

Section 4A

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4a. APPENDIX

Club Record of Membership Dues
Club Financial Record
Camp Fire Interfaith Quick Reference Chart and FAQ
Club Program Event Planning Form
Project Tracking Sheets (PDF file)

A SUMMARY OF CAMP FIRE PROJECTS

LITTLE STARS LITTLE STAR PROJECT BOOK

- Developed for 3-5 year olds and pre-K.
- Club size is 3-6 children with a minimum of 2 adults.
- Meetings are 45 - 60 minutes weekly.
- 12 to 13 different projects to be completed throughout the five trails.
- There is flexibility in the order that requirements are done.
- Recognition includes a small emblem to be sewn on a red sash.

STARFLIGHT K-TRAIL PROJECTS K-TRAIL PROJECT BOOK YOUTH RECORD BOOK

- For kindergartners.
- May be adapted for older children.
- Eleven different projects throughout five trails.
- There is flexibility in the order that requirements are done.
- Recognition includes a sticker or stamp for completing each requirement and an emblem for completing the project.

STARFLIGHT TRAIL STARTER PROJECT BOOK YOUTH RECORD BOOK

- First graders work on Trail Starter projects.
- The projects are organized by trail.
- There are multiple activity option in each project.
- Children earn a sticker for completing each requirement.
- When children complete three meeting plans in a project they earn an emblem.
- A Gift of Giving project requires five meetings to earn the emblem.

STARFLIGHT TRAIL EXPLORATION PROJECT BOOK YOUTH RECORD BOOK

- Second graders work on Trail Exploration projects.
- There are fifteen different projects under five trails.
- There are multiple activity options in each project.
- Children earn a sticker for completing each requirement.
- When children complete three meeting plans in a project they earn an emblem.
- A Gift of Giving project requires five meeting plans to earn the emblem.

ADVENTURE TRAIL SEEKER PROJECT BOOK YOUTH RECORD BOOK

- Third graders are finding out what they like to do and what makes them special by trying lots of new activities and having new experiences.
- The children spend more time learning how to choose, organize and plan.
- They help make decisions and work on projects.
- They help out in the community.
- They will participate in the product sale.

ADVENTURE WOOD GATHERER PROJECT BOOK YOUTH RECORD BOOK

- Fourth graders learn the Wood Gather's Desire.
- Complete one project from each of the five trails.
- Help plan and participate in a service learning project.
- Participate in the council product sale.
- Participate in a camping or outdoor community event.
- Learn the Camp Fire story.
- They will design a symbol gram
- Serve in a Camp Fire leadership role.

ADVENTURE FIREMAKER PROJECT BOOK YOUTH RECORD BOOK

- 5th graders will learn the Fire Maker's Desire.
- Complete one project from each of the five trails.
- Help plan and participate in a service learning project.
- Participate in the council product sale.
- Learn the Camp Fire story.
- Serve in a Camp Fire leadership role.
- Do a New Venture.

- Different colors of recognition beads.

ADVENTURE LINK-UP PROJECTS

- For third graders and older members.
- Projects involving sports, creative arts, performing arts and other outside interests.
- Generally done by individuals.
- Involved planning and goal setting.
- Recognition Emblems

ADVENTURE ADVANCED PROJECTS

- For third graders and older members.
- Series of activities which follow a five-step planning process.
- Options from each of the five trails.
- Planning done primarily as an individual.
- Purple recognition beads.

ADVENTURE NEW VENTURE

- For fifth graders.
- Series of activities on a topic of personal meaning.
- One or more project on each trail.
Planning done by youth as a group or as individuals.
- Recognition emblem.

CAMP FIRE BEAD ACTIVITIES

- Short-term learning activities for Adventurers and older youth.
- Many options in each Camp Fire trail.
- To be done individually.

**DISCOVERY
DISCOVERY PROJECTS**

- For sixth, seventh and eighth graders.
- May be done by older members.
- Variety of projects to learn more about Camp Fire, adolescent development, service and travels.
- Generally planned as a group.
- Recognition emblems.

**DISCOVERY
TORCH BEARER PROJECTS**

- For sixth graders and older.
- 24 different project topics.
- Five-step planning process.
- Recognition emblems.

**NEW HORIZONS
REFLECTION PROJECTS**

- For ninth graders and older.
- Four different projects.
- Primarily done individually.
- All four projects require for Wohelo Award.
- Recognition emblems.
-

**NEW HORIZONS
WOHELO AWARD PROJECT**

- For ninth graders and older.
- Highest youth achievement in Camp Fire.
- Extensive individual planning in three advocacy areas.
- Recognition emblem, medallion and/or pin.

PLANNING CALENDAR	
WEEK 1 <u>JANUARY</u>	WEEK1 <u>APRIL</u>
WEEK 2	WEEK 2
WEEK 3	WEEK 3
WEEK 4	WEEK 4
WEEK 5/NOTES	WEEK 5/NOTES
WEEK 1 <u>FEBRUARY</u>	WEEK 1 <u>MAY</u>
WEEK 2	WEEK 2
WEEK 3	WEEK 3
WEEK 4	WEEK 4
WEEK 5/NOTES	WEEK 5/NOTES
WEEK 1 <u>MARCH</u>	WEEK 1 <u>JUNE</u>
WEEK 2	WEEK 2
WEEK 3	WEEK 3
WEEK 4	WEEK 4
WEEK 5/NOTES	WEEK 5/NOTES

PLANNING CALENDAR	
WEEK 1 <u>JULY</u>	WEEK 1 <u>OCTOBER</u>
WEEK 2	WEEK 2
WEEK 3	WEEK 3
WEEK 4	WEEK 4
WEEK 5/NOTES	WEEK 5/NOTES
WEEK 1 <u>AUGUST</u>	WEEK 1 <u>NOVEMBER</u>
WEEK 2	WEEK 2
WEEK 3	WEEK 3
WEEK 4	WEEK 4
WEEK 5/NOTES	WEEK 5/NOTES
WEEK 1 <u>SEPTEMBER</u>	WEEK 1 <u>DECEMBER</u>
WEEK 2	WEEK 2
WEEK 3	WEEK 3
WEEK 4	WEEK 4
WEEK 5/NOTES	WEEK 5/NOTES

National Projects

Following is a list of current national projects. In addition to receiving an emblem for completing these projects, children may also receive a purple bead for completion of each requirement or step in the project.

PROJECT NAME AND EMBLEM	MOST APPROPRIATE AGE GROUP	PROJECT GOAL	SYMBOLISM	# of MEETINGS	FOR MORE INFORMATION
*Salute to Hospitalized Veterans 	All ages	Pay tribute to hospitalized veterans; learn about freedom, patriotism, citizenship and giving service.	Symbolizes love and appreciation for America's veterans.	1	Council handout
*Save the Bluebirds 	First grade and older	Protect the North American Bluebird.	Symbolizes the desire to protect and assist endangered wildlife.	2+	Adventure Trails , #D-06000; Outdoor book , #D-07600
*National Art Competition 	All ages	Encourage creativity through a variety of mediums.	Symbolizes creativity	1-2	Adventure Trials , Council handout.
*Celebrate Camp Fire 	All ages	Learn more about Camp Fire and celebrate Camp Fire's birthday.	Symbolizes happy times found in Camp Fire.	2-3	Adventure Trials , Council handout.
*Project Contact 	First grade and older	Find pen pals and learn friendship through correspondence.	Symbolizes crossed paths.	6+	Adventure Trails .
*Project Handclasp 	Third grade and older	Focus on international awareness and service.	Symbolizes heart and person.	4	Adventure Trails .
* Sales and Sense 	K and older	Teach to be effective salespersons who follow safe sales practices.			
* Progression in Outdoor Action 					

Save the Bluebirds

Camp Fire National Project



Purpose: Provide long-term service to protect the Bluebird population.

Outcomes:

- Increased appreciation and respect for others
- Increased Knowledge of Governance Process and Teamwork
- Increased Understanding and Appreciation of Nature
- Increased Competency in and Appropriate Application of Basic Learning Skills

Requirements:

Participants may receive one purple bead (#B07300) after each activity requirement is completed. The recognition emblem (#B10800) is awarded for completion of all five activities. The Save the Bluebirds emblem symbolizes a hand and a bird as a reminder of how the participant helped the bluebirds.

Activity Requirements:

1. Learn about the bluebird and other birds. Do activity A and one other activity.
 - a. Learn about the bluebird. Why was it once in danger of becoming extinct? Contact the Audubon Society or another conservation group for help and information.
 - b. Learn the size, color and shape of sparrows and starlings. These birds take nesting sites from bluebirds.
 - c. Learn about five other birds that are common in your area.
 - d. Learn how birds protect themselves from natural enemies.
2. Build for the bluebirds. Do activity A and one other activity.
 - a. Make and/or paint a bluebird-nesting box (bird house).
 - b. Invite family members or other groups to help with building.
 - c. Make a bird feeder.
 - d. Make a birdbath.
3. Discover the natural resources in your area and the organizations that work to protect wildlife. Do any three activities.
 - a. Visit a nature center and talk with the naturalist.
 - b. Visit a bird sanctuary.
 - c. Learn about two organizations that work to protect wildlife.

- d. Become a member of the Junior Audubon Club.
 - e. Make a map of parks or wildlife sanctuaries in your area. Illustrate and color.
4. Locate a site to place the bluebird nesting boxes and watch what happens. Do all of these activities.
 - a. Place the nesting boxes. Find the right area and get permission of the owner, if necessary.
 - b. Regularly check on the nest. Remove unwanted birds and nests.
 - c. Keep track of how many bluebirds were attracted to the nesting boxes, how many bluebirds were raised, and whether or not the houses were taken by other birds.
 5. Share information. Do one of the following activities.
 - a. Make a nature scrapbook about birds.
 - b. Write a short play about birds, real or imaginary.
 - c. Help plan and give a play using a legend or story about birds.
 - d. Make a bird conservation poster to be used in displays.
 - e. Help prepare and set up a display or demonstration about the bluebird in a nature center, school library or store window.
 - f. Submit articles to newspapers telling of the club's efforts to protect the bluebird.

Tips for teachers, leaders or coordinators:

- Background information on this project can be found in the Outdoor Book (#D-07600). Plans for bluebird nesting boxes can be found there. The nesting boxes must be built carefully to attract bluebirds and discourage other birds from taking over the nests.
- A special feature of this project is that it can be adapted to any endangered species. If there are no bluebirds in your area, but another animal is endangered, adapt the project outline. Whether the project deals with bluebirds, whales or eagles, participants can still enjoy, learn and be challenged by this conservation project.



PROGRESSION IN OUTDOOR ACTION

PURPOSE: *Develop self-confidence and self-reliance through mastery of outdoor living skills.*

REQUIREMENTS

There are five projects in the progression. They must be completed in the order described here. Each project has a different set of requirements which build from skills learned in the previous project. There is an emblem to be earned for completion of each project.

1. Fire Tender #B-20100
2. High Adventure #B-26100
3. Trail Maker#B-20300
4. Gypsy#B-20500
5. Voyager #6-20700

TIPS FOR LEADERS

- A progression is based on attainment of a skill level, not an age or program level. Young children usually are not ready to sustain interest in these projects.

- The "Trail Starter" and "Trail Exploration" projects in the Trail to the Great Outdoors are good projects to complete before starting this progression.
- Your council may offer training and group activities which relate to the Progression in Outdoor Action.
- Information needed to complete each project can be found in Camp Fire's **Outdoor Book** (#B-07600).
- With minor additions youth may earn emblems equivalent to "Trail Starter", "Trail Explorations" and "Outdoor Progression" projects through the American Camping Association's Outdoor Living Skills program. Consult your council for information.

PROJECT OUTCOMES

Activities in this project relate to Camp Fire's standards for program philosophy.

Children Will:	Camp Fire's Program Goals:
Demonstrate new skills Plan together decisions Cooperate to learn skills	Learning social interaction skills and Making
Learn self help skills personal life skills, Learn outdoor living skills citizen	Improving self-esteem, Learning valuing health and being a good
Apply math and science skills Understand importance of being a world citizen	appreciate pluralism
Learn about differences in nature Observe different skill abilities	enjoy learning
Take a camping trip Eat outdoors Explore nature	Learning and applying Leadership skills
Learn responsibility for the environment Help others learn skills	

PROGRESSION IN OUTDOOR ACTION

PROJECT 1: FIRE TENDER

Purpose: Develop basic skills in hiking, firebuilding, knots, knife safety and compass reading.

Do all seven steps

1. Learn about hiking. As a group, plan and go on a one to two mile hike, taking a picnic lunch. Plan food, first aid equipment, clothing and destination.
2. Take three different kinds of outdoor observation hikes or walks such as a color hike or hike to observe signs of the season, birds, tiny treasures, etc. One of these may be combined with Step 1 above. Share these experiences with someone else.
3. Learn how to measure distance by paces. Demonstrate ability to do so on at least three separate occasions. One should be for a specific purpose such as the distance from school to the Camp Fire meeting place, a house or the nearest park.
4. Learn a joining knot such as the square knot or the sheet bend and a stopper knot such as the overhand knot and how they are used. Demonstrate how to pack a sleeping bag or make a bedroll using these knots.
5. Learn and demonstrate use, care, safety and selection of a pocket knife. Make shavings for a fire.
6. Learn about the kinds of fuel for outdoor cooking. Know how to care for charcoal and/or make a wood pile.
7. Learn facts of fire building and fire safety. With a group, build and use a fire and cook a simple one-pot dish, a foil dinner or something on a stick. Be sure to keep the fire as small as possible. Plan the menu, capers and cleanup.

PROGRESSION IN OUTDOOR ACTION

PROJECT 2: HIGH ADVENTURE

Purpose: Further develop outdoor skills in conservation, knots, compass reading, pocket knife use, outdoor cooking, camping equipment and overnight camping.

Do all seven steps.

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

PROGRESSION IN OUTDOOR ACTION

PROJECTS: TRAIL MAKER

Purpose: Strengthen skills in conservation, compass use, camping, outdoor cooking and backpacking.

Do all seven steps.

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

PROGRESSION IN OUTDOOR ACTION

PROJECT 4: GYPSY

Purpose: Increase knowledge of nature, ecology, compass use, outdoor cooking, camp craft and fire safety.

Do all eight steps.

1. Visit a nature trail, an interpretive center or other outdoor education areas. Discuss how and why it was developed and what was learned by visiting it.
2. Do an ecological study of an area. Select an area approximately 10'x10' at the beach, in the woods or near a stream, pond or field. Study, identify and inventory the living organisms, such as plants, animals, bugs and birds. Examine and study the soil. Observe the effects of sun, wind, rain and temperature on the plot. To the best of member's ability, determine the interrelationships and interpret them to others.
3. Follow a map by using a compass.
4. Learn to use a two-person saw or a hatchet. Demonstrate ability to do so on at least three occasions and use the tool to help with a project.
5. Learn to care for and cook on a liquid fuel stove. Use it to cook three outdoor meals.
6. Learn and demonstrate how to pitch a tent.
7. Plan and carry out a two night camping trip, cooking a minimum of five meals outdoors by using as many as possible of the skills, methods and planning abilities learned in this progression.
8. Evaluate what has been gained in completing these requirements and how feelings toward the outdoor world have changed or intensified.

PROGRESSION IN OUTDOOR ACTION

PROJECTS: VOYAGER

Purpose: Select an outdoor specialization skill and learn the basic components of the skill. Learn to plan and carry out an extended camping trip.

Do all six steps

1. Select an outdoor specialization skill for trip camping such as canoeing, backpacking, cross-country skiing, sailing, horseback riding, climbing, hiking, etc. Learn the basics of the specialization including special equipment needs.
2. Write about safety concerns related to the skill. Share these safety ideas with a person who has mastered the skill.
3. Buy, rent, or borrow the proper equipment and demonstrate a proficiency in the handling, use and repair of the equipment.
4. Demonstrate to a person who has mastered the skill the proper way to pack for a trip in the area of specialization. (This means participants must carry all food, equipment, and other supplies with them.)
5. Learn and demonstrate ability to forecast weather conditions and read maps related to area of specialization.
6. Help plan and carry out a self-contained specialty trip. The trip should include travel for at least three nights with no motorized means of transportation. Include emergency procedures, planter minimum impact camping, menu, equipment needs, travel route, cost and natural hazards one might encounter.



CAMP FIRE NATIONAL PROJECT

NATIONAL ART PROJECT

PURPOSE: Encourage creativity and explore art as a career.

REQUIREMENTS

The basic activities for the project are the same from year to year. The medium changes each year on a regular six-year cycle and includes painting, fibers, printmaking, photography, clay, and an open medium that is either unique or has a special theme. Your council will have the information on the current medium and may provide workshops to help you or your members explore the medium.

Members complete four of the six activities requirements and enter a finished piece of art in Camp Fire's art show or competition. More than one activity can be completed in a meeting. Activities can also be incorporated into a meeting with an activity from another project. Each member receives one purple bead (#B07300) after each requirement is completed. Each member who completes four requirements receives recognition emblem (#B12500).

TIPS FOR LEADERS

- Judge the success of an activity by whether or not members have had a chance to be creative, not by the final product. Patterns or models limit creativity and should be used only to stimulate ideas.
- Try an art activity before you introduce it to the group. Doing the activity ahead of time will give you an opportunity to become familiar with the materials and allow you to make any changes needed. Do not use your finished product as a sample, or the members will measure their success against yours and not feel as good about their products. Show work in progress.
- Have members bring large shirts, aprons or smocks to cover their clothing while working on messy projects.
- Have members help prepare for the activity and participate in cleanup.
- If you do not have access to a sink, fill a dishpan with soapy water for washing hands.
- Cover tabletops and floors with newspaper, plastic or newsprint if the activity is messy, or go outside.
- An easy way to dry artwork is to hang it on a string or wire clothesline stretched across the room or between two chairs. Use clothespins or paper clips to attach the artwork to the line. Put plastic or newspaper under the line to catch any drips. If artwork is very wet, lay it flat to dry.
- Make sure members understand the art activity and have the necessary materials before they start. Then turn them loose to create and explore. Make positive suggestions or give ideas that will stimulate thinking and making choices. Allow members the opportunity to reject or accept your suggestions or ideas.
- To encourage members to talk about their artwork, simply ask them to tell you about it. Do not ever ask them, "What is that supposed to be?" Art is personal, and what the child creates is his or her own interpretation of something.
- Since abilities of youth are different and unique, do not compare one child's artwork with another's.
- If your area offers one, attend a council or community workshop on how to introduce and use this medium in an age-appropriate manner.

PROJECT OUTCOMES

- Expresses feelings and emotions in a positive, constructive manner.
- Has confidence in one's ability to accomplish a goal.
- Is willing to engage in personal growth activities.
- Recognizes and respects values of others.
- Demonstrates artistic ability in the mediums of visual and/or performing arts.

ACTIVITY REQUIREMENTS

1. Visit an art gallery, art show, and museum or art studio.
2. Talk to an artist who uses this medium. Ask why she or he chose that medium and view samples of work. Ask about art as a career.
3. Find at least three different ways to use this medium to make a finished product.
4. Find a sample of this medium displayed as art in your community. Discuss the work and how and where it is displayed.
5. Experiment with the medium to design and make something without using a pattern or kit.
6. Select and finish a piece of art suitable for entry in an art competition.

CAMP FIRE NATIONAL ART PROJECT OBJECTIVES

The purposes of the competition are:

To help young people:

- increase competency in, and the appropriate application of, basic learning skills;
- increase personal creativity;
- gain greater self-awareness (e.g., identity and self-esteem);
- make choices and plan sequentially;
- experience a range of art forms;
- develop skills and find outlets for personal expression;
- consider related careers and lifetime interests;
- develop a sense of competence and self-worth; and
- become more aware of different cultures.

To help adults have greater appreciation for:

- exploring a range of basic materials;
- developing artists' creativity and skills;
- acquiring a discerning eye and aesthetic sense;
- learning techniques of teaching and sharing; and
- contributing to the promotion of the Camp Fire organization.

We are following our established six-year cycle—fibers, printmaking, photography, clay, open medium and painting.

Once again, we encourage you to help young artists in their exploration of the medium by providing opportunities to visit workshops, museums, art schools, galleries and artists' studios and research via the Internet.

“Art takes nature as its model.” - Aristotle

WHY IS ART IMPORTANT FOR YOUTH?

Why should art be a part of a young person's life? In a world that emphasizes "basics" and the "bottom line," where does art fit in?

Man has been struggling to codify and define the world around him since pre-historic times. Many years ago, seven liberal arts were recognized as part of art definition: Grammar, logic, rhetoric, geometry, arithmetic, astronomy and music. These were considered essential branches of philosophy, the study of which was required by anyone who wished to be considered educated.

Art education aids students in skills needed in the workplace, flexibility, the ability to solve problems and communicate, the ability to learn new skills, to be creative and innovative, and to strive for excellence.

Art education is one of the most creative ways to find the gold that is buried just beneath the surface. Young people have an enthusiasm for life, a spark of creativity and a vivid imagination that all need training to prepared them to become caring, confident youth and future leaders.

Students who take art courses tend to have higher scores on the Scholastic Aptitude Test (SAT) than those who do not. The more art courses a student takes, generally speaking, the higher his or her SAT scores.

Art is enjoyable. Beauty, order, a sense of meaning, humor, creativity and emotion combine to make art one of the great pleasures of life.

Art tells the story of humanity. Since the time when humans lived in caves, art has been a way of making sense of the world. Art records experience and serves as a metaphor for values. In the process of learning to enjoy and understand great works of art, a child learns to consider basic issues of what it means to be human, to consider who we are and where we are going.

Art provides self-expression. Youth's emotional expression in a work of art helps them to understand and analyze feelings and to experience the power of emotion and put it into perspective. Art integrates the spiritual, the intellectual and the physical.

Art stimulates imagination. The ability to make images gives a young person more to dream, think, learn and write about.

Art develops creativity. The choices involved in producing art by combining and reinterpreting visual elements teach the process of creativity—a productive form of play. In a world of rapid change, art teaches flexibility and problem solving.

Art teaches thinking skills. Looking at and talking about art encourages these skills: observing, recalling, comparing, questioning and making choices. Learning about art helps young people form and verbalize ideas, thus fostering creative thinking as well as language ability.

Art is essential for success. Not only is art fun, but it also requires self-discipline, creativity and confidence to succeed. These are important habits that will stay with youth and help them succeed in other areas of school, life and work.

Art encourages exploration. Not only do the arts remove boundaries and allow children and youth to explore aspects of life around them in new ways; connecting the arts with other disciplines such as math, reading and writing or science often helps students learn about, comprehend and value those disciplines as well.

Art promotes understanding. Art represents many ways of experiencing and understanding the world. It also helps develop the many types of intelligence that people possess and use all the time.

Art promotes understanding of different cultures. Through art, youth learn to explore other cultures by connecting them with different types of ethnic art.

Childhood is that period of human life when a person discovers and cognates the surrounding world. Through art, youth learn how to express themselves and to see their own worlds.

Art will:

- encourage and develop creativity and imagination;
- offer youth space in which to express their views freely and in a diverse environment;
- enhance exposure to cultural heritage; and
- help youth discover the connection between their daily lives and the art world.

“Perhaps we have misunderstood the reason we learn music, and all the arts, in the first place...It is that for hundred of years it has been known that teaching the arts, along with history and math and biology, helps to create the well rounded mind that western civilization, and America, have been grounded on. America’s greatest achievements – in science, in business, in popular culture, would simply not be attainable without an education that encourages achievements in all fields. It is from that creativity and imagination that the solutions to our political and social problems will come. We need that well-rounded mind now. Without it, we simply make more difficult the problems we face.”

Richard Dreyfuss
Actor

Salute to Veterans

Camp Fire National Project



Purpose:

- Help children learn about veterans, develop a sense of caring for others, and give service to others.
- Pay tribute and express appreciation to veterans.
- Increase community awareness of the role of the Veteran's Administration (VA) medical centers.
- Encourage citizens to visit the hospitalized veterans and to become involved as volunteers.

Outcomes:

- Greater self-awareness
- Increased appreciation and respect for others
- Increased knowledge of governance process and teamwork
- Ability to make program choices and plan sequentially
- Increased competency in and appropriate application of basic learning skills

Requirements:

Participants complete the following two requirements. Generally the requirements are completed in two meetings:

1. Who are Veterans?
2. Valentines for Veterans

Requirements can be altered or substituted according to the needs, interests, and ideas of the group. The participant receives a national project bead after each requirement is completed. Participants completing two requirements receive the recognition emblem (#B12000). The Salute to Veterans emblem is a heart design, which symbolizes love and appreciation of the veterans of our country.

Tips for Teachers, Leaders, or Coordinators:

- This project is administered with the cooperation of the VA in Washington, D.C. All valentines are sent to council offices and then to the VA hospitals all across the country.
- If a VA hospital is located in the council's area, making a visit is encouraged. Youth can learn a great deal about veterans by actually visiting a hospital. Find out if the VA hospital in your area will allow visitors. If a hospital is not available, you may contact your local Veterans of Foreign Wars post.
- Contact your council regarding deadlines, information on materials, and how to distribute the valentines.

- Check with your council before doing any activities shown on the list of options. Some of these activities may not be suitable for the VA hospital in your area.

Salute to Veterans

Camp Fire National Project



Meeting Plan: Who Are Veterans?

Purpose: Teach children what veterans did for this country and what it means to give service to others.

Materials:

- Sample of Salute to Veterans emblem (#B12000)
- Crayons or markers
- One piece of 8½" x 11" paper for each child
- Optional: a variety of building materials (spoons, paper, string, yarn, wood, paper cups, fabric, building blocks, boxes, etc.).

Preparation:

Check on council procedures for this project. The group could invite a veteran to this meeting. Check to see if there is a veteran among the families of the group.

There are many activities in this meeting plan; choose the ones most appropriate for your age group.

Activities:

Veterans

1. Ask the children, "What is a veteran?"
 - Men and women who have served this country in the Armed Forces, such as the Army, Navy, Air Force, Marines, or Coast Guard.
 - Point out that veterans are people who have defended our country so everyone could live in peace.
 - Emphasize that veterans are people of all races and nationalities.
2. Ask them if they know anyone who served in the military in World War II, Vietnam, Korea, Desert Storm, Afghanistan, or Iraq. Once these people retire from or leave the military, they are considered veterans.

Patriotism

1. Talk about how veterans believe in patriotism, citizenship, freedom, and compassion.

2. Give children a chance to express their ideas as to what these concepts mean, and talk about how they relate to the children's own experiences.
 - a. What does being patriotic mean? (Loving one's country.)
 - b. What are some things that are patriotic?
 - Saluting the flag.
 - Saying the Pledge of Allegiance.
 - c. What does it mean to be a citizen?
 - Caring about what happens around you.
 - Taking part in the activities of the group.
 - Helping to make your country better.
 - d. What is freedom?
 - Being able to make decisions.
 - Being able to make choices about the group and what they want to do.
 - e. What is compassion? (Caring about others.)

Peace

1. Ask the children:
 - a. What is the meaning of peace?
 - b. Can they remember a time when they felt peace? What were they doing?
 - Playing a game?
 - Making something with their friends?
 - Doing something outside?
 - Spending time with people in their families?
2. If the children do not know what you mean by peace, ask them to remember a time when they felt happy, strong, helpful, or good about themselves.
3. Avoid defining peace as a particular behavior. Emphasize that peace is personal.
4. As you discuss peace, encourage the children to talk about their everyday feelings of peace.
5. Ask the children if they feel peace when they help their brothers, sisters, or friends. Explain that doing something helpful is a good way to experience peace.

Picture

1. Ask each child to draw or paint a picture illustrating one of the above concepts and what it means to him or her. This will give them a better idea of the meaning of this project.

2. Discuss what they drew.

Being in the Hospital

1. Explain that one way to be in contact with veterans is through a local Veterans Administration (VA) hospital.
2. If you have a VA hospital in your area, identify someone from the group to interview a patient.
3. Ask the children:
 - a. What is it like to be hospitalized?
 - b. What can patients do when they are in the hospital?
 - c. What can they not do?
4. Ask if any of the children have ever been in the hospital. Have they ever visited anyone in the hospital?
5. What is something nice they can do for someone in the hospital?
6. Explain that not all veterans are in the hospital, but the ones who are enjoy getting special things. Stress that a veteran is not always in the hospital because of a war injury; he or she could be there for another reason.
7. Act out an impromptu skit or pantomime about how a veteran in the hospital might feel when he or she receives a valentine from a Camp Fire youth.

Valentines

1. Point out that at the next meeting time the group is going to make valentines for veterans. If there is no VA hospital in your area, you might want to find other ways to support veterans. As an alternative, have the group visit a Veterans of Foreign Wars post or send valentines to active service men and women.
2. Ask the children to suggest different kinds of valentines to make for the veterans or for armed service personnel. Talk about the materials the group would like to use to make the valentines.
3. Explain that at the next meeting you will bring these materials and the children will create their own valentines and write letters to the veterans.

Ceremony

1. Pass the emblem around the group. Point out that the children will each receive an emblem for making valentines for the veterans. The emblem shows that they are thoughtful and caring and that they made somebody very happy.
2. Ask the children to help you plan a ceremony in which they can receive their emblems. The ceremony will be held during the closing of the next meeting, after they have made their valentines.
3. Remember, the ceremony does not have to be elaborate. The group plans it, and that makes it special. Songs, special words, lighting candles, and forming a friendship circle are just a few ideas for a ceremony.

Playback: Points to Reinforce:

- What are some things you learned about veterans?
- What will you tell your family about a veteran?

Salute to Veterans Camp Fire National Project



Meeting Plan: Valentines for Veterans

Purpose: Help children make valentines and write letters to veterans.

Materials:

- One 9" x 12" piece of red construction paper for each child
- Variety of items to decorate valentines (scrap lace, doilies, yarn, fabric)
- Paper for letters
- Markers or crayons
- Pencils
- Emblems
- Masking tape
- Scissors
- Glue
- Optional: cloth for blindfold

Preparation:

Optional: Make heart patterns out of large sheets of paper.

Activities:

Explain to the group that today the group will be making special valentines for veterans. Ask them if they remember what a veteran is. Why is it important for the group to be making these valentines for the veterans? How do they feel when they are helping someone else?

Tell the group that when they finish their valentines, each child will also write a special letter to send with the valentines (optional). Explain that the veterans love to get letters. It means a lot to them to know that someone cares about them. Some of them are lonely and do not get very much mail, so it makes them happy to hear from somebody. Point out that people often think of others only on birthdays or holidays. They forget that people like to be remembered at other times too.

Individual Valentines

1. Discuss the information that is to be included in the letters. Ask the following questions:
 - How should you begin your letter? Appropriate greetings are "Dear Veteran," "Dear Friend," or even "Hi."
 - What could you say to the veterans to help them feel better?

- What could you tell them about yourself? Encourage the children to talk about hobbies, school, pets, and being participants in a Camp Fire group.
 - How should you sign your letters? (The children sign their letters with their **first names only** and group name.)
2. Do not let the youth put their addresses on the letters. Medical centers for veterans or military posts do not allow letters with return names or return addresses to be delivered. This rule is for the safety of the youth, medical centers, and patients themselves.
 3. Give any instructions needed to help them make their valentines. If young children are making card-type valentines, their letters can be written inside. Older children may need separate sheets of paper, because their letters may be longer.
 4. When the children have finished, talk about the valentines and letters. What did they say in their letters to make the veterans feel better? What are some special things about the valentines that will make the veterans happy? What did they tell the veterans about themselves?

Group Valentine

With the scraps left over from making valentines, make a group valentine.

1. Divide the group into smaller groups of three or four children. Give each group one large piece of construction paper.
2. Ask one of the children in each group to cut out or draw one heart the size of the paper. Younger children will need hearts traced in advance.
3. The groups choose materials from the leftover scraps to decorate and glue on the group heart. Each participant of the group can make one decoration for the heart, or the group can make something together.
4. When the groups are finished, have a contest and let the children choose the funniest, most unique, or most colorful heart.

A variation of this activity:

1. Have each member of the group make a small decoration but not glue it on the group heart.
2. Each group then hangs its heart on the wall using masking tape. Make sure it doesn't damage the wall.
3. The members of each group line up facing their group heart.

4. The children place tape on the backs of their decorations. Each child takes a turn placing the decoration on the heart while being blindfolded.
5. After all the hearts have been decorated, choose the funniest, unique, and most colorful.

These valentines can be included with the valentines being sent to the veterans. They can be used as decorations at the hospital.

Playback: Points to Reinforce:

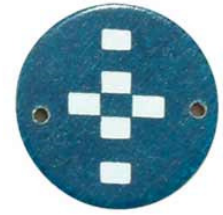
- What special feeling do you get from helping others?
- How do you think the veterans will feel when your valentines arrive?

Closing:

Close with the emblem ceremony the children planned in the first meeting.

Project Contact

Camp Fire National Project



Purpose: Encourage friendship by correspondence.

Outcomes:

- Greater self-awareness
- Increased appreciation and respect for others
- Extended friendship circles
- Greater sense of belonging
- Increased competency in and appropriate application of basic learning skills

Requirements:

The participant may receive one purple bead (#B07300) after each activity requirement is completed. The recognition disk (#B22800) is awarded for completion of all five activities. The Project Contact disk is a round disk that shows two crossed paths that symbolize how the path of the participant's life has crossed with the lives of others.

Activity Requirements:

1. Correspond with two pen pals in another city, state, or country. Get the names of other Camp Fire participants in the United States, or contact organizations that can help find pen pals in other countries.
2. Correspond long enough to exchange at least six letters or other items with each pen pal.
3. Share any replies you get with your Camp Fire group, friends, or family.
4. Tell the pen pals about Camp Fire adventures and experiences.
5. Make things to exchange with the pen pals. Consider making stationery. Take some photos or draw pictures of places in your community.

Tips for Teachers, Leaders, or Coordinators:

- If the participants want to write to other Camp Fire participants, contact your council office. Each council has a list of other council names and addresses. Also, look in your own council's newsletter. You may see a request for pen pals from another council.
- If the participants want pen pals in other countries, check your local library for names of organizations for pen pals. There is usually a small charge involved with such groups.
- Encourage the participants to share photographs, newspaper clippings, sketches, drawings, maps, magazines, favorite stories, legends, and recipes. The youth may wish to be "electronic pen pals" using tape recordings, e-mail, or film. Make sure the pen pal has access to the appropriate equipment.
- You may also need to check with the post office for special mailing rates, appropriate stationery, number of enclosures, and packaging. The youth can do this task as part of a field trip

Note: For Safety reasons Camp Fire recommends the selection process for pen pals in Project Contact be facilitated by the leader and that parents give their permission for their sons or daughters to participate in the project and agree to monitor letters and e-mail. Youth should not share their addresses, phone numbers or last names. An email address that does not contain this information is okay. There are several ways children can be helped to find a pen pal:

1. Council staff or leaders can contact other councils and ask to partner with a leader of a group about the same age. Letters can be written, bundled, and sent to the leader's address for distribution. Leaders can also contact other world organizations with pen pal programs to participate in their programs.
2. Leaders can provide lists of e-mail addresses to leaders in other councils or work with other organizations to participate in their e-mail programs.
3. Parents may recommend a pen pal from a family they know in another part of the country or world.

The following is a sample permission form for leaders to use with the parents or guardians of the youth in their groups.

Pen Pal Permission Form

Camp Fire is always concerned for the safety of the children in their programs and regularly notifies parents and/or seeks special permission for children to participate in some activities. Project Contact is a project to encourage friendship by corresponding with a pen pal.

I give my permission for _____, my son/daughter to participate in Project Contact.

___ I understand that her leader has helped select another Camp Fire member in another part of the country or from another organization that sponsors pen pals and will use that address to receive and share letters. My child's e-mail does not contain personal information and can be sent directly to him or her.

___ I prefer to provide the name of a pen pal from a family I know. Please call me at _____ for their information.

___ I agree to discuss with my son or daughter the concern for not sharing personal information, such as home address, phone, and last name, and to periodically monitor the letters and e-mails she or he receives.

Signed by _____, Parent or Guardian



Participate in Project Contact!



Camp Fire participants from all over the country participate in Project Contact, and so can you! Project Contact gives you an opportunity to make friends with someone far away. Through this pen pal project, you get to know someone in another country or another part of this country. Your pen pal learns all about you too.

The Project Contact disk is a round disk that shows two crossed paths that symbolize how the path of your life has crossed with the lives of others. You may receive one purple bead for each of the activities listed below that you complete and the Project Contact disk after you have completed all five activities.

6. Correspond with two pen pals in other cities, states, or countries. Get the names of other Camp Fire participants in the United States, or contact organizations that can help find pen pals in other countries.
7. Correspond long enough to exchange at least six letters or other items with each pen pal.
8. Share any replies you get with your Camp Fire group, friends, or family.
9. Tell the pen pals about your Camp Fire adventures and experiences.
10. Make things to exchange with the pen pals. Consider making stationery. Or, take some photos or draw pictures of places in your community.

Use the section below to make a record of your project:

I started this project on _____.

I corresponded with _____ from _____

and _____ from _____.

This is what I learned about people in other places:

Here is what I will always remember (write notes, draw a picture, or include letters):



Project Handclasp

Camp Fire National Project



Purpose: Learn about the problems of people in other countries and find out what can be done to help.

Outcomes:

- Greater self-awareness
- Increased appreciation and respect for others
- Increased knowledge of governance process and teamwork
- Ability to make program choices and plan sequentially
- Extended friendship circles
- Greater sense of belonging

Requirements:

The participant may receive one purple bead (#B07300) after each activity requirement is completed. The recognition disk (#B22600) is awarded for completion of all four activities. The Project Handclasp disk is a round disk showing a heart and a hand, which symbolizes the efforts made to learn about other cultures and help with international efforts.

Activity Requirements:

1. Select a foreign country of interest or a country where a special project or event is going on now. Ask people in international agencies and organizations in the community what they are doing in other countries. It may be easier to do this project with the help of this agency or organization. Learn more about the chosen country.
2. Do at least two of these things:
 - Learn something about the problems of this country, their causes, and what is being done.
 - Learn some common words and phrases in the language of this country.
 - Learn and teach to a younger group at least two games, dances, songs, folk legends, stories, arts, or crafts of this country.
 - Prepare a meal using the foods of this country.
 - Learn about families, schools, or government of this country. In what ways are they similar to or different from where the group participants live?
 - Be a corresponding friend to a person in this country.

- Discover the life stories of two persons in this country. They may be historic heroes, current leaders, scientists, musicians, or others.
3. Do a service project with the country of choice. Work with other groups in the community to do this.
 4. Create a special ceremony to share what has been learned. Show a symbolic handclasp with another country in words, pictures, or actions.

Tips for Teachers, Leaders, or Coordinators:

- This project is best suited for older participants, because participants do not interact directly with the people receiving service. Younger participants get excited about giving service when they can meet the people being served or see the effect of their service.
- Many organizations have international projects that can benefit from your help. Here are some groups to contact: churches, synagogues, interfaith councils, local affiliate groups of the United Nations, World Health Organization of the United Nations, CARE, American Red Cross chapters, and International civic organizations, such as Kiwanis. Your council may have some advice on international groups in the community who want to work with Camp Fire.

Sales and Sense

Camp Fire National Project



Purpose: Teach participants to be effective salespersons who follow safe sales practices.

Outcomes:

- Greater self-awareness
- Increased appreciation and respect for others
- Ability to make program choices and plan sequentially

Requirements:

Participants complete six requirements in this project.

1. Learn safety rules for selling to the public.
2. Learn effective sales techniques.
3. Learn to handle money.
4. Establish individual and/or group sales goals and work to achieve those goals.
5. Meet the fair share sales goal set by the council.
6. While selling, wear something that identifies you as participating in Camp Fire — a Camp Fire T-shirt, your Camp Fire vest, or other Camp Fire clothing.

The first four requirements are met by spending at least one meeting on sales techniques, safety, and money management. A plan for that meeting is provided here. When the project is completed, the participant receives the Sales and Sense emblem (#B13100), which symbolizes safety and money.

This project may be repeated each year in conjunction with product sales for council-wide fund-raising purposes.

Tips for Teachers, Leaders, or Coordinators:

- Another person associated with your group should assume primary responsibility for managing product sales. This person will probably be a member of the group support committee or a parent of a participant. The group sales coordinator will be trained by the council and receive essential information from the council. Be sure you work closely with this person. The coordinator may present much of the information in this meeting plan.
- Permission slips for participating in a product sale must be signed by a parent/guardian for each participant. Your council will furnish permission slips.
- Read the product sale information given to you by your council. Review any restrictions on selling that are part of your council's policies. These policies are implemented as a way to ensure safety.
- Check with your council or sales coordinator on incentives for participants and/or your group.
- Find out how your group and council benefit from the sale so this can be discussed with the participants.
- The meeting plan described here is designed for councils participating in a quality chocolate sale. The project can be modified for other product sales.
- Sales goals should relate to the program planned by the group. A product sale is a way for the group to earn the money needed to carry out its plans. With a fall product sale, potential income from the sale can be considered in making plans for the rest of the year. With a spring sale, groups often do not receive money until late in the program year. You are encouraged to help the group see how this money can be saved to fund next year's program or used now to prepare for next year. Too often the money is used for a social event with little lasting program value.
- Selling the minimum level or fair share as set by the council for receiving an incentive is a requirement to complete this project. Sellers do not have to meet individual or group goals established during the project to earn the emblem.