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HOW TO USE THIS MANUAL

The purpose of Camp Fire's club program is to help youth learn new skills, plan and make decisions, give service and make friends.

You, as a pair or team of adults, have accepted the responsibility to be partners with the youth of your club to make the club a fun and successful experience. You enjoy children and feel some commitment to improve their lives while developing new skills. Camp Fire offers programs for children and teens and can only be successful because of you.

This manual is a tool designed to help you, the leaders. The information has been divided into sections for easy reference. If, at any time, the information you are seeking is not available, please call your Club Administrator.

USE THIS RESOURCE:

- at club meetings
- at Leader meetings
- at training

MAKE COPIES:

- but return all of your masters so your manual is complete This material has been saved as a Microsoft Word file and as a pdf. A copy of this manual is on our website at www.campfiresnoco.org/resources.

PASS IT ON:

- to the next club leader or your Area Service Team Manager if your club discontinues

HAVE FUN AND MAKE NEW FRIENDS.



WHAT IS CAMP FIRE?

Camp Fire is one of the nation's leading nonprofit youth development organizations, serving youth, teens and families in communities across the United States. Camp Fire programs are research-based, delivered to youth and families via out-of-school time, environmental and camp, teen service and leadership programs. Because youth want to shape the world, Camp Fire's focus is giving youth and teens the opportunity to find their sparks, lift their voice and discover who they are. Camp Fire programs are proven to develop young peoples' skills *now* so they can reach their full potential.

WHAT CAN YOU EXPECT WHEN YOU JOIN CAMP FIRE?

Highly trained leaders. Caring adults who are true mentors.

- Camp Fire is led by professionally trained, caring adults using proven methods. Leaders are highly trained role models, who encourage young people to be all they can be.
- Our work with young people is tailored to each individual, guiding them to be their best, a "best" they define themselves.
- Camp Fire adults are passionate role models and champions of children.
- Programs encourage and guide youth to discover their sparks.

Inclusiveness. Camp Fire is open to everyone.

- Camp Fire is open to everyone. We embrace the uniqueness of every youth, teen, and family we serve.
- The uniqueness of all young people and their families are embraced.
- Every child—is celebrated every day. No exceptions.
- Participants build lasting relationships with youth and adults of all ages and backgrounds.

Participant-driven. Youth have a real voice and a real choice.

- Youth are encouraged to explore their natural sense of curiosity and find their own sparks.
- Youth set their best course of action with guidance from trained adults.
- Youth build their self-esteem through a variety of activities and are motivated to find their true voice.
- Youth learn to care for others, thus becoming a more compassionate.

Immediate action. Camp Fire is about getting kids engaged now.

- Camp Fire engages youth and gives them the opportunity to build abilities and make a difference today.
- Camp Fire builds a strong foundation, preparing youth for the present and the future.
- Camp Fire helps develop abilities *now*. We provide a strong foundation for kids as they prepare for the present and the future adventures and challenges.

At Camp Fire, we *Light the Fire Within*

Camp Fire helps youth dig deep inside and discover their "sparks," their personally defined nuggets of potential.

Helping a young person become who they want to be takes time and encouragement. It takes paying attention to what sparks a passion. At Camp Fire, that's what we do. We listen, we encourage, and we provide the opportunity to uncover each young person's unique interests.

We help youth become the exceptional people they are destined to be, buoyant with potential to do anything they dream of doing.

Camp Fire is participant-centered—identifying passions and sparks. Youth are actively engaged and are given a voice, which helps build self-esteem and self-reliance.

This focus is clearly stated in

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

Club programs are age-specific and connect youth with caring, trained adults in a small group atmosphere. Clubs meet regularly throughout the year, and youth often remain involved for many years. Club participants choose from a variety of fun and educational activities and projects. Family members are encouraged to participate and support their youth involved in our clubs. Family members become actively engaged and often tell us how much they enjoy connecting with families they would never otherwise meet.

Camp Fire's Core Values

Our core values provide guidance in establishing a positive environment for youth development and family strengthening experiences.

Over the years, the “**what**” or the specific activities, curriculum, and types of programs delivered change to meet the current diverse needs of participants and their families. The program content is always written to be age appropriate with intentional outcomes and activities that provide progression or sequenced learning. What does not change is “**how**” the programs are delivered. This is the essence of Camp Fire and is reflective of the Promise, Core Values, and Outcomes that it the foundation of a quality Camp Fire experience. Youth and adults work together in a small group structure, planning and making decisions together. Youth receive recognition for their accomplishments and as this youth-adult partnership develops youth grow in confidence and develop the leadership skills to take on more responsibility.

In Camp Fire, youth find a safe, fun and inclusive place with caring adults where they form lasting relationships, develop a sense of belonging, and make positive contributions to the lives of their families and their communities. In such an environment, Camp Fire youth have life-enhancing experiences and develop assets that are essential to their future.

Core Values

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



40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**—that help young children grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> Family support—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality. Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input. Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family. Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging. Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure. Parent involvement in child care and education—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.
	Empowerment	<ol style="list-style-type: none"> Community cherishes and values young children—Children are welcomed and included throughout community life. Children seen as resources—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs. Service to others—The child has opportunities to perform simple but meaningful and caring actions for others. Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve. Boundaries in child-care and educational settings—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors. Neighborhood boundaries—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way. Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children. Positive expectations—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.
	Constructive Use of Time	<ol style="list-style-type: none"> Play and creative activities—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others. Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well-maintained settings. Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. Time at home—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills. Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning. Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities. Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs. Early literacy—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.
	Positive Values	<ol style="list-style-type: none"> Caring—The child begins to show empathy, understanding, and awareness of others' feelings. Equality and social justice—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different. Integrity—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others. Self-regulation—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.
	Social Competencies	<ol style="list-style-type: none"> Planning and decision making—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems. Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress. Cultural awareness and sensitivity—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him. Resistance skills—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.
	Positive Identity	<ol style="list-style-type: none"> Personal power—The child can make choices that give a sense of having some influence over things that happen in her or his life. Self-esteem—The child likes her- or himself and has a growing sense of being valued by others. Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up. Positive view of personal future—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

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40 Developmental Assets[®] for Children Grades K–3 (ages 5–9)

Search Institute[®] has identified the following building blocks of healthy development—known as Developmental Assets[®]—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> Family Support—Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child's school success.
	Empowerment	<ol style="list-style-type: none"> Community Values Children—Children are welcomed and included throughout community life. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events. Service to Others—Child has opportunities to serve in the community with adult support and approval. Safety—Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline. Neighborhood Boundaries—Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s). Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples. Positive Peer Influence—Parent(s) monitor the child's friends and encourage spending time with those who set good examples. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. Time at Home—Child spends time at home playing and doing positive activities with the family.
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school. Learning Engagement—Child is enthused about learning and enjoys going to school. Homework—With appropriate parental support, child completes assigned homework. Bonding to School—Child is encouraged to have and feels a sense of belonging at school. Reading for Pleasure—Child listens to and/or reads books outside of school daily.
	Positive Values	<ol style="list-style-type: none"> Caring—Parent(s) help child grow in empathy, understanding, and helping others. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior. Honesty—Parent(s) encourage child's development in recognizing and telling the truth. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home. Self-Regulation—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.
	Social Competencies	<ol style="list-style-type: none"> Planning and Decision Making—Parent(s) help child think through and plan school and play activities. Interpersonal Competence—Child seeks to build friendships and is learning about self-control. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.
	Positive Identity	<ol style="list-style-type: none"> Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life. Self-Esteem—Child likes herself or himself and feels valued by others. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it.



40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior. 14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child's closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future.



40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> Family support—Family life provides high levels of love and support. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. Other adult relationships—Young person receives support from three or more nonparent adults. Caring neighborhood—Young person experiences caring neighbors. Caring school climate—School provides a caring, encouraging environment. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> Community values youth—Young person perceives that adults in the community value youth. Youth as resources—Young people are given useful roles in the community. Service to others—Young person serves in the community one hour or more per week. Safety—Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. School boundaries—School provides clear rules and consequences. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. Adult role models—Parent(s) and other adults model positive, responsible behavior. Positive peer influence—Young person's best friends model responsible behavior. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. Religious community—Young person spends one or more hours per week in activities in a religious institution. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> Achievement Motivation—Young person is motivated to do well in school. School Engagement—Young person is actively engaged in learning. Homework—Young person reports doing at least one hour of homework every school day. Bonding to school—Young person cares about her or his school. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> Caring—Young person places high value on helping other people. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. Integrity—Young person acts on convictions and stands up for her or his beliefs. Honesty—Young person "tells the truth even when it is not easy." Responsibility—Young person accepts and takes personal responsibility. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> Planning and decision making—Young person knows how to plan ahead and make choices. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. Resistance skills—Young person can resist negative peer pressure and dangerous situations. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> Personal power—Young person feels he or she has control over "things that happen to me." Self-esteem—Young person reports having a high self-esteem. Sense of purpose—Young person reports that "my life has a purpose." Positive view of personal future—Young person is optimistic about her or his personal future.

YOU ARE LEADING TOMORROW'S LEADERS

Camp Fire offers many programs which enable boys and girls from preschool through high school to grow in their awareness of themselves and others and to develop basic leadership skills. Through its programs - Club, Camping, Self-Reliance and Special programs Camp Fire helps today's youth build their self-confidence and learn to make wise decisions while having fun with their friends and trying new activities.

The following is a description of Camp Fire programs offered by Snohomish County Council. In addition, programs can and are developed to meet specific emerging needs of the local community.

Camp Fire club programs are asset and outcome based. These outcomes are developed through a wide variety of exciting and fun activities, projects, events and experiences. Through a club experience, members develop the skills of planning and decision making, as well as skills related to their specific interests. They learn to work and play together. Through service learning projects, they become responsible citizens concerned about their communities and society at large.

Camp Fire clubs, usually 10-12 youth, meet regularly with two or more adult leaders. Most leaders are volunteers, people who are willing to give their time and special skills. Camp Fire's club program begins in preschool and goes through high school. The club program is carried out in five levels:

Little Stars is a pre-school program developed for 3, 4 and 5 year olds. Boys and girls learn about themselves and others by exploring the five Camp Fire trails. They work together in groups of 3 – 6 children. Members wear a white polo shirt and red sash.

Starflight is the level for kindergartners, first and second graders. Boys and girls learn more about themselves and others by exploring the five Camp Fire trails to: the Environment; Knowing Me; Family and Community; Creativity and Future. They work together in small groups of at least 6 youths and begin to learn to make decisions and plan their activities. Members wear Starflight red vests and earn emblems.

Adventure Clubs are made up of third through fifth graders. Adventurers learn and have fun through activities around Camp Fire's five trails: Knowing Me, Family and Community, Creativity, Environment and Future. Members work in groups of at least 6 youth and plan their own activities, participate in service learning activities, learn to make decisions and practice new leadership skills.

Adventure level youth earn emblems and beads and special honor beads each time they learn a special skill. They may decorate a ceremonial vest with beads of different colors and shapes to show what they have achieved. The vest is worn on special occasions. The Adventure uniform consists of a white polo shirt, blue vest and blue or kaki pants.

The Discovery Program encourages sixth through eighth graders to make decisions, learn about themselves, gain a sense of belonging and learn to care for others by giving service. Members may take part in activities such as camping, sports, cooking, music, the arts and more.

Discovery Club members in each council decide on their own uniforms for meetings and they often choose to work on a personalized Ceremonial Costume they may wear through middle and high school. Discovery youth may be involved in Teens In Action.

Our High School Program is the **WoHeLo Award** which helps high school students recognize their desires, abilities, and limitations. Projects include Celebrate Me, My Relationships, My Community and My Future. It includes 3 advocacy areas of focus that can lead to receiving Camp Fires' highest youth award, The WoHeLo Award, the highest youth award attainable and involves a long-term personal commitment.

High school members can be involved in Teens in Action. High school members work to promote interest in the Wohelo Award program and Teens in Action, provide planning and promote Camp Fire to younger members, and act as a support group for a strong Camp Fire future.

Teens In Action: an Youth/Adult Partnership, is a program for teens who want to make a difference in their community. Meeting regularly the teens determine the focus of their Service Learning energy. They plan and provide service in the Puget Sound area. There are two groups, a Discovery (6th-8th) and a Horizon (9-12th) aged group.

A LANGUAGE OF OUR OWN

Adventure	Camp Fire program level for grades 3-5
Adventure Step-up Training	In the spring, a training for all leaders who will be entering Adventure level in the fall, highlighting program content.
Advisor	An adult who works with middle school, junior high and high school clubs.
Area Service Team Manager	The volunteer appointed to provide leadership for service team volunteers and to manage Camp Fire club program services within an assigned geographic territory.
Area	A geographic area within the council. Snohomish County Council has 8 individual areas, named areas 1 through 8.
Annual Meeting	A meeting held the 4th Wednesday in January for the purpose of electing officers and board members, amending bylaws, advising the board of directors regarding the direction for Camp Fire in Snohomish County.
New Leader Orientation Training	A new leader "How to get started" orientation. Topics include: membership registration procedures, safety standards and procedures and club program content.
Program Training	For new and returning leaders. Topics include: program level training, group management, managing risk and workshops that will help you with providing quality programming. This class is divided between the Learning Lab and classroom.
Board of Directors	A group of community volunteers who are responsible for the governance of Camp Fire council.
Camp Fire Birthday	Celebrated each year during the month of March. March 17 is officially designated as Founder's Day.
Camp Fire	The national organization headquartered in Kansas City, Missouri.
Camp Fire Name	A special name selected by Camp Fire members for themselves as a club; i.e. "The Creative Stars" or "Lo-Ha-Chee"
Camp Killoqua	The year-round rental/summer resident camp owned and operated by Snohomish County Council.
Candy Currency	A certificate earned by members selling candy during the Candy Sale that is redeemable for credit (not cash) toward Camp Fire program and registration fees and merchandise.

Candy Sale	The sale of candy to support the work of club program and capital improvements at Camp Killoqua. Members and clubs receive incentives.
Ceremonial	A planned or spontaneous activity to recognize achievements, celebrate an occasion or share friendships.
CFT&RC	Your council office, often referred to as the Camp Fire Training & Resource Center at: 4312 Rucker Ave. Everett, WA 98203-2233 425-258-KIDS or FAX 425-252-CAMP.
Classic Club	A club lead by a minimum of 2 volunteers that meets with a group of similar aged children. Club size ranges from 6 - 12 children.
Cluster Meeting	Monthly meeting of leaders in a close geographic area.
Council	A not-for-profit corporation chartered by Camp Fire, Inc. to provide Camp Fire programs in a geographical area.
Club Administrator (C.A.)	The staff person in charge of an assigned geographic territory, reports to the Executive Director.
Club Consultant (C.C.)	A volunteer who provides ongoing support to leaders in a geographic area.
Club Dues	An amount determined by the club and paid by members to be used as needed to finance club projects and outings.
Club Organizer (C.O.)	A person who organizes new clubs by recruiting youth members and adult leaders.
Community Family Club	The goal of the Community Family Club is to bring together youth, their families, and other caring adults to create a strong community network. The club involves the entire family, siblings and parents, regardless of the make-up of the family.
Day Camp	A summer camping program where youth return to their homes in the evening.
Discovery	Camp Fire program level for grades 6-8.
Discover Discovery	A training for 5th grade clubs and their leader covering the highlights of the Discovery program level. Usually offered in the spring.
Emblems	Recognition items made of fabric, wood, or metal usually displayed on a members vest or ceremonial costume.

Executive Director (E.D.)	The staff person in charge of operations of a Camp Fire council.
Flight Ceremonies	A ceremony to celebrate moving from one year of Starflight to the next.
Grand Council Fire	A traditional end of year ceremony where youth are recognized by peers and parents for achievement of goals in the previous program year.
Horizon	Camp Fire program level for grades 9-12.
Horizon/WoHeLo Training	A training held twice yearly during the fall and spring for 8th-12th grade youth and their advisors who wish to work toward the WoHeLo Award.
Spring Into Action	The spring all-council fundraising event; a pledge-based "move-a-thon"; fun for families and clubs. Participating clubs registered by April 30 th can receive a refund to the club based on pledges received from sponsors.
Leader	An adult or older teen who works with clubs whose members are in kindergarten-fifth grades.
Little Stars	A program developed for 3-5 year old children. 3-6 children meet with 2 adult leaders to learn to work in groups and develop friendships.
Mega Club	Mega Clubs serve low-income families in club program setting. We meet at subsidized apartment complexes owned by several different housing authorities in a variety of school districts. Groups size is 10 - 20 youth using program materials for k-5th grade. Mega Clubs are lead by paid leaders.
Outdoor Progression	An overnight event, usually at Camp Killoqua, for 3rd-6th graders and their leaders which teaches outdoor skills and some steps in Outdoor Progression.
Outdoor Training	A training required for adult leaders before taking a club camping. Teaches trip planning, basic outdoor skills including fire building, tool use/safety and cooking.
Policies	Procedure determined and set by the Board of Directors to protect the safety of club/adult members. All club/area/council activities must adhere to council policies.
Program Levels	Groupings of members according to similar ages: Little Stars, Starflight, Adventure, Discovery, Horizon.

Service Team	A group of volunteers responsible for recruiting and retaining youth and adults and providing services to youth and adults in a geographic area.
Slogan	The Camp Fire slogan is: "Give Service".
Starflight	Camp Fire program level for grades K -2.
Sponsor	An organization or individual that donates services, goods or a meeting place to benefit a Camp Fire club.
Step-up	The celebration of moving from on program level to the next, i.e. Starflight to Adventure.
Teens In Action	Discovery and Horizon members may participate in a TIA group that focus their time on planning and implementing community service projects.
Tenure Awards	Awards for number of years involved in Camp Fire.
Uniform	Official items of clothing designated by National - available at the Camp Fire Service Center.
Watchword: WoHeLo	A Camp Fire word made up of the first two letters from the words "work," "health" and "love."
WoHeLo Award	The highest youth honor achievable in Camp Fire. Program available for 9th-12th graders. Individuals do extensive planning in three areas of service.

