

The Wohelo Award

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Introduction

The Wohelo Award is the highest achievement in Camp Fire. This prestigious award allows for opportunities for personal development, leadership, and advocacy for important social issues.

The award is earned by completing a series of intensive and highly individualized projects. If you choose to work toward the Wohelo Award, you will design your own individual project plans based on your interests, values, and goals.

The Wohelo Award should not be taken lightly. Completing the Wohelo Award requirements takes hard work, dedication, motivation, creativity, determination, and discipline. However, it is also one of the most rewarding experiences you will ever have.

Eligibility

Teens in the 9th grade or higher may begin working toward the Wohelo Award. It is recommended that all work be completed by the time you graduate from high school. The average completion time for the award is between three and four years. See your individual council for their specific guidelines.

It is not required to have participated in Camp Fire before beginning the Wohelo Award, nor do you need to be a member of a traditional club or Teens In Action group. You can earn the award as an individual working on your own, with a group of friends, or peers in any Camp Fire program. Contact your local council to find out if there are other groups currently working on their award with whom you can partner.

Requirements

To earn the Wohelo Award, you must complete the steps below:

Reflections: Complete the four Reflection projects - Celebrate Me, My Community, My Relationships, and My Future.

Advocacy: Complete three Advocacy projects. For each Advocacy, select a social issue that is meaningful to you, write a mission statement, and implement at least one action plan to address the issue in each of these categories: Lead, Teach, Serve, and Speak Out.

Camp Fire: Learn more about the history of Camp Fire as an organization and in your community.

The specific requirements for the Reflections and Advocacy projects are included in this Wohelo Guide. The components of the award may be completed in any order, although we've provided a recommended timeline for you. We suggest that you complete the "My Community" Reflection prior to starting your Advocacy projects.

Year 1 Reflection 1: Celebrate Me
 Reflection 2: My Community
 Consider Advocacy Issues

Year 2	Reflection 3: My Relationships First Advocacy Project
Year 3	Reflection 4: My Future Second Advocacy Project
Year 4	Third Advocacy Project Complete all documentation

Getting Started

Get Trained

Before starting work on the Wohelo Award, attend a training hosted by your council, or meet with your Wohelo advisor to review the requirements for the award.

Select an Advisor

Select an advisor who will help guide you on your journey. Your advisor should be someone that knows you, and that is familiar with the Wohelo Award and the requirements for your local council. Meet with your advisor before you begin your work, and regularly throughout the process. Your advisor can give you guidance, answer your questions, connect you with people and resources to help you, and check off your work as it's completed. Usually, your advisor will be a council staff person who works with multiple Wohelo candidates. You can also select additional mentors to help you with your work, such as a parent, club leader, supervisor, coach, teacher, etc.

Declaration of Intent

You should also submit a Declaration of Intent form to your local council. This form is your official notification to the council that you are beginning work on your Wohelo Award and identifies your advisor and mentors.

Documentation

Documentation is an important part of the Wohelo Award process. Use the Activity and Section Review forms to record the work you do on the Reflections projects. For your Advocacy projects, you'll write a summary of the work you did and answer some questions about the results of your work. It's also a good idea to take pictures or video and collect brochures, event schedules, artwork, meeting notes, or anything else that shows evidence of your work. The documentation is important for your advisor to review and check off your progress. You may also want to create a public display to show off your work to family, friends, and the community when you have finished your award.

Reflections

There are four Reflection Projects: Celebrate Me, My Community, My Relationships, and My Future. You may choose to complete all four Reflections, or just the ones that interest you. If you are working toward your Wohelo Award, you must complete all four.

Reflections may be completed in any order, although it is recommended to begin with Celebrate Me. If you are working toward your Wohelo Award, it is also recommended that you complete My Community before beginning your advocacy projects.

Reflection Activities

Each Reflection has either three or four sections, and you must complete every section to finish the Reflection. Each section offers a variety of activity options to choose from. Each activity has a point value assigned (1 to 5), depending on the degree of difficulty, amount of commitment required, or length of time it will take to complete. You must earn 5 total points in each section. You may choose to do several smaller activities, worth 1-2 to points each, or you can take on a single project that will earn you all 5 points.

Reflection 1: Celebrate Me

Section 1: Knowing Myself

Section 2: Healthy Living

Section 3: Spark Discovery

Reflection 2: My Community

Section 1: Give Service

Section 2: Leadership

Section 3: Teambuilding

Section 4: The Environment

Reflection 3: My Relationships

Section 1: Peer Connections

Section 2: Family Connections

Section 3: Mentor Connections

Section 4: Dating Connections

Reflection 4: My Future

Section 1: Education & Careers

Section 2: Personal Finance

Section 3: Life Skills

Creating Your Own Activity

Every section of each of the four Reflections includes an option to “Create an activity of your choice.” To create your own activity, first read the introductory paragraphs for that section to be sure that your activity aligns with the objectives of the Reflection. Write a proposal for the activity you want to do, and discuss the plan with your club leader or Wohelo advisor. You and your advisor will determine the number of points to assign to the activity. The general guidelines for point values are as follows:

1 point: Activity requires very little time commitment or preparation. Can usually be accomplished in one hour or less. The goal is typically to learn something new and reflect on its applicability to your life.

3 points: Activity requires a moderate amount of time commitment and some planning/preparation. There should be a component that involves making an executing a plan. Examples could include taking a one-day class, tracking or recording something for a few weeks, or planning and leading an activity for a group of people.

5 points: Activity requires a significant time commitment and a great deal of planning/preparation. The activity should include making and executing a plan, goal-setting, and reflection. This activity should touch on more than one of the objectives discussed in the section's introductory paragraphs. Examples could include taking a semester-long class or multi-week training course or serving on a task force or committee. When applicable, Torch Bearer projects may frequently be completed to meet the requirements of the section.

An activity could also be assigned a point value of 2 or 4, if you and your advisor agrees that the requirements of the activity fall somewhere between the 1-3-5 point scale.

[Activity Appendix](#)

The appendix includes several activities that meet the requirements for various Reflection projects. The activity worksheets will indicate the applicable Reflection and section, and the assigned point value. As new activities are created, they may be added to the appendix using the blank Activity form.

[Documentation](#)

Documentation is critical to your completion of the Reflections, especially if you are working to earn your Wohelo Award. After each activity, document what you did on the Activity Review form provided. You will also complete the Section Review form after completing each section. Keep this documentation in your Wohelo notebook, along with any other supplementary documentation, such as pictures, artwork, brochures, etc. You may also want to use the Reflection Tracker to record your progress.

Reflection 1: Celebrate Me

Celebrate me is all about self-discovery. You will gain a better understanding of yourself, learn about your strengths and growth areas, and discover your talents and passions. You will also explore what it means to live a healthy lifestyle - both physically and emotionally - and how to find balance in a busy life. By learning more about yourself, you'll build a framework for the work in other three Reflections: My Community, My Relationships, and My Future. There are three sections in Celebrate Me: Knowing Myself, Hold Onto Health, and Spark Discovery.

Section 1: Knowing Myself

Learning about yourself is a process that continues throughout your entire life. Being aware of your strengths, passions, and talents can help give you direction for your future goals and career. It's also important to know your "growth areas" - ways that you can continue to improve. In this section, you'll learn about both learning and personality styles and how those affect the ways you retain information and interact with others. You'll also learn about giving and receiving feedback, and how to set and work towards goals.

Section Objectives:

- Identify your learning styles and intelligences
- Create personal goals and the steps to achieve them
- Appreciate what makes you unique

Key Topics Addressed:

- Personal identity
- Self esteem
- Learning styles
- Personality types
- Giving and receiving feedback

Section 2: Hold Onto Health

In the Hold Onto Health, section, you will be able to build skills that can help maintain a healthy lifestyle for the rest of your life. From identifying nutritious foods, you will find an enjoyable type of exercise that will build muscle, endurance, and increase flexibility. Healthy Living is an exciting and multi-faceted enterprise that encompasses not only nutritional and physical health but also healthy choices and mental wellness. By completing and reflecting on this section you'll get both a toolbox of healthy resources but also the ability to strive for and achieve a healthy, balanced lifestyle.

Section Objectives:

- Discover the benefits of healthy eating and exercise
- Incorporate healthy routines into your daily life
- Try different active forms of exercise or de-stressing activities
- Plan meals and to your nutritional knowledge base
- Expand your awareness of risk factors, mental wellness, and other topics affecting personal wellness

Key Topics Addressed:

- Body Image
- Fitness
- Nutrition
- Self defense
- Substance use
- Stress management

Section 3: Spark Discovery

Spark Discovery is all about identifying your passions (“Sparks”) and recognizing people (“Spark Champions”) that can help you reach your goals in these areas of interest. While completing this section, you’ll learn how to set goals, break them into achievable steps, and learn coping mechanisms for dealing with challenges and set-backs. You might discover what career path you may want to enter into, or discover hidden talents and interests. It’s all about opening your mind to these interests and passions, and challenging yourself with new goals and progressions.

Section Objectives:

- Unearth new and exciting interests you never knew you had
- Complete goal setting activities related to your passions
- Expand your knowledge base in areas of interest
- Delve into a spark and master new skills
- Discover your own strength and growth areas

Key Topics Addressed:

- Personal sparks, interests and passions
- Skill development
- Strength and growth areas
- Setting goals

Activities: Celebrate Me

Section 1: Knowing Myself

- 1. Learning Styles Quiz (1):** Take a quiz determining your learning style: visual, auditory, kinesthetic. Take the quiz with at least one other person, and try to predict your results before the test. Discuss the results of the quiz and the relevance to your life.
 - a. Add-On (2):** Alter your study habits to reflect your learning style in one class for two weeks. Document what you did and reflect on how it made a difference.
- 2. Multiple Intelligences Test (1):** Take a test in Multiple Intelligences. If you also took the Learning Styles quiz, compare the results. Reflect on how your results might impact your future career choices.
- 3. Feedback (1):** Learn how to give and receive personal feedback. Choose at least two other people that know you well. Ask them for their honest opinion about your strengths and growth areas (improvement areas). Ask if you can give feedback in return.
 - a. Add-On (2):** Select one growth area and set a goal for self-improvement in this area. Track your progress over one month. At the end of the month, ask for follow-up feedback on your progress.
- 4. Self-Portrait (2):** Make a self-portrait using the medium of your choice.
- 5. Personal Timeline (1):** Create a personal timeline highlighting key events in your life that make you unique.
- 6. Self-Collage (1):** Make a collage of words and images that represent you. Use any medium of your choice.
- 7. Self-Esteem (3):** Write a lesson plan for a self-esteem activity that you can lead with younger children. Execute your lesson plan. Document your experience and reflect on how you did.
- 8. Goal-Setting (3):** Develop and carry out three short-term personal goals.
- 9. Take a Class (4):** Take and pass a class in psychology or human development.
- 10. Mixed Media Me (5):** Use a form of artistic expression to explore yourself. Examples could include writing a short story, collection of poems, play, art installation, self-portraits, or musical compositions. Share your finished project with others.
- 11. See additional activities in the appendix CM 1.**
- 12. Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 2: Hold Onto Health

- 1. Meal Planning (1):** Plan a healthy meal for your family, including an ingredient list and recipe and budget
 - a. Add-on (2):** Execute the meal and share with your family or group; Rate how it went
- 2. Nutritional Fun Facts (1):** Using a credible source to research nutritional facts and dietary recommendations. Write 3 fun and surprising facts about it and how you could include them in your diet or meal planning.
- 3. Fitness Class (1):** Take a one-hour yoga, meditation, or drop-in relaxation class.
 - a. Add-on (2):** Take a recurring class that lasts at least two months.
- 4. Gym Visit (1):** Visit your school weight room, a gym in your neighborhood, or fitness opportunity near you - document the costs, the membership or benefits, and the hours of operation.
- 5. Risky Business (2):** Attend a lecture, seminar, or presentation on risky behavior or risk factors. Examples could include substance abuse, addictions, eating disorders, risk factors for youth, drunk driving, etc.
- 6. Self Defense (2):** Take at least a one-hour course in self-defense.
- 7. Body Types (1):** Research 3 different body types: Ectomorph, Mesomorph, Endomorph - identify your own body type and how you made that evaluation.
- 8. Body Image (1):** Read an article, book, or blog relating to positive body image, share what you learned with someone else.
- 9. Stress Test (1):** Take a stress test, learn about what outside factors affect your stress level. Write a plan to change those that you can and relieve the stress that is unpreventable.

- a. **Add-on (2):** Implement your plan for 2 weeks, retake the test following and see if there was any improvement
- 10. Mental Wellness Test (3):** Take a mental wellness test, evaluate and discuss your results with an adult you trust, find resources available to you or others.
- 11. Nutritionist Visit (3):** Visit a nutritionist or a health professional and consult with him or her about your diet. Create a personal nutrition plan and follow for a minimum of two weeks.
 - a. **Add-On (2):** With the nutritionist or health professional, set at least three goals related to nutrition and physical activity. Use a website or mobile app to track your progress for at least one month or until you accomplish your goals.
- 12. Sports (5):** Play a club or varsity sport for a full season. Participate in all practices and games.
- 13. See additional activities in the appendix CM 2.**
- 14. Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 3: Spark Discovery

- 1. Camp Activity (1):** Participate in any new camp activity that you have never done before, for at least one hour. Examples include archery, outdoor living skills, dance, horseback riding, fishing, etc.
 - a. **Add-On:** Fulfill requirements for any skills progressions offered for this activity. One additional point is earned for each progression you accomplish.
- 2. Sports Emblem (4):** Complete the requirements for Camp Fire's Sports Emblem.
- 3. National Art Project (4):** Complete the requirements for Camp Fire's National Art Project Emblem.
- 4. Take a Class (5):** Take a multi-week or semester-long class that highlights one of your personal sparks.
- 5. Torch Bearer (5):** Earn any one of the following Torch Bearers: Cooking, Creative Arts, Style, Performing Arts, Horsemanship, Water Sports, Computer Tech, Sports and Games, Special Interest, Travel, or Literary Skills.
- 6. See additional activities in the appendix CM 3.**
- 7. Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Reflection 2: My Community

From your local community, to your global community, this reflection breaks down several key components of awareness and contribution to these communities on both a small and a large scale. With Camp Fire's commitment to service, to the environment, to working as a leader and as a member of the team, this reflection examines the importance of each of these. Wohelo candidates embody the skills and abilities to take their experiences to a wider audience in a variety of ways; My Community brings the bigger picture into focus

Section 1: Give Service

Everyone has a limited amount of time; being able to give of that time to others has long been a pillar in Camp Fire's mission! What better way to consider both the global and local community than in evaluating their needs and in ways to give back. This reflection includes learning the value of service, about the opportunities available, and planning your own service opportunities. It also delves into a larger scope of awards and details in service, even about the varieties of volunteerism.

Section Objectives:

- Instill the positive value of service opportunities
- Build awareness of local and global volunteer needs
- Learn to plan and participate in service projects

Key Topics Addressed:

- Volunteerism and Voluntourism
- Value of Community Service
- Serving the Community
- Breadth of volunteer opportunities available

Section 2: Leadership

In the Leadership section, you will complete activities that will help you grow in personal leadership skills. Explore leadership styles, opportunities and public speaking as you try a variety of avenues that encourage your presence as a leader. Put those skills you develop into practice through camp leadership and community opportunities as you challenge yourself to take on new roles as CITs, coaches, tutors, and captains.

Section Objectives:

- Evaluate qualities of successful leaders
- Develop personal leadership skills
- Apply leadership skills in everyday commitments
- Take leadership to the next level through larger commitments to others

Key Topics Addressed:

- Leadership Styles
- Qualities of good leaders
- Public Speaking
- Practical application of leadership skills

Section 3: Team Building

Teambuilding is an important way to create trust, ensure confidentiality, and create a positive learning space. Teambuilding allows for learning beyond the book or classroom and encourages participants to develop trust and collaborative relationships. Teambuilding also helps strengthen the foundations for professional partnerships, future collaboration and personal friendships. The effort you make in the teambuilding section can help support everything from your own leadership skills, to your relationships, to your commitment to service. This section delves into important theory and stages of group development and also participation and exposure to practical teambuilding experiences such as sports, clubs and challenge courses.

Section Objectives:

- Learn group development and teambuilding theory
- Observe and experience challenge course elements
- Participate in teambuilding activities

Key Topics Addressed:

- Group Development
- Team Goal Setting
- Low & High Ropes Experiences
- Group Observation
- Teambuilding experience

Section 4: The Environment

The Environment section covers a broad range of environmental issues and opportunities. From camping and backpacking and exploring our bountiful natural resources to learning more about sustainable alternatives that will help preserve them. The environment needs stewards and advocates both for local ecosystems and those worlds away from your front door. By being aware of that which surrounds us, we can take better care and share the value of it with others.

Section Objectives:

- Learn about current local and global environmental issues
- Discover sustainable alternatives and lifestyle changes
- Explore outdoor recreation and camping opportunities
- Share environmental education and awareness with others

Key Topics Addressed:

- Sustainability
- Outdoor Recreation Opportunities
- Environmental & Outdoor Education
- Leave No Trace and Low Impact principles
- Environmental Awareness

Activities: My Community

Section 1: Give Service

- Community Service (3):** Participate in a community service organization for one year (such as National Honor Society).
 - Add-On: Hold a leadership position in the organization (+1)
- Seek Out Opportunities! (1):** Make a contact list of organizations looking for volunteers in your area.
- Volunteer Fair (1):** Attend a volunteer fair and learn about at least three different organizations.
- Pros & Cons of Volunteerism (1):** Research the pros and cons of different types of volunteering. (Such as voluntourism, short-term and long-term volunteering, internships). Consider the impact for yourself, the organization, and the community at large.
- Volunteer Management (2):** Interview a professional who works with volunteer coordination or management in a non-profit organization. Ask how they recruit, manage, support, and appreciate volunteers in their organization.
- Plan Service (3):** Plan and lead a service project of at least two hours for a group of your friends or peers for a local non-profit organization other than Camp Fire.
- Helping Hands (3):** Do the “Helping Hands - Extreme” #16 from Community Awareness Torch Bearer. (3)
- Torch Bearers (5):** Complete the Torch Bearers for Community Awareness or Special Service. (5)
- Presidential Gold (5):** Earn the Gold Presidential Service Award for young adults (250+ hours within twelve months). Note that hours may not also count advocacy projects. (5)
- Teens In Action Curriculum:** (1-3 each)
 - Asset Mapping
 - Community Partner Questions Survey
 - Key Informant Survey
- Torch Bearer (5):** Earn any one of the following Torch Bearers: Community Awareness or Special Service
- See additional activities in the appendix MC 1.**
- Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 2: Leadership

- TIA “Public Speaking” (1):** Complete the “Public Speaking” activity in Teens in Action.
- Leadership Quiz (1):** Complete a Leadership Styles quiz. Discuss the results with your peers.
- Characteristics of a Leader (1):** Write, share, or discuss characteristics that make a good leader.
- Community Leader (2):** Research or interview a respected community leader. Learn about their path to leadership and what makes them a successful leader.
- Leading the Team! (1):** Plan and lead 20 minutes or icebreakers or games with a group of 10 or more peers.
- Leadership Retreat (3):** Attend a leadership retreat or multi-day workshop.
- Leadership Book Club (2):** Read a book on leadership and share what you learned with someone else.
- Camp Leadership Opportunity:** Complete a counselor-in-training or similar camp leadership program (*all weeks completed within one summer*).
 - One-week program - 3 points
 - Two-week program - 4 points
 - Three-week program (or more) - 5 points
- Leadership as a Coach (3-5):** Commit to serve as a coach or tutor for at least several consecutive sessions, practices, or evenings. (*Point value contingent with length of commitment and level of reflection*)
- Student Leadership (5):** Take a leadership role on a committee or student body council for a one-year commitment. (5)
- See additional activities in the appendix MC 2.**

12. **Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 3: Teambuilding

1. **Teambuilding on the Course! (1):** Participate in a low-ropes experience at least two hours long (1), or a high-ropes course experience.
2. **Group Development (1):** Learn about the stages of group development.
3. **Teambuilding Theory (1):** Research the theory of teambuilding - approaches, effectiveness, effect on performance, challenges and applications.
4. **Team "Practice" (2):** Document your experience participating in a team. Discuss which techniques were effective and ineffective to accomplishing team goals. Bring an observation to the group to help each other grow.
5. **"Robert's Rules of Order" (1):** Complete the "Robert's Rules of Order" Teens In Action activity.
6. **Challenge Facilitator Observation (2):** Observe or shadow someone that facilitates team-building activities (challenge course facilitator, etc.) for at least two hours. Reflect/Discuss how it went.
7. **Challenge Facilitator Training (4):** Participate in a facilitator training for team-building, facilitate at least one team-building session.
8. **Go Team! (3):** Participate in a team-based sports activity or club for a full season. Attend all practices, meetings, competitions, or events.
 - a. **Add-on (5):** Hold a leadership role in the activity or club for a full season. Lead meetings and practices throughout the season.
9. **See additional activities in the appendix MC 3.**
10. **Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the content and point value.

Section 4: The Environment

1. **Alternative Sources (1):** Research types of alternative energy.
2. **Tour the Options (2):** Visit a solar energy farm, hydroelectric dam, geothermal power station and learn about how they work.
3. **The More You Know (1):** Learn about current environmental legislation. Share what you learned with a voter before the next election.
4. **Political Interview (2):** Interview a currently serving politician about their stance on environmental issues.
5. **Environmental Education (1):** Participate in a class or workshop related to environmental education or outdoor living skills.
6. **Give Service, Outside! (2):** Participate in an outdoor service project.
7. **National Treasures (1)** Plan a trip to, and try to visit a National Park.
 - a. **Add-on (1):** Talk to a park ranger about environmental issues at that specific park.
8. **Leave No Trace (3):** Plan and lead a low-impact backpacking trip, using Leave No Trace principles.
9. **Ecological Awareness (2):** Complete #17 Ecological Awareness - Extreme in Environmental Awareness Torch Bearer.
10. **Environmental Awareness in Youth (3):** Lead a workshop or class for younger kids on the values and practical application of environmental awareness (recycling, etc).
11. **Take A Class! (3):** Take an outdoor hobby class, such as backpacking, climbing, bird-watching, plant identification, etc.
12. **Torch Bearer (5):** Earn any one of the following Torch Bearers: Camping or Environmental Issues.
13. **See additional activities in the appendix MC 4.**
14. **Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the content and point value.

Reflection 3: My Relationships

In My Relationships, you'll explore how to connect to those around you - your family, friends, and others in your life. You'll explore the role that communication plays in your interactions with others. Learn how to build and strengthen the support network in your life and make the most out of your relationships with others. There are four sections in My Relationships: Peer Connections, Family Connections, Mentor Connections, and Dating Connections.

Section 1: Peer Connections

Navigating your relationships with peer friends can be exciting, frustrating, overwhelming, and meaningful - sometimes all at once. In this section, we'll explore various aspects of communication, including social media, bullying, communication styles, and handling conflict.

Section Objectives:

- Identify your personal communication style
- Explore the impact of bullying and steps to prevent and respond to bullying
- Increase awareness of issues related to social media and online profiles
- Increase awareness of and appreciation for others of diverse backgrounds

Key Topics Addressed:

- Methods and styles of communication
- Bullying, including cyber-bullying
- Social media and online profiles
- Diversity
- Peer conflict

Section 2: Family Connections

Families come in many, many different shapes, sizes, and types. Sometimes a family is the group of people you were born to or grew up with, and sometimes they are the people you choose as your family. In Family Connections, you'll learn more about the people you call your family - whoever they may be.

Section Objectives:

- Gain appreciation for family members, especially those of an older generation
- Strengthen your relationship with family members
- Explore your family's cultural heritage
- Gain experience and understanding of working with young children

Key Topics Addressed:

- Family heritage and history
- Healthy family relationships
- Generational differences

Section 3: Mentor Connections

One of the keys to success is being able to identify positive role models and mentors that give advice and guidance as you navigate your life path. Good mentors will help provide you with a sense of direction and serve as a source of inspiration. Mentor Connections will help you learn how to make the most out of those mentor relationships.

Section Objectives:

- Identify existing mentors or role models in your life
- Develop a process for acquiring new mentors or role models
- Explore the characteristics and qualities you want in a role model
- Learn to strengthen relationships with your mentors

Key Topics Addressed:

- Identifying and strengthening relationships with existing mentors

Section 4: Dating Connections

Navigating the dating world as a teen can be both exciting and terrifying at the same time! In the Dating Connections section, you'll explore important topics such as dating abuse, teen pregnancy and STIs, and key components of maintaining healthy relationships.

Section Objectives:

- Understand signs of healthy and unhealthy relationships
- Identify community resources that are available to you
- Explore your personal values around sex and relationships
- Strengthen understanding of the elements of a successful dating relationship

Key topics Addressed:

- Domestic violence/dating abuse
- Making choices about sex
- Teen pregnancy and STIs
- Healthy/unhealthy relationships

Activities: My Relationships

Section 1: Peer Connections

1. **Peer Mediator (1):** Mediate a conflict or disagreement between two or more peers.
2. **Diversity (1):** Participate in a diversity awareness activity (focusing specifically on diversity amongst individuals).
3. **Communication Workshop (1):** Participate in a workshop on communication strategies or public speaking.
4. **Work It! (1):** Make a collage or poster that differentiates the different cultural or professional dress codes. Be sure to include business casual, business professional, and one other option.
5. **Snail Mail (1):** Learn how to write a formal letter. Write a letter and mail it to someone.
6. **Cyber Communication (2):** Attend a training, lecture, seminar, or webinar about cyber bullying, communicating through social media, or cyber safety.
7. **Your Google Self (2):** Attend a training, lecture, seminar, or webinar on internet safety. Use the tips learned to modify or update your own online presence/profile. Ask a professional, advisor, or mentor to give you their input on your visible, online presence.
8. **Conflict & Communication Styles (2):** Take a communication or conflict styles inventory. Reflect on the answer, and how your own style impacts your life through communication with others.
9. **Facilitated Identity Discussion (2):** Conduct a discussion with an advisor, mentor, or informed adult about personal identity and its facets.
10. **Digging Deeper: Social Media (2):** Choose a social media channel and research recent headlines on its use, as well as specific information on the strength of its privacy settings. Share what you find with your group/advisor.
11. **College Ready (5):** Attend at least one college class for an entire quarter/semester. Reflect on your class choices and how they may help you in the future.
12. **Torch Bearer (5):** Earn the Torch Bearer in Communication
13. **See additional activities in the appendix MR 1.**
14. **Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 2: Family Connections

1. **Family Tree (1):** Research your family history or tree dating back at least 3-4 generations.
2. **Defining your family (1):** Take a minute to reflect on who you consider to be your family: birth/biological, adopted, step, multi-generational, etc. Create an art project, a literary piece, or other mixed media work to illustrate that support system.
3. **Siblings (1):** If you have siblings: Evaluate your relationship with your siblings. What impact have your siblings had on your life? How has your relationship with your sibling(s) changed over the years?
4. **Cultural History (1):** Learn more about one of your cultures of origins in your family's history. Research interesting aspects of that culture.
 - a. **Add on (2):** Attend a cultural event related to your family's heritage
5. **Family Outing (1):** Plan and lead a family outing. Ask for feedback before and after the event from your family.
6. **Generational Gap (1):** Spend time with a family member of an older generation. Interview them about what it was like for them while growing up, about historical events that still stand out in their mind, as well as their observations on how family dynamics, gender roles, and technology have changed during their lifetime.
7. **Parental Disagreements (1):** Consider a time that you disagreed with a parent or guardian. Recount that experience and evaluate how you handled it. Is there anything you would approach differently?
8. **Throwback! (1):** Go through a family photo album from your childhood or your parents'. With your family members, recreate an old family photo.
9. **Teach the Tech (1):** Teach a family member how to use some form of new technology, app or social media.
10. **The Babysitter's Club (1):** Participate in a babysitting class.
11. **Daycare Dynamo (2):** Volunteer in a daycare setting (infant to pre-K).

- 12. Family Meeting (2):** Try meeting with your family once a week for a month. Meet over either a meal, board game, or activity and lead a discussion about an issue that is important to your family. Evaluate the success of the meetings at the end of the month.
- 13. Child Development (3):** Take an in-depth child development class.
- 14. See additional activities in the appendix MR 3.**
- 15. Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 3: Mentor Connections

- 1. Professional Role Model (1):** Identify a role model in the current or past in your own career path or field of interest. Make a list of qualities that you admire in that person.
- 2. Buddy Up (1):** Find a buddy group or younger participant in a similar sport, club, or experience as you. Talk with them about their goals and support them through an exercise or activity.
- 3. Thank You (1):** Take the time out of your day to write a letter or card to someone you consider a mentor or role model. Be sure to appreciate the qualities or specific aspects that you admire or are thankful for.
- 4. Compare and Contrast (2):** Pick 2-4 positive role models and 2-4 negative role models, either from pop culture or in your life. Identify for each why you chose them as such. What qualities of theirs stood out to you for better or worse? Compare and contrast this with a list made by someone else.
- 5. Older Perspective (2):** Have a conversation with someone of an older generation (at least 15-20 years older than you) about what they think of 'your generation'. What do they see as the positive and negative aspects of 'kids these days'. Learning from the conversation, what would you take away from it to help change or support that perception?
- 6. Mentor Identification (3):** Identify a mentor that can help you work toward a specific focal or area of your life. Meet with them at least three times over a period of several months.
- 7. See additional activities in the appendix MR 4.**
- 8. Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 4: Dating Connections

- 1. Date Night (1):** Plan a date: Set a budget, plan transportation to and from, and an activity.
- 2. Love Language (1):** Take a quiz on your 'love language'. How do you feel appreciated? Discuss the results with a partner, friend, group, or family member.
- 3. Informed: Dating Abuse (1):** Learn about the prevalence of dating abuse and what it looks like. Make a list of indicators of an unhealthy relationship, as well as a list of organizations that provide support.
- 4. Informed: Dating Health Services (2):** Visit a health clinic and learn about what services are available for STI testing, birth control, teen pregnancy, and abuse.
- 5. Through the Ages (2):** Talk to couples that have been together a) less than a year, b) 5-10 years, and c) more than twenty years. Ask them for specific insight and advice for a successful dating relationship, partnership, and/or marriage.
- 6. Relationship Counselor (2):** Talk to a professional that does marriage or relationship counseling. Ask them for tips on success in relationships, as well as habits or red flags to be aware of.
- 7. See additional activities in the appendix MR 2.**
- 8. Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Reflection 4: My Future

The future is big and bright and daunting! Delving into your future in this reflection can help break down the next chapter of your life using what you've discovered about your own sparks and personal goals. Coupling these ideas of direction and opportunities with tangible life skills can really set you up to take on the world! Be confident in your decisions about post-high school plans, how to manage your personal finances, and learn tips and tricks for dealing with groceries, cars, housing and more. There are three sections in My Future: Education & Careers, Personal Finance, and Life Skills.

Section 1: Education & Careers

Some teens have known what they want to do when they grow up since before they can remember, others are still searching for what lays ahead on their own life path. What do you want your next years of life to look like? There are more and more options of career paths, post-high school options, and tools and technology that can help secure your next opportunity. Some people have life plans started before freshman year while others are still at the planning stage a year after high school. No one way is the right way because every choice means sacrifice and every path leads to more than one destination. Use this section to help set you up for that path!

Section Objectives:

- Explore different options for you post-high school experience
- Build skills and tools relevant to post high school plans

Key Topics Addressed:

- College & University Prep
- Future goal setting
- Career discovery and research
- Professional skills and networking

Section 2: Personal Finance

In the Personal Finance section, you will complete activities that will set you on course for healthy spending and saving habits, as well as introduce you to important terms and concepts relative to your future finances. Explore the basics of saving and checking accounts, to familiarizing yourself with the concept of 'credit' and of different ways to manage money. Delve too into the business world with creating budgets and evaluating how and what you spend your own money on, or what you may spend it on in the future.

Section Objectives:

- Introduce important personal finance concepts
- Encourage responsible money and spending habits
- Examine spending and budgets with real life examples
- Explore finance in simulated and real-world environments like clubs, schools, and classes
- Expand your awareness of risk factors, mental wellness, and other topics affecting personal wellness

Key Topics Addressed:

- Credit, Loans and Interest
- Personal Budgets and Spending Habits
- Cost of Living
- Money management

Section 3: Life Skills

Life Skills is all about the introduction of tasks that will become the routine of many when entering the adult world. From laundry to grocery shopping, car maintenance and everything in between, this section is meant to beef up the little skills that will make your transition into your future a little less daunting, confusing, or unexpected. Future success isn't just about where you go to school, or what job you get, but also how you're able to manage your own household and time wherever is next!

Section Objectives:

- Try new tasks and chores you may be dealing with in the future
- Introduce new skills in bite-size activities
- Expand your knowledge base in a variety of skills

Key Topics Addressed:

- Cooking and meal planning
- Car maintenance
- Household chores and skills
- Personal time management
- Sewing and mending skills
- Vacation Planning
- Childcare, rearing, and development

Activities: My Future

Section 1: Education & Careers

- Career Assessment (1):** Take a quiz determining potential career possibilities based on your strengths and interests. Take the quiz with at least one other person, and try to predict your results before the test. Discuss the results of the quiz and the relevance to your life.
 - Add-On (2):** Based on your assessment, speak with a professional in three different career avenues on the phone, in person, or via email. Learn about the pros and cons of those positions, reflect if you could see yourself in any of those positions
- Career Conversation (1):** Talk to one person in your field or career of interest about their career path; learn what traits, schooling, and other certifications may be necessary to succeed. Learn more about the pros and cons of their job. Reflect on this position and the conversation to see if it's an area you may be interested in pursuing.
- Post-High School Spreadsheet (1):** Create a spreadsheet or chart comparing at least three of the following post-high-school options: trade school, university, community college, gap year, travel, entering the workforce, etc. Create the categories based on what would impact your decision, including length of time, cost, access, scholarship opportunities, etc.
- 3rd Party Scholarship (1):** Apply for a 3rd party scholarship outside of an institution, school, or existing club.
- Resume (1):** Create from scratch or use a template to create a resume with your own schooling, work, and extracurricular experience.
- Work It! (1):** Make a collage or poster that differentiates the different cultural or professional dress codes. Be sure to include business casual, business professional, and one other option.
- Linked-In (1):** Set up your own LinkedIn profile. Speak with professionals about how to use this social media platform to your networking advantage.
- Collegiate Prep Course (2):** Take a collegiate prep course, such as for a standardized test such as the ACT or SAT, or another useful course that will help set you up for success in your applications or first year at a college or university.
- College Visit (2):** Attend a College Visit Day, College Fair, or open house. Take a tour of the facility if possible. Reflect on the visit at the end of your time to either compare colleges or note your initial impressions.
- How Do I Pay for it? (2):** Research funding for education by doing one of the following: attending an information session with a financial institution, meet with the financial aid department, or speaking with a friend or relative on how they financed their education. Outline what you would do to cover schooling, living, or educational costs.
- Course Goal-Setting (2):** Practice your goal setting skills by setting a specific (SMART) goal and study plan for the ACT, SAT, an IB or an AP course. Reflect on your success at the end of the course.
- Professional Networking (2):** Attend a conference or meeting of professionals in your given field. Try to 'network' and get the contact information of at least one potential future mentor or resource that is new to you.
- Running Start (5):** Take a year's worth of college classes through a Running Start Program. Reflect on your class choices and how they may help you in the future
- Torch Bearer (5):** Earn any one of the following Torch Bearers: Business, Creative Arts Careers, or Community Government.
- See additional activities in the appendix MF 1.**

Choose Your Own: Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 2: Personal Finance

1. **Personal Banking 101 (1):** Open your own checking or savings account at a financial institution of your choice.
2. **All the Credit (1):** Research at least three different credit cards that you are eligible for: compare the pros and cons, rewards programs, and interest rates.
3. **Are You Interested Yet? (1):** Learn about taking out a loan, about compound interest, and the pros and cons of money lending.
4. **Good Credit, Bad Credit (1):** Learn about your credit score, what it is, why it's important and what can you do to build and maintain it through your lifetime.
5. **Money Mogul (2):** Take a course in money management to prepare yourself for managing your own finances.
6. **Mock Stock Market (2):** Participate in a mock stock market exchange to learn more about investing and its role in the economy.
7. **FUNdraiser! (3):** Plan and implement a fundraiser for a group outing or mission trip.
8. **Participate in the Candy Sale (1):** Participate in the Camp Fire candy sale; set a goal for yourself and see if you can achieve it.
9. **Baby Bucks (2):** Research and outline the costs of raising a child through its first year of life: don't forget food, doctor's visit, diapers, toys, furniture, bedding, clothes, etc.
 - a. **Add-On (2):** Do the same as above for the first 5 years of life, or estimate the cost of raising a child from birth to age 18. Speak to a parent to see how your estimate compares.
10. **Cost of Living Assessment (2):** Research and evaluate two different future living options (i.e. apartment, condo, sharing a house, buying a house). Choose a city you'd be interested in living in the future and compare the cost of living for the area and the two different living options.
11. **Club Treasurer (4):** Commit and serve as the treasurer or accountant for a group, club or team for a year.
12. **Big Saver (5):** Set a year-long goal to budget or save a certain amount of money. Track your progress, and write a cumulative report.
13. **Torch Bearer (5):** Earn a Torch Bearer in Money Management.
14. **See additional activities in the appendix MF 2.**
15. **Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Section 3: Life Skills

1. **Camp Fire's Next Top Chef (1):** Cook an entire meal on your own following a new recipe(s).
2. **Project Camp Fire (1):** Learn basic sewing skills and complete a project.
3. **Top Gear: Camp Fire (1):** Learn basic car maintenance skills such as checking oil, pumping gas, and changing a flat tire.
4. **Grocery Guru (1):** With an established budget, write a menu and grocery list for your family for one week.
 - a. **Add-On (2):** Take responsibility for making dinners for your family for a week. Following your menu, go grocery shopping and prepare at least four dinners for your family throughout the week.
5. **In or Out? (1):** Compare the cost of one week of going out to eat with a week of cooking your own meals.
6. **So Fresh and So Clean! (1):** Do a week's worth of your family's laundry: washed, dried, and folded.
7. **Mail Time (1):** Learn to mail a package via Fed-Ex, the USPS, or UPS.
8. **Private Life (1):** Learn about identity theft. Research privacy options for your finances, email, computer, and phone. Identify theft risks and implement 1-2 new strategies in your life.
9. **The Wheels on the Bus.. (1):** Plan and take a trip using solely public transportation.
10. **The Babysitter's Club (1):** Participate in a babysitting class.
11. **Daycare Dynamo (1):** Volunteer in a daycare setting (infant to pre-K).
12. **Weekend Getaway (2):** Plan a weekend away including transportation, activities, and meals.
13. **Personal Planner (2):** Keep a personal planner, diary, or calendar for one year.
14. **Child Development (3):** Take an in-depth child development class.
15. **Ceremonial Attire (3):** Sew your own ceremonial attire, gown or garment

- 16. Torch Bearer (5):** Earn any one of the following Torch Bearers: Travel, Cooking, Practical Living.
- 17. See additional activities in the appendix MF 3.**
- 18. Choose Your Own:** Create an activity of your choice. Work with your leader or advisor to determine the activity content and point value.

Advocacy Guide

The Advocacy component of the Wohelo Award is an opportunity to explore cause areas of importance to you, to make a significant impact in your community, and to contribute in some way to your local Camp Fire council. To earn your Wohelo Award, you must complete three Advocacies.

What is an Advocacy?

An Advocacy represents a social justice issue or cause area. To define your Advocacy, you will write a Mission Statement to outline the purpose of your work. Within each Advocacy, you will implement at least one action plan to address your Advocacy in each of these categories: Lead, Teach, Serve, and Speak Out.

Choose Your Three Advocacies

- One Camp Fire Issue
- One Non-Camp Fire Issue
- One Either/Or

One issue must be related to Camp Fire. At least one of your two additional issues must be about a topic of your choice that is unrelated to Camp Fire, possibly an issue related to your neighborhood, community, religious group, peers, young children, senior citizens, the environment or any cause you feel strongly about.

As you begin to consider your three Advocacy projects, think back on your work in the Celebrate Me and My Community reflections. Did you discover an issue or spark that is of interest to you, or a type of community service that is most compelling to you? As the Advocacy project will require significant work, it is recommended that you find projects that are meaningful to you.

Advocacy Components

Your advocacies must be defined by a Mission Statement and are earned by taking steps in the four components: Lead, Teach, Serve, and Speak Out.

Mission Statement

The Mission Statement is the formal summary of the aims and values of your work within the Advocacy. Your actions within each component should contribute in some way to this statement. It is an opportunity to tell others why what you're doing matters, and to provide you with direction to focus on what matters. Keep your mission statement short and simple.

Four Advocacy Components

You will complete your Advocacy by implementing an action plan for each of the following components. These components will allow you to build and develop your leadership skills, providing you with experiences that are both meaningful to you and your community.

Lead

Take a leadership role. Assume responsibility for moving a group toward its goal over a given period of time. This could be accomplished by serving as a chairperson or president, conference organizer, council board member, local Youth Advisory Cabinet member or school or community leader.

Teach

Impart a skill or knowledge to others. The teaching may be geared toward an individual or group over a specified period of time.

Serve

Give service or help to others. The service may be to an individual or organization over a period of time. Examples include working for local non-profit organizations or ongoing service projects for area schools or places of worship. You might also consider volunteering as a camp counselor.

Speak Out

Take public action and advocate on behalf of the issues you selected. This might include speaking for a public function, running an information table at an event, or writing articles directed at groups of people.

Who Can Help?

Your advisor or other mentors can help you narrow down or select an Advocacy, but ultimately the choice is yours to determine if the projects are interesting and meaningful to you. You may employ the help of others to complete each component of an Advocacy, however, you should always be able to clearly identify your unique contributions to the project.