that you've thought about:

- the ideas about yourself that you want to show
  - the symbols you might use
  - the colors you might use
- ...you are ready to put it all together.

### *Hints for Finishing Your Symbolgram*

- Draw your symbols on paper and cut them out.
- Use colored paper or color your symbols with crayons or markers.
- Experiment with different sizes, some large and some small.
- Overlap the symbols in different ways to see what looks good to you.
- Try different color combinations.
- Practice on scratch paper until you are satisfied.

When you have an arrangement you like, draw a picture of it or glue the pieces together. Then, draw your Symbolgram below and color it in.



This is what the symbols in my symbolgram mean to me: \_\_\_\_\_

### *A Symbolic Picture of You*

Your symbolgram is now an important part of you. Many Camp Fire members display their personal symbolgrams with their other awards. You can make it from felt or other bright fabrics and sew it on your vest, or use your symbolgram on stationery, school notebooks or backpacks.

### **Trail Stop 8: Serve in a Camp Fire leadership role.**

To earn the Fire Maker Award you will learn more about the different kinds of leadership positions that are available in Camp Fire. To learn more about working together and holding a leadership position in your group see the *It's Up to You* Section of this book on page 27. After you have completed your leadership position, fill in the spaces below.

**Leadership role I served in:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**What I learned:** \_\_\_\_\_

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**Trail Stop 9: Do a New Ventures project.**

What are your feelings about your family? Who are the people you admire? How do you make friends?

Look for answers to these and many other questions in the New Ventures Projects. A New Venture helps you explore your ideas and feelings about the things that affect your life. You think about what's happening now and what will happen in the future.

New Ventures are special projects just for fifth graders. You earn a very special emblem when you complete them. The design of this emblem symbolizes the many hopes and dreams you have for yourself.



You do some of the activities in a New Ventures project by yourself. You think about things and form your own opinions. You do other activities in a group. You listen to others' ideas and opinions. Then, take action on what you believe in. You can do New Ventures with your family or with group members.

You'll find New Ventures on all the trails. Read through all of them before deciding which one you want to do.

I took this New Venture \_\_\_\_\_  
on the trail to \_\_\_\_\_.

I did these five activities to learn more:

Activity # \_\_\_\_\_

Activity # \_\_\_\_\_

Activity # \_\_\_\_\_

Activity # \_\_\_\_\_

Activity # \_\_\_\_\_

I did this activity to take action:

Activity # \_\_\_\_\_

After you have visited each trail stop and completed the requirement of each, you are ready to receive your Fire Maker Award. But there's more you can do that will prepare you for the next level of Camp Fire. Link-Ups, Projects and New Ventures build on what you have learned. They give you the chance to learn more about some of the topics that have been interesting to you. They begin on page 39 of this book.

**I AM A FIRE MAKER!**

I received my Fire Maker emblem on \_\_\_\_\_.

**Last Stop on the Adventure Trails: Celebrate!**

Special events need extra special celebration. Reaching the end of the Adventure trails certainly is a special event! Here are some ways you can celebrate.



Any of these ideas would make your journey's end an extra special time. Or, you may use your own ideas for celebrating.

- Put together a memory book of your Adventure years. You could all work together on one book to present to your leader. Or, you could make books for each of the members of your group. Include favorite songs, stories, mementos and notes of favorite memories. Plan a special party to present the book or books. Make a display or put on a show which gives the highlights of your journey on Adventure trails. Invite friends and family to this special showing.
- Make a video about your journey. Plan it like a video talk show with someone interviewing you about your experiences along the trails. Talk about the things you did. Show examples of some of your projects.
- Write a rap song or create a dance routine that represents your experiences in Adventure.

**This is what I did to celebrate reaching the end of Adventure Trails:**

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## Working Together

There are many jobs to be done in a group. Some of the time you may be in charge of getting a job done. Whether you are being a leader or following a leader, you have important things to do.

Working together isn't always easy. Here are some ideas to help you work together in your group.

### Checklist for being in charge:

- Make sure all the jobs get done.
- Encourage others to do a good job.
- Show everyone you appreciate what they do.
- Make sure everybody gets a chance to talk.
- Listen carefully and try to understand what other people have to say.
- Make sure everyone is involved.
- Respect the ideas of others and different ways of getting jobs done.

When you're a member of the group, rather than the person in charge, you have an important job, too.

### Checklist for members:

- Volunteer for jobs that need to be done.
- Do your job well and on time.
- Cooperate with the person in charge.
- Listen carefully to what is being said.
- Share your ideas.
- Ask questions if you don't understand.

Being a member of a group means you have to give a little and take a little. You may not always get to do what you want to do. **Group members won't agree on everything all the time. People do have different opinions. But remember, you can disagree with someone and still like that person!** Also remember to be patient with yourself and other Camp Fire friends as you learn to do new things.

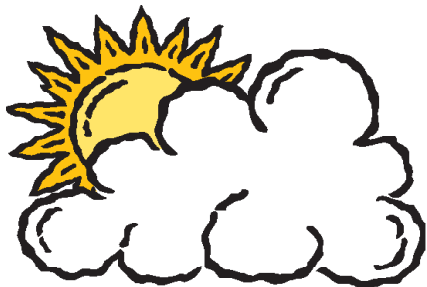
## Making Things Happen

It takes planning to make things happen. If you arrange with your friends to meet after school together, it takes planning. You decide when and where to meet. You decide what you are going to do together.

It takes lots of planning to get things done in your Adventure group. Your leader plans some of the things you do at your meetings. He or she helps you do the planning for other things you want to do. You plan things together with your Camp Fire friends. You might plan a camping trip, a service project or a Camp Fire celebration.

***Dream Up Some Ideas for Group Projects***

Can you think of something you would like to see your Adventure group plan? Maybe you would like to plan a skating party, organize a recycling project or plan a campout. In the space below, draw a picture or write down ideas of something fun you would like to help your group plan.



**Ideas for Leadership**

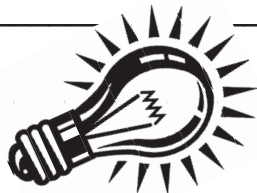
Think about the skills that you will need in order to work with younger children. Talk to an adult, your parents or anyone else you know who might have suggestions for working with younger children. Practice the skills you will need to use for working with younger children.

Here are some ways to help younger Camp Fire groups. You can try one of these ideas or work with your leader to think up ideas of your own.

- Plan and put on a “Welcome to Adventure Trails” party for new Adventure members. Set up displays to show what you have done in Adventure.
- Help them choose names and create symbolgrams. You could work with group members to help them decorate their award displays. Bring yours so that they can see how others have created designs for their displays.
- Work together on a service project. Teach them about planning to get things done. Work with them on a project.
- Go camping together. Help group members learn skills in the Progression in Outdoor Action.
- Plan an activity with an Adventure group to help them celebrate Camp Fire’s birthday.



**These are some leadership ideas I had:** \_\_\_\_\_



## LINK-UPS

Chances are, you are involved in other activities besides Camp Fire. Having a lot of interests is a great way to learn about the things that you are good at and that might interest you in the future. Link-Ups offer you the opportunity to earn Camp Fire recognition for your other activities. To earn a Link-Up recognition, you will decide on an area like performing or creative arts or sports. A Challenges Link-Up can be earned if you have a hobby or topic of special interest that you would like to explore. You will make a plan for your project, set a goal, and carry out your plan. You will keep a record of what you did and will share it with your Camp Fire group to earn your Link-Up emblem. The following Link-Up projects are included here, with a project plan sheet for each:

Performing Arts  
Creative Arts  
New Challenges  
Sports

### Performing Arts

Do you take dance lessons? Belong to a musical or drama group which puts on public performances? Sing in a choir at your place of worship? Take piano or voice lessons? If music, dance or drama is part of your life, then you'll enjoy this Link-Up in Performing Arts.



#### Here's what you do:

1. First decide which of the performing arts you wish to work in. You may already take lessons or be a part of a performing arts group. Or, you might get involved in a performing art just for this project.
2. Make a plan for your project. Think about how much time you spend on this performing art. Plan to spend about 50 hours completing this project. This includes the time you spend taking lessons, practicing and performing.
3. With the help of an adult, set a goal for yourself. Your instructor or director can help you with this. What new skills do you want to learn? How much better do you want to become? Your goal will depend on what performing art you are involved in and what your skills are right now.
4. Decide how you will keep a record of what you do and learn. Your record may be a practice log or pictures of your performance. Or, you may record your performance on video or audio tape.
5. Carry out your plan. Learn, practice, perform and have fun. Talk about your progress with your instructor or director. Record what you do and learn.
6. Share what you are doing with your Camp Fire friends. You might demonstrate a new skill you've learned, invite them to a performance or just talk about your performing art.

Ask an adult like your leader, guide, instructor or parent to help you complete and carry out your plan. You can do more than one Link-Up project in a performing art if you wish. You might do one in a different performing art or set higher goals in the same performing art.

### Performing Arts Link-Up Project Plan and Record

I want to link up Camp Fire and \_\_\_\_\_.

I am starting this project on \_\_\_\_\_

This is what I plan to do and for how long: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I want to do to be better in a performing art. This is my goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I will keep a record of this project: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Here is a drawing, photograph or story of me doing my projects.





This is how I shared my project with my Camp Fire friends: \_\_\_\_\_

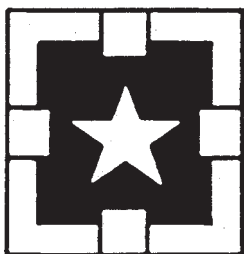
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I received my Performing Arts Link-Up emblem on \_\_\_\_\_.  
The star symbol reminds me of my desire to do the best I can.



### Performing Arts Link-Up B-17200 Emblem

Signature of adult who helped me:

\_\_\_\_\_

### Creative Arts

Do you take drawing lessons? Are you learning how to take or develop photographs? Are you interested in pottery, weaving or sculpture? Any creative arts lessons you are taking outside of Camp Fire can become part of the Creative Arts Link-Up project.

#### Here's what you do:

1. First decide which of the creative arts you wish to work in. You may already take lessons or want to learn more about a particular art just for this project.
2. Make a plan for your project. Think about how much time you spend on this art. Plan to spend about 50 hours completing this project. This includes the time you spend taking lessons, working on your own or exhibiting work.
3. With the help of an adult, set a goal for yourself. Your art instructor can help you. What new skills do you want to learn? How much better do you want to become? Your goal will depend on what creative art you are involved in and what your skills are right now.
4. Decide how you will keep a record of what you do and learn. Your record may be pictures of you working at your art, or you may want to set aside space to display your artwork.
5. Carry out your plan. Learn more about your art and have fun. Talk about your progress with your instructor or director. Record what you do and learn.
6. Share what you are doing with your Camp Fire friends. You might demonstrate a new skill you've learned, invite them to view your artwork or just talk about your creative art.



Your leader, art instructor or parent can help you complete and carry out your plan. You can do more than one Link-Up project in a creative art if you wish. You might do one in a different creative art or set higher goals in the same creative art.

### Creative Arts Link-Up Project Plan and Record

I want to link up Camp Fire and \_\_\_\_\_.

I am starting this project on \_\_\_\_\_

This is what I plan to do and for how long: \_\_\_\_\_

\_\_\_\_\_

This is what I want to do to be better in a creative art. This is my goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is how I will keep a record of this project: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here is a drawing, photograph or story of me doing my projects.



This is how I shared my project with my Camp Fire friends: \_\_\_\_\_

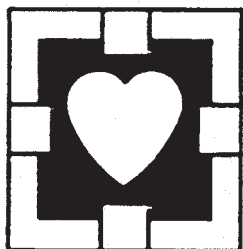
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I received my Creative Arts Link-Up emblem on \_\_\_\_\_.  
The heart symbol reminds me of my dedication to creativity.



### Creative Arts Link-Up B-17100 Emblem

Signature of adult who helped me:

\_\_\_\_\_

### New Challenges

Are you taking a course in something of special interest to you? Do you have a hobby that you devote many hours to? Then this New Challenges Link-Up is for you.

With the New Challenges Link-Up, you can link up your special interests that do not fit under the other Link-Up topics: Performing Arts, Creative Arts and Sports. Religious activities, a computer course, a science fair project or leadership training might be possible Link-Up topics.



### Here's what you do:

1. First choose what topic area you want to work on.  
Talk to your leader. Together you can decide if the interest you have can become a Link-Up project. To do this, your interest should be something in which you can:
  - Set goals and improve skills
  - Practice, take lessons or compete
  - Have the opportunity to work with instructors or other experts
2. Make a plan for your project. Think how much time you spend on this interest.  
Plan to spend 50 hours to complete this project. This includes the time you spend taking lessons, practicing, using skills or competing.
3. With the help of an adult, set a goal for yourself. Your instructor, parent or a program specialist may help you with this. What new skills do you want to learn? How much more do you want to know? Your goal will depend on your interest and your skill right now.

4. Decide how you will keep a record of what you do and learn. Your record may be a daily log of the time spent in your interest or pictures taken of you doing activities related to your hobby.
5. Now carry out your plan. Learn, practice, compete and challenge yourself! Talk about your progress with your instructor or consultants. Record what you do and learn.
6. Share what you are doing with your Camp Fire group. You might demonstrate skills, show pictures or talk about your experiences.

Here is a project plan and record sheet for you to use. Your leader, instructor, parent or program specialist can help you complete and carry out your plan. You can do more than one New Challenges Link-Up if you wish. You can learn more in a different interest area or set higher goals in the same interest area.

### New Challenges Link-Up Project Plan and Record

I want to link up Camp Fire and \_\_\_\_\_.

I am starting this project on \_\_\_\_\_.

This is what I plan to do and for how long: \_\_\_\_\_

\_\_\_\_\_

This is what I want to do to be better. This is my goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is how I will keep a record of this project: \_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

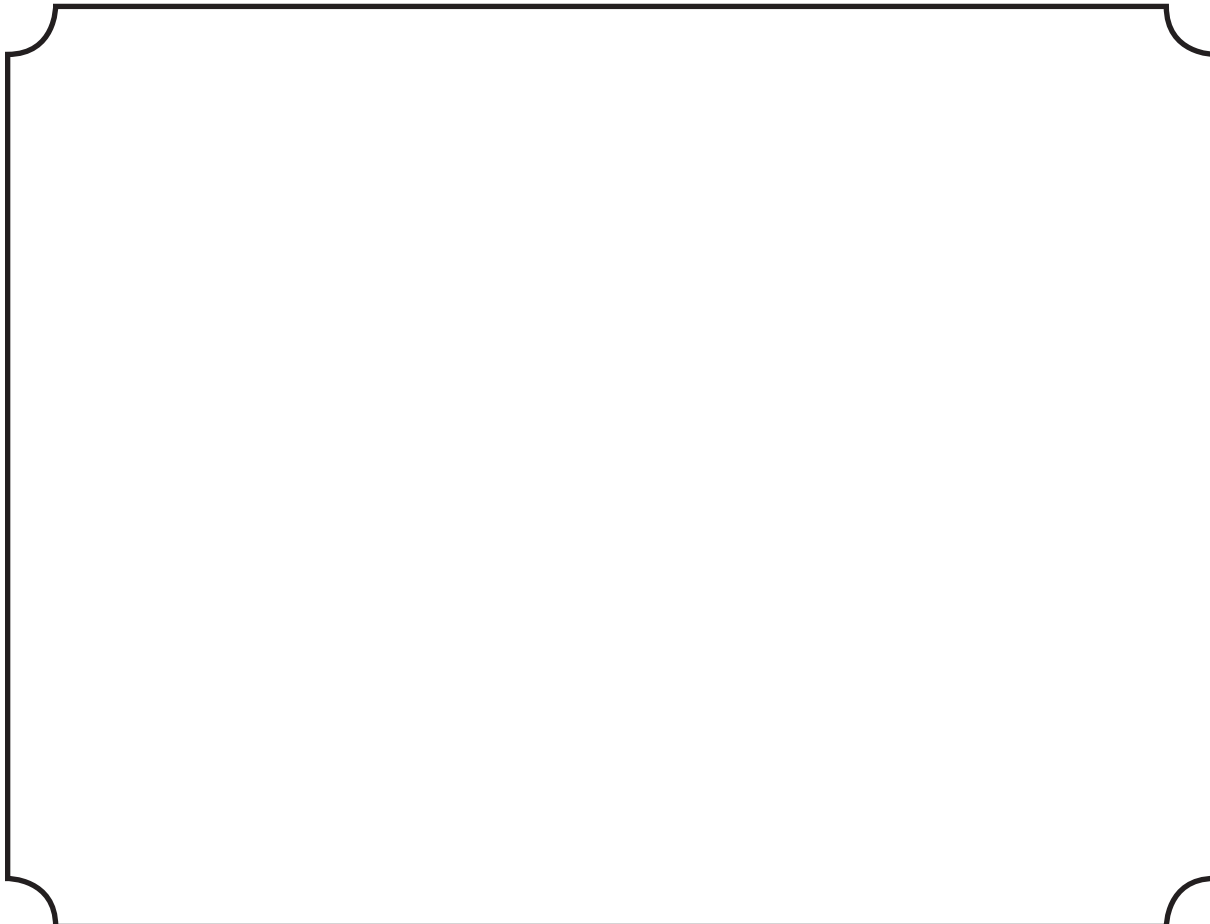
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Below is a drawing, photograph or story of me doing my projects:**



**This is how I shared my project with my Camp Fire friends:** \_\_\_\_\_

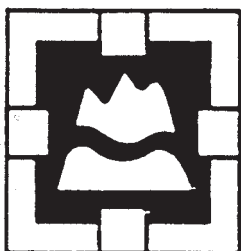
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**I received my New Challenges Link-Up emblem on** \_\_\_\_\_  
**The mountain symbol reminds me of how I challenge myself to meet high goals.**



**New Challenges Link-Up B-17300 Emblem**

**Signature of adult who helped me:**

\_\_\_\_\_

## Sports

If you compete or take lessons in a sport, here's a Link-Up project just for you. Any sport will do – swimming, soccer, football, gymnastics, archery or others.



### Here's what you do:

1. First, decide what sport you will work on. You may already be on a team or you may join a team or take lessons just for this project.
2. Now make a plan for your project. Think about how much time you spend on a sport. Plan to spend 50 hours to complete this project. This includes the time you spend taking lessons, practicing, performing and competing.
3. With the help of an adult, set a goal for yourself. Your coach or teacher can help you. What new skills do you want to learn? How much better do you want to become? How fast do you want to be? Your goal will depend on the sport you are involved in and what your skills are right now.
4. Decide how you will keep a record of what you do and learn. Your record may be in pictures taken of your performances.
5. Now carry out your plan. Learn, practice, compete and have fun. Talk about your progress with your teacher or coach. Record what you do and learn.
6. Share what you are doing with your Camp Fire group. You might demonstrate an easy skill, invite everyone to a game or just talk about your sport.

Here is a project plan and record sheet for you to use. Your leader, teacher or coach can help you complete and carry out your plan. You can do more than one Link-Up project in a sport if you wish. Just keep setting your goals higher and higher. And you can Link-Up in more than one sport.

### Sports Link-Up Project Plan and Record

I want to link up Camp Fire and \_\_\_\_\_.

I am starting this project on \_\_\_\_\_.

This is what I plan to do and for how long: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I want to do to be better in a sport. This is my goal: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



This is how I will keep a record of this project: \_\_\_\_\_

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Below is a drawing, photograph or story of me doing my project(s).

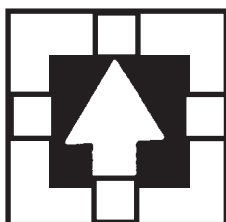
This is how I shared my project with my Camp Fire friends: \_\_\_\_\_

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I received my Sports Link-Up emblem on \_\_\_\_\_



The arrow symbol reminds me of the speed and skill of an athlete.

**Sports Link-Up Emblem B-17000**

**Signature of adult who helped me:**

\_\_\_\_\_

## PROJECTS

There are 19 projects for the Fire Makers to complete, each related to one of the five Camp Fire trails.

### Trail to Knowing Me

#### *Fitness*

Let's Get Physical  
Circuit Training  
Culture Cooks

#### *Values and Emotions*

The Time of My Life  
Imagination is the Key  
Family Storytellers

#### *I'm Peer Proof*

Footprints  
The Saying No Show  
Problem Solved!

#### *Communication*

Computer Savvy  
Net Friendly  
Field Trip

#### *Conflict Resolution*

Peace It Together  
Bugs and Blooms  
Building Bridges, Not Walls

### Trail to Family and Community

#### *My Family*

Stories to Remember  
Read All About It!  
The Future in a Bottle  
Create a Tradition

#### *Leadership*

It's Up to Us All  
It's OUR Choice!  
Tech Team

#### *Clothing and Culture*

Wardrobes Around the World  
Are We Really What We  
Wear?  
Children's Choice

#### *A Gift of Giving*

We Can Make a Difference  
What Needs to be Done?  
Just Do It!

#### *Citizenship*

Who Wants to be a Citizen?  
Rights  
Responsibilities

### Trail to Creativity

#### *Building Art*

Art and Architecture Walk  
Dry Wall Relief Sculpture  
Gargoyles  
Sweet Symbols

#### *Music Video*

The Treatment  
Developing the Storyboard  
On Film

#### *Wooden Storage Case*

Introduction  
Assembly  
Design and Decorate

### Trail to the Environment

#### *Nature*

Nature's Candid Camera  
Our Amazing Earth  
When You Breathe, You  
Feed the Trees

#### *Precious Resources*

It's a Cycle  
Don't Waste the Water  
Pizza Power

### Trail to the Future

#### *Basketball*

Guard Me!  
Rebound That Basketball  
Putting It All Together

#### *Space*

Shine on Brightly  
Candle Power  
Attractive Settings

#### *Machines*

Tech Timelines  
Gears  
Catapults  
Baking Bread

#### *Fun and Games*

Ice Age Breakers  
Just Trust Me!  
More Heads Are Better  
Than One



## ADVANCED PROJECTS

By now you have discovered that Camp Fire projects are a fun way to learn something new and try something different. If you are ready to go further, try one of the advanced projects. Each year you are in Camp Fire, you take more of a part in planning what you do. Advanced projects are a good place to practice your planning skills while you learn something new. Some of the projects have a requirement to complete before you begin.

You can do advanced projects by yourself, with your Adventure group, or with your family. You will follow five steps to complete each advanced project. They are the same steps you follow to plan and do almost anything. When you finish each step of an advanced project, you will receive recognition. It may be a certificate, beads or something else when the project is complete.

Here's what you need to do at each step of your advanced project:

<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
Find out	Choose	Plan	Do	Celebrate
Find Out:	You come up with lots of interesting ways to learn about something.			
Choose:	You choose what you want to do.			
Plan:	You get your plans together. You make decisions about who will do what jobs and when things will happen.			
Do:	You take action. What you planned happens.			
Celebrate:	Celebrate what happened. Talk about what you learned by sharing. Think about what went well and what might be improved. Plan a special way to share what you did with family and friends.			

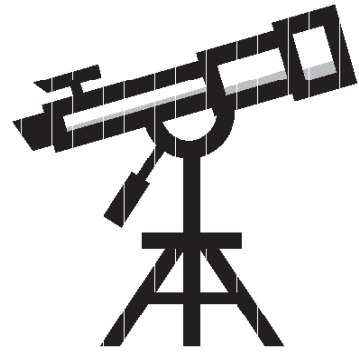
There are many Advanced Projects on each Adventure trail. Read them all before you choose one. You may do as many as you wish. Each one is followed by a record sheet to help you keep track of what you did at each step.

## Stars in Stories

**Trail:** Environment

### Find Out:

Learn about stars from an expert. Visit an observatory to look at stars, or meet with someone who owns a telescope. Be able to locate major constellations that appear in the sky during the time of the year you are completing this project. Know some of the major constellations that appear during other seasons. Have someone show you how to use a star map.



Date completed: \_\_\_\_\_

### Choose:

Choose several of your favorite constellations that are favorites of yours to learn more about and to tell others about. Be sure to choose ones that are seen in the sky during the time you are working on this project.

Date completed: \_\_\_\_\_

### Plan:

Plan an evening of stargazing for friends or family. Learn more about the constellations you chose as favorites. Find out facts from books. Read legends told by people in different cultures about these constellations. Plan how to present this information to others.

Date completed: \_\_\_\_\_

### Do:

Have your stargazing event. Point out constellations. Tell the stories and legends you have learned.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Put together in a booklet the legends and stories you learned about stars. Donate your booklet as a resource to your council or camp library. Or, keep the booklet as part of your club library.

Date completed: \_\_\_\_\_

Signature of adult who helped me: \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
\_\_\_\_\_.

Here's What I Did to Complete Each Step:

Find Out \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Choose \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plan \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Celebrate \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Camp Care

### Trail: Environment

Introductory Project that must be completed: Progression in the Out of Doors, Fire Tender level

#### Find Out:

Tour your council camp or a site in your area where Camp Fire members often camp. Meet with the person in charge – camp director, ranger or land owner – to find out what is being done at the site to manage the land and preserve wildlife.



Date completed: \_\_\_\_\_

#### Choose:

Ask the person in charge to point out specific problem areas on the campsite. With the help of this person, choose a way you can help in one of these problem areas. You might help maintain a trail, build a new fire circle, set out bird feeders or pick up trash along roadways.

Date completed: \_\_\_\_\_

#### Plan:

Make plans for your workday at camp. Set up a date and arrange transportation. Gather work tools. Set up a work schedule. Learn skills you might need.

Date completed: \_\_\_\_\_

#### Do:

Work at camp. Listen to and follow directions given by the person in charge. Give it your best effort! Complete all the assigned tasks.

Date completed: \_\_\_\_\_

#### Share, Celebrate, Reflect:

Ask the person in charge to meet with you and evaluate the work you did. Find out what you can do to help maintain the campsite each time you use it.

Date completed: \_\_\_\_\_

Signature of the adult who helped me: \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
\_\_\_\_\_.

Here's What I Did to Complete Each Step:

Find Out \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Choose \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plan \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Celebrate \_\_\_\_\_

\_\_\_\_\_

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## Animals in Danger

### Trail: Environment

Introductory Project that must be completed:  
“Nature: Old and New” project in Trail Seekers curriculum



### Find Out:

Find out the meanings of the words, “threatened,” “endangered” and “extinct” in reference to animals. Ask an expert in wildlife conservation to tell you why animals are threatened and become endangered or extinct. Or, visit a place where work is being done to protect endangered animals. Find out what you can do to help save animals in danger.

Date completed: \_\_\_\_\_

### Choose:

Choose a way that you can tell others about the problems of endangered animals and what they can do to help. You might make a display for school or a library, write and present a skit to other Camp Fire groups on endangered animals or prepare a talk to be given at a Camp Fire event.

Date completed: \_\_\_\_\_

### Plan:

Get ready to tell others about endangered animals. Gather the information you need. Draw posters. Build your display or write and practice your speech or skit. Make arrangements to put up your display or present your skit or speech.

Date completed: \_\_\_\_\_

### Do:

Put up your display or make your presentation. Be prepared to answer questions.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Ask for evaluations from the people who saw your display or presentation. Find out what they know now about the problems of endangered animals and what they plan to do to help. Talk together as a club about what you are going to do next to help save endangered animals.

Date completed: \_\_\_\_\_

Signature of adult who helped me: \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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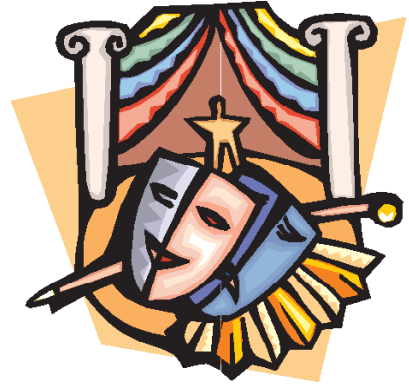
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## Stories Onstage

**Trail:** Creativity

### Find Out:

Find out how stories are told through plays by attending a live performance. Pay attention to scenery, costume and dialogue. If possible, meet with performers and directors to learn more about putting on a play.



Date completed: \_\_\_\_\_

### Choose:

Choose a story you would like to present in play form. Decide whether you will tell your story with live performers or puppets.

Date completed: \_\_\_\_\_

### Plan:

Plan your production. Rewrite the story into script form. Choose parts or make puppets for the different parts. Make costumes and sets. Practice together. Set a date for your performance and invite others.

Date completed: \_\_\_\_\_

### Do:

Give your performance for an audience.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Have a party for everyone involved in your performance. Celebrate the success of your show.

Date completed: \_\_\_\_\_

Signature of adult who helped me: \_\_\_\_\_





## Advanced Project Record Sheet

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**Get the Picture****Trail:** Creativity**Find Out:**

Find out about telling stories through photos or slides from an expert. Interview an audiovisual specialist or photojournalist. Get tips on putting together a slide show or photo story. Visit a photography supply store or photo lab to learn about equipment or film processing.



Date completed: \_\_\_\_\_

**Choose:**

Choose a topic you would like to tell about with slides or photos. You might want to show what your Camp Fire group does. Or, focus on a camping trip or service project. Try to pick an interesting experience you think others would enjoy knowing about.

Date completed: \_\_\_\_\_

**Plan:**

Plan your slide show or photo story. Decide what pictures you will need to tell the story. Learn how to use camera equipment. Set up times to take your pictures and take them.

Date completed: \_\_\_\_\_

**Do:**

Assemble your slide show or photo story. Mount your photographs in an attractive way and write captions for them that help tell the story. Or put your slides in order on a slide tray and write a script to go along with them as you show them.

Date completed: \_\_\_\_\_

**Share, Celebrate, Reflect:**

Invite family members and friends to a special showing of your photo story or slide show. Or, display your photo story or slide show at a Camp Fire event. Talk about how you put together your show.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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## Music Makers

**Trail:** Creativity

**Find Out:**

Find out about performing music for the public by attending a concert. Pay special attention to the staging, and musical selections presented. If possible, talk to the director and performers about putting together a show.



Date completed: \_\_\_\_\_

**Choose:**

Choose places you think would welcome musical entertainment presented as a service by your Camp Fire group. You could perform at a nursing home, a hospital or a day care center. Contact the place or places you have chosen and discuss the possibility of presenting a show.

Date completed: \_\_\_\_\_

**Plan:**

Plan your musical performance. Choose music that will entertain your audience. Decide how you will introduce your group and what you'll say or do between songs. Select costumes and other props that might make your show more fun. Practice together until everyone is comfortable with his or her parts. Set up a performance time. Arrange transportation.

Date completed: \_\_\_\_\_

**Do:**

Put on your musical performance for an audience.

Date completed: \_\_\_\_\_

**Share, Celebrate, Reflect:**

Share the success of your show with others. Invite family members and friends to a special performance. Tell them about your service project. Offer to perform at Camp Fire events or at other places such as hospitals or civic group meetings.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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## Adopt a Friend

**Trail:** Family and Community

### Find Out:

Find out what kinds of services are available for a special group of people you wish to help. Visit agencies that offer help to older adults, children or disabled people. Find out what kind of additional service you might give to someone in need of help.



Date completed: \_\_\_\_\_

### Choose:

Choose a way you can “adopt” someone and provide that person with some special service. You could adopt an older adult in your neighborhood. You could adopt children at a day care center. You could adopt a family at holiday time. Contact the person or people you plan to help.

Date completed: \_\_\_\_\_

### Plan:

Plan how you are going to help your “adoptee”. Find out what your adoptee needs, such as food, clothing, entertainment or toys. Set up a schedule for visiting your adopted friend(s).

Date completed: \_\_\_\_\_

### Do:

Provide your service for your adopted friend(s). Wear your Camp Fire uniform or T-shirt so others know you belong to Camp Fire. Be friendly and cheerful. Make the people you are helping feel comfortable about the service you are giving.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Think about continuing to give service to the person or group you adopted. Decide if your service could fit into other Camp Fire activities. Talk about how you feel about meeting needs that other have.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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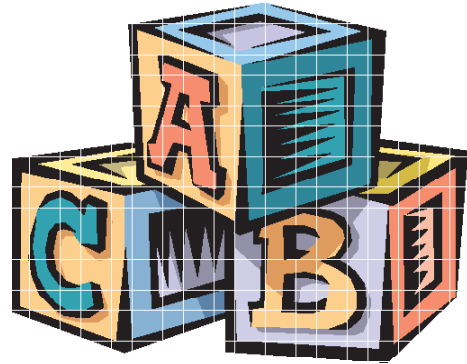
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## Children's Hour

**Trail:** Family and Community

**Find Out:**

Talk to a children's librarian to find out what kinds of books and stories preschool children enjoy. Look at books for preschool children to get ideas for art and stories. Visit a preschool, library or day care center, and watch a story hour presented by staff members.



Date completed: \_\_\_\_\_

**Choose:**

Choose a group of young children to entertain with a story hour. You could contact a nearby preschool or day care center. You could make arrangements to present a story hour at a local library. You could gather together neighborhood children.

Date completed: \_\_\_\_\_

**Plan:**

Plan your presentation. Select stories for the age group you are entertaining or write and illustrate your own stories. Practice reading the stories aloud in an interesting manner. You might want to include other kinds of entertainment in your presentation. You could act out part of the story. You could have the children do sound effects to go along with the story.

Date completed: \_\_\_\_\_

**Do:**

Present a story hour to a group of children. You might donate the books you used or other good storybooks for children to a preschool, day care center or library.

Date completed: \_\_\_\_\_

**Share, Celebrate, Reflect:**

Write a letter or talk to an adult in charge of the group you worked with. Tell about your experiences and what you learned.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_





## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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## Community Tour

**Trail:** Family and Community

### Find Out:

Find out about interesting places to visit in your community. Contact tourist bureaus or travel agencies to get information about museums and historical sites.

Visit several places that sound interesting to you. Collect informational brochures about these places.



Date completed: \_\_\_\_\_

### Choose:

Choose a place or two you would like others to visit. Make your choice based on the information you gathered. Take into consideration the ages and interests of the people you will be taking on your tour. A tour for young children would be very different from a tour for adults.

Date completed: \_\_\_\_\_

### Plan:

Plan your tour. Invite the people you want to come along and find out when they can go on your tour. Call to make arrangements for your visit. Ask additional information about the place you are visiting. Arrange transportation. Pick out points of interest you want to highlight on your tour. Plan what you are going to say.

Date completed: \_\_\_\_\_

### Do:

Take your guests on your tour. Keep a record of your visit by taking notes or photographs or collecting informational materials or other souvenirs or mementos.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Put together a memory book of your tour for each of the guests you invited. Include photographs and mementos if you can in the booklets. Present them to the people you took on the tour.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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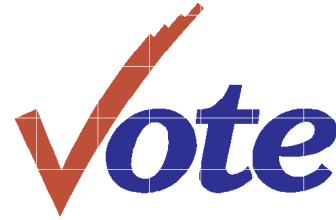
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## Volunteers for Votes

**Trail:** Family and Community



### Find Out:

Find out about an organization that is involved in registering and encouraging citizens to vote. You might talk to a representative from the league of women voters or NAACP. Learn how such an organization helps get voters registered. Or, find out more about election campaigns. Visit the headquarters of a candidate for public office or a group of people working to get an issue passed. Learn what campaign workers do to promote a candidate or issue.

Date completed: \_\_\_\_\_

### Choose:

Choose a way you can help during election time. You could help register voters. You might volunteer to promote an issue that affects you, such as a school levy. Or, you might volunteer time at a polling place on Election Day, entertaining young children while their parents vote.

Date completed: \_\_\_\_\_

### Plan:

Plan your service project for election time. Learn the skills you need for the service you have chosen to do. If you are working in a campaign, find out more about the issue. Practice answering questions about the issue. If you are helping out at a polling place by babysitting, find games and stories to use to entertain young children.

Date completed: \_\_\_\_\_

### Do:

Do your volunteer election work. Wear your Camp Fire uniform so that the people you meet know you belong to Camp Fire.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Talk about what you learned about the voting process. Tell why you think it is important for people to vote.

Date completed: \_\_\_\_\_

**Signature of the adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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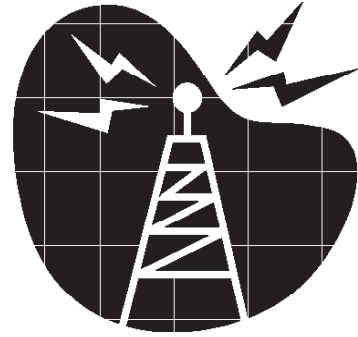
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## In the News

**Trail:** Future

### Find Out:

Find out how local news is collected and communicated to the public by visiting a local radio or television station or newspaper or magazine office. Learn where the ideas for news stories come from.



Date completed: \_\_\_\_\_

### Choose:

Choose a method you'd like to use to communicate small group news. You might put together a newsletter or magazine, put a "radio" news show on tape or present a live or video taped "television" news show. Consider the talents of various group members and the kind of equipment you have available.

Date completed: \_\_\_\_\_

### Plan:

Decide what news items will be included in your newsletter, magazine or broadcast. Learn necessary skills, such as interviewing people, operating a tape machine, writing news stories or scripts, and laying out pages. Divide up tasks to be completed among group members.

Date completed: \_\_\_\_\_

### Do:

Write the articles for your newsletter or magazine and print it. Or, write a script and tape your radio or television broadcast.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Distribute your newsletter or magazine to friends and family. Talk about what you did to put together the newsletter, magazine or show. Ask for opinions from others about your product.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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## Party in a Package

**Trail:** Family and Community

### Find Out:

Visit a hospital, convalescent center or institution where people are receiving long-term care. Talk to the people who work there about the needs of the patients they care for. If possible, talk to some of the patients to find out what their interests are and what things they like to do.



Date completed: \_\_\_\_\_

### Choose:

Choose who you would like to receive your party. You might want to give a birthday party to an older adult who no longer has any family to celebrate his or her birthday. You might decide to plan a party for children who must stay in the hospital over a holiday.

Date completed: \_\_\_\_\_

### Plan:

Plan your party package. Contact the people in charge of the institution you select. Choose a theme and plan decorations, party favors, food and games around your theme. Take into consideration physical restrictions and special diets of the people you are planning it for. Set up a time to deliver and give your packaged party.

Date completed: \_\_\_\_\_

### Do:

Take the packaged party to the person (s) you chose. Set up and share the fun with the special guests of your party. If possible, take pictures of the activities that are a part of the party. Be sure to clean up, too.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Send letters to the people who were a part of your party. Tell how much you enjoyed sharing a party with them. Include photos you took at the party, if you have them.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_





## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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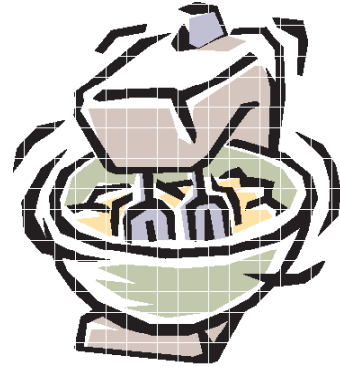
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## Cooking with Camp Fire

**Trail:** Future

### Find Out:

Visit a restaurant or cafeteria to see food preparation and service in action. Observe people who prepare and serve food to find out what their jobs involve. Talk to the food service manager to learn about the business side of operating a restaurant or cafeteria.



Date completed: \_\_\_\_\_

### Choose:

Choose a special occasion that your small group can celebrate by having a meal for special friends and family members. The occasion might be a holiday, a Camp Fire birthday party or the celebration of the end of a project. Make the special occasion the theme for your meal.

Date completed: \_\_\_\_\_

### Plan:

Plan ways to carry out your theme. Make up the menu and shop for ingredients. Set a date for your meal and send invitations. Make decorations. Practice cooking skills. Plan your table settings. Divide up serving jobs among group members.

Date completed: \_\_\_\_\_

### Do:

Cook your meal and serve it to your guests. Make everyone feel welcome.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Put together a booklet containing recipes for the items you served at your meal. Include your own "helpful" hints about preparing these foods, based on your own experiences. Give these booklets to people who were your guests at the meal. Make sure that all group members have a recipe book, too.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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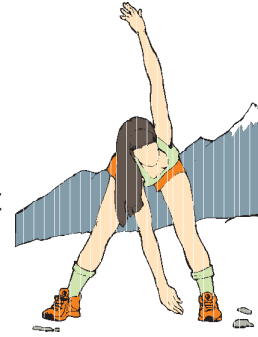
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## Feeling Good

**Trail:** Knowing Me

### Find Out:

Find out the meaning of the term “aerobic exercise.” Learn what kinds of sports are aerobic. Talk to a fitness specialist to learn about the benefits of regular aerobic activity.



Date completed: \_\_\_\_\_

### Choose:

Choose an aerobic activity you would like to do. This might be running, kickboxing, swimming, bike riding, dancing, etc. Talk to a person who does this activity. Ask how to set up a schedule for regular aerobic exercise.

Date completed: \_\_\_\_\_

### Plan:

Plan a schedule to do your aerobic activity. Set up times and places where you can participate. Find out what kind of special equipment you need for safety. Learn warm up and cool down exercises.

Date completed: \_\_\_\_\_

### Do:

Follow your schedule for regular participation in an aerobic activity for a minimum of one month. Monitor and chart your heart rate. Record any improvements in endurance.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Invite friends or family to a demonstration. Tell what you learned about aerobic activity. Demonstrate warm up and cool down exercises. Perform an aerobic exercise routine. Explain how to set up a personal plan for regular aerobic exercise.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

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## Hikes on Bikes

**Trail:** Future

**Find Out:**

Find out about bike maintenance and bicycle safety. Visit a bike shop or invite an expert to a meeting. Learn basic bike maintenance skills, such as changing a flat tire and adjusting the seat. Talk to a police officer or other knowledgeable person or read about safe bike riding practices.



Date completed: \_\_\_\_\_

**Choose:**

Choose a place or places in your community where you could take a day-long bike hike.

Date completed: \_\_\_\_\_

**Plan:**

Plan when to go and what the route condition will be for the day's trip. Think about things like traffic and road. Plan what to bring and what you'll do along the way. Go over safety rules. Practice riding bikes safely. Build up your bike riding endurance so that you'll be ready for the day's trip.

Date completed: \_\_\_\_\_

**Do:**

Go on your bike hike. Observe safety rules.

Date completed: \_\_\_\_\_

**Share, Celebrate, Reflect:**

Remember the fun you had on the bike hike. Put together a booklet about the bike hike that includes souvenirs and mementos you collected on the trip, photographs or drawings and stories of what happened.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
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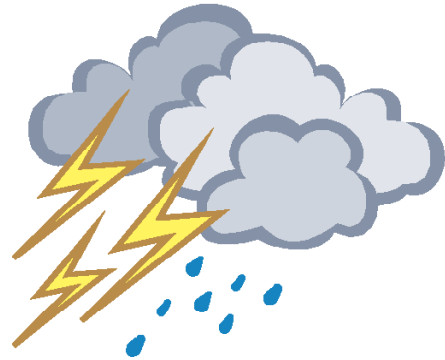
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## Weather Wisdom

**Trail:** Environment

### Find Out:

Find out how the weather is forecast by visiting a National Weather Service station or the weather service department of a local news station. Talk to a professional meteorologist or the person who collects and presents the weather for a local news station. Find out what kind of weather information is collected and how it is interpreted.



Date completed: \_\_\_\_\_

### Choose:

Choose what kinds of weather information you want to collect and record.

Date completed: \_\_\_\_\_

### Plan:

Plan what kinds of devices you will need to collect your weather information. Find out how to make simple weather recording devices in books or from experts. Decide where you are going to set up your weather station and how long you are going to monitor it.

Date completed: \_\_\_\_\_

### Do:

Make your weather-recording device.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Make posters that show the information about the weather you collected at your weather station.

Date completed: \_\_\_\_\_

Signature of adult who helped me: \_\_\_\_\_





## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
\_\_\_\_\_.

Here's What I Did to Complete Each Step:

Find Out \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Choose \_\_\_\_\_

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Plan \_\_\_\_\_

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Do \_\_\_\_\_

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Celebrate \_\_\_\_\_

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## Treasures In Trash

**Trail:** Environment

**Find Out:**

Find out how waste products are recycled. Visit a glass, paper or aluminum recycling center. Watch or read about the processing of paper or metal scrap into usable product.



Date completed: \_\_\_\_\_

**Choose:**

Choose a way to get involved in recycling. You could sponsor a recycling drive among families or group members, pick up cans along road sides or in parking lots or offer to pick up newspapers and cans saved by neighbors.

Date completed: \_\_\_\_\_

**Plan:**

Plan your recycling promotion. Set dates for collecting cans or paper. Plan how you will transport what you collect. Tell people to save their recyclable items.

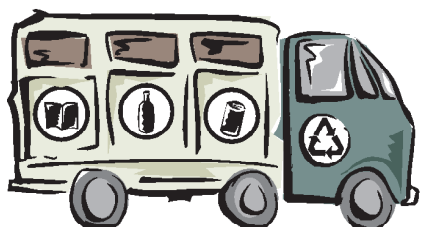
Date completed: \_\_\_\_\_

**Share, Celebrate, Reflect:**

Use the money saved from the recycling center for a special celebration. Or, donate your money to a group that helps protect the environment.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_





## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
\_\_\_\_\_.

Here's What I Did to Complete Each Step:

Find Out \_\_\_\_\_

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Choose \_\_\_\_\_

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Plan \_\_\_\_\_

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Do \_\_\_\_\_

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Celebrate \_\_\_\_\_

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## Break into Business

**Trail:** Future

### Find Out:

Visit a small business to observe how it operates. Ask the person involved to explain what it takes to run a small business. You might learn about inventories, sales, personnel, profit and losses, insurance, taxes and advertising.



Date completed: \_\_\_\_\_

### Choose:

Choose a business that your small group can operate. You might operate a refreshment stand, make a craft item to sell or offer personal services such as house cleaning or yard work for a price. Check with your council office regarding fund raising.

Date completed: \_\_\_\_\_

### Plan:

Plan your business operation. Decide how you are going to advertise to others what you have to sell. Purchase supplies you need, if any, and set the prices to cover the cost of supplies. Make your product or practice the skills you must have to provide a service.

Date completed: \_\_\_\_\_

### Do:

Operate your business. Keep track of the money you make. Give friendly courteous service to your customers. Make sure everyone in the group has opportunities to work at different jobs.

Date completed: \_\_\_\_\_

### Share, Celebrate, Reflect:

Balance your accounts. Did you make money or lose some? Hold a going-out-of-business party. Invite the people who helped you with your business venture.

Date completed: \_\_\_\_\_

**Signature of adult who helped me:** \_\_\_\_\_



## Advanced Project Record Sheet

I did the \_\_\_\_\_ Advanced Project on the Trail to  
\_\_\_\_\_.

Here's What I Did to Complete Each Step:

Find Out \_\_\_\_\_

\_\_\_\_\_

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Choose \_\_\_\_\_

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Plan \_\_\_\_\_

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Do \_\_\_\_\_

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Celebrate \_\_\_\_\_

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## NEW VENTURES

A New Venture helps you explore your ideas and feelings about the things that affect your life. You think about what's happening now and what will happen in the future. You do some of the activities in a New Venture project by yourself. You think about things and form your own opinions. Then you can do some activities with others. You listen to their ideas and opinions. You take some action on what you believe in. You can do New Ventures with your family or group members. You can earn a New Ventures emblem when you complete your project.

Choose from the following New Ventures:

*Arts*

*Leadership*

*Inclusiveness*

*Friends*

*Family*

*Faith*

*Future*

*Success*



## ARTS

Are you a creative person? Take a New Venture into the arts, and discover the importance of creativity in your life. Or, find out how people you admire make creativity a part of their lives.

Do five activities from **A** that help you explore the importance of the arts. Do one activity from **B** that helps you become a more creative person.

**A. Do five activities that help explore the literary, performing or visual arts in people's lives. Check off the ones that you do.**

\_\_\_\_\_ 1. Write a story that describes what you would do if you had a million dollars to spend on your interests in the arts. Would you spend your money to become an artist, a famous painter, a rock star? Or, would you spend it enjoying the creativity of others by attending concerts or buying books? Read your story to your Camp Fire group.

\_\_\_\_\_ 2. Talk to a person who makes creativity an important part of his or her free time. You could talk to an amateur photographer or a person who makes pottery as a hobby. Find out why being creative is important to this person. Find out what kind of time and commitment this person gives to his or her creative interests.

\_\_\_\_\_ 3. Make a list of creative things you like to do. Do you write poetry? Make up games? Paint models? Act out stories? Tell a friend about one of the creative things you do. Show your friend a sample of your creative work.



\_\_\_\_\_ 4. Draw a picture of yourself in the future. Would you be a writer working for a famous magazine? Would you sing with a rock band? Would you teach ballet? Would you collect paintings? Explain your drawing to a friend.

\_\_\_\_\_ 5. Interview a person who makes a living in the arts. Learn his or her views on creativity. Find out how this person became interested in what he or she does. Find out about what this person does to make a living with his or her art.

\_\_\_\_\_ 6. Make a collage that shows the creative things you like to do and would like to try. Use pictures and words cut from newspapers and magazines. Explain your collage to your Camp Fire group.

\_\_\_\_\_ 7. Read about the life of someone who is famous for his or her creativity. You could read a biography or autobiography, or you could clip articles from newspapers or magazines. Try to find out how this person feels about his or her art. Tell members of your Camp Fire group what you learned about creativity from reading about this person.

\_\_\_\_\_ 8. Explore the creative expressions of people of other cultures. Look at artwork, read stories or legends, watch a play or dance or listen to music from another culture.

\_\_\_\_\_ 9. Create your own activity.

Describe it here: \_\_\_\_\_

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**B. Do one activity that helps you become a more creative person. Check off the one that you do.**

\_\_\_\_\_ 1. Share your creativity with group members at a special meeting. Each group member can bring a sample of his or her creative work or demonstrate a skill related to a favorite art.

\_\_\_\_\_ 2. Discover a new creative interest. Attend some kind of performance you've never seen before. Start a new kind of collection. Learn a new craft technique. Share with your group members the results of your experimenting.

\_\_\_\_\_ 3. Put together a special way to display the results of your creativity. Put your musical talents on tape. Collect your poems or drawings in a book. Make a display shelf for your pottery. Ask someone to videotape or take pictures of a dance performance of yours.

\_\_\_\_\_ 4. Create your own activity.

This is what I learned about the arts: \_\_\_\_\_

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This is what I learned about myself: \_\_\_\_\_

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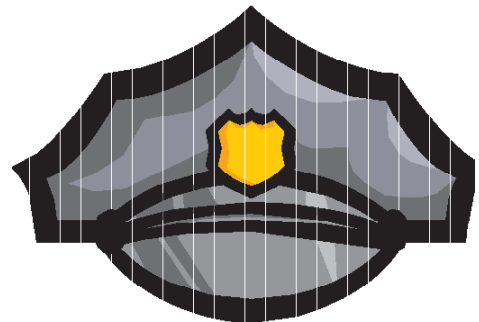
**Signature of adult who helped me:** \_\_\_\_\_

## PEOPLE

Do five activities from **A** that help you learn more about people you admire. Do one activity from **B** that helps you become more like the people you admire.

**A. Do five activities that help you learn more about the people you admire. Check off the ones that you do.**

\_\_\_\_\_ 1. Take a survey of people your age to find out whom they admire. Ask them why they admire the people they name. Report your findings to your group, and talk about what qualities in people are admired by people your age. Do these qualities show creativity?



\_\_\_\_\_ 2. Read a biography or autobiography of someone you admire. Tell your group members what you learned about the life of this person. Describe why you think this person is admirable.

\_\_\_\_\_ 3. Put together a scrapbook about the person you admire. Include clippings, pictures, and your own comments about why you admire this person. Show your scrapbook to someone who shares your admiration for this person.

\_\_\_\_\_ 4. Make a list of at least five people you admire. Then write down important qualities that each of these people have that make them admirable. Do some of the same qualities reappear by different names? Do some of the qualities show creativity? What does this tell about what you admire in people?





\_\_\_\_\_ 5. Draw or cut out a picture of a person you admire and put it on poster board. Then cut out words from newspapers and magazines that you think best describe this person and paste them on your poster. Share your poster with group members.

\_\_\_\_\_ 6. Ask several adults to tell you whom they admire the most. Find out the important qualities they admire in others. Tell them about the people you admire.

\_\_\_\_\_ 7. Read a biography or autobiography about someone you admire. Tell group members about the life of this person.

\_\_\_\_\_ 8. Find out who are the heroes of people in other cultures. Ask members of another culture to describe the people they admire and tell you why. Or, read about the lives of heroes of other cultures.

\_\_\_\_\_ 9. Interview by mail or in person someone you admire. Ask this person to tell you about his or her life. Tell this person what it is you admire about him or her.

\_\_\_\_\_ 10. Create your own activity.

**B. Do one activity that helps you become more like the person you admire. Check off the one that you do.**

\_\_\_\_\_ 1. Choose one quality you admire about a person, and set a goal to make this quality a part of your own life. For example, you make like the way a friend holds her temper. Ask this person and others for advice on keeping one's temper. Practice what you learn. Report your progress in meeting your goal to family members and friends.

\_\_\_\_\_ 2. Write a story about how you might lead a future life worthy of the admiration of others. What qualities would you want to make a part of your life. What would you do? Share your story with friends or family members.

\_\_\_\_\_ 3. Tell group members what you admire about them, and find out what they admire about you. Do this in a special way. Decorate a small box for each group member with their name and picture on it. Set these boxes out at a meeting and ask group members to put notes in them telling what they admire about each person. Then group members can take their boxes home and learn what others admire in them. Be sure not to leave out anyone including your leader.

\_\_\_\_\_ 4. Create your own activity.

This is what I learned about people I admire: \_\_\_\_\_  
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This is what I learned about myself: \_\_\_\_\_

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**Signature of adult who helped me:** \_\_\_\_\_

## LEADERSHIP

Help yourself to a New Venture on this trail. Learn about leadership. Think about your attitudes toward other people who are different from you. Find out what others think and form your own opinions.

Do five activities from **A** to help you learn about being a good leader. Do one activity from **B** to use leadership skills.

**A. Do five activities that help you learn more about being a good leader. Check off the ones that you do.**

\_\_\_\_\_ 1. Observe several different people in leadership roles. You might visit another Camp Fire group as an observer or watch a meeting of your school's student government. You could attend a council meeting or board meeting. You could watch someone teach a group a skill. Write down the observations about the leadership style you see. Discuss what you observed with your Camp Fire group.

\_\_\_\_\_ 2. Take a poll of family members and friends to find out what others think about leadership roles. Ask people to complete the sentence “A good leader...” Make a list of the leadership qualities people mention. Circle the qualities you think you have.

\_\_\_\_\_ 3. Interview a person who has a leadership role. You could interview an officer of your PTA or a board member in your Camp Fire council. Find out what this person thinks are the qualities of a good leader. Ask the person about how he or she feels about his or her own leadership role.

\_\_\_\_\_ 4. Read a book or magazine articles about an important leader of our times. Tell group or family members what you learn from reading about this person.

\_\_\_\_\_ 5. Find a quote that you think makes an important statement about leadership. Put this quote on a piece of poster board. Cut out pictures from magazines that illustrate the meaning of your quote and paste them on your poster in a collage. Explain your collage to your group or family members.



\_\_\_\_\_ 6. Think of problems a leader might have in working with a group. Write down these situations on index cards and then role-play how a leader and group member might resolve these situations. You could role-play what might happen if group members are arguing or if no one in the group volunteers for a job. What are some other situations that might happen in a group?

\_\_\_\_\_ 7. Choose a person you admire for his or her leadership skills. It can be someone you know personally, someone in history or someone you've seen on television or in the newspapers. Find out what you can about this person's views on leadership. Write a short speech to give to your Camp Fire group which tells about this person's views on leadership.

\_\_\_\_\_ 8. Invite someone to speak to your group about effective group leadership. Find out what a leader can do to help members of a group participate. Have a speaker demonstrate how a leader can keep discussion going, resolve problems and guide a group toward a goal.

\_\_\_\_\_ 9. Create your own activity.

**B. Do one activity in which you use leadership skills. Check off the one that you do.**

\_\_\_\_\_ 1. Choose a skill that you do well and offer to teach it someone else. You might teach a friend to play the guitar or teach a young child to ride a bike. Before you begin teaching, observe others in teaching situations. Talk to someone who teaches and ask about some teaching techniques. Plan your lesson and teach it. Ask for an evaluation of your teaching from the person you taught.

\_\_\_\_\_ 2. Volunteer to serve as a chairperson of a committee planning a specific event, such as a Camp Fire ceremonial or a school party. Help the group make the necessary decisions. Evaluate the success of the group's work after the event.



\_\_\_\_\_ 3. Lead a discussion in your Camp Fire group or classroom. Discuss a topic that concerns you and people your age. Ask your leader or teacher to help you come up with a list of questions you can ask about this topic. Learn some tips for leading a discussion. Lead group members or classmates in a discussion of the topic. Give everyone an opportunity to share opinions. Summarize what people said about the topic.

\_\_\_\_\_ 4. Create your own activity.

This is what I learned about leadership: \_\_\_\_\_

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This is what I learned about myself: \_\_\_\_\_

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**Signature of adult who helped me:** \_\_\_\_\_

## INCLUSIVENESS

Do five activities from **A** to explore people's attitudes toward differences. Do one activity from **B** that shows how you can accept differences.

**A. Do five activities that help you explore attitudes toward differences. Check off the ones that you do.**

\_\_\_\_\_ 1. Explore how it feels to be treated differently. Give special treatment to a certain group at a group meeting. For example, everyone at the meeting who is wearing red could have privileges like getting the refreshments first or getting to choose the game. After your experiment, discuss how everyone felt about what happened.

\_\_\_\_\_ 2. Learn about someone who overcame obstacles in life, such as discrimination or prejudice. You could read a book about a woman who was the first to break into a male-dominated field of work. You could talk to a person with disabilities who has been discriminated against because of a handicap. Discuss with the group what you learned.

\_\_\_\_\_ 3. Read a book about a young person who faces prejudice because of race, religion or disability. Ask a librarian to help you choose a book. Tell members of your Camp Fire group or family about what happened in the book. Discuss how you feel about discrimination.

\_\_\_\_\_ 4. Look for stereotypes in books and magazines. A stereotype is a belief that everyone in a certain group behaves a certain way all of the time. A book on careers for women that shows women only as teachers or nurses is portraying a stereotype of women.

Stereotyped ads often show Native Americans wearing feathered headdresses. Find what you think is a stereotype in a book or magazine. Show it to your group or family member.

\_\_\_\_\_ 5. Write a story about feeling different based on a real-life experience you have had. Describe the situation, how you felt and what you did about it. Show your story to a friend or family member and talk about it.

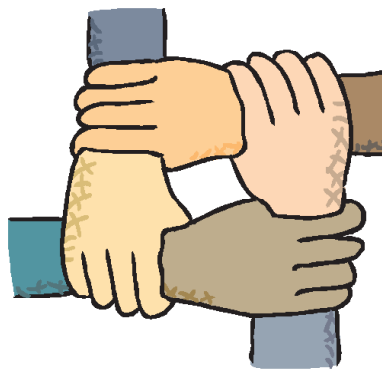
\_\_\_\_\_ 6. Find three pictures of Native Americans in a newspaper or magazine. Do you think the pictures are truly representative of Native Americans? How can the images that people have about another group of people be harmful?

\_\_\_\_\_ 7. Explore beliefs or stereotypes people have about certain age groups. Ask several people in your age group to give you words or phrases to describe old people. Ask several older adults to give you descriptions of children your age. Do all young people your age act the way older adults describe them? Do you think all older adults act the way people your age describe them? Talk about what you learned in your survey with people your age and with older adults you know.

\_\_\_\_\_ 8. During a week of television viewing, watch a few shows that have characters who are Caucasian, African-American, Native American, Asian-American and Latino. Take notes about what kinds of characters people of various racial and cultural groups play. Do you see examples of common stereotypes? Talk with your Camp Fire group about what you observed.

\_\_\_\_\_ 9. Participate in an activity that helps you understand the viewpoint of someone different from you. You might play a cultural simulation game. You might simulate a disability. Talk about what you experienced with your Camp Fire group.

\_\_\_\_\_ 10. Create your own activity.





**B. Do one activity that shows your acceptance of differences. Check off the one that you do.**

\_\_\_\_\_ 1. Make a poster or mural about the many different people in the world. You can do this yourself or as a group. Cut pictures from magazines of all kinds of people. Include different races, men, women, young and old people and people with disabilities. Show in a collage of these pictures how everyone is an important part of the world of people.

\_\_\_\_\_ 2. Work with someone who is different from you in some way. Work on a class project with someone of the opposite sex. Or, do a craft project with an older adult. Write down your feelings and observations about working together. Did you expect the other person to act a certain way because he or she was a boy or girl, older, disabled, white, black, spanish-speaking? Did your feelings change as you worked together?

\_\_\_\_\_ 3. Write a story or skit that shows young people being inclusive. Look at children's books to get ideas for the topic of the play or story. Read your story or present your skit to a group of young children. Discuss what they learned from your story or skit.

\_\_\_\_\_ 4. Create your own story or skit.

This is what I learned about accepting differences: \_\_\_\_\_

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This is what I learned about myself: \_\_\_\_\_

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**Signature of adult who helped me:** \_\_\_\_\_

**FRIENDS**

Do five activities from **A** that help you think about the meaning of friendship. Do one activity from **B** to help you be a friend.

**A. Do five activities that help you think about the meaning of friendship. Check off the ones you do.**

\_\_\_\_\_ 1. Make a collage about friendship. Use pictures and words cut out from magazines that say something to you about being a friend. Show your collage to family or friends and explain it.

\_\_\_\_\_ 2. Ask several adults to tell what friendship means to them. Find out what they looked for in a friend when they were your age and what they look for now.

\_\_\_\_\_ 3. Make a list of the things you like to do, such as hobbies or special interests. Survey classmates and people in your neighborhood to find others who have your same interests.

\_\_\_\_\_ 4. Talk to group members about different ways to approach people that you would like for friends. Act out some situations in which you are meeting new people who might become friends. Find out what people in your group look for in their friends.

\_\_\_\_\_ 5. Ask a librarian to help you select a book about friendships among people your age. Read the book and tell group members what you learned about friendship from it.

\_\_\_\_\_ 6. Find quotations from other people about the meaning of friendship. Choose several that have special meaning to you and share them with family members or group members.

\_\_\_\_\_ 7. Write a story about saying “no” to a friend who asks you to do something wrong. Your story can be based on an experience you’ve had, or you can make it up. Read your story to members of your group, and ask them what they would do in the same situation.

\_\_\_\_\_ 8. Keep a journal for two weeks to record your feelings about friends. Write down who you spend time with and what you do. Write down what you like and don’t like about being with certain friends.

\_\_\_\_\_ 9. Create your own activity.



**B. Do one activity that helps you be a friend. Check off the one that you do.**

\_\_\_\_\_ 1. Make one new friend at school or in your neighborhood. Invite this person to do something with your family or Camp Fire group. Keep in touch with this friend for at least one month.

\_\_\_\_\_ 2. Make a gift for a friend that says how special your friend is to you. Give it to your friend.

\_\_\_\_\_ 3. Bring together a group of people who share a hobby or interest of yours. Meet regularly to work together on your hobby or interest.

\_\_\_\_\_ 4. Create your own activity.

This is what I learned about friendship: \_\_\_\_\_

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This is what I learned about myself: \_\_\_\_\_

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**Signature of adult who helped me:** \_\_\_\_\_

## **FAMILY**

Do five activities from **A** to explore feelings about being a family. Do one activity from **B** to share feelings with your family.

**A. Do five activities to explore feelings about being a family. Check off the ones that you do.**

\_\_\_\_\_ 1. Make a collage about your family. Draw pictures or put photos of family members on a poster. Cut out words from magazines and newspapers that describe your family members; paste the words on your poster. Share your collage with a family member or friend, and explain why your family is special to you.

\_\_\_\_\_ 2. Write the story of your life. Talk to family members to find out what they remember about you when you were young. Include experiences you've had with your family. Share your story with someone.

\_\_\_\_\_ 3. Interview your parents or grandparents about your childhood years. Share one of the stories your parent or grandparent tells you with your Camp Fire group.





\_\_\_\_\_ 4. Write a story set in the future about being a parent. Where will you live? How many children will you have? What will your family life be like? Share your story with a family member or friend.

\_\_\_\_\_ 5. Survey friends to find out how they feel about their families. What do they like about the families they belong to? What are the biggest problems they have with their families? Compare the results of your survey with your own feelings about your family. What makes your family special?

\_\_\_\_\_ 6. Read a book about a family who faces a problem together. Ask a librarian to help you find a book on the topic that interests you. How do family members react to the problems they face? How does the problem get solved? Talk to a family member or your Camp Fire group about what happened in the book.

\_\_\_\_\_ 7. Role-play some situations that cause conflict in your family. With group members, write down some situations that have happened in your families. Choose several and act them out, playing different roles. For example, you and your sister may get into arguments because she borrows things without asking. Play yourself, and then play your sister in this situation. Discuss with you Camp Fire group members how problems can have two sides.

\_\_\_\_\_ 8. Visit a social service agency to find out what services are available in your community for families with problems. Where can families turn for counseling, financial aid, protection from abuse? Discuss what you learned with members of your family or with your Camp Fire group.

\_\_\_\_\_ 9. Create your own activity.

**B. Do one activity to share your feelings with your family and discover why your family is special. Check off the one you do.**

\_\_\_\_\_ 1. Arrange with family members to set aside a special time each week (or on a regular basis) to do something together. This might be a mealtime, a game night or an outing together to go to a place everyone likes to go or do something everyone likes to do.

\_\_\_\_\_ 2. Have a family picture night. With the whole family, look at family photos or slides or watch home movies. Talk about experiences the family has shared together.

\_\_\_\_\_ 3. Write a letter to a family member who is very important to you. Tell this person how you feel about him or her. Give your letter to this person and ask for a reply.



\_\_\_\_\_ 4. Create your own activity.

This is what I learned about my family: \_\_\_\_\_

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Draw a picture of you and your family here.

This is what I learned about myself: \_\_\_\_\_

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**Signature of adult who helped me:** \_\_\_\_\_

**FAITH**

Do five activities from **A** which help you explore people's feelings about faith. Do one activity from **B** that is a demonstration of your faith.

**A. Do five activities which help you explore people's feelings about faith. Check off the ones that you do.**



\_\_\_\_\_ 1. Ask several adults to share with you their feelings about their faith. Find out the importance of their faith in their lives over the years.

\_\_\_\_\_ 2. Read a book about a person whose faith helped overcome a great obstacle in his or her life. Ask a librarian to help you find a book on this topic. Discuss this person's views on faith with a family member or Camp Fire group members.

\_\_\_\_\_ 3. Visit a museum or art gallery and look at the religious artwork of artists of different faiths. Choose a favorite work of art and describe what message about faith you think that artist is showing. Describe what the work of art means to you.

\_\_\_\_\_ 4. Find quotations from other people about the meaning of faith. Choose several that have special meaning to you and share them with family members or members of your Camp Fire group.

\_\_\_\_\_ 5. Listen to religious music. Find a song that expresses some of the feeling about faith that you have. Share your song with family members or friends and describe what the words mean to you.

\_\_\_\_\_ 6. Cut out pictures and words from magazines and newspapers that describe your feelings about faith. Put them together in a collage. Show your collage to your Camp Fire group and explain what it means.

\_\_\_\_\_ 7. Interview a member of the clergy of your faith to find out his or her thoughts on faith. Ask this person to tell you why he or she chose this way of life.

\_\_\_\_\_ 8. Draw or paint a picture of a favorite outdoor place of yours that helps you find meaning in your faith. Share your picture with a friend.

\_\_\_\_\_ 9. Create you own activity.



**B. Do one activity that helps you demonstrate your faith. Check off the one that you do.**

\_\_\_\_\_ 1. Keep a journal for a period of time. Record in it how your faith helps you in your daily life. Record in it how you observe other people living their faith.

\_\_\_\_\_ 2. Plan or participate in a devotional service at camp, with your family or with your Camp Fire group. Talk about the feelings you have about faith as part of this service.

\_\_\_\_\_ 3. Participate in something different than usual at your place of worship. You might attend services regularly, take religious instruction, get involved in service projects or take an active role assisting at services.

\_\_\_\_\_ 4. Create your own activity.

This is what I learned about faith: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I learned about myself: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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**Signature of adult who helped me:** \_\_\_\_\_

**FUTURE**

Do five activities from **A** that help you think about your future. Do one activity from **B** that helps you make a decision about your future.

**A. Do five activities that help you think about your future.**

\_\_\_\_\_ 1. Ask several adults how they chose the work they do. Find out how they prepared for this work.

\_\_\_\_\_ 2. Make a list of things you like to do or would be interested in trying. Ask adults to help you think of work that matches your skills and interests.



\_\_\_\_\_ 3. Write a story in which you describe a typical day you would like to have in the future. Read your story to someone else and talk about it.

\_\_\_\_\_ 4. Read the classified ads in the local newspaper. Circle jobs which sound interesting to you. Do this several times. Keep track of what jobs are listed that you would consider doing.

\_\_\_\_\_ 5. Write a skit about a reunion of your Camp Fire group 25 years in the future. Imagine what kinds of work people in your group will be doing. Put on your skit at a group meeting.

\_\_\_\_\_ 6. Interview several people who have jobs that sound interesting to you. Find out what kind of work each does. Ask them to describe their working schedules and their attitudes about work.

\_\_\_\_\_ 7. Draw a picture of yourself doing a job you might have in the future. Show your picture to your Camp Fire group and describe the kind of work you might do.

\_\_\_\_\_ 8. Invite an expert to come to a group meeting to talk about interviewing for a job. Find out what kinds of questions might be asked at a job interview. With group members, act out a job interview.

**B. Do one activity that helps you make a decision about your future. Check off the one that you do.**

\_\_\_\_\_ 1. Talk to a school counselor or a teacher about special courses or programs your school district offers for junior and senior high school students. Decide which of these fit your interests.

\_\_\_\_\_ 2. Work for a day with a parent or adult friend. Observe what this person does. Talk to this person about what he or she did in junior high or high school that helped them prepare for that work.

\_\_\_\_\_ 3. Take an interest inventory to help you discover where your skills and interests lie. Your school counselor may be able to help you find an inventory to take.

\_\_\_\_\_ 4. Create your own activity.

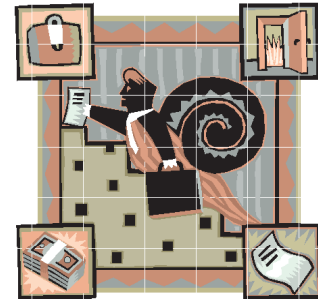
This is what I learned about my future: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I learned about myself: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of adult who helped me: \_\_\_\_\_

## SUCCESS

Do five activities from **A** that help you think about the meaning of success. Do one activity from **B** that helps you be a success.



### **A. Do five activities that help you think about the meaning of success.**

\_\_\_\_\_ 1. Draw a picture of yourself in the future, living what you consider to be a successful life. Show your picture to family members of Camp Fire friends and explain it.

\_\_\_\_\_ 2. Follow the career of a famous person who you think leads a successful life. Clip and read newspapers and magazine articles and watch television shows about this person. Tell your Camp Fire group what you learned about this person and why you think he or she is successful.

\_\_\_\_\_ 3. Interview an adult you consider to be successful. Find out what this person did to become successful. Ask this person what personal qualities helped him or her become successful.

\_\_\_\_\_ 4. Survey your friends about the meaning of success. Ask them to tell you what qualities a person should have to succeed.

\_\_\_\_\_ 5. Cut out pictures and words from magazines that represent success to you. Put them together in a collage. Explain your collage to someone.

\_\_\_\_\_ 6. Ask a librarian to help you choose a book about a person who succeeds against all odds. Read the book and tell members of your Camp Fire group what you learned about success.

\_\_\_\_\_ 7. Discuss with your Camp Fire group what happens when people try too hard to succeed. For example, a person in school might cheat to get a higher grade. With group members, write and act out a skit about a situation that might happen to a person who tries too hard to succeed.



\_\_\_\_ 8. Talk to your parents about their idea of success. Find out what they consider to be successes in their lives. Ask them in what ways they would like their children to succeed.

**B. Do one activity that helps you be a success. Check off the one you did.**

\_\_\_\_ 1. Think of three things you do successfully. Find objects or pictures of objects that symbolize these three things. For example, a baseball mitt might symbolize your success as a first baseman. Bring your three items to a Camp Fire group meeting and share your successes.

\_\_\_\_ 2. Set a goal to improve yourself in some way. You might want to get a better grade in class or improve a sports skill. Write down your goal and how you plan to reach that goal. Share your plans with an adult. Work to meet your goal. Share what happened with an adult or friend.

\_\_\_\_ 3. Choose something you feel you are skilled at doing. Find someone who would like to learn the skill you have. Spend time with that person helping him or her to learn your skill.

\_\_\_\_ 4. Create your own activity.

This is what I learned about success: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I learned about myself: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of adult who helped me: \_\_\_\_\_



## Fire Maker Reflections

*What I liked best:* \_\_\_\_\_

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*Things I learned:* \_\_\_\_\_

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*Something funny or surprising that happened:* \_\_\_\_\_

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*What would I change if I could do it over again?* \_\_\_\_\_

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*Special Camp Fire friends who shared my journey:*





*Adults and older Camp Fire member or family members who helped me:* \_\_\_\_\_

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*What I will remember most?* \_\_\_\_\_

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*Use the space below for more of your memories.*



### **Instant Replay Pages**

Each meeting you will be doing fun and interesting activities as you explore the Camp Fire trails. You also will be learning new things and will work on Camp Fire recognitions. The following pages give you a chance for an instant replay of each meeting as a record of your accomplishments. You will see from week to week how much fun you have had and how much you have learned.



## *Replay Pages*

**Name of Project:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**What I did:** Write or draw what you did at the meeting.

**What I learned:** \_\_\_\_\_

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**What else do I want to remember?** \_\_\_\_\_

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## *Replay Pages*

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**Date:** \_\_\_\_\_

**What I did:** Write or draw what you did at the meeting.

**What I learned:** \_\_\_\_\_

**What else do I want to remember?** \_\_\_\_\_



## *Replay Pages*

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**What else do I want to remember?** \_\_\_\_\_



## *Replay Pages*

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**What else do I want to remember?** \_\_\_\_\_

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## *Replay Pages*

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**What I learned:** \_\_\_\_\_

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**What else do I want to remember?** \_\_\_\_\_

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**What else do I want to remember?** \_\_\_\_\_





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