



**BOYS & GIRLS CLUBS
OF AMERICA**

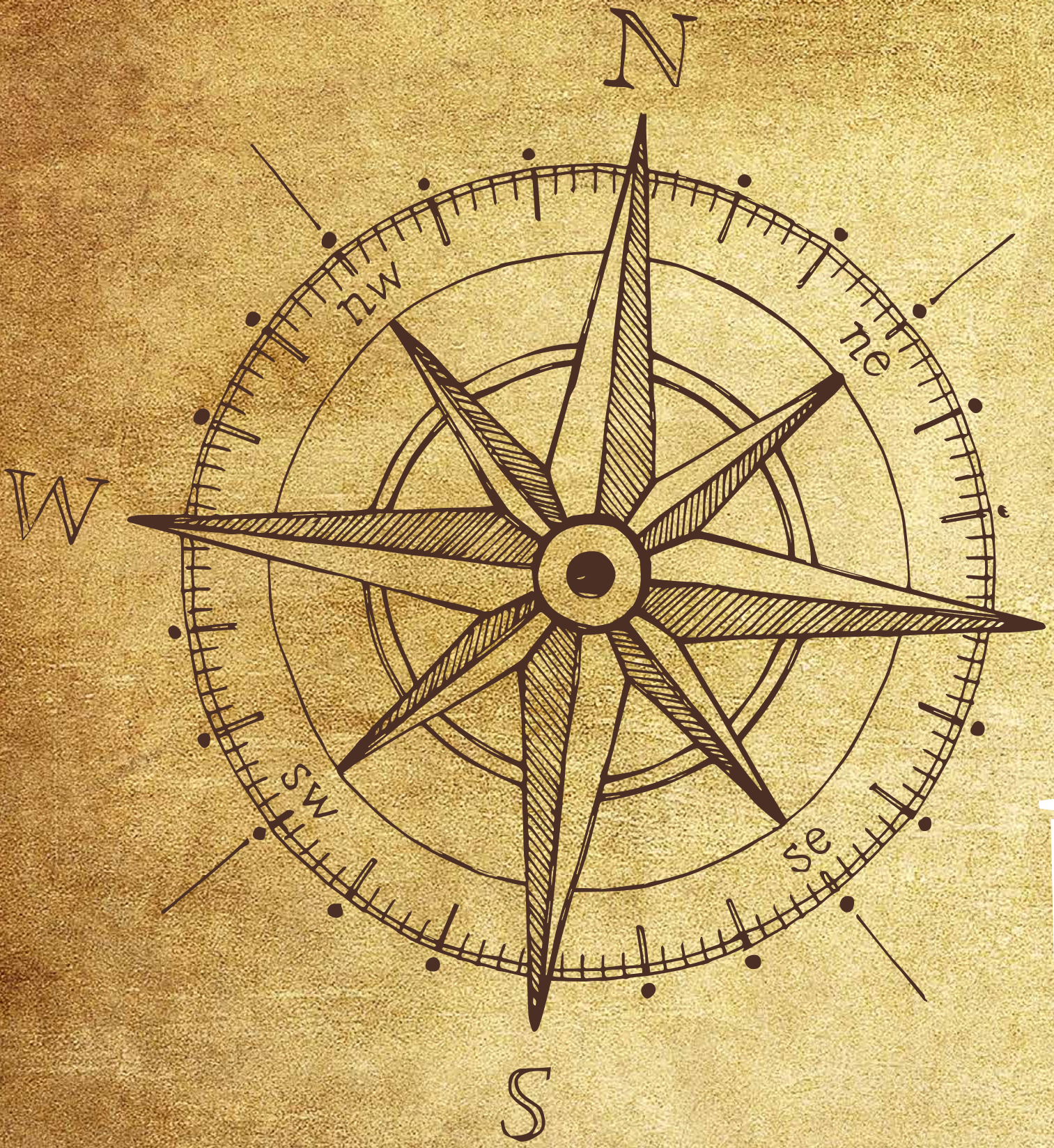


The Ultimate Journey

Facilitator's Guide



AN ENVIRONMENTAL STEWARDSHIP AND CULTURAL HERITAGE PROGRAM
FOR CLUB MEMBERS AGES 9-13



The Ultimate Journey

DEDICATION

This updated version of The Ultimate Journey is dedicated to long-time Boys & Girls Club Movement professional Tom Smart.

Thank you, Tom, for creating the original program and launching us on a journey to help the next generation become the ultimate stewards of our environment!



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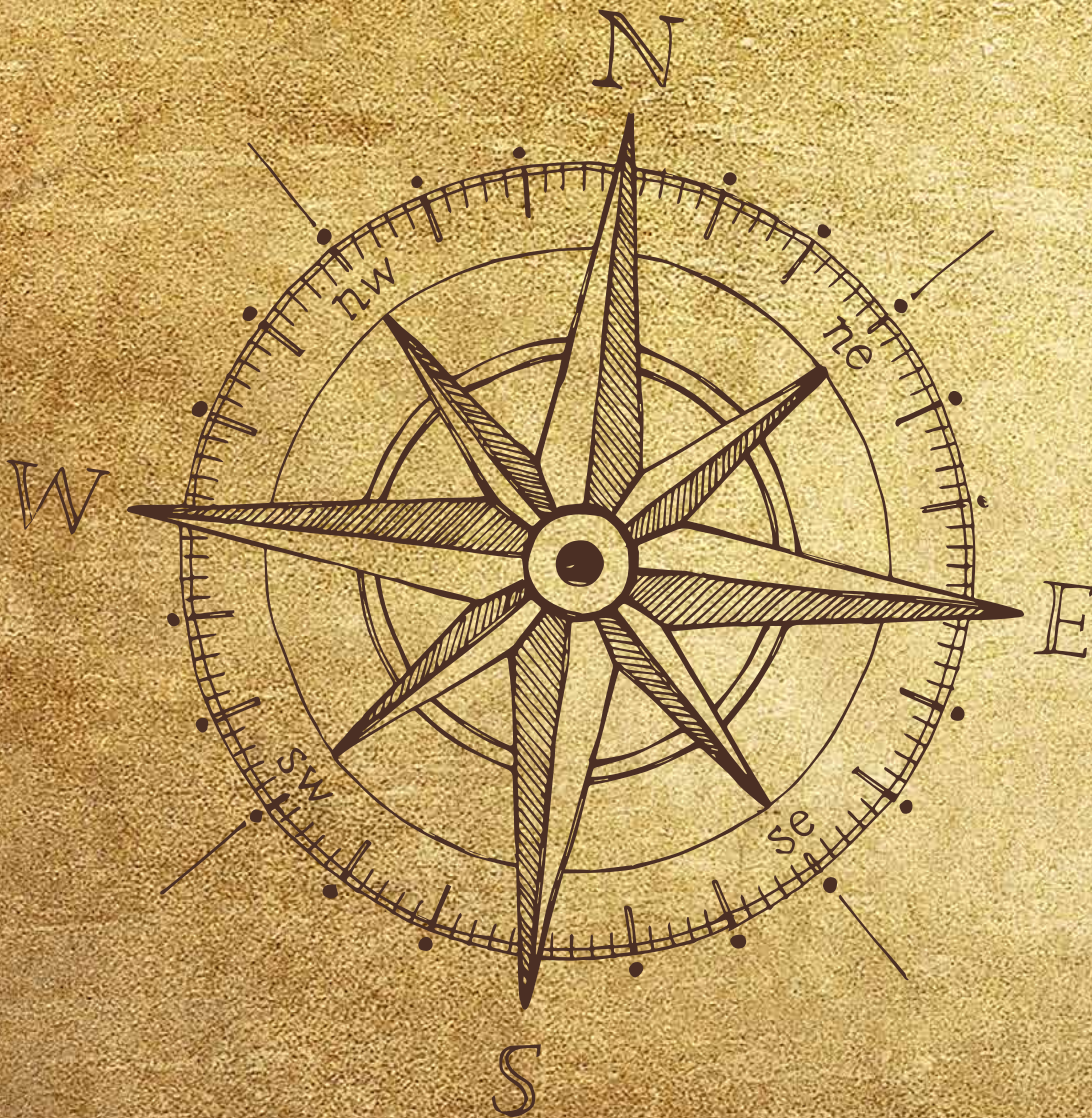
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BACKGROUND AND RATIONALE

“As a society, we are just beginning to focus on the fact that the health of the environment, the health of our parks and human health are interconnected; each cannot thrive without the others.”¹

This quote aptly sums up many of the goals of The Ultimate Journey, which include:

- Providing opportunities for youth to take part in healthy outdoor activities
- Helping youth become good stewards of the environment through fun and engaging science activities
- Connecting youth with local resources in their community, such as in parks and green spaces, where they can enjoy the outdoors

In today’s age of technology, it’s easier than ever for youth to fill their free time with sedentary activities. On top of that, reports indicate that only 12 percent of American households have good diets that emphasize fruits, vegetables, lean meats, whole grains and low-fat dairy foods.^{2,3} Then add in the fact that people of color and low-income populations still face disparities regarding health and access to parks.⁴ Furthermore, research indicates that interacting with nature can improve cognition for children with attention deficits, and proximity to green space can be associated with mental health benefits, such as lower levels of stress, depression and anxiety.^{5,6}

For those reasons, Boys & Girls Clubs and National Parks can be vital in helping members achieve healthy lifestyles through programs such as The Ultimate Journey and access to safe, fun outdoor spaces. As a facilitator for The Ultimate Journey, you’ll give members the opportunity to get outside and play games, plant a garden, search for signs of wildlife, take a walk in a park and more! At the same time, you’ll help members discover resources in their community and ways they can improve the environment around their Club.

WHY ENVIRONMENTAL EDUCATION?

Today’s youth will be the problem-solvers and decision-makers of tomorrow. It is critical that we give them the knowledge and skills they need to tackle a growing number of serious environmental issues.

High-quality environmental education provides the knowledge and skills needed to address tough environmental issues. It’s a process that allows individuals to explore issues, engage in problem-solving and take action to improve the environment. High-quality environmental education should not advocate a particular viewpoint or course of action. Rather, it should teach individuals how to weigh various sides of an issue through critical thinking, and it should enhance problem-solving and decision-making skills.⁷



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The Ultimate Journey program has a strong environmental education component that is based on these principles. It encourages critical thinking, problem solving and decision making. It helps members learn basic environmental and science concepts, which they can apply when approaching an environmental issue or figuring out ways they can help the environment.

STEM CONNECTIONS

The Ultimate Journey is the environmental component of BGCA's STEM suite of programs. Through fun, hands-on activities, it promotes an interest in science, technology, engineering and math among traditionally underserved groups, including girls and young people of color. Exposure to STEM activities is critical during the ages of 9-13 when Club members' natural curiosities drive interest and build capacity for success in these disciplines. This is an ideal time to engage Club members who might otherwise not have access to STEM experiences.



Source: National Park Service

Some are the ways The Ultimate Journey encourages STEM learning:

Science

- Members learn about animal adaptations in Battle of the Beaks.
- Members learn about food webs in We're all Connected.
- Members increase their scientific literacy throughout the program as they learn terms, such as ecosystem services, carbon footprint, food web, adaptation and decomposition.
- Members make observations, record and analyze data and draw conclusions as they conduct a variety of experiments.

Technology

- Members use apps to identify birds and trees in What's Your Name and Put a Price Tag on a Tree.
- Members calculate their carbon footprint using a free online tool.
- Members can virtually visit a park or participate in an online chat with a park ranger in Parks in My Community.

Engineering

- Members learn the features that enable birds to fly. They apply that knowledge when they design paper airplanes in Soaring.
- Members think through the elements in an ideal park then design it in Plan a Park.

Math

- Members take measurements in a variety of activities, including Soaring.
- Members measure the circumference of a tree and then calculate the diameter in Put a Price Tag on a Tree.

ALIGNMENT WITH NEXT GENERATION SCIENCE STANDARDS (NGSS)

What are NGSS, and why do they matter to Club professionals?

Next Generation Science Standards (NGSS) are part of academic initiatives by multiple states to align educational content to academic expectations in terms of rigor and overall student interest in the sciences. The organizations and leaders in the scientific community who were involved in the development of the standards sought to focus on college- and career-readiness in science so that more young people would be interested in science and technology in college.

As more schools and after-school programs implement STEM programs, the NGSS incorporate a laser-like focus on the practices of scientists and engineers. This focus on STEM in the NGSS encourages schools and after-school programs to give students opportunities to engage with science and technology in a manner that makes sense to them and gives them practical opportunities to apply the knowledge they are learning. Moreover, the NGSS help educators and youth development professionals demonstrate for young people how the concepts they learn in STEM activities have relevance in their daily lives. Furthermore, the increased emphasis on the practicality of science and technology for young people through hands-on STEM activities will ultimately ensure that more youth are college- and career-ready and have the ability to become critical thinkers about scientific principles. For more information on NGSS, visit: <http://www.nextgenscience.org>



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How does The Ultimate Journey program support NGSS?

The Ultimate Journey program supports many of the NGSS performance expectations, particularly in the areas of Life Science and Earth & Human Activity. The Ultimate Journey activity content aligned with NGSS standards helps Club members become more experienced in inquiry-based learning and critical-thinking and instills practical knowledge of key science and technology concepts.

The Ultimate Journey activities support many NGSS performance expectations because they provide opportunities for members to practice scientific skills such as observation, collecting data, analyzing data and drawing conclusions.

The examples below illustrate how individual Ultimate Journey activities support NGSS performance expectations:

NGSS Performance Expectations Supported by The Ultimate Journey Activities		
Performance Expectation	Supporting Activity	Explanation
Life Science		
Grade 5 5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.	We're All Connected	Members play a food web game to model the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
	A Very Old Picnic	Members analyze how long it takes various items left over from a picnic to decompose. Members display the items in order of their rates of decomposition.
Middle School MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Compost Tag	Members play a game to learn what materials can and cannot be composted, how composting can be done to make rich soil, and how to reduce the amount of waste going to landfills.
	Compost in a Cup	Members learn the science behind composting as they make a mini-compost in a cup.

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NGSS Performance Expectations Supported by The Ultimate Journey Activities

Performance Expectation	Supporting Activity	Explanation
Earth and Human Activity		
Grade 5 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.	How Big is Your Carbon Footprint?	Members learn how to calculate their carbon footprint using a free online tool, and they discover ways to lower their impact on the environment.
	Where in the World Did That Come From?	Members use an app and read labels to learn the origins of produce, understand how distance traveled affects the environment, and brainstorm ways to reduce their impact by buying local produce.
Middle School MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	A Very Old Picnic	Members brainstorm ways to pack a waste-free picnic and think of slogans to encourage others to reuse and prevent waste.
	Helping Wildlife in My Community	Members brainstorm ways to help wildlife in their community and pick one or more service projects to do as a Club.



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COMMON CORE STANDARDS

What is Common Core, and why does it matter to Club professionals?

Common Core is a set of academic standards in English Language Arts/literacy (ELA) and mathematics. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career and life. These learning goals outline what a student should know and be able to do at the end of each grade. For more information on Common Core Standards, visit www.corestandards.org

How does The Ultimate Journey program support Common Core?

The Ultimate Journey activities strongly support Common Core standards in English Language Arts/literacy. Throughout the activities, members engage in reading, respond to questions, hold conversations with each other, speak in front of a group and use technology to give presentations.

The following examples illustrate how individual Ultimate Journey activities support Common Core ELA standards:

Common Core Standards Supported by The Ultimate Journey Activities		
Anchor Standard for Reading	Supporting Activity	Explanation
Key Ideas and Details		
CCSS.ELA-Literacy. CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Put a Price Tag on a Tree	Members use an online tool to calculate the value of a tree. While doing so, they read and interpret text about the ecosystem services a tree provides.
	Personal Journey	Members read and interpret a story about Harriet Tubman, then apply what they've learned to their own lives through inspirational writings.

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Common Core Standards Supported by The Ultimate Journey Activities

<p>CCSS.ELA-Literacy.CCRA.R.7</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	Put a Price Tag on a Tree	As members use an online tool to calculate the value of a tree, they interpret and evaluate content presented in words, graphs and illustrations.
	How Big is Your Carbon Footprint?	Members read and interpret information presented in various formats on how to calculate their carbon footprint using an online tool.
Anchor Standard for Reading	Supporting Activity	Explanation

Key Ideas and Details

<p>CCSS.ELA-Literacy.W.6.4</p> <p>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	Ecosystem Services Social Media Project	Members record information they collect about the ecosystem services around their Club and then use that information to create a video, song or collage about ecosystem services. They are encouraged to use technology.
	Be a Newscaster	Members conduct research to learn about a park and then create a mini-newscast about the park to present to others.
	Wildlife Communication	Members create a way to share what they learned on their Wildlife Walk through one or more of the following media: online video or blog, collage, mural, poster or bulletin board.



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Common Core Standards Supported by The Ultimate Journey Activities

Anchor Standard for Speaking and Listening	Explanation
Comprehension and Collaboration	
<p>CCSS.ELA-Literacy.CCRA.SL1</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>All the Ultimate Journey activities build speaking and listening skills and require members to participate in a range of conversations and collaborations with partners.</p>

THE ULTIMATE JOURNEY AND THE CLUB EXPERIENCE

We know that a high-quality Club Experience, including supportive relationships with caring adult professionals, connects youth to the Club and help assure that members participate frequently and stay engaged. Recent research from Boys & Girls Clubs of America's National Youth Outcomes Initiative strongly affirms the central principle of our Formula for Impact: by implementing a high-quality Club Experience, Boys & Girls Clubs can increase their positive impact on young people.

In addition, the research discovered links between certain Club staff practices and how members perceive their Club Experience. These findings show that certain staff practices enhance the quality of the Club Experience, and in turn, the quality of the Club Experience drives member outcomes.

Every day, Club professionals are challenged with creating and sustaining a safe and supportive Club climate where members can learn and thrive. So just how do Club professionals use our youth development principles to bring a high-quality Club Experience to life? They do so with important practices in these areas:

- Establishing Caring Relationships
- Setting High Expectations
- Positive Behavior Management
- Teamwork/Collective Staff Efficiency
- Building a Supportive Club Climate
- Planning Activities and Programs
- Youth Input and Agency
- Family Engagement
- Effective Club-School Partnerships
- Cultural Sensitivity

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Many of the practices will resonate with Club staff because these are familiar concepts. Environmental education provides excellent, fun opportunities for young people to get active outdoors and to reinforce key academic concepts and skills. When Club staff follow the proven staff practices and integrate the Five Key Elements for Positive Youth Development into these activities, The Ultimate Journey also becomes a powerful part of an overall Club Experience that helps young people achieve more in all outcome areas.

For more information about proven staff practices, see [What Works for Building a Great Club Experience on BGCA.net](#).

EMBEDDING THE FIVE KEY ELEMENTS FOR POSITIVE YOUTH DEVELOPMENT

The Five Key Elements for Positive Youth Development are crucial to a high-quality Club Experience:

1. A safe, positive environment
2. Fun and a sense of belonging
3. Supportive relationships
4. Opportunities and expectations
5. Recognition

Throughout The Ultimate Journey, suggestions for incorporating the Five Key Elements are provided.

BUILDING YOUR GROUP AGREEMENTS

Before you begin The Ultimate Journey activities, build a Group Agreement. The Group Agreement is a shared vision that a group creates in order to build an emotionally supportive environment. It is a tool that can bridge the gap between how Club members are feeling and how they want to feel. It's important for youth who work together within a program area to complete a Group Agreement to build a safe, positive emotional climate and bolster group connection within the program. See [Building Your Group Agreements](#) in this guide for a sample lesson plan.

IMPLEMENTING THE ULTIMATE JOURNEY IN YOUR CLUB

The Ultimate Journey is an eight-week environmental stewardship and cultural heritage program that includes two to four activities each week. This program is highly flexible and can be successful in any Club setting. You can do all the activities, or select the ones that are most appropriate for your Club members.

Variations and options are included, so the activities can be adapted for use in a variety of settings and with different age groups. For example, many of the activities use technology to engage members, however, variations are provided so the activities can be done with or without access to technology. In addition, some of the activities are conducted indoors, some outdoors and some include options for doing the activities indoors or outdoors. This allows you to select activities that are appropriate for various weather conditions.



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DEVELOPING YOUR PROGRAM SCHEDULE

Review The Ultimate Journey Activity Guide and develop a program schedule that works for your Club. See the Implementation Planning Chart in this guide for a list of the activities by theme/week and by location. You can use this chart to highlight the activities you plan to do with Club members. See the Master Supply List in this guide for a comprehensive list of materials you will need for each activity.

Consider offering the program in the spring when the weather is warm, and it's easier to get outside for activities. This is also a good time of year to observe birds nesting, squirrels scurrying for food, flowers blooming and so forth. It's also a good time to start a garden. In addition, The Ultimate Journey activities can be timed to coincide with Earth Day, which is always on April 22.

THEMES

The Ultimate Journey is organized by week with the following eight themes:

1. **Taking Flight:** Because birds are found everywhere, activities related to birds are an ideal way to introduce Club members to the study of wildlife, sharpen their observation skills and help them connect with nature. Members can make paper airplanes to model a bird soaring, use an app to identify birds and conduct an experiment to learn about bird beak adaptations.
2. **Ecosystem Services:** Members discover how we are all dependent on nature for everyday things, such as clean air and water, materials to build homes and food to eat. They discover why it's important to protect our environment. They use free online tools to determine the value of trees and the size of their carbon footprint. Members also take a walk to look for signs of ecosystem services near their Club.
3. **People, Places and Parks:** Members explore and appreciate the value of their local parks and community. They teach others about local parks and resources in their community by taking on the role of a newscaster. Then they learn about the National Park Service emblem and try their hand at designing their ideal park or green space.
4. **Let it Grow!:** A web-of-life simulation shows members how plants are the foundation for all the food we eat. Then they learn that the food they eat comes from all over the world. Finally, they try their hand at gardening!
5. **Reduce, Reuse, Recycle:** Through hands-on activities and games, members figure out how long it takes various waste items to decompose, ways to reduce the amount of waste they generate, what items can be recycled, reused, or composted and how to pack a waste-free picnic.
6. **It's in the Past:** Members connect with the past and gain a deeper appreciation of the place they live through a historical perspective. Members see first-hand how technology has changed our lives as they try to make ink from berries and butter from cream. They learn about the history of their town and discover how some of the challenges they face today can be overcome with lessons from the past.

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7. **Wildlife in Our World:** Members experience how wildlife watching is a fun activity that can be done anywhere, from dense urban areas to open ranges. They go on a walk to look for signs of wildlife, record their findings in a creative way and discover how they can enhance the area around their Club for wildlife.
8. **Field Trip and Recognition Ceremony:** Members' journey concludes with a field trip to a park and a recognition ceremony to celebrate their successes.

PREPARING TO LEAD THE ACTIVITIES

Prepare to lead The Ultimate Journey by reviewing the activities and gathering the necessary supplies for the activities you have selected. The majority of the activities include low-cost materials that are readily available at Boys & Girls Clubs. For a comprehensive list of the materials needed by activity, see the Master Supply List found in this guide. Please note that a few of the activities require advance preparation, such as the final field trip and the recognition ceremony.

Each activity includes the following components to make it easier for you to lead:

- **Overview:** A brief description of the activity
- **Objective:** The purpose of the activity
- **Ages:** Suggested age range for the activity
- **Number:** Optimum number of members for the activity, but this can be adjusted depending on the number of leaders and available supplies
- **Time:** Approximate amount of time needed to conduct the activity
- **Location:** Notes if the activity can be conducted indoors, outdoors or both
- **Materials:** A list of the supplies and equipment needed
- **Instructions:** Step-by-step directions on how to lead the activity
- **Facilitator Notes:** Highlighted information that may be of particular value to leaders
- **Assessment:** Ideas to determine members' understanding of the concepts
- **Extensions:** Ways to extend the learning
- **Variations:** Alternative ways to lead the activity, including suggestions for how to modify the activity for different ages
- **Resources:** List of helpful resources at the end of selected activities

Helpful tips for preparing and leading a field trip are included in **Appendix I: Planning an Outdoor Adventure With Club Members**. To help you find nearby parks, see **Appendix II: U.S. National Parks, Monuments and Preserves by State**. For supporting resources, see **Appendix III: Resources**.

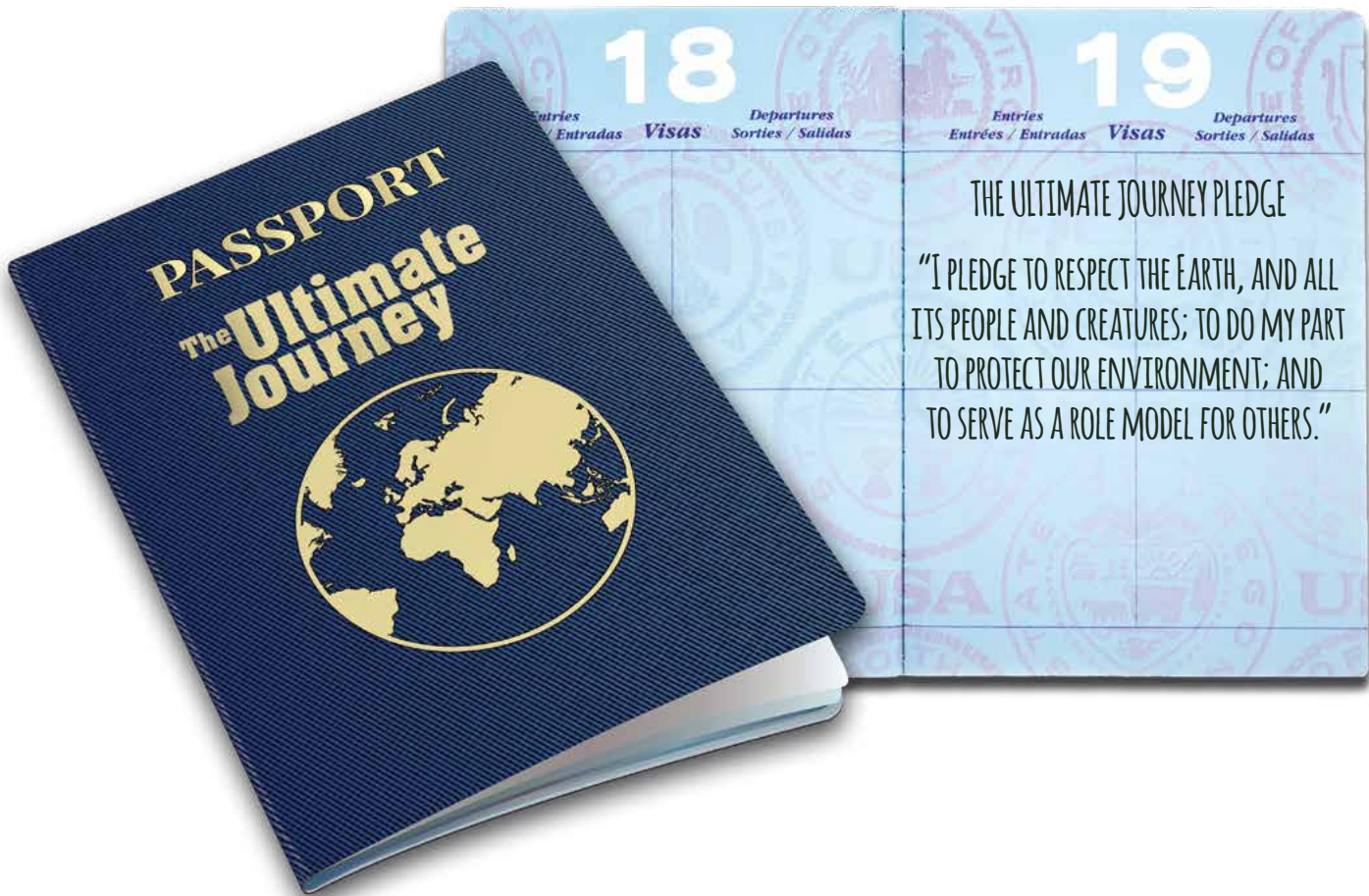


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PASSPORT AND PLEDGE

To help engage members in The Ultimate Journey, they will make passports during their first session. These passports will be stamped or signed by the facilitator each week. For a template and information on how to assemble the passports, see **Appendix IV: Passport and Pledge Template** in The Ultimate Journey Activities section.

Reciting **The Ultimate Journey Pledge** each week will also help engage members and set the tone for the activities. The Pledge is on the front of the passport cover and follows below:



CERTIFICATE OF COMPLETION

To help recognize their accomplishments, give each member **The Ultimate Journey Certificate of Completion** at the recognition ceremony. For a template that can be used to make certificates, see **Appendix V The Ultimate Journey Certificate of Completion**.



PROMOTIONS

Following is a general description that can be used to promote The Ultimate Journey:

The Ultimate Journey is designed to cultivate environmental stewardship and to help Club members appreciate and care for the place they live. Through hands-on experiments, observations, games and art, members explore their environment and discover how we are all ultimately dependent on nature for our survival.

Many of the activities incorporate technology to help members explore environments both near and far, and to discover how we are all global citizens. There are also plenty opportunities for members to get outside, explore and have fun!



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DESCRIPTION FOR CLUB WEBSITE

The Ultimate Journey is designed to engage members ages 9-13 in an exploration of the cultural and natural history of their environment. More than 25 hands-on activities promote environmental stewardship and help members appreciate and care for the place they live.

Technology is employed to engage members in the learning process and allow them to virtually experience environments both near and far. Problem-solving, critical-thinking and creativity are used throughout the activities to help members gain important real-life skills. In addition, the opportunity to get outdoors, explore nature and make observations is central to the program.

The Ultimate Journey activities also support many of the Next Generation Science Standards (NGSS) performance expectations, helping to prepare Club members for college- and career-readiness in science.

IMPLEMENTATION PLANNING

This guide provides many ways to plan and schedule the activities. You can choose to do all of the activities each week, or select activities that fit best with your Club and with the interest of your members. The activities you select and the order you choose to do them is up to you. To help you, a list of the activities by week/theme and location is provided on page 16. Feel free to highlight the activities that you want to do.

Have fun planning for The Ultimate Journey!



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IMPLEMENTATION PLANNING CHART

Week/Theme	Activity	Location
Week One: TAKING FLIGHT	Activity 1: Soaring	Indoors and Outdoors
	Activity 2: What's Your name?	Indoors and Outdoors
	Activity 3: Battle of the Beaks	Indoors
Week Two: ECOSYSTEM SERVICES	Activity 1: Ecosystem Heroes	Indoors
	Activity 2: Put a Price Tag on a Tree	Indoors and Outdoors
	Activity 3: Ecosystem Services Social Media Project	Indoors and Outdoors
	Activity 4: How Big is Your Carbon Footprint?	Indoors
Week Three: PEOPLE, PLACES & PARKS	Activity 1: Parks in My Community	Indoors, Outdoors option
	Activity 2: Be a Newscaster	Indoors
	Activity 3: NPS Arrowhead	Indoors
	Activity 4: Plan a Park	Indoors, Outdoors option
Week Four: LET IT GROW!	Activity 1: We're All Connected (Food Web Game)	Indoors, Outdoors option
	Activity 2: Where in the World Did That Come From?	Indoors, Possible field trip
	Activity 3: Gardening	Indoors and Outdoors
Week Five: REDUCE, REUSE, RECYCLE	Activity 1: A Very Old Picnic	Indoors
	Activity 2: Recycle Relay	Indoors and Outdoors
	Activity 3: Compost Tag	Indoors and Outdoors
	Activity 4: Compost in a Cup	Indoors and Outdoors
Week Six: IT'S IN THE PAST	Activity 1: Make Your Own Ink	Indoors
	Activity 2: History in My Community	Indoors
	Activity 3: Time Travel	Indoors and Outdoors
	Activity 4: Personal Journey	Indoors
Week Seven: WILDLIFE IN OUR WORLD	Activity 1: Take a Walk on the Wild Side	Indoors and Outdoors
	Activity 2: Wildlife Communication	Indoors
	Activity 3: Helping Wildlife in My Community	Indoors and Outdoors
Week Eight: FIELD TRIP & RECOGNITION CEREMONY	Activity 1: Field Trip to a Park	Outdoors
	Activity 2: Recognition Ceremony	Indoors, Outdoors option



MASTER SUPPLY LIST

Below is a list of materials needed to successfully complete each activity. Most of the items are common supplies, such as paper, pencils, tape, scissors and so forth. Options for using technology will require access to the Internet and to a smartphone, computer or tablet.

Theme	Activity	Materials
Week One: TAKING FLIGHT	Activity 1: Soaring	<ul style="list-style-type: none"> <input type="radio"/> 8½ x 11 white paper, approximately 3 sheets for each member <input type="radio"/> Tape <input type="radio"/> Glue <input type="radio"/> Scissors <input type="radio"/> Straws <input type="radio"/> Tape measure <input type="radio"/> Timer <input type="radio"/> Colored pencils or markers <input type="radio"/> Paper Airplane Test Results handout, 2 or more depending on the number of members in the group <input type="radio"/> Optional: portable fan <input type="radio"/> Optional: Online videos as suggested in the Links to Resources section or ones that you find that show how birds fly and how to make paper airplanes
	Activity 2: What's Your Name?	<ul style="list-style-type: none"> <input type="radio"/> Paper <input type="radio"/> Pencils <input type="radio"/> Field guides to local birds <input type="radio"/> Check with state and local parks, Audubon Societies and Departments of Natural Resources or Wildlife for free bird identification guides and posters, as well as binoculars and other resources you may be able to borrow. They may also have bird experts available to speak to your group. <input type="radio"/> Bird Sightings handout, 1 for each member or per group <input type="radio"/> Printed photos or online photos of about 5-10 birds commonly found in your area. Common urban birds in the U.S. include the American crow, European starling, house sparrow, rock pigeon, American robin, mourning dove, brown-headed cowbird, mallard, hummingbird and house finch (See Links to Resources for websites that have photos of common urban birds.) <input type="radio"/> Optional: Bird identification app, such as Merlin, on one or more smartphones

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Theme	Activity	Materials
<p>Week One: TAKING FLIGHT</p>	<p>Activity 3: Battle of the Beaks</p>	<p>Simulation tools:</p> <ul style="list-style-type: none"> <input type="radio"/> Toothpicks <input type="radio"/> Large slotted spoons <input type="radio"/> Eyedroppers (Ask pharmacy to donate.) <input type="radio"/> Small cooking strainers <input type="radio"/> Tweezers <input type="radio"/> Chopsticks <input type="radio"/> Nutcrackers or pliers <p>Simulation and snack food:</p> <ul style="list-style-type: none"> <input type="radio"/> Candy Swedish Fish <input type="radio"/> Gummy worms <input type="radio"/> Puffed rice cereal <input type="radio"/> Sunflower seeds and/or walnuts with and without shells <input type="radio"/> Styrofoam pieces <input type="radio"/> Uncooked rice <input type="radio"/> Clear bottle or tall glass filled with red-colored drink <p>Other items for stations and snack:</p> <ul style="list-style-type: none"> <input type="radio"/> 1 cup for each member <input type="radio"/> 1 large plate <input type="radio"/> 2 medium-sized bowls <input type="radio"/> 2 large bowls <input type="radio"/> Cotton hand towel or large sponge <input type="radio"/> Drink for snack
<p>Week Two: ECOSYSTEM SERVICES</p>	<p>Activity 1: Ecosystem Heroes</p>	<ul style="list-style-type: none"> <input type="radio"/> Colored markers <input type="radio"/> Plain paper grocery bag for each member (Grocery stores often give free bags for environmental lessons.) <p>As many of the following items as possible to display on a table:</p> <ul style="list-style-type: none"> <input type="radio"/> Glass of water <input type="radio"/> Plant <input type="radio"/> Plate with a variety of fruits and vegetables <input type="radio"/> Pin wheel <input type="radio"/> Piece of wood, a large stone and a nail <input type="radio"/> Coffee filter, cup of muddy water, jar <input type="radio"/> Pictures or photographs of a honeybee, forest and beautiful scenery <input type="radio"/> Soil in a pot <input type="radio"/> Empty bottle or jar with a top



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Theme	Activity	Materials
<p>Week Two: ECOSYSTEM SERVICES</p>	<p>Activity 2: Put a Price Tag on a Tree</p>	<ul style="list-style-type: none"> <input type="radio"/> Computer or tablet to access the online tree benefits calculator found at www.treebenefits.com/calculator <input type="radio"/> Large tape measure <input type="radio"/> Pencils <input type="radio"/> Chalk <input type="radio"/> String, at least 40 feet long <input type="radio"/> Calculator <input type="radio"/> Copy of the What's a Tree Worth? handout <input type="radio"/> White construction paper <input type="radio"/> Hole punch <input type="radio"/> Field guides of local trees or an app/online tree identification tool (See the Links to Resources section.) <input type="radio"/> Variety of permanent markers
	<p>Activity 3: Ecosystem Services Social Media Project</p>	<ul style="list-style-type: none"> <input type="radio"/> Paper <input type="radio"/> Pencils <input type="radio"/> Poster paper <input type="radio"/> Colored markers <input type="radio"/> Glue <input type="radio"/> Copy of the Ecosystem Services Scavenger Hunt handout for each member or per small group <input type="radio"/> Smartphones, tablets or cameras to take pictures and video of images that represent ecosystem services around their Club – one for each member or per small group. If these items are not available, members can use a notebook or journal to illustrate their findings, or they can print images from an online search.
	<p>Activity 4: How Big is Your Carbon Footprint?</p>	<ul style="list-style-type: none"> <input type="radio"/> Paper <input type="radio"/> Pencils <input type="radio"/> Computer

IMPLEMENTATION GUIDE

Theme	Activity	Materials
Week Three: PEOPLE, PLACES & PARKS	Activity 1: Parks in My Community	<ul style="list-style-type: none"> <input type="radio"/> Large map of your town and state <input type="radio"/> Paper <input type="radio"/> Pushpins or tape <input type="radio"/> Computers or tablets
	Activity 2: Be a Newscaster	<ul style="list-style-type: none"> <input type="radio"/> Computers or tablets <input type="radio"/> Optional: Device such as a tablet or smartphone to record a short video segment
	Activity 3: NPS Arrowhead	<ul style="list-style-type: none"> <input type="radio"/> Copies of the National Park Service and Boys & Girls Clubs America emblems and a way to display them to members <input type="radio"/> Paper and colored pencils and/or access to an online sketch program <input type="radio"/> Optional: Additional emblems and logos that you can display, such as emblems from the Olympics, Forest Service, World Wildlife Fund, sports teams, club patches and local restaurants or organizations
	Activity 4: Plan a Park	<ul style="list-style-type: none"> <input type="radio"/> Large butcher or poster paper <input type="radio"/> Colored pencils, markers <input type="radio"/> Note: This activity can also be done outdoors on a sidewalk with colored chalk.
Week Four: LET IT GROW!	Activity 1: We're All Connected	<ul style="list-style-type: none"> <input type="radio"/> Large notecards <input type="radio"/> Hole punch <input type="radio"/> Ball of yarn <input type="radio"/> Snack <input type="radio"/> Computers or tablets for the Extension activity
	Activity 2: Where in the World Did That Come From?	<ul style="list-style-type: none"> <input type="radio"/> Paper <input type="radio"/> Pencils <input type="radio"/> Variety of foods with country of origin on the labels for each member. <input type="radio"/> Additional fruits and vegetables for a snack, such as for a fruit salad <input type="radio"/> Map of the world <input type="radio"/> Computers or tablets



The Ultimate Journey

Theme	Activity	Materials
<p>Week Four: LET IT GROW!</p>	<p>Activity 3: Gardening</p>	<ul style="list-style-type: none"> <input type="radio"/> 5-gallon containers <input type="radio"/> Vegetable, fruit or herb seedlings, such as cherry tomatoes, peppers, lettuce, spinach or basil. <input type="radio"/> Potting soil appropriate for the plant selected <input type="radio"/> Sunny protected spot to place the plants <input type="radio"/> Snack related to the activity, such as a vegetable or fruit salad <input type="radio"/> If you plan to do the Extension activity, you will need computers or tablets with access to the Internet.
<p>Week Five: REDUCE, REUSE, RECYCLE</p>	<p>Activity 1: A Very Old Picnic</p>	<ul style="list-style-type: none"> <input type="radio"/> Picnic-related snacks <input type="radio"/> Paper <input type="radio"/> Markers <input type="radio"/> Large bag with the following items that might be left over from a picnic: <ul style="list-style-type: none"> • Banana peel • Orange peel • Apple core • Paper • Markers • Paper towel, soiled • Newspaper • Milk carton, waxed paper • Steel can • Aluminum can • Plastic storage bag • Plastic soft drink rings • Plastic soda bottle • Glass bottle • Styrofoam
	<p>Activity 2: Recycle Relay</p>	<ul style="list-style-type: none"> <input type="radio"/> Old piece of clothing, such as a T-shirt <input type="radio"/> Plastic soda bottle, rinsed <input type="radio"/> Newspaper <input type="radio"/> Glass jar, rinsed <input type="radio"/> Computer paper, used <input type="radio"/> Cardboard <input type="radio"/> Magazine <input type="radio"/> Paper towel, soiled <input type="radio"/> Aluminum can, rinsed <input type="radio"/> Styrofoam cup <input type="radio"/> Milk carton, rinsed <input type="radio"/> Banana peel

IMPLEMENTATION GUIDE

Theme	Activity	Materials
Week Five: REDUCE, REUSE, RECYCLE	Activity 3: Compost Tag	<ul style="list-style-type: none"> <input type="radio"/> Soft playground ball <input type="radio"/> Cup of soil <input type="radio"/> Newspaper <input type="radio"/> Leaves <input type="radio"/> Grass <input type="radio"/> Twigs <input type="radio"/> Banana or orange peel <input type="radio"/> Tea bag or coffee grounds
	Activity 4: Compost in a Cup	<ul style="list-style-type: none"> <input type="radio"/> Large piece of poster board <input type="radio"/> Permanent markers <input type="radio"/> One 16-ounce cup with small holes punched in the bottom for each member <input type="radio"/> Trays to put the cups on <input type="radio"/> Plastic wrap <input type="radio"/> Rubber bands <input type="radio"/> Metal spoons or trowels <input type="radio"/> Newspaper to cover tables <input type="radio"/> Spray water bottle <input type="radio"/> Thermometers
Week Six: IT'S IN THE PAST	Activity 1: Make Your Own Ink	<ul style="list-style-type: none"> <input type="radio"/> ½ cup measuring cup per group <input type="radio"/> ½ teaspoon measuring spoon per group <input type="radio"/> 1 bowl <input type="radio"/> 1 strainer per group <input type="radio"/> Several quarts of fresh or frozen berries including blackberries, blueberries, raspberries, and strawberries <input type="radio"/> Additional berries and food for snacks <input type="radio"/> Paper <input type="radio"/> Paint brushes <input type="radio"/> Vinegar <input type="radio"/> Salt <input type="radio"/> Plastic tablecloths <input type="radio"/> Smocks and gloves to protect clothing and hands



The Ultimate Journey

Theme	Activity	Materials
Week Six: IT'S IN THE PAST	Activity 2: History in My Community and Butter Making	<ul style="list-style-type: none"> <input type="radio"/> 1 pint of heavy cream <input type="radio"/> 2 pint-sized containers with screw-on lids <input type="radio"/> Computers or tablets <input type="radio"/> Push pins <input type="radio"/> Large map of your state, county and town <input type="radio"/> Colonial-related food, such as cornbread or muffins
	Activity 3: Time Travel	<ul style="list-style-type: none"> <input type="radio"/> Cameras <input type="radio"/> Photo printer or computers/tablets <input type="radio"/> Items that depict the history of your community, such as photographs, books, newspaper articles, videos, clothing and art
	Activity 4: Personal Journey	<ul style="list-style-type: none"> <input type="radio"/> Computers or tablets for each member <input type="radio"/> Copy of My Inspiration worksheet for each member
Week Seven: WILDLIFE IN OUR WORLD	Activity 1: Take a Walk on the Wild Side	<ul style="list-style-type: none"> <input type="radio"/> Tape <input type="radio"/> 3x5 index cards with the names of common wildlife written on one side <input type="radio"/> Notebooks <input type="radio"/> Pencils <input type="radio"/> Cameras <input type="radio"/> Copy of the Wildlife Watch worksheet for each member or per small group <input type="radio"/> One or more apps to help members identify wildlife and to record their sightings <input type="radio"/> Binoculars and hand lenses for observing wildlife <input type="radio"/> Wildlife identification printed guides <input type="radio"/> Map of area around Club, if using the Variation activity
	Activity 2: Wildlife Communication	<ul style="list-style-type: none"> <input type="radio"/> Equipment to make a video or blog to post online and/or supplies for creating a collage, mural, poster or bulletin board
	Activity 3: Helping Wildlife in My Community	<ul style="list-style-type: none"> <input type="radio"/> Gummy worms <input type="radio"/> Paper cups <input type="radio"/> Paper clips <input type="radio"/> Lifesavers candy per group. <p>Supplies for the Main Activity will vary depending on the action project selected.</p>

IMPLEMENTATION GUIDE

Theme	Activity	Materials
Week Eight: FIELD TRIP AND RECOGNITION CEREMONY	Activity 1: Field Trip to a Park	<ul style="list-style-type: none"> <input type="radio"/> Large map of your town and state <input type="radio"/> Paper <input type="radio"/> Pushpins or tape <input type="radio"/> Computers or tablets
	Activity 2: Recognition Ceremony	<ul style="list-style-type: none"> <input type="radio"/> Balloons <input type="radio"/> Food and beverage <input type="radio"/> Tables and chairs <input type="radio"/> Displays of member projects <input type="radio"/> Certificates of Completion, personalized if possible with notes from leaders (See Appendix V for a certificate template.) <input type="radio"/> Optional: Goody bags with items related to The Ultimate Journey

¹ National Park Service, U.S. Department of the Interior, "Healthy Parks Healthy People US: Strategic Action Plan November 2011," https://www.nps.gov/public_health/hp/hphp/press/1012-955-WASO.pdf, accessed on July 20, 2016.

² Prevalence and Trends Data: Fruits and Vegetables—2009, Center for Disease Control and Prevention, <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5935a1.htm>, accessed on July 20, 2016.

³ Kimberly Schaub, "American Diet and Nutrition," June 2011, <http://www.livestrong.com/article/219426-pre-diabetes-meal-plan-strategies/>, accessed on July 20, 2016.

⁴ "Disparities in Park Space by Race and Income," University of California School of Public Health, July 2011, http://activelivingresearch.org/files/PolicyBrief_ParkDisparities.pdf, accessed on July 20, 2016.

⁵ Taylor, A. Faber, and F. E. Kuo. "Children With Attention Deficits Concentrate Better After Walk in the Park." *Journal of Attention Disorders* 12.5 (2009): 402-09.

⁶ Thompson C. W., Roe J., Aspinall P., Mitchell R., Clow A., Miller D. "More green space is linked to less stress in deprived communities". *Landscape and Urban Planning*. 105 (2012) 221–229.



BUILDING YOUR GROUP AGREEMENTS LESSON PLAN

OVERVIEW:

The Group Agreement is a shared vision that a group creates in order to build an emotionally supportive environment. It is a tool that can bridge the gap between how Club members are feeling and how they want to feel. It's important for youth who work together within a program area to complete a Group Agreement as a way to build a safe, positive emotional climate and bolster group connection within the program.

TIME REQUIREMENT:

50 minutes

MATERIALS NEEDED:

- Pens or pencils
- Blank paper for each member
- Markers
- Post-it notes
- Flipchart paper/poster board
- Series of images or symbols, at least twice as many as the number of group members
- Computer and printer in case members want to print their symbols

LOCATION:

Indoors

WARM WELCOME: (2 MINUTES)

- Greet youth by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: NAME MOTION CIRCLE: (8 MINUTES)

One at a time, have each member step forward saying their name while performing a brief movement of choice, such as clapping or jumping in place. Have the group repeat the member's name and movement. Continue, adding each member one at a time, until all names and movements are combined.

IMPLEMENTATION GUIDE

MAIN ACTIVITY: (30 MINUTES)

Before you start:

- Spread the images/symbols on a table, so they are all easily visible.
- Hang the flipchart paper or poster board on a wall.
- Review the difference between Agreements and rules. Note that most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club. Agreements allow youth to define what feeling emotionally safe means to them and how they can support each other.
- Group Agreements focus on feelings and behaviors that create expectations for how everyone will treat each other.

Introductory comments:

Have members think about and share the rules of the Club. A couple of common rules are “Don’t run in the halls,” or “Keep your hands to yourself.”

Let members know that most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club. Tell members that they are going to create Group Agreements that define what it means for everyone to feel emotionally safe. Let members know that the activity will help answer three questions:

1. How do we want to feel during our time together?
2. What will we do to feel this way?
3. What will we do when there is conflict?

Step-by-step process:

Step 1

Question 1: How do we want to feel during our time together?

- To answer this first question, have everyone take a few moments to personally reflect on how they are CURRENTLY feeling at the Club.
- Distribute paper, and have each member make a chart in which the left column states “How I currently feel at the Club.” Have youth write three to five words in that column.
- Have members take a few moments to reflect on how they WANT to feel at the Club. Have them write “How I want to feel at the Club” on the right column of the chart. If members have a positive feeling, encourage them to carry that feeling to the “Want” column. However, if they have a negative feeling, encourage them to think of a word that counters that feeling. See the example on next page:



The Ultimate Journey



How I currently feel at the Club	How I want to feel at the Club
Happy	Happy
Disrespected	Respected
Left out	Included

- Next, have members use Post-it notes to write the words that describe how they want to feel when at the Club. When finished, have members place the Post-it notes on the flipchart paper.
- Review the display of Post-it notes, and write the top five feeling words on a paper for all to see.

Step 2

Question 2: What will we do to feel this way?

- For this next question, divide members into small groups, and assign one of the five feeling words to each group. Each group should come up with at least two positive behaviors that would help members feel this way. For example, if the feeling word is “Respected” the behavior can be, “We take turns to make sure everyone has a chance to be heard.”
- Come together as a whole group, and discuss the behaviors that the groups created. Write the behaviors on paper for all to see.
- Next, create specific and realistic behaviors that will help keep members accountable and on-track. For example, instead of “Be nice to everyone,” a more specific behavior can be, “Take time to talk to someone in the group if you notice they are having a bad day.”

Step 3

Question 3: What will we do when there is conflict?

- To answer the this question, ask members to think about what helps them feel better when there is conflict or when they are not feeling up to par.
- Once members have had time to think, decide on at least five specific behaviors that will help members resolve conflict. For example, the behavior for what to do when you are not feeling respected can be, “I talk to the person who made me feel disrespected to let them know how I feel and to seek a solution together,” or “I let a staff member know how I am feeling.”
- Once the group decides on five main conflict resolution behaviors, write them on paper for all to see.

IMPLEMENTATION GUIDE

Step 4

Making Your Agreements

Let members know that they are on the last step of the Agreement process!

- Review the answers from above, and have members create a way to showcase their Group Agreements. Members can use a poster, an interactive wall, a bulletin board, a video or anything else they can think of.
- After the Group Agreements have been created, explain to members that everyone is now part of The Ultimate Journey.
- Show the images on the table, and give each member the opportunity to choose a symbol that represents themselves. Be sure to save the extra images, just in case you have members that join the group at a later time.
- Go around the room, and have members share their symbols. Ask them to explain how the symbols are good representations.
- Ask members to glue, tape or staple their images onto the Group Agreements as a way of showing their commitments.

The Group Agreements should be displayed in a space that all members can see. It is important that all members see the Group Agreements daily to encourage implementation and accountability.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

- Ask members how they want to feel at the Club, and how knowing this will affect how they treat others.
- Have members explain why it's important to be able to express how they feel.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who worked well together
- Group members who were helpful and polite to other Club members

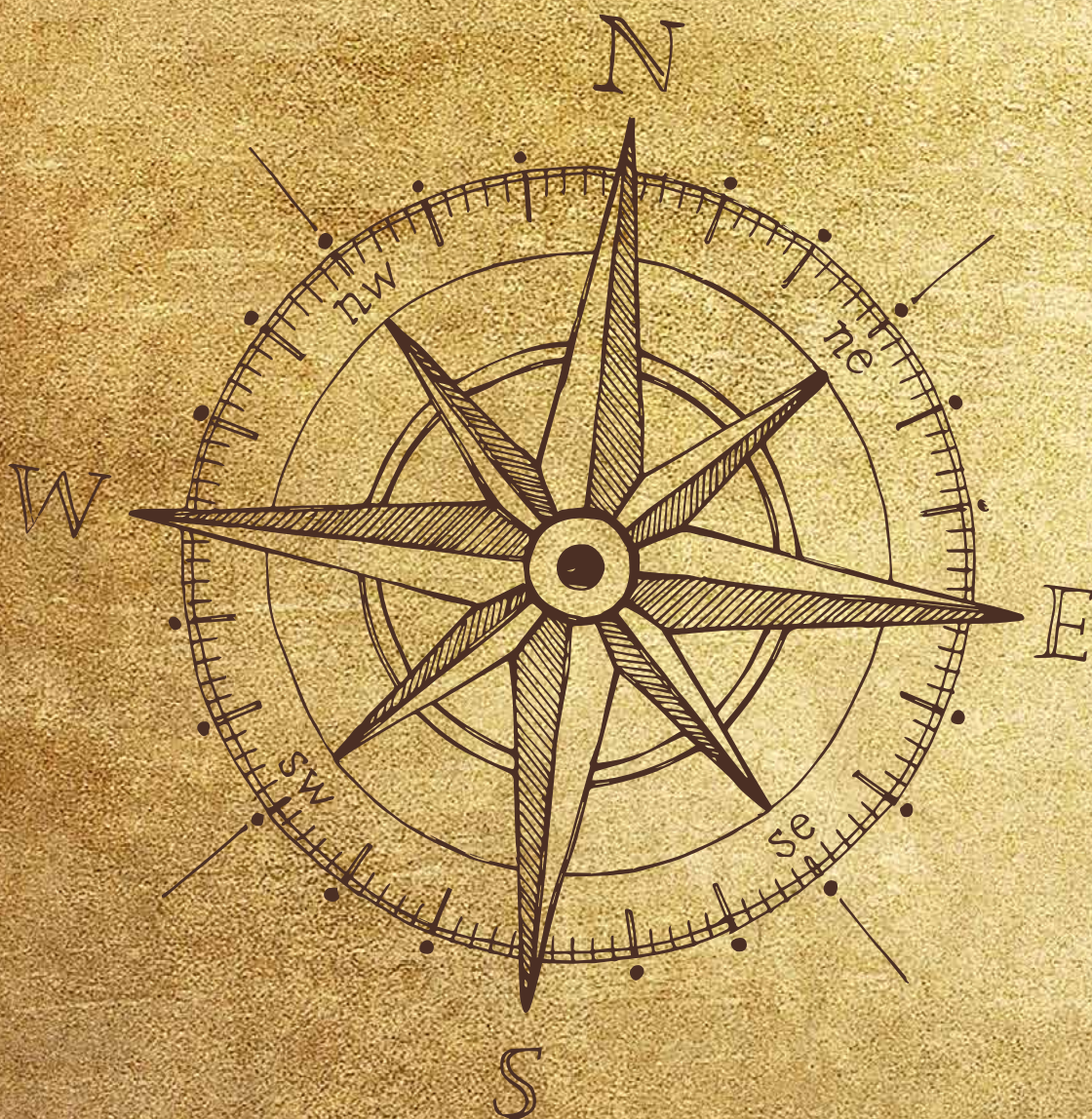
CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

Suggested Review Questions:

- What parts of the Group Agreements have been particularly helpful for the group?
- What feelings have we, as a group, done an especially good job of honoring?
- What behaviors have we used successfully during our time together?
- What are some examples of problems the Group Agreements have helped us resolve?
- How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

ACTIVITIES



INTRODUCTION AND GROUP AGREEMENTS

INTRODUCTION

Begin The Ultimate Journey program by introducing members to the purpose of the program and the activities they'll be doing each week. Explain to them that they will be exploring the environment around their Club and learning how we are all dependent on nature for our survival. Members will have opportunities to learn about local wildlife, explore parks, start a garden, conduct experiments and more!

GROUP AGREEMENTS

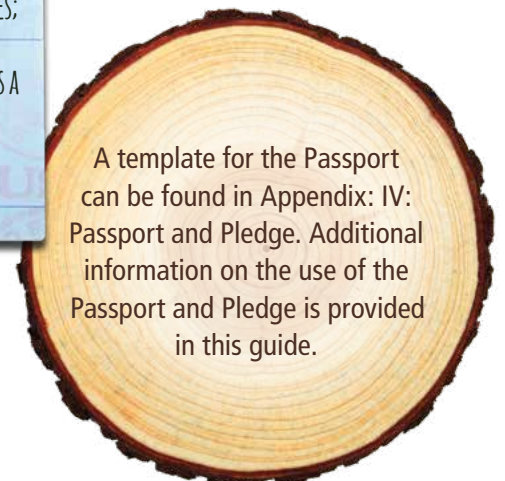
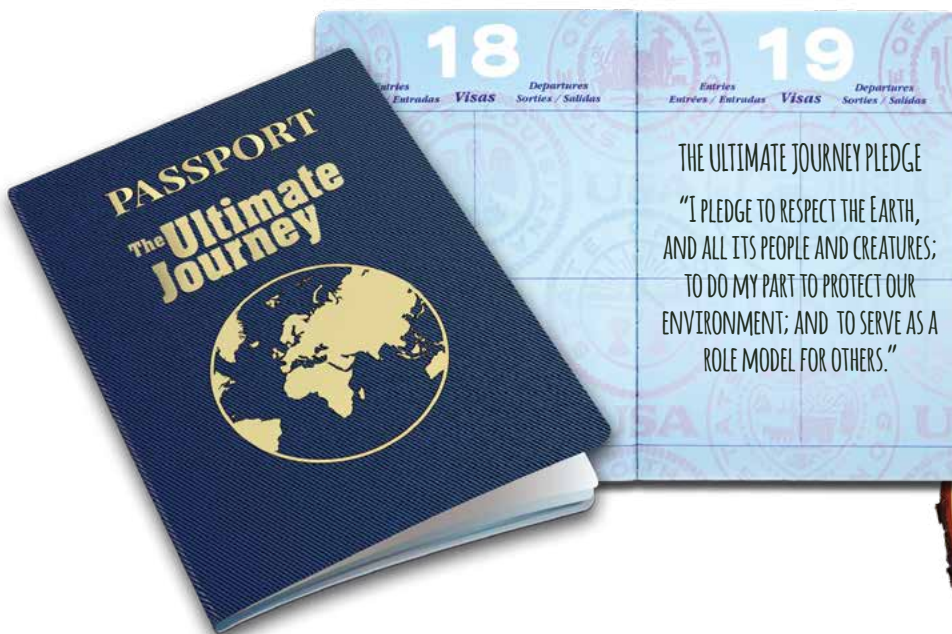
If you have not already facilitated the Group Agreements lesson with members, please do so before engaging youth in The Ultimate Journey activities. For directions on how to engage members in building a Group Agreement, see the Building Your Group Agreements Lesson Plan in the Implementation Guide.

Passport

Have members make their passports. Once the passports are made, stamp the first week, and have members recite The Ultimate Journey Pledge below.

Pledge

Reciting The Ultimate Journey Pledge each week will help engage members and set the tone for the activities. The pledge follows below:



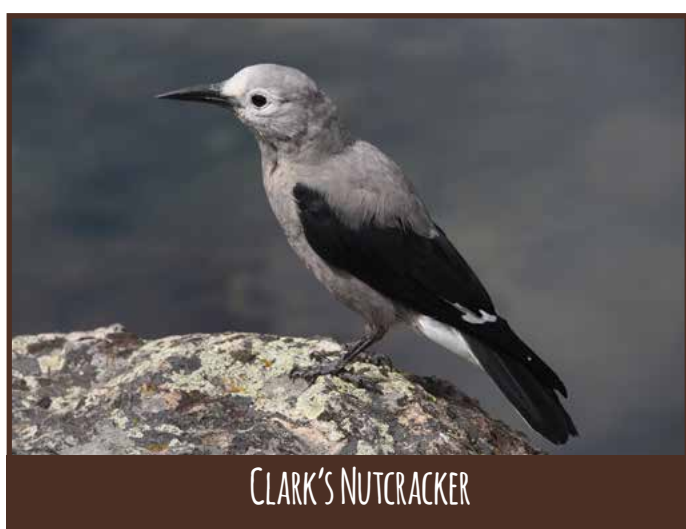
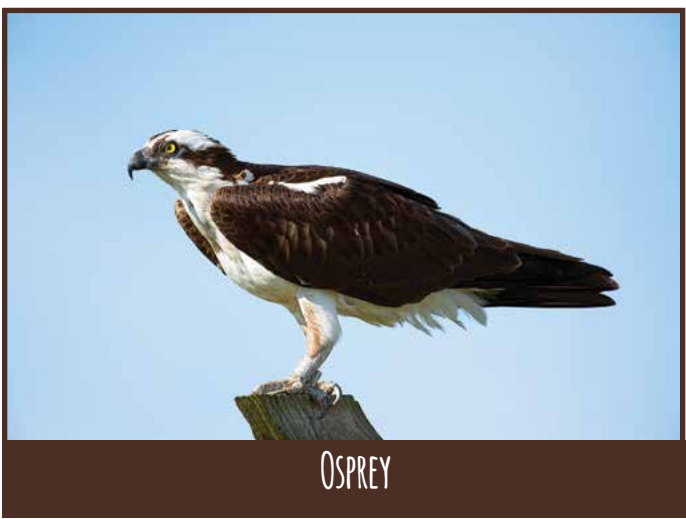
A template for the Passport can be found in Appendix: IV: Passport and Pledge. Additional information on the use of the Passport and Pledge is provided in this guide.



The Ultimate Journey

WEEK ONE: TAKING FLIGHT

Because birds are found everywhere from cities to wild places, they are an ideal way to connect members with nature. Just step outdoors and you'll see birds flying, feeding, nesting and communicating. Helping members appreciate and observe birds is a great way to introduce them to the study of wildlife and to sharpen their observation skills. Use the following activities to introduce Club members to the wonders of birds and nature.



Photos: NPS/Jacob W. Frank (Source: <https://www.nps.gov/glac/learn/nature/birds.htm>)

ACTIVITY 1: SOARING

OVERVIEW:

Members learn about the physical features of birds that enable them to fly and then design, build and test paper airplanes to simulate birds soaring.

OBJECTIVE:

To help Club members gain an appreciation for birds by exploring how the physical features of birds help them fly.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors, with outdoors option

MATERIALS NEEDED:

- 8½ x 11 white paper, approximately 3 sheets for each member
- Tape
- Glue
- Scissors
- Straws
- Tape measure
- Timer
- Colored pencils or markers

- Paper Airplane Test Results** handout, 2 or more depending on the number of members in the group
- Optional: portable fan
- Optional: Online videos as suggested in the **Links to Resources** section or ones that you find that show how birds fly and how to make paper airplanes

HANDOUTS:

- Paper Airplane Test Results

LINKS TO RESOURCES:

The following videos can be used to show fascinating facts about birds and flight:

- How Fast Can an Ostrich Run?: www.youtube.com/watch?v=1r-b8uY7C9E
- Hummingbird Aerodynamics – High Speed Video; Smarter Everyday 27: www.youtube.com/watch?v=1VA8v1btKdQ
- How Do Birds Fly? from the Canadian Museum of Nature: http://nature.ca/discover/exb/hwdbrdsfly/index_e.html
- The Road to the First Flight -- The Wright brothers observed birds as they learned to fly: www.nps.gov/wrbr/learn/historyculture/theroadtothefirstflight.htm

The following videos show various ways to make paper airplanes:

- www.youtube.com/watch?v=FGOU3tKonEg
- www.youtube.com/watch?v=veyZNYurlwU&t=58s
- www.youtube.com/watch?v=V-rBmbBSGIA



The Ultimate Journey

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: PASS THE BALL NAME GAME RACE (8 MINUTES)

- Ask members to stand in a circle, not too close and not too far from one another. Tell members that you are going to say your name, then pass the ball to someone. The person who catches the ball has to say “Thank you” and your name, and then say their name. For example, “Thank you Rayshana, my name is Freddy.” Continue until all members have an opportunity to participate.
- For the next round, tell members to try to remember the order that the ball is passed because in the next round they must pass the ball in the exact same order.
- Once the order has been established, the ball must get around to everyone in the circle in the exact same order (e.g., Rayshana always passes to Freddy) with everyone continuing to say “Thank you” and the names. In subsequent rounds, the challenge is to go as fast as possible, keeping the same order.

MAIN ACTIVITY: SOARING (30 MINUTES)

Before you start:

- Have all materials ready, and set aside space for Club members to work.
- Preview the videos in the **Links to Resources** section to determine which ones you want to show. **Note:** You may want to wait before showing videos on how to make paper airplanes so that

members can first come up with their own creative methods.

- If your group has not already done the **Build Your Group Agreements Lesson Plan** from the **Implementation Guide**, build time into your schedule to do so.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Let group members know that this activity requires their creativity!
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members in this activity by asking if they can guess the answer to the following question: **What animal has hollow bones, lays eggs, can be as small as two inches or as big as nine feet and is thought to be related to dinosaurs?** (*Answer: Birds.*)

Further explain the answer by telling members the following fascinating facts about birds:

- Birds have hollow bones, which help them fly.
- Birds have feathers and wings, lay eggs, and are warm blooded.
- Scientists believe that birds evolved from theropod dinosaurs.
- The ostrich is the largest bird in the world. It can grow up to 9 feet tall! It also lays the largest eggs and has the fastest maximum running speed of 45 mph.

- The bee hummingbird is the smallest bird with a length of just two inches.
- Hummingbirds can fly backwards.
- The Arctic tern migrates almost 50,000 miles a year as it flies roundtrip from the Arctic to the Antarctic. What a lucky bird. It has summer twice a year!
- Homing pigeons are bred to find their way home from long distances and have been used for thousands of years to carry messages.

If time permits, show one or more videos on how birds fly.

Step 2

Use the following questions to build background knowledge before beginning the paper airplane experiment:

- What do birds look like when they fly? Do they soar? Do they flap their wings? Do they dive from the sky?
- What physical features help birds fly?

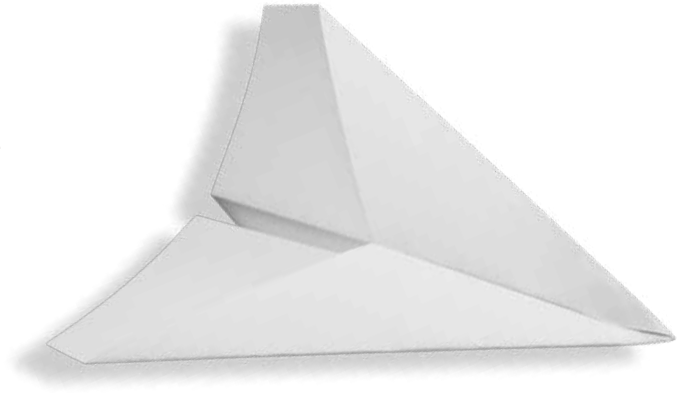
Explain that the following features enable birds to fly:

- **Streamlined body:** Helps reduce the force of drag
- **Wings:** Enable the force of lift
- **Lightweight, smooth feathers:** Reduces drag
- **Light, strong bones:** Hollow bones with thin, tiny cross pieces to make strong birds

Discuss how people have always been fascinated by birds because they can fly and how birds inspired the first flying machines. Ask members if **they can state similarities between airplanes and birds** (Answer: Both have wings, a light yet strong skeleton or framework and a streamlined shape.)

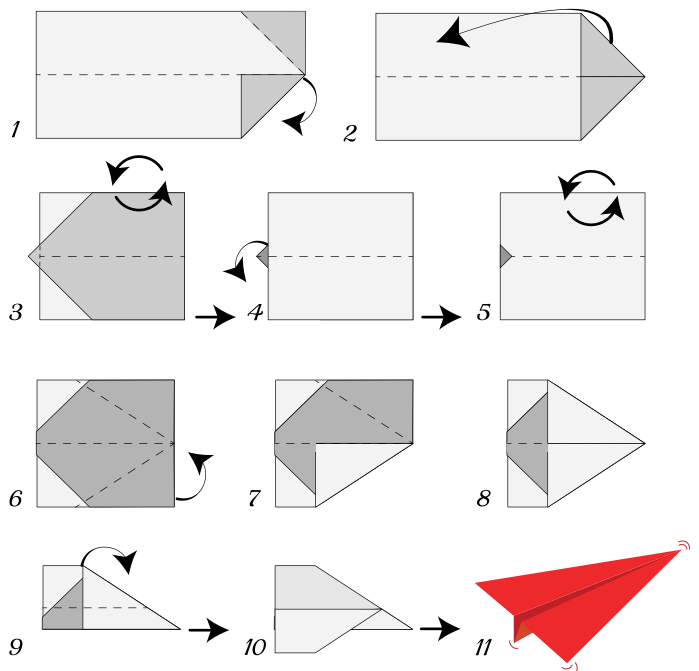
Step 3

Hand out the materials to members. Using the materials provided, challenge them to design and create paper airplanes. Explain that once their paper airplanes are made, they are going to test them to see which fly the farthest and which stay up the longest.



Step 4

Once their paper airplanes are made, find an open space, indoors or outdoors, where they can take turns flying the planes. For each plane, use the tape measure to determine the distance traveled and a timer to determine how long it stays in flight. Use the chart provided, or create your own, to record findings.





The Ultimate Journey

Step 5

Use the following questions to help members analyze the results of the experiment:

- What shapes and designs worked the best? Why?
- How do the paper airplanes you designed compare to the shape of actual birds?
- How would you change your designs next time?

Variation:

Birds often use tailwinds (winds blowing in the same direction they fly) to help them fly. If you have access to a portable fan, have members turn it on, and place it behind them as they test their planes to see if it affects the results. Alternatively, go outdoors on a windy day, and see how that affects the results.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Discuss the following questions with members:

- How do birds' features help them fly?
- Why is it important to try different designs when testing paper airplanes?
- How can you apply the trial and error process of testing paper airplanes to other areas of your life, such as school, sports or cooking?

Reflection:

Ask members to give a shout-out or acknowledge in another way to:

- Group members who helped another member
- Group members who put a lot of effort into their designs

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to state at least two features that help birds fly.

EXTENSIONS:

Decorate Your Airplanes: Have members decorate their paper airplanes to look like birds.

Make a Birdfeeder: Challenge members to make a birdfeeder from recycled items, such as plastic and cardboard milk cartons, aluminum pie plates, large pine cones, pieces of string and so forth.

National Park Service: Discuss how our National Parks provide habitat for a wide variety of birds, from Alaska to Florida. National Parks, as well as other protected lands, provide critical habitat for many species of birds that migrate both nationally and internationally. The actions that happen in one part of the country, such as deforestation, can affect migration patterns, making it even more important to preserve critical park habitat.

Paper Airplane Test Results				
Member Name	Test Number	How far did it travel?	How long did it stay in flight?	Notes and Observations



The Ultimate Journey

ACTIVITY 2: WHAT'S YOUR NAME?

OVERVIEW:

Members discover common birds that live in their area and learn how to identify birds using field guides and/or an app. Members take a walk around their Club to apply what they've learned.

OBJECTIVE:

To help Club members develop an appreciation of wildlife by discovering birds that live in their neighborhood.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

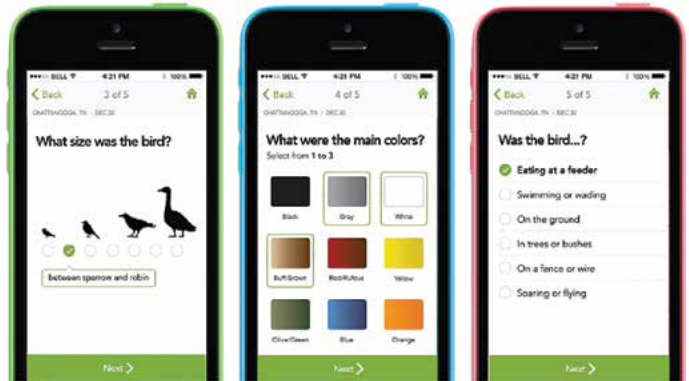
LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- Paper
- Pencils
- Field guides to local birds
- Check with state and local parks, Audubon Societies and Departments of Natural Resources or Wildlife for free bird identification guides and posters, as well as binoculars and other resources you may be able to borrow. They may also have bird experts available to speak to your group.
- Bird Sightings** handout, 1 for each member or per group

- Printed photos or online photos of about 5-10 birds commonly found in your area. Common urban birds in the U.S. include the American crow, European starling, house sparrow, rock pigeon, American robin, mourning dove, brown-headed cowbird, mallard, hummingbird and house finch (See **Links to Resources** for websites that have photos of common urban birds.)
- Optional: Bird identification app, such as Merlin, on one or more smartphones.



Merlin Bird Identification App – Sample Screens

Facilitator Note:

Merlin is a free app from the Cornell Lab of Ornithology. To identify birds using this app, answer a few simple questions about the bird, and a list of bird photos and their names will appear. Watch a short video about how it works at <http://merlin.allaboutbirds.org>



HANDOUTS:

Bird Sightings

LINKS TO RESOURCES:

- 50 Birds of Town and City by the U.S. Fish and Wildlife Service: http://www.fws.gov/dpps/visualmedia/printingandpublishing/publications/5002_FiftyBirdsofTown.pdf
- Celebrate Urban Birds by the Cornell Lab of Ornithology. This website provides photos and descriptions of 16 common urban birds. You can also contribute to their citizen science program by entering data on the birds that members see around the Club: <http://celebrateurbanbirds.org>
- Merlin Bird Identification App: <http://merlin.allaboutbirds.org>
- YouTube video on how Merlin works: <https://www.youtube.com/watch?v=OkH11ZiIL9E>

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: WHAT'S IN MY BAG? (8 MINUTES)

Before you start this activity:

Prepare for this activity by placing small objects in a paper bag that represent something about you. For example, a bookmark if you like to read, a chocolate candy wrapper if you like chocolate, a Keurig coffee pod or soda bottle lid to represent the drinks you like and so forth. Have as many items as you have members in your group. You may have to use several bags if your items are large. If you have several leaders for this activity, they can each prepare a paper bag.

To begin:

- Once bags are prepared, have members sit in a circle.
- Explain that they are going to take turns reaching inside the bag, feeling an item and then making a guess what it is. They should pull the item out to see if they were correct.
- Once they pull the item from the bag, let them guess how that item represents something about you. Continue until all members have had a chance.

MAIN ACTIVITY: WHAT'S YOUR NAME? (30 MINUTES)

Before you start:

- Have all materials ready and set aside space for Club members to work.
- Preview the websites and video in the **Links to Resources**, as well as the online game in the Extensions.
- If your group has not already done the Build Your Group Agreements Lesson Plan from the Implementation Guide, build time into your schedule to do so.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.
- Tell members that learning to identify birds is like being a detective! They will learn the clues to look for when identifying birds.



The Ultimate Journey

Step-by-step process:

Step 1

Engage members by asking the following questions:

- When did you last see a bird?
- Where did you see it?
- What was it doing?
- What color was it?
- Was it big or small?
- Did you hear it singing?

Explain that humans have been watching birds for centuries, marveling at their ability to fly, their beautiful colors and their silly behaviors. Ask members to **guess how many people enjoy birdwatching in America.**

(Answer: 47 million.)

Share with members the following reasons to birdwatch:

- It gets you outside to enjoy nature.
- It sharpens your observation skills.
- It can be done alone or with a group.
- It can be done anywhere, because birds are everywhere.

Step 2

Without telling members the names of the birds, show them pictures of 5-10 common birds found in your area. Ask if they've ever seen any of the shown birds. Challenge members to identify the birds using bird identification guides or a free bird identification app, such as Merlin. Show members how to identify the birds.

Step 3

Go outdoors, and have members look for birds and signs of birds, such as nests and holes in trees. They can record their findings on the Bird Sightings handout or in a journal. Also, they can sketch and write notes about the birds' features and behaviors. They can try to identify the birds they see using field guides or bird identification apps, such as Merlin.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Once everyone has finished, reflect on the activity using the questions below:

- **Why are birds an essential part of nature?**
(Answer: Birds maintain our environment by pollinating plants and eating insects. Imagine how many mosquitoes there would be without birds! Birds are also a food source for many predators.)
- **Do you have to know a bird's name to enjoy birdwatching?**
(Answer: Even without knowing the names of birds, it's fun to watch their behaviors, such as flying, feeding, singing and building nests.)

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were polite and courteous to their partner
- Group members who listened well and actively participated

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to describe several features that can be used to identify birds.

EXTENSIONS:

Bird Song Hero Game: Learn about various bird songs, and try to identify the songs through a guessing game. This game can be done while viewing the following video: <https://www.youtube.com/watch?v=8xH2GjHKYj0>

Art and Writing: Have members sketch some of the birds they see and add field notes about their behavior. They can even start a wildlife journal!

National Parks: Discuss how National Parks provide habitat for a wide variety of birds, including endangered and threatened species. For example, the threatened northern spotted owl can be seen in the Golden Gate National Recreation Area, Muir Woods National Monument, and Point Reyes National Seashore in California. These three National Parks began a joint systematic survey of spotted owls in Marin County in 1993. Preliminary results of these surveys indicate that the county may support the highest density of spotted owls. For more information, visit the National Park Service webpage on Northern Spotted Owls: http://www.sfnp.org/northern_spotted_owls



NORTHERN SPOTTED OWL



The Ultimate Journey

Bird Sightings				
How big is the bird? (e.g., small like a sparrow, medium like a crow or large like an eagle?)	What color is the bird?	Where did you see the bird?	What was the bird doing? (e.g., eating, swimming, moving on the ground or nesting in a tree?)	What is the name of the bird?

ACTIVITY 3: BATTLE OF THE BEAKS

OVERVIEW:

Members play a simulation game to learn about bird beak adaptations, specifically how the shape of a bird's beak enables them to eat certain foods. They use everyday tools that represent different bird beaks as they try to eat various foods.

OBJECTIVE:

To help Club members learn about adaptations as they discover how bird beaks are adapted to eat specific types of food.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors

MATERIALS NEEDED:

Simulation tools:

- Toothpicks
- Large slotted spoons
- Eyedroppers (Ask pharmacy to donate.)
- Small cooking strainers
- Tweezers
- Chopsticks
- Nutcrackers or pliers

Simulation and snack food:

- Candy Swedish Fish
- Gummy worms
- Puffed rice cereal
- Sunflower seeds and/or walnuts with and without shells
- Styrofoam pieces
- Uncooked rice
- Clear bottle or tall glass filled with red-colored drink

Other items for stations and snack:

- 1 cup for each member
- 1 large plate
- 2 medium-sized bowls
- 2 large bowls
- Cotton hand towel or large sponge
- Drink for snack
- Timer, whistle or bell to signal when to change stations

HANDOUTS:

Results: Battle of the Beaks

LINKS TO RESOURCES:

- Project BEAK is an interactive, web-based curriculum that contains information about bird beak adaptations, bird watching and conservation. The website includes videos and interactive games, including a bird beak adaptation game: <http://projectbeak.org>

KEY TERMS:

Adaptation: As used in this activity, a body part or a behavior that helps animals survive and function better in their environment.



The Ultimate Journey

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: WHAT'S YOUR LYRIC? (8 MINUTES)

- Have members form a circle.
- Explain to members that they are going to do an emotional check-in.
- Ask members to describe how they are feeling today using a line or two from a song. Continue until everyone has shared.
- End by discussing how birds have unique songs, and some people can identify birds just by hearing their songs (See **Extensions** for a bird song game.)

MAIN ACTIVITY: BATTLE OF THE BEAKS (30 MINUTES)

Before you start:

- Set-up the seven stations as described in the **Battle of the Beaks** chart. Place the corresponding simulation tool by the station. Choose two additional tools and set them by each station. This is done so members can try a variety of tools to determine which one works best for each food. Depending on the number of members, you may want to set-up duplicates of the stations.
- Preview the website in the **Links to Resources** section.
- Review the Variation: **Battle of the Beaks Competition** and the **Extensions**.
- If your group has not already done the **Build Your Group Agreements Lesson Plan** from the **Implementation Guide**, build time into your schedule to do so.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Tell members that they are going to discover crazy looking beaks that help some birds get food.
- Stamp or sign The Ultimate Journey Passport for each member, and recite The Ultimate Journey Pledge.

Step-by-step process:

Step 1

Start with a snack that includes the edible food that will be used in the simulation. For example, each member can get a cup with candy, puffed rice cereal, sunflower seeds and walnuts. **Note:** Consider providing additional snack items due to member allergies or other dietary restrictions.

As members eat their snacks, ask them to **define animal adaptations** (*Answer: Physical feature or behavior that helps an animal survive.*) Explain that animals have adapted over time to fit the needs of their environments. For example, over millions of years, birds have evolved very specialized beaks that help them eat certain foods.

Now ask members to think of birds that have unusual beaks that have been adapted to eat certain foods. Take time to let them share what they know. Inform them that the type of beak gives a good clue to what the bird eats. Some are designed for opening seeds, while others are designed for catching fish or eating small animals. Because birds have no teeth, they either swallow the food whole, or bite, crack or tear it into pieces with their beaks.

Step 2

Discuss how beaks are similar to tools. Beaks help make the work of gathering food and eating it easier. For example, a long-pointed beak like a woodpecker's is similar to a wedge. The wedge makes it easier to poke a hole in a tree to look for insects and worms. A cardinal's beak is similar to pliers and is used to pinch and crack seeds. Some birds, such as crows, have a multipurpose beak that enables them to eat many kinds of food, much like a Swiss army knife is a multifunctional tool.

Now ask members if birds use their beaks for anything besides eating. Let members know that birds use their beaks to weave nests, defend their territory, attack competitors, groom feathers and to communicate.

Explain that they are going to do an activity to discover how different types of bird beaks are used to gather and eat specific foods.

Facilitator Note:

- Divide members into groups so there is an equal number starting at each station.
- Give each member about 30 seconds to try a tool, then give a signal for them to swap tools. They should pass their tool to the next person in the group.
- Once everyone in the group has had a turn using all the tools, tell members to rotate to the next the station.

Step 3

Go over the following rules before members begin the simulation.

Rules:

1. Have members predict which tool (beak) at each station will be the most successful. They can use the **Results: Battle of the Beaks** chart to record their predictions, results and observations.
2. Each member should experience using each tool to get the food at each station.
3. When members are done with their turns, they should replace the food as they found it. **DO NOT EAT THE FOOD AT THE STATIONS.**
4. Have members rotate to each station. To be courteous, members should rotate who starts first at the various stations.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Once everyone has finished, reflect on the activity using the questions below:

- What bird food was represented at each station? (See the **Results: Battle of the Beaks** chart for the answers.)
- What bird might eat this food? How are bird beaks like tools? Which tools (beaks) were best for picking up which food sources?

Members should understand that beaks come in many sizes and shapes and vary because of the different jobs they do. They should also understand that bird beaks are excellent examples of how animals have adapted to their environments over time.



The Ultimate Journey

Reflection:

Give a shout-out or acknowledge in another way:

- Group members who were polite and courteous to their partner
- Group members who listened well and actively participated

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to define animal adaptation and relate how animal beaks resemble certain human tools.

Variation: Battle of The Beaks Competition

- Distribute one type of "beak" (tool) to each member, instructing youth to hold it in one hand and place the other hand behind their back. Place a "stomach" (empty cup) in front of each of member.
- Place one station with its corresponding food in the center of each group. Instruct members that, at your

signal, they must compete for as much of that food resource as they can with their "beaks".

Remind members that their survival depends on their ability to gather food. Give the signal, then allow each group 10 seconds to "feed". All food must go into their "stomach" (cups).

- After 10 seconds, give the signal to stop. Have members tell which beak (tool) was most successful in gathering that type of food.
- Repeat the procedure for each station, so members get to try each one.

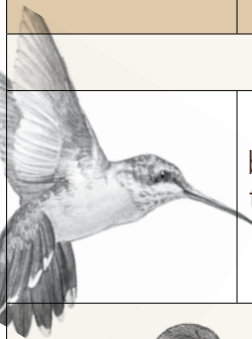
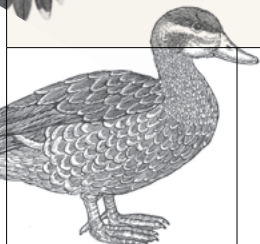
EXTENSIONS:




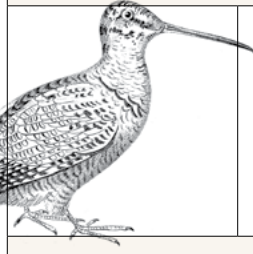

Make Bird Beak Masks: Use construction paper, scissors, tape, string and a hole punch.

Make a Birdfeeder: Check online for a variety of easy-to-make birdfeeders out of items, such as milk cartons, tin pie plates, pinecones and so forth.

Make a Bird Nest: Use materials provided, such as string, yarn, twigs, grass and glue. An alternative is to build an edible bird nest out of items, such as Chow Mein noodles, thin pretzel sticks, peanut butter (glue), jelly beans (bird eggs) and so forth.

Simulation Stations

Bird	Beak Type	Food the Bird Actually Eats	Simulation Food	Simulation Bird Beak Tool	Station
H U M M I N G B I R D					
	Long, narrow beak that protects their long, tubular tongue; used to extract nectar	Nectar from flowers	Colored water	Eyedropper	Colored water in a bottle with narrow opening
D U C K					
	Broad, flat bill for straining food out of a body of water	Small insects, animals and plants	Puffed rice cereal	Small Strainer used in cooking	Puffed rice cereal floating in a bowl of water

Simulation Stations					
Bird	Beak Type	Food the Bird Actually Eats	Simulation Food	Simulation Bird Beak Tool	Station
S P A R R O W , C A R D I N A L					
	Short, cone-shaped beak for cracking seeds open	Seeds, grains, berries, insects	Walnuts or sunflower seeds in the shell	Nutcracker or pliers	Seeds in shell on a plate
H A R O N , E G R E T					
	Long, dagger-like bill for spearing and grasping food	Fish, frogs	Swedish Fish candy	Chopstick	A bowl of water with Swedish Fish candy in it
P E L I C A N					
	Large, pouched beak used to scoop up fish in water	Fish	Styrofoam pieces	Large slotted spoon	A large bowl of water with Styrofoam pieces floating in it
S N I P E , I B I S					
	Long beak for probing in mud and water to find food	Worms and other small animals that live in mud and sand	Candy gummy worms	Toothpick	Bowl of bread crumbs or rice with gummy worms buried in it
W A R B L E R , N U T H A T C H					
	Short, slender, tweezer-like beak for eating seeds from ground and tree	Mainly insects and spiders hidden under the bark of a tree	Uncooked rice	Tweezers	Uncooked rice sprinkled on a towel or sponge



The Ultimate Journey

Results: Battle of the Beaks

Station	What bird food is this?	What tool might work best?	What tool actually works best?	My observations
Water in a bottle/glass with narrow opening				
Puffed rice floating in a bowl of water				
Seeds in shell on a plate				
A bowl of water with "fish" in it				
A large bowl of water with Styrofoam pieces floating in it				
Bowl of bread crumbs or rice with "worms" buried in it				
Rice sprinkled on a towel or sponge				

WEEK TWO: ECOSYSTEM SERVICES

It's easy to take for granted the variety of goods and services that nature provides us – clean air and water, food, raw materials to build houses and fuel for energy. Basically, everything we need to exist!

Ecosystem services are benefits that humans receive from the environment. These benefits affect almost every aspect of our well-being, including our food and water, security, health and economy.

Many of the decisions we make, from small things such as how to dispose of an aluminum can to large things such as how to develop land, affect ecosystem services. We're not always aware of the links between our environment and our well-being, so we may not always appreciate the importance of ecosystem services when we make day-to-day decisions.

Biodiversity is directly related to ecosystem services because biodiversity provides us with drinking water, oxygen to breathe, food, medicine, decomposition of waste and helps our planet withstand natural disasters. Hence, it is vital that we protect our planet's biodiversity. Use the following activities to teach Club members how we are dependent on nature for ecosystem services and why it is important that we protect our environment.





The Ultimate Journey

ACTIVITY 1: ECOSYSTEM HEROES

OVERVIEW

Through a guessing game, Club members learn about the essential services that nature provides, such as clean air, food, materials to build homes, and fuel for energy. They brainstorm ways they can be an “Ecosystem Hero” and decorate paper grocery bags with an environmental message to encourage people to reuse the bags.

OBJECTIVE

To help members discover the essential life benefits we receive from nature and explore ways they can help our environment.

RECOMMENDED NUMBER OF PARTICIPANTS:

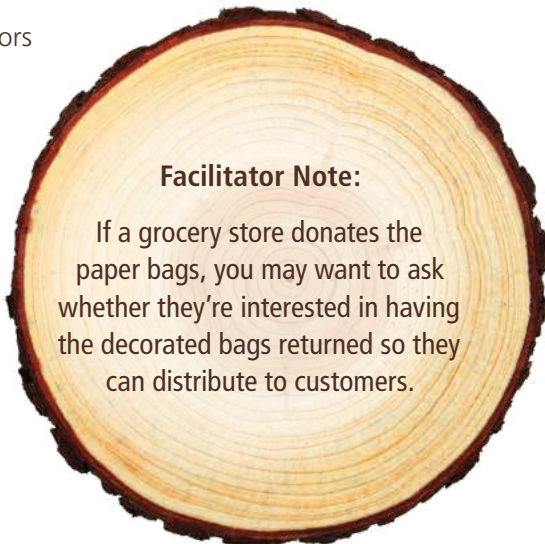
5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors



Facilitator Note:

If a grocery store donates the paper bags, you may want to ask whether they’re interested in having the decorated bags returned so they can distribute to customers.



MATERIALS NEEDED:

- Colored markers
- Plain paper grocery bag for each member (Grocery stores often give free bags for environmental lessons.)

As many of the following items as possible to display on a table:

- Glass of water
- Plant
- Plate with a variety of fruits and vegetables
- Pin wheel
- Piece of wood, a large stone and a nail
- Coffee filter, cup of muddy water, jar
- Pictures or photographs of a honeybee, forest and beautiful scenery
- Soil in a pot
- Empty bottle or jar with a top

LINKS TO RESOURCES:

- National Park Service: For a brief overview of environmental services nature provides us, visit the following National Park Service website: <https://www.nps.gov/subjects/biodiversity/services-provided-by-biodiversity.htm>
- Eight Ways Kids Can Help the Environment: This short video shows simple things Club members can do to help the environment: <https://www.youtube.com/watch?v=vONBU7btYuo>
- Scholastic: This Scholastic website includes 11 videos and activities that introduce youth to ecosystems: <http://www.scholastic.com/teachers/activity/ecosystems-11-studyjams-interactive-science-activities>
- PBS Kids: This PBS Kids Plum Landing website includes a variety of online games and videos that help youth learn about our natural world: <http://pbskids.org/plumlanding/parents/allresources.html>
- The Greens: This upbeat, interactive website developed by WGBH gets kids thinking about their world and ways they can help our planet. Through online games, short videos and blogs, kids explore green living, sustainability, ecology, environmental care and social equity: <http://www.meetthegreens.org>

KEY TERMS:

Ecosystem: All plants and animals living in a particular area and their interactions with the nonliving parts of the environment, such as air, water, soil, rocks. Examples include forest, marsh, desert and ocean.

Hero: A person who is admired for their courageous acts or noble character.

Ecosystems services: Those things that we get from nature that help us live, such as food, clean air and water and materials to build houses.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: HERO CIRCLE (8 MINUTES)

- Have members form a circle. Ask one member to start with the ball in their hand, say their name and name their hero, which can be a family member, teacher, BGCA leader, athlete and so forth. Have members explain why they chose that person.
- Have members take turns passing the ball until all members have had an opportunity to talk about one of their heroes.

MAIN ACTIVITY: ECOSYSTEM HEROES (30 MINUTES)

Before you start:

- Preview information in the **Links to Resources** section to select those appropriate for your members.
- If your group has not already done the **Build Your Group Agreements Lesson Plan** from the **Implementation Guide**, build time into your schedule to do so.
- Gather as many of the items listed below as you can. Display the items on a table in the front of the room. The items represent different ecosystem services as described in the table.



The Ultimate Journey

Item	Represented Ecosystem Service
Glass of water	Clean water.
Plate of food	All food comes from our environment.
Piece of wood, copper wire, stone, nail	Items we use to build houses come from nature.
Pin wheel	Wind energy, a renewable resource.
Potted plant	Plants give off oxygen we need to breathe during photosynthesis.
Coffee filter, muddy water, jar	Soil cleans water by filtering out pollutants. Demonstrate by pouring muddy water through a coffee filter into a jar.
Picture of a forest	Habitat for plants, animals and humans.
Picture of beautiful scenery	Parks and natural places important for relaxation and recreation.
Picture of a honeybee	Pollinators provide an ecosystem service, essential for pollinating crops and for food production.
Soil in a pot	Represents healthy soil needed to grow plants and food.
Empty bottle or jar with a top	Trees and other plants help provide clean air by absorbing carbon dioxide and releasing oxygen. Trees also absorb air pollutants. A single tree can absorb 10 pounds of air pollutants a year and produce nearly 260 pounds of oxygen - enough to support two people!

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Tell members that they are going to discover the how they can become environmental heroes.
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by asking, **“What do you need to live?”** (*Answers: Clean air, clean water, energy, food, shelter, clothing and places for outdoor activities.*)

Now have Club members look at all the items on the table. Ask them **what they think the items represent** (*Answer: Together the items represent the ecosystem services that we get from nature every day, such as clean water and air.*) Explain that ecosystem services are the services, or benefits, that are provided to us by nature.

Hold up each item on the table one-by-one, and ask members to guess what ecosystem service it represents. Discuss each one using the table above for explanations.

Step 2

Discuss how our environment is a hero every day by providing the resources we need to survive.

Tell members that they can be environmental heroes by doing simple things to help the environment, such as turning off lights when no one is in the room. In small

groups or all together, have members brainstorm 10 things they can do to help the earth. Ask members to share their ideas. Following are possible ideas:

- Taking your own bags to the grocery store
- Turning off lights
- Recycling
- Using reusable water bottles and lunch bags
- Turning off water faucets when not in use
- Using natural light from windows to light a room
- Unplugging devices that draw electricity even when they are not in use, such as phone chargers and TVs
- Using both sides of paper
- Saving scrap paper for notes and crafts
- Planting trees to absorb air pollutants
- Properly disposing of used batteries and electronics at hazardous waste collection sites
- Holding a park or stream clean-up day

Encourage members to adopt those actions every day.

Step 3

Discuss how reusing items helps save our resources, a good way to help our environment. Explain that they are going to decorate a paper grocery bag with an environmental message and art work to encourage people to reuse grocery bags, or better yet, to bring their own reusable bags to the store.



The Ultimate Journey

Step 4

Give each member a plain paper grocery bag and a variety of colored markers. Before members start decorating their bags, have them take time to think about the environmental messages they want to put on the bags. They may want to sketch their ideas and slogans on scrap paper first. Allow members time to design and decorate their bags. Once they are done, have members take turns holding up their bags and talking about their designs and messages.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Discuss how members' slogans can inspire others to reuse items. Ask them if they think they can adopt one or more of the things they brainstormed. Discuss how this will make them ecosystem heroes.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who worked extra hard on their designs and illustrations
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to describe what ecosystem services means and list at least two ways they can help our environment.



ACTIVITY 2: PUT A PRICE TAG ON A TREE

OVERVIEW:

Club members discover the many benefits of trees by using a free online tool to calculate the dollar value of a tree near their Club. They can make price tags for trees, showing dollar values and some of the many benefits the trees provide.

OBJECTIVE:

To help members discover the many benefits that trees provide to humans and the environment, and to think about how they can protect trees in their neighborhood.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- Computer or tablet to access the online tree benefits calculator found at <http://www.treebenefits.com/calculator>
- Large tape measure
- Pencils
- Chalk
- String, at least 40 feet long
- Calculator
- Copy of the **What's a Tree Worth?** handout
- White construction paper
- Hole punch

- Field guides of local trees or an app/online tree identification tool (See the **Links to Resources** section.)
- Variety of permanent markers

HANDOUTS:

- What's a Tree Worth?

LINKS TO RESOURCES:

- National Tree Benefits Calculator: The online tool calculates the dollar value of a tree. All you have to do is measure the circumference of a tree and put that into the calculator along with the tree's name: <http://www.treebenefits.com/calculator>
- Tree Identification Apps: Leafsnap is a free mobile app that uses visual recognition software to identify tree species from photographs of leaves. To use this app, a leaf is placed on a piece of white paper, then a picture of the leaf is taken through the app. The app can be used on iPhones and iPads: <http://leafsnap.com>
- Virginia Tech: Tree Identification App: A free mobile app to help identify trees from North America: <http://dendro.cnre.vt.edu/dendrology/main.htm>
- iNaturalist: A free mobile app where you can take a photograph of a tree, and share it with a global community of naturalists that can help identify it: <https://www.inaturalist.org>
- Tree Identification Guides – Online: Arbor Day Foundation hosts an interactive online guide, What Tree is That? For trees in the United States: <https://www.arborday.org/trees/whattree>
- Many states have state-specific tools for online tree identification. Search the Internet by using “tree identification” and your state’s name.



The Ultimate Journey

- National Park Service – Economics: The Social Science Program of the National Park Service (NPS) conducts economic research to support the sound management, preservation and valuation of National Parks’ resources. Efforts include estimating the economic benefits associated with the preservation and enjoyment of NPS natural and cultural resources: <http://www.nature.nps.gov/socialscience/economics.cfm>

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: SILENT LINE-UP (8 MINUTES)

- Tell members that, without speaking, they must line-up in order of height. Once this is done, try alphabetically by first name, alphabetically by last name or line-up by birthdate. The group will have fun figuring out how to communicate with gestures and will have a hard time not laughing!

MAIN ACTIVITY: PUT A PRICE TAG ON A TREE (30 MINUTES)

Before you start:

- Have all materials ready, and set aside space for Club members to work.
- Review how to use the online tree benefits calculator at <http://www.treebenefits.com/calculator>
- Download and try one or more of the tree identification apps on several devices. (See the **Links to Resources** section.)
- Review the other resources to determine if they are applicable to your lesson.
- If your group has not already done the **Build Your Group Agreements Lesson Plan** from the **Implementation Guide**, build time into your schedule to do so.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.
- Let group members know that this activity uses fun technology to identify trees and calculate the dollar value of a tree!

Step-by-step process:

Step 1

Ask members if they’ve ever thought about the value of a tree. Ask them to think of a dollar value of a tree near the Club. Use the list below to discuss some of the benefits of trees:

- Beautifies neighborhoods and city streets
- Provides shade on hot days
- Serves as a wind break on cold days
- Increases home energy efficiency and save money
- Reduces noise pollution
- Cleans the air by removing pollutants and absorbing smoke and dust
- Purifies water by filtering out pollutants
- Reduces greenhouse gases that contribute to climate change
- Protects soil from erosion

Now that they know more about the benefits of trees, ask members if that changes the dollar value they would give to a tree.

Step 2

Explain that they are going to figure out the dollar value of trees around their Club by using an online tree benefits calculator. The online calculator can be found at: www.treebenefits.com/calculator. Before heading outdoors, show members how to use this online tool.

Step 3

Take members outdoors to an area with a variety of trees. Select the trees to be assessed. For each tree, have members follow the steps below:

Determine the tree species using an online identification tool or an app such as Leafsnap (See the **Links to Resources** section for tree identification tools.)

1. Give each tree a number to keep track of the trees being assessed. This can be done by placing a number on the tree trunk with chalk.
2. Measure the circumference of the tree at approximately 4.5 feet above the ground. For large trees, wrap a string around it, and mark on the string how big around it is. Next, measure the string length with the tape measure.
3. Calculate the tree's diameter by dividing the circumference by 3.14.
4. Go to www.treebenefits.com/calculator and input your zip code. On the next screen, scroll down to find the name of the tree, and click on it. Enter the tree's diameter, and click "Calculate". Now you'll see a picture of the tree and its annual dollar value. If you click on the "benefit" bars across the top, you'll get a more detailed explanation of the benefits the tree provides.
5. Record the results on the **What's a Tree Worth?** handout.

Members can repeat the steps for a variety of trees.

Step 4

Back indoors, discuss how the size of a tree affects its value. Then review the many ecosystem services we get from trees and why it is important to care for the trees in our neighborhood.

Using markers and construction paper, members can make price tags to place on the trees. On the price tag, they can include the dollar value, and list some of the benefits the tree provides. This will help educate others about the many benefits trees provide.

Once the price tags are made, members can punch a hole in the top and place string through it. Then members can go outdoors, and hang the tags on corresponding trees.

Note: If members are not allowed to place the price tags on the trees, they can hang them around the room.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Reflect on the activity with a discussion on how they can help protect trees in their neighborhood. You can also discuss the importance of parks in providing spaces for trees to thrive and the economic value associated with parks (See the **Links to Resources** section for more information.)

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who followed directions both indoors and outdoors
- Groups members who worked extra hard on their price tags
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to state at least two benefits that trees provide and why it is important to care for trees in their neighborhood.



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What's a Tree Worth?

Tree name and number	Circumference at 4.5 feet above the ground (inches)	Calculate diameter: $D = \text{Circumference} / 3.14$	Dollar value per year	Describe some of the benefits

ACTIVITY 3: ECOSYSTEM SERVICES SOCIAL MEDIA PROJECT

OVERVIEW:

Club members go on a scavenger hunt around the Club to look for signs of ecosystem services. They record what they find and use that information to create a video, song or poster collage about ecosystem services. Members can upload their projects on social media to share with others.

OBJECTIVE:

To help members discover that a variety of ecosystem services can be found right outside the Club.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- Paper
- Pencils
- Poster paper
- Colored markers
- Glue
- Copy of the **Ecosystem Services Scavenger Hunt** handout for each member or per small group
- Smartphones, tablets or cameras to take pictures and video of images that represent ecosystem services around their Club – one for each member or per small

group. If these items are not available, members can use a notebook or journal to illustrate their findings, or they can print images from an online search.

HANDOUTS:

Ecosystem Services Scavenger Hunt

LINKS TO RESOURCES:

- Mother Nature Needs Us: <https://www.youtube.com/watch?v=PLfv37XGda0>
- Earth Guardians 'Be the Change' music video filmed by HBO: <https://www.youtube.com/watch?v=yx1-VltmYbg>
- Keep it Sustainable music video: <https://youtube/MtKo2a55UW8>
- This is Our World – Song for Earth Day: <https://www.youtube.com/watch?v=4-z-JXJFc4w>

KEY TERMS:

Ecosystems services: Services we get from nature that help us live, such as food, oxygen from plants, clean water to drink and materials to build houses.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: #I'M HAPPY! (8 MINUTES)

- Take a big piece of butcher paper, and tape it to the wall.
- Once members enter the room, hand them a marker and have them think of two to three positive hashtags that describe themselves. Allow members to write their hashtags on the paper. Once members are done, have them take turns explaining their hashtags.



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Variation:

Members can also do hashtags for things they are thankful for.

MAIN ACTIVITY:

ECOSYSTEM SERVICES SOCIAL MEDIA PROJECT (30 MINUTES)

Before you start:

- Have all materials ready, and set aside space for Club members to work.
- Preview the videos in the **Links to Resources** section to decide which ones are most appropriate for your members.
- If your group has not already done the **Build Your Group Agreements Lesson Plan** from the Implementation Guide, build time into your schedule to do so.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign the **Ultimate Journey Passport** for each member, and recite the **Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Explain to members that they are going to create a collage, song or video about ecosystem services. Their projects will be posted on social media, so they can share what they've learned with others.

To inspire members, show the video, *Keep it Sustainable*. The video was created by YAP! which is a partnership program between National Parks and Third Eye Unlimited Youth Empowerment. YAP! helps teens communicate National Parks' themes through hip-hop culture and social media outreach. This includes creating music and videos about local, regional and National Parks' themes, and sharing them via numerous social media sites. You can also show members additional videos for inspiration (See the **Links to Resources** section.)

Step 2

Give each member or small group a copy of the **Ecosystem Services Scavenger Hunt** handout (*Remember, an answer key is provided for you.*) Explain that they are going outdoors to look for signs of ecosystem services around the Club. Remind members that ecosystem services are those things that we get from nature that help us live, such as food, clean air and water and materials to build houses.

Have members record their findings on their handout, or they can photograph, video or sketch examples of ecosystem services with a smartphone, tablet, camera or notebook/journal. If it isn't practical for members to take photos, they can search for online images that represent various ecosystem services.

Step 3

Back indoors, have members take turns sharing what they found.

Individually or in small groups, members should use their sketches, photographs or videos to create a poster collage or video about ecosystem services. They can also use their findings as inspiration to write lyrics for a song.

Step 4

Have members upload their projects on social media, so they can share what they've learned with others.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Ask members if they think songs, videos and posters are good ways to inspire others to help our environment. Also, ask if parks are important for protecting ecosystem services.

Tell members that National Parks:

- Protect habitat to ensure benefits of ecosystem services are available now and for future generations

- Are the largest single source of land for providing and protecting ecosystem services

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who followed directions
- Groups members who worked extra hard on their projects
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to describe how social media can be used to share important environmental messages with others.





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ECOSYSTEM SERVICES SCAVENGER HUNT HANDOUT

DIRECTIONS:

As you walk around the Club, look for answers to the following items. Write your answers and then sketch, photograph or video what you find.

1. **Something that can be used to build a house:**

2. **Something that provides food:**

3. **A place where wildlife can live:**

4. **An insect that helps pollinate plants:**

5. **The place where plants grow:**

6. **Something that helps clean the air:**

7. **Something that can be used to make energy:**

ECOSYSTEM SERVICES SCAVENGER HUNT ANSWER KEY

1. Something that can be used to build a house: wood from trees, clay for making bricks, large stones
2. Something that makes food: plants. Plants are the basis of all food.
3. A place where wildlife can live: any habitat. For example, a habitat can be a hole in the ground where a mouse or chipmunk lives, a bush or tree where a bird lives, a forest where deer live. Many animals have adapted to living in cities. For example, sparrows and pigeons nest on ledges of buildings.
4. An insect that helps pollinate food crops: butterflies, bees, moths, wasps, flies, beetles, ants. Pollination is the transfer of pollen from the male part (anther) of the flower to the female part (stigma). The transfer of pollen is essential for plants to reproduce. Pollinators are important because approximately 35 percent of our food crops are dependent on pollinators to reproduce. Some scientists estimate that one out of every three bites of food we eat exists because of pollinators. (Source: United States Department of Agriculture)
5. The place where plants grow: soil
6. Something that helps clean the air: trees and other plants
7. Something that can be used to make energy: wind energy, solar energy, trees/plants, burning trees and plants for energy





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ACTIVITY 4: HOW BIG IS YOUR CARBON FOOTPRINT?

OVERVIEW:

Club members learn how to calculate their carbon footprint using an online tool and discover ways to lower their impact on the environment.

OBJECTIVE:

To help members discover how their everyday actions affect the environment.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors

MATERIALS NEEDED:

- Paper
- Pencils
- Computer

LINKS TO RESOURCES:

- Carbon footprint calculators: <http://meetthegreens.pbskids.org/features/carbon-calculator.html>. You can change languages using the drop-down menu on the upper right side of the screen, or visit this site: <https://www.treesforlife.org.au/kids-carbon-calculator>

- What is a Carbon Footprint? What Can You Do About Yours?
https://www.youtube.com/watch?v=YseZXXkFT_yY
- Online games members can play to learn more about climate science:
<https://climatekids.nasa.gov/menu/play>
- Information for kids on how to reduce their carbon footprint: NASA Climate Kids:
<http://climatekids.nasa.gov/review/how-to-help>

KEY TERMS:

Carbon footprint: The amount of carbon dioxide released into the air because of a person's energy use over a period of time, typically a year.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: SIT DOWN, STAND UP IF... (8 MINUTES)

Before you start this activity:

- Come up with a list of silly statements that allow members to sit down a few at a time, such as "Sit down if your favorite food is tacos." "Sit down if your birthday is in May." "Sit down if you like the color purple." "Sit down if you are wearing plaid."
- Then come up with statements that allow members to stand up and do a move, such as "Stand up if you like to jump." (The members who like to jump stand up and start jumping.) "Stand up if you like to dance." (These members stand up and start dancing.) "Stand up if you like to wiggle" and so forth!

To begin:

Have everyone stand up. Then proceed with statements that start with “Sit down if ... ” Once everyone is sitting, reverse the process by saying the “Stand up...” statements. You can try several rounds with different statements, and get as silly as you want.

Variation:

You can also use this as a reflection at the end of this activity by starting statements about how members can help the environment (See the **Reflection and Recognition** section.)

MAIN ACTIVITY: HOW BIG IS YOUR CARBON FOOTPRINT? (30 MINUTES)

Before you start:

- Review how to use the online carbon footprint calculators noted in **Links to Resources**. Select one to use with members.
- Review the online video, games and information in the **Links to Resources** section to decide what you want to use.
- Have all materials ready, and set aside space for members to work.
- If your group has not already done the **Build Your Group Agreements Lesson Plan** from the **Implementation Guide**, build time into your schedule to do so.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?

- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Discuss with members how many of our daily activities, such as using electricity, riding in a car or disposing of waste, cause greenhouse gas emissions. These emissions can contribute to the warming of the atmosphere and global climate change.

Ask members if they know the meaning of carbon footprint. Explain that a carbon footprint is the amount of carbon dioxide released into the air because of a person’s energy use over a period of time, typically a year.

Ask members how they use energy every day. Their answers may include riding a bus, watching TV, playing video games and so forth. You may want to show members a video about carbon footprints (See the **Links to Resources** section.)

Step 2

Individually or in small groups, have members calculate their carbon footprint using an online carbon calculator tool. Have them record results and write ways they can reduce their carbon footprint.

Step 3

Have members share their results. Next, have them brainstorm ways they can reduce their carbon footprint and help the environment (See the list below.) Encourage members to share their ideas with their families.

Simple ways to reduce your carbon footprint:

- Turn off lights, TVs and computers when you don’t need them.



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- Unplug electronic devices that you can turn on with a remote (TV, DVD player, Nintendo, Xbox) because they use power even when they are “off.”
- Use fans to cool a room. Fans use much less power than air conditioning.
- Lower the thermostat on the heating when the weather is cold. Sweaters, blankets and socks are good for you and better for the planet.
- Swap old incandescent light bulbs for the new energy-saving bulbs, such as LED’s. These bulbs use a lot less energy, so they can save money on utility bills.
- Ride your bike or walk instead of taking a car everywhere. Even a two-mile car trip puts two pounds of CO2 into the atmosphere!
- If you must ride, carpool.
- Stay out of the drive thru! When you go to a fast-food place, ask your driver to park the car and let you walk inside, rather than sitting in a line of cars with the engine running and polluting the air.

(Source: NASA Climate Kids; <http://climatekids.nasa.gov/review/how-to-help>)

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Revisit the **Community Builder** section. This time, use statements related to what members have learned. For example, “Sit down if you will turn off the lights when you leave a room.” “Sit down if you will turn off the water when you’re brushing your teeth.” “Sit down if you will turn off the computer when you’re not using it.” “Sit down if you will recycle everything you can.”

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who followed directions
- Group members who contributed to the conversations
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they’ll be going next, and make sure they’re clear about instructions and expectations.

ASSESSMENT:

Members should be able to list two or more ways they can reduce their carbon footprint.



WEEK THREE: PEOPLE, PLACES & PARKS

Parks provide so many benefits to people and the environment that it's hard to list them all, but here's a sampling of some reasons why we should help youth discover parks in their community:

- Parks provide a place where people can get outdoors and be physically active.
- Parks provide a place where community members can gather for recreation and positive social interactions.
- Studies have shown that leisure activities in parks improve moods and reduce stress.
- Parks provide economic value by increasing property values near parks.
- Parks keep our environment healthy by improving water quality, protecting groundwater, preventing flooding and improving air quality.
- Parks provide critical habitat for wildlife.
- Parks provide green space in urban areas.
- Community recreation programs at public parks provide youth with a safe place to play.

Use the following activities to help Club members explore and appreciate the value of their local parks.



Source: <http://findyourpark.com/>



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ACTIVITY 1: PARKS IN MY COMMUNITY

OVERVIEW:

Club members learn how to use maps and online search tools to locate parks in their community and surrounding area. Leaders can use this as a time to discuss the culminating activity to this program, which is a real and/or virtual field trip to a park.

OBJECTIVE:

To help Club members discover the parks in their community and surrounding area.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors, with outdoor option

MATERIALS NEEDED:

- Large map of your town and state
- Paper
- Pushpins or tape
- Computers or tablets

LINKS TO RESOURCES:

- Use the Internet to search your town, county and state parks.
- Look for National Parks in your state by visiting the National Park Service website, which includes park contact details, as well as information for arranging a talk with a virtual ranger:
<https://www.nps.gov/index.htm>



Facilitator Note:

A listing of National Park areas by state is also provided in **Appendix II: U.S. National Parks, Monuments and Preserves by State.**

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: GIANTS, WIZARDS, ELVES (13 MINUTES)

This activity is essentially a giant game of Rock – Paper – Scissors. Divide the group into two equal teams. Instead of rock, paper or scissors, a team can choose to be giants, wizards or elves. Giants put their arms over their heads and roar, wizards cast a spell and say, “Shazam” and elves cup their hands over their ears and say, “We outsmart wizards!”

Here’s the scoring:

- Giants beat elves by squashing them.
- Elves beat wizards by outsmarting them.
- Wizards beat giants by casting a spell on them.

Before each round, teams huddle to determine which creature they will be by secret vote. Next, teams gather and stand across from each other in a big open space. The team that chooses the winning creature runs and tags as many members on the other team as possible. Tagged people join this team. The team that captures everyone is the winner!

If time permits, try a few rounds to see which creature wins the most.

Variation:

An animal variation of this game is in **Week Four: Let It Grow, Activity 2 – We’re All Connected.**

MAIN ACTIVITY: PARKS IN MY COMMUNITY (25 MINUTES)

Before you start:

- Hang a large map of your town and state on a wall where members can reach it.
- Consider inviting a local park employee to speak to the group, either in-person or online. National Park Service rangers are available for virtual online chats if arranged in advance. For information, visit <https://www.nps.gov/index.htm>

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge.**

Step-by-step process:

Step 1

Engage members by asking if they’ve ever visited a park. Ask where it was located, what activities were done there and what was its unique feature.

Looking at actual maps or online maps, have members find where parks are located in their community, county and state. Make a group list of the parks they find and their location. In addition, have them find out if there are any areas in the National Park System in their state, such as National Parks, monuments, battlefields, historic sites, lakeshores, seashores, recreation areas, scenic rivers and trails. Add those sites to the list.

Step 2

Using the list that they generated, have members take turns writing the name of one park on a sheet of paper and placing it on the map where it is located. They can use push pins or tape to place their park name on the map.

Facilitator Note:

The culminating activity is to take a field trip to a park. If it is feasible to take an actual field trip versus virtual, tell Club members when and where they will be going. Now would be a good time to plan for the trip. See the **Appendix I: Planning an Outdoor Adventure With Club Members** for information on leading a park field trip.



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Give members about 10 minutes to research their park. Have them find out the following:

- What types of activities can be done there?
- What's a special feature of the park?
- How can you get there? (Walk? Public transportation?)
- Is there a fee to get in, or is it free?

Step 3

Have members share the information they discovered about the park they researched.

Next, brainstorm a list of proper behavior "Do's and Don'ts" in a park to prepare members for their actual field trip in week-eight of the Ultimate Journey program.

(See **Appendix I: Planning an Outdoor Adventure With Club Members** for suggestions on leading a field trip to a park.)

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Reflect on the activity by discussing some of the reasons why parks are valuable. You may want to include the following:

- Parks provide a place for people to connect with nature.
- Parks provide places for hiking, fishing, swimming, picnicking, camping and relaxation.
- Park lands improve water and air quality.
- Park lands provide habitat for wildlife.
- Park lands help to absorb excess water from rain and prevent flooding.

Recognition:

Give a shout-out or acknowledge in another way:

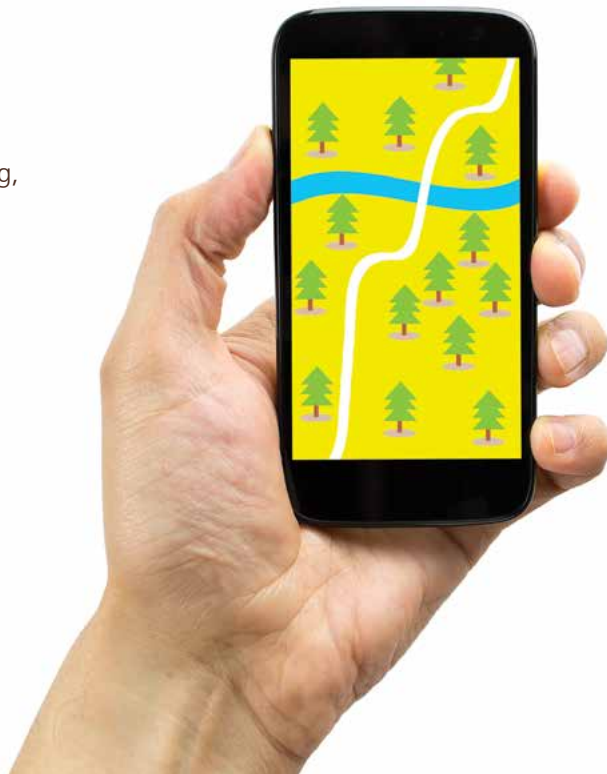
- Group members who were enthusiastic
- Group members who contributed to the conversations
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to name a nearby park and list two or more activities they can do in that park.



ACTIVITY 2: BE A NEWSCASTER

OVERVIEW:

Club members learn about the unique features of a variety of National Parks by researching a park and creating a mini-newscast on the park to present to others. Through an extension activity, they also learn about volunteer opportunities and careers with the National Park Service.

OBJECTIVE:

To help members learn how our National Parks protect a wide diversity of natural and cultural areas, and to learn about youth opportunities and careers with the National Park Service.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors

MATERIALS NEEDED:

- Computers or tablets
- Optional: Device to record a short video segment, such as a tablet, smartphone and so forth

LINKS TO RESOURCES:

- A listing of National Park areas by state is also provided in Appendix II: U.S. National Parks, Monuments and Preserves by State.

- National Parks information and maps: <https://www.nps.gov/index.htm>
- National Park Service WebRangers online site for kids includes lots of fun and educational activities to engage youth in learning about National Parks, Monuments and Historic Sites: <https://www.nps.gov/webrangers>
- National Park Foundation site for kids: This National Park Foundation website helps youth connect with and learn more about National Parks: <http://www.nationalparks.org/connect/npf-kids>

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: TAP BALL (8 MINUTES)

- Instruct members that they will work as a group to see how long they can keep one ball in the air without dropping it. Once the ball drops on the ground, the game is over.
- Rules: Only one person can touch the ball at a time. Each person must have a turn. You cannot touch the ball twice.
- Provide members with a practice round. Be sure to keep count of how many times they are able to keep the ball in the air before it drops to the ground. Announce the number of taps the group had before the ball fell.
- Facilitate another round of tap ball.
- Ask members how they worked together to keep the ball in the air. Ask what they would do differently.
- If time permits, play a few more rounds.



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MAIN ACTIVITY: BE A NEWSCASTER (30 MINUTES)

Before you start:

Review videos on the National Park Service YouTube Channel, and select one to show to members (See the **Links to Resources** section.)

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by showing one or more videos about National Parks. (See the **Links to Resources** section.)

Find out what else members know about National Parks by asking the following questions:

- **What is the National Park Service?**
(Answer: The National Park Service is an agency of the U.S. Federal Government. The National Park System is made up of more than 400 areas covering more than 84 million acres in 50 states, the District of Columbia, American Samoa, Guam, Puerto Rico, Saipan and the Virgin Islands.)

- **Why do you think we have National Parks?**
(Answer: The National Park Service protects areas of ecological and historical significance, while making them available and accessible for public use and enjoyment. The National Park System includes National Parks, monuments, battlefields, historic sites, lakeshores, seashores, recreation areas and scenic rivers and trails.)

Step 2

Divide members into small groups. Assign, or let them choose a National Park to learn about online.

Have Club members answer specific questions about the park such as:

- In what state is the park located?
- What's special about the park?
- What can you do if you visit this park?
- What animals live in this park?



Give about 10 minutes for members to research their parks. Remind them to write answers to the questions. They will use the information to produce a two-minute news segment about the parks that they will share with others.

Roles can be assigned or youth can take turns researching information, writing information and acting as the reporters. Encourage members to be creative. Give about five minutes for members to prepare their reports.

Variation:

If time permits, members can record their news segment on a smartphone or tablet. Then they can upload their videos to YouTube or another video posting website to share their news segment with family and friends.

Step 3

Have members take turns sharing their news segment.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Once members have all had a turn to share their newscast, conclude by discussing the importance of parks. Also discuss the benefits of volunteering and working in parks. Let members know that they can learn even more about National Parks by going to the National Park Service WebRangers website to play games, such as Know Your Parks: <https://www.nps.gov/webrangers>

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who contributed to the conversations
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to name at least one of the National Parks and an interesting feature or activity that can be done in the park.

Suggested National Parks with Unique Features and Purposes

- Yellowstone National Park
- Grand Canyon National Park
- Cape Cod National Seashore
- Redwood National Park
- Harpers Ferry National Historic Park
- President's Park (White House)
- Great Sand Dunes National Park and Preserve
- Mount Rushmore National Memorial
- Everglades National Park
- Mount Rainer National Park
- Carlsbad Caverns National Park
- Great Smoky Mountains National Park
- Denali National Park and Preserve
- Hawaii Volcanoes National Park
- Jefferson National Expansion Memorial
- Indiana Dunes National Lakeshore
- Wolf Trap National Park for the Performing Arts



The Ultimate Journey

EXTENSION:

Volunteering and Working in National Parks: Explain to members that there are a wide range of volunteer and job opportunities for youth at National Parks, Monuments and Historic Sites. For information, visit:

<https://www.nps.gov/getinvolved/volunteer.htm>

You can also share the following videos:

- Volunteers-in-Parks: <https://www.nps.gov/media/video/view.htm?id=62147905-1DD8-B71B-0B01D39DAB6AF540>
- NPS Youth Programs: <https://www.nps.gov/subjects/youthprograms/index.htm>

Brainstorm a list of the many different types of jobs that are necessary to support and maintain our parks, such as:

- Park superintendent
- Interpretative park ranger
- Law enforcement ranger
- Emergency response
- Firefighting
- Geologist
- Paleontologist
- Historian
- Wildlife biologist
- Forester
- Maintenance
- Archaeologist
- Environmental educator



Source: National Park Service

VISIT A NATIONAL PARK NEAR YOU

There are over 400 national parks including canyons, monuments, battlefields, lakeshores, seashores, recreation areas, scenic rivers and trails, and historic sites.

1

There are national parks in all 50 states, the District of Columbia and the U.S. territories of American Samoa, Guam, Puerto Rico and the Virgin Islands.

Which state has the most national parks?

Which national park has the tallest trees?

Which national park has the highest mountain?

3

What is the largest national park?

What is the smallest national park?

4

Can you name America's first national park?

5

- Mark your hometown on the map with a star.
- Circle the five national parks nearest to you.
- Fill in their names below.



Check your answers at WWW.NATIONALPARKS.ORG/KIDS

Note: This National Park activity map was taken from: https://www.nationalparks.org/sites/default/files/activity_map_2013.pdf



The Ultimate Journey

ACTIVITY 3: NPS ARROWHEAD – WHAT’S YOUR EMBLEM?

OVERVIEW:

Club members learn about the significance of the National Park Service and BGCA emblems, and then create their own emblem to represent something unique or significant about themselves.

OBJECTIVE:

To help members learn about emblems, discover what the National Park Service and BGCA emblems signify and identify something unique about themselves by designing their own personal emblem.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors

MATERIALS NEEDED:

- Copies of the National Park Service and Boys & Girls Clubs America emblems and a way to display them to members
- Paper and colored pencils and/or access to an online sketch program
- Optional: Additional emblems and logos that you can display, such as emblems from the Olympics, Forest Service, World Wildlife Fund, sports teams, club patches and local restaurants or organizations

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: THE MOVIE DIRECTOR NEEDS ...

(13 MINUTES)

Before starting this activity:

- In relay style, team members quickly gather the items that the movie director requests. The team that works well together and finishes first, wins.
- Print a list of items the director will request for each round. Below are some ideas. Make sure the items on the list are things your members can find in the area you are doing the activity.

Sample items for the director to ask for:

Round 1: Pencil, paper

Round 2: Pen, tissue

Round 3: Marker, paper clip

Round 4: Book, pencil

Round 5: Scotch tape, marker

Round 6: Stapler, paper

Round 7: Envelop, pen

To begin:

- Have one Club leader act as the movie director. Explain that the director needs certain items to do the job, and that the team members are responsible for gathering the items.

- Divide members into two teams by counting off 1, 2, or dividing by birth month, first letter of last name and so forth. Instruct teams to form two straight lines and face the director. If teams do not have an equal number of members, instruct the team with one less member to have the first member in line go again.
- Tell members that when you say, “Go,” the first person in each line skips to the director. The director whispers what’s needed from the team.
- Each person skips back to their team and whispers what items are needed. The team works together to gather the items. Once they have the items, the next person in line brings the items to the director and finds out what items are needed next.
- **Note:** You can change the movement between rounds. For example, have members leap or quadrupedal (crab walk or bear crawl) back to the group to retrieve items.
- Repeat until all members have had a turn. If you have 30 members in your group, consider facilitating two concurrent games.
- After the game, ask members if it was hard waiting for the team member to tell the group what items were needed. Ask how effectively they worked as a team.

Variation:

Do this activity outdoors, and change the items to natural objects, such as an oval leaf, pointy leaf, twig, acorn, blade of grass and so forth. Tell members they are bringing the items to a park director, instead of to a movie director.

MAIN ACTIVITY: NPS ARROWHEAD – WHAT’S YOUR EMBLEM? (25 MINUTES)

Before you start:

- Review the step-by-step process below.
- Make an emblem that represents something unique or significant about yourself that you can share with members.
- Display several emblems, including the National Park Service and BGCA logos.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

To engage members, ask them, “**What’s an emblem?**” (*Answer: An emblem is a symbol or picture that represents something.*) “**Where do we see emblems?**” (*Answers may include schools, restaurants, organizations, companies, sports teams.*)

Note: If you gathered examples of additional emblems and logos, you can share them with members before you begin the next step.



The Ultimate Journey

Step 2

Show members a Boys & Girls Club logo. Ask if they know what it symbolizes. Give them a chance to share ideas.



BOYS & GIRLS CLUBS

Explain that the logo represents the Organization’s core beliefs, which are: “A safe place to learn and grow... Ongoing relationships with caring, adult professionals... Life-enhancing programs and character development experiences ... Hope and opportunity.”

Members may be interested in knowing that this logo was created in 1978 by Saul Bass. Saul was a graphic designer and filmmaker. Some of the other logos he designed include Quaker Oats, United Airlines, Girl Scouts of America, United Way and Warner Communications.

Step 3

Now have members look at the National Park Service arrowhead emblem. Explain that each part of the emblem symbolizes something the National Park Service was created to protect.



Ask members to guess what each part of the emblem means. Then explain the significance of each part:

- The **bison** represents wildlife.
- The **Sequoia tree** represents plants or vegetation.
- The **water** represents recreational values.
- The **mountain** represents scenic values.
- The **arrowhead** represents historical and archeological values.

Discuss how the job of the National Park Service is to preserve and protect the things that we see on the emblem. Ask members to **define “protect” or give a synonym.** (*Answer: Protect means to keep safe.*) Ask members to **define “preserve.”** (*Answer: To make something last a long time.*) Then explain how the entire logo represents the mission of the National Park Service, which is to preserve “the natural and cultural resources and values of the national park system for the enjoyment, education and inspiration of this and future generations.”

Step 4

Now have members create their own emblem that represents something unique or significant about themselves. To inspire them, share the emblem you created about yourself. Then explain the following criteria: Select one or more symbols, with or without words, that best describe who you are as a person. Make sure you will be able to share with the group the significance of each symbol/word.

Once members are done, ask for volunteers to share their emblems and the significance.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Once members have had a turn to share, ask them for any final thoughts on the importance of emblems.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who contributed to the conversations
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to state at least one reason why emblems are important.

Facilitator Note:

Decide the criteria for creating emblems that is most appropriate for your members. For example, do you want them to create an emblem that represents something positive, encouraging or strong about themselves? Do you want the emblems to show how they help the environment?





The Ultimate Journey

ACTIVITY 4: PLAN A PARK

OVERVIEW:

Club members play the role of a park designer as they design their ideal park.

OBJECTIVE:

To help members gain an understanding of the many decisions that go into planning parks and careers.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors, with outdoors option

MATERIALS NEEDED:

- Large butcher or poster paper
- Colored pencils, markers

Note: This activity can also be done outdoors on a sidewalk with colored chalk.

VARIATION FOR OLDER MEMBERS:

Use construction paper and grid paper, so members can use a scale to show the relative size of features in their parks.

GUEST SPEAKER: (OPTIONAL)

Consider inviting a park planner to speak with members about how a local park was planned or improved.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: GROUP NUMBER COUNT (8 MINUTES)

Overview:

The goal of this community builder is to count to 10 or higher as a group. Only one person can say a number at a time, and if two people speak at once, the group must start over. The facilitator always start the count by saying the number one.

To begin:

Ask members to stand in a circle and close their eyes. Start the activity, and do not allow any time for planning. See if strategies develop as members participate in the activity. If the group hits 10, challenge them to a higher number.

MAIN ACTIVITY: PLAN A PARK (30 MINUTES)

Before your start:

Have all materials ready, including large tables or floor space where members can work.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by having them think about the park of their dreams. Explain that they will be making a sketch of their ideal park.

Have members brainstorm features of parks, such as:

- Picnic area
- Playground
- Baseball field
- Skate park
- Fishing pond
- Boat rental shop
- Hiking trails
- Campsite
- Community garden
- Swimming pool
- Climbing wall
- Ice cream shop
- Restrooms

Step 2

Now, have each member make sketches of their ideal parks on butcher paper or poster paper with colored pencils/markers, or have them head outdoors and sketch on a sidewalk with chalk.

Variation:

Give members the choice of sketching a real local, state or National Park, or a fictitious park (e.g., dinosaur national park). Periodically check-in with each member to see if help is needed.

Step 3

Once members are done, have them take turns sharing their sketches and ideas with each other.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Wrap-up with a discussion about the many types of careers that support designing, building and maintaining parks. For example, some careers include surveyor, landscape architect, engineer, maintenance worker and city planner.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who worked well together
- Group members who were helpful and polite to other Club members



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CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to state several features that they would like in a park.

EXTENSIONS:

Park Mural (Variation for Younger Members): Hang a large piece of butcher paper on the wall. As a group, brainstorm the features of an ideal park. Then create a mural of an ideal park by having members take turns sketching the features. If members have trouble sketching the features, you can sketch outlines, and members can color them in.

Park to Scale (Variation for Older Members): Challenge members to use grid paper to plan their ideal parks to scale. They can draw and then cut out park features from construction paper. Then they can move them around on the grid until placed in the ideal locations.



Source: National Park Service

WEEK FOUR: LET IT GROW!

In this series of activities, members learn that we are all dependent on nature for our food. They learn about food chains and discover that plants are the foundation for all the food we eat. Then they use an app to learn what country the produce in their local grocery store comes from. Finally, they try their hand at gardening!





The Ultimate Journey

ACTIVITY 1: WE'RE ALL CONNECTED

OVERVIEW:

Club members play a food web game to learn how we are all connected in nature.

OBJECTIVE:

To help members understand the concept of a food chain and food web.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors and/or outdoors

MATERIALS NEEDED:

- Large notecards
- Hole punch
- Ball of yarn
- Snack
- Computers or tablets for the **Extension** activity
- Food Web Game Cards**
- Food Web Game Solutions**

LINKS TO RESOURCES:

- Food Web Game: This video demonstrates how to lead a food web game: <https://www.youtube.com/watch?v=TOlqbLp69qc>
- Fabulous Food Chains: Crash Course Kids: This three-minute video provides an excellent introduction to food chains: <https://www.youtube.com/watch?v=MUKs9o1s8h8>
- Scholastic Online Food Web Game that members can play: http://teacher.scholastic.com/activities/explorer/ecosystems/be_an_explorer/map/foodweb_play.htm

KEY TERMS:

Food chain: Describes the order in which organisms depend on each other for food. For example, a rabbit eats grass and a hawk eats a rabbit.

Food web: Interconnected food chains in an ecosystem. For example, rabbits eat more than grass – they eat berries, seeds and so forth. Hawks eat more than rabbits – they eat mice, voles, snakes and so forth. A food web illustrates how all plants and animals rely on each other for energy.

Photosynthesis: The process through which plants use sunlight, water and carbon dioxide from the air to make their own food (glucose) and oxygen.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: BEARS, FISH, MOSQUITOES

(18 MINUTES, OUTDOORS)

- This activity is essentially a giant game of Rock – Paper – Scissors. Divide the group into two equal teams. Instead of rock, paper or scissors, a team can choose to be bears, fish or mosquitoes. Bears put their arms over their heads and roar, fish make fish lips and make swimming motions in front of their chest and mosquitoes make a buzzing sound with their arms at their sides and put their hands out to wave.

Here's the scoring:

- Bears eat fish
- Fish eat mosquitoes
- Mosquitoes sting bears
- Before a round, have teams huddle and secretly choose a creature. Now have teams gather and stand across from each other in a big open space. When you yell, "Start," teams reveal what animal they are by acting them out.
- Tagged people join this team and help tag the remaining creatures. The team that wins must then tag as many team members as they can. Play several rounds to see which creature wins the most!

MAIN ACTIVITY: WE'RE ALL CONNECTED (20 MINUTES)

Before you start:

- Print and cut out each section on the **Food Web Game Cards** page. Next, punch a hole in the top of each side of the card. Place a piece of yarn through the two holes, so members can hang their assigned card around their necks. Alternatively, members can hold the cards in front of them. Read through the instructions, and decide if you want to conduct this activity indoors, or if you want to use the outdoors Variation.
- Review the **Food Web Game Solutions**.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign the Ultimate Journey Passport for each member, and recite the Ultimate Journey Pledge.

Step-by-step process:

Step 1

While members are having their snacks, discuss the fact that we all eat to get the energy we need to live. That's true for all living things. Discuss how all energy originates with the sun, which allows plants to grow and make their own food (photosynthesis).

Explain that energy passes from one animal to another as they eat plants or animals. This flow of energy from one living thing to another is called a food chain. At this time, you may want to show members a video that illustrates this concept.

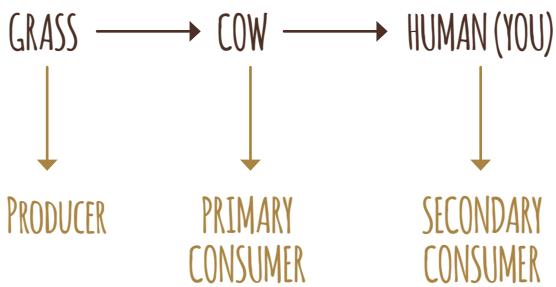
Step 2

Draw the simple food chain below for members to see. Explain that plants are called producers because they produce their own food. The cow is a primary consumer because it consumes (eats) the grass, so it's on the first level of the food chain. Humans can be primary consumers if they are vegans and eat only plant-based foods, or they can be secondary consumers if they eat meat.

In nature, very few animals eat just one food, so a food web can be used to show how food chains are interconnected in nature.



The Ultimate Journey



Step 3

Give each member a plant or animal card. For younger members, you may need to review what various animals eat before you start the game (See the **Food Web Game Solutions**.)

Start the game by showing the ball of yarn and explaining that the yarn will let us see the connections between plants and animals. Explain that you will represent the sun. You will start because all energy comes from the sun.

Model the game by saying, "I am the sun. I am passing the yarn to the grass because I give the grass energy to grow." Keep hold of the end of the yarn and pass the ball of yarn to the grass.

Continue the play. The grass now chooses a plant or animal in the circle that is connected to it in some way. For example, the grass keeps hold of its end of the yarn and tosses the ball to the cow saying, "I am the grass. I am passing the ball of yarn to the cow because I give the cow energy to grow."

Play continues until everyone is holding onto the yarn. Some plants or animals may have several connections, but everyone should be a part of the crazy food web!

Step 4

Wrap-up the activity by discussing things that might affect the food web. Talk about things that might happen that would change the way plants and animals are connected.

While members are still holding onto the yarn, ask:

- What would happen if no rain fell for months and the grass died? What animals would be affected? You can show this by telling all members who eat grass to let go of the yarn (simulates dying) – and then all the animals that eat those animals should let go of the yarn (simulates dying).
- What would happen if someone sprayed an herbicide on the area, and it killed all the dandelions?
- What would happen if part of the land was cleared for construction of a new parking lot?

Variation:

Take the **Food Web Game** outdoors! Create a food web in the area around the Club or a nearby park.

In addition to leading the activity as described above in the outdoors, you can connect the cards to actual plants. For example, start by tying the yarn to tall grass or to a plant. Connect the plant to other living things, and use the animal signs instead of real animals! Have members clean up the yarn when done.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Reflect on how the U.S. government, as well as other organizations and people, work to protect land for plants and animals. For example:

- The Fish and Wildlife Service manages 89.1 million acres of land, mainly to conserve and protect animals and plants.
- The National Park Service manages 79.6 million acres of land and provides habitat protection for 421 species of threatened or endangered animals and plants.

(Sources: <http://www.parkrangeredu.org/what-is-the-national-park-service> and <https://www.fas.org/sgp/crs/misc/R42346.pdf>)

Have members brainstorm a list of careers that help protect plants and animals. You can post the list on a poster board in a location where members can refer to it. Some careers include:

- Wildlife biologist
- Park educator/interpreter
- Plant scientist
- Soil scientist
- Park ranger
- Game warden
- Fisheries biologist

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to describe a few connections in a simple food chain or food web.



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FOOD WEB GAME CARDS

DIRECTIONS:

Cut out the sections below and tape each one onto a large notecard. Make extra sets if you have more than 16 members in your group.

Sun	Grass	Bacteria	Earthworm
Robin	Dandelion	Garter Snake	Frog
Fly	Grasshopper	Rabbit	Deer
Mouse	Owl	Cow	Human

FOOD WEB GAME SOLUTIONS

Sun: provides energy for all plants to make their own food

Grass: eaten by cows, grasshoppers, deer, rabbits

Bacteria: eaten by earthworms

Earthworm: eaten by robins, mice, garter snakes, frogs

Robin: eaten by owls

Dandelion: eaten by deer, rabbits, mice

Garter snake: eaten by owls

Frog: eaten by owls, snakes

Fly: eaten by robins

Grasshopper: eaten by large frogs, snakes, robins

Rabbit: eaten by owls, humans

Deer: eaten by humans

Mouse: eaten by owls

Cow: eaten by humans

Humans: at the top of the food chain and eat both plants and animals





The Ultimate Journey

ACTIVITY 2: WHERE IN THE WORLD DID THAT COME FROM?

OVERVIEW:

Club members look at and try to figure out where a variety of foods were grown. By reading food labels and conducting research on the Internet, they determine where the foods originated.

OBJECTIVE:

To help raise awareness that the diversity of foods we eat come from all over the world and that the distance the food travels has an impact on the environment.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors

MATERIALS NEEDED:

- Paper
- Pencils
- Variety of foods with country of origin on the labels for each member
- Additional fruits and vegetables for a snack, such as for a fruit salad
- Map of the world
- Computers or tablets

LINKS TO RESOURCES:

- University of Illinois Extension: Interactive presentation for youth: Where Your Food Comes From; <http://extension.illinois.edu/food>

HANDOUTS:

- Where in the World Did That Come From?

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: FRUIT SALAD TOSS UP (8 MINUTES)

Have members sit in chairs in a circle, except one member, who must stand in the middle of the circle. All players are assigned one of the following fruit names: apple, orange, pear or plum. The standing member calls out one or two fruit names. The called fruits must change chairs. The standing member tries to sit in one of the empty chairs before the fruits do. The standing member may also call, "Fruit salad toss up," for which all players must change chairs. The player left without a chair becomes the standing player.

MAIN ACTIVITY: WHERE IN THE WORLD DID THAT COME FROM? (30 MINUTES)

Before you start:

- Review the step-by-step process.
- Gather a variety of foods that are grown in different places all over the country and the world. Place them on a table in the front of the room. Be sure to keep the labels on the foods that indicate what country or state the food is from. Use the grocery store sales receipt as a record of the cost of each item.
- Try to have at least one item for each member, plus an additional one for demonstration. Also, prepare a snack such as a fruit salad, with the extra food.
- Hang a map of the world on a wall.

Suggested foods to include:

- | | |
|---------------|-------------------------------------|
| • Chocolate | • Coconut |
| • Honey | • Avocado |
| • Sugar | • Navel oranges |
| • Maple syrup | • Mandarin oranges |
| • Coffee | • Cranberries |
| • Tea | • Red pepper |
| • Rice | • Potato |
| • Banana | • Peanuts |
| • Apple | • Other canned fruits or vegetables |
| • Grapes | |
| • Pineapple | |

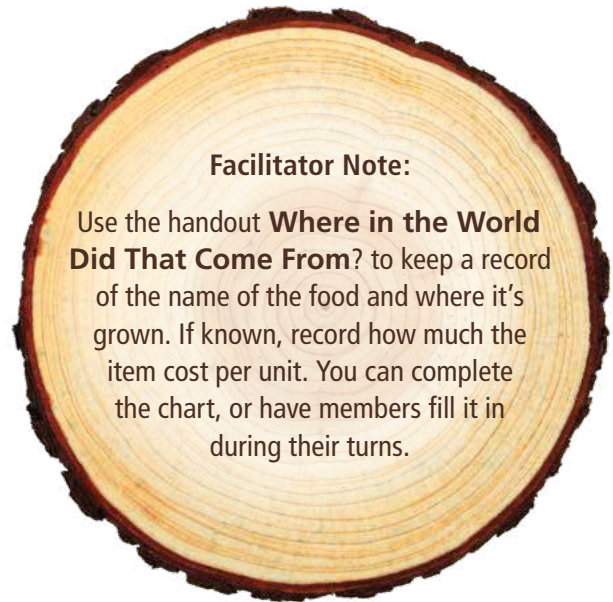
Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

While members eat their snacks, explain that they are going to discover what state or country the foods on display are grown. Hold up one food that has a state/country of origin food label. Ask members if they can guess where the food is grown. Once members have had a chance to guess, tell them where the foods traveled from. For example, bananas are often grown in Guatemala.



Facilitator Note:

Use the handout **Where in the World Did That Come From?** to keep a record of the name of the food and where it's grown. If known, record how much the item cost per unit. You can complete the chart, or have members fill it in during their turns.

Step 2

Have members take turns coming up to the table and reading the labels on the foods you have on display to determine where the food is grown.

Have each member write the name of their food on a small piece of paper, and tape it on the map, showing where the food came from.



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Step 3

Once members have analyzed where all the food is grown that you have on display, brainstorm a list of other foods they are curious about. See the list under the **Before you start** section. Have members select a food from the list you brainstormed or a food that they are curious about, and do research on the Internet to figure out where that item commonly is grown. Give members about 10 minutes to conduct research.

Step 4

Give members an opportunity to share their research.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Use the following questions to help members reflect on the activity:

- Were you surprised to learn that our food comes from all over the world?
- Which food came from the farthest place? The closest place?
- Do you think foods that travel from far away cost more? Why?
- Looking at the information recorded, which foods cost the most? The least? Is there any connection between the cost and how far the food traveled to get to the grocery store?
- Is there any connection between the weight of a food and how much it costs? For example, tea may have traveled all the way from China but not have a high unit cost because it doesn't weigh very much.

Now, ask members to brainstorm ways people can buy foods that are grown and produced closer to home.

Following are some ideas:

- Buy local to reduce costs.
- Buy produce that is in season in your area.
- Shop at farmers markets to support local farmers and to cut down on transportation costs.
- Grow a garden.

Discuss how similar foods that are grown or produced closer to home often cost less because the cost to transport them is lower. Also, when less energy is used to transport locally grown produce, it's better for the environment. Discuss how their choices can have a positive effect on the environment.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who contributed to the conversations
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should know how to figure out where different foods come from and why it is better to eat foods that are grown locally, especially from their own gardens!



The Ultimate Journey

WHERE IN THE WORLD DID THAT COME FROM?



Source: <https://blogs.ubc.ca/kevin106>

ACTIVITY 3: GARDENING

OVERVIEW:

Club members learn what it takes for plants to grow. Members also learn various gardening techniques.

OBJECTIVE:

To teach members how to start and care for a garden, which is a healthy life skill they can use throughout their lives.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

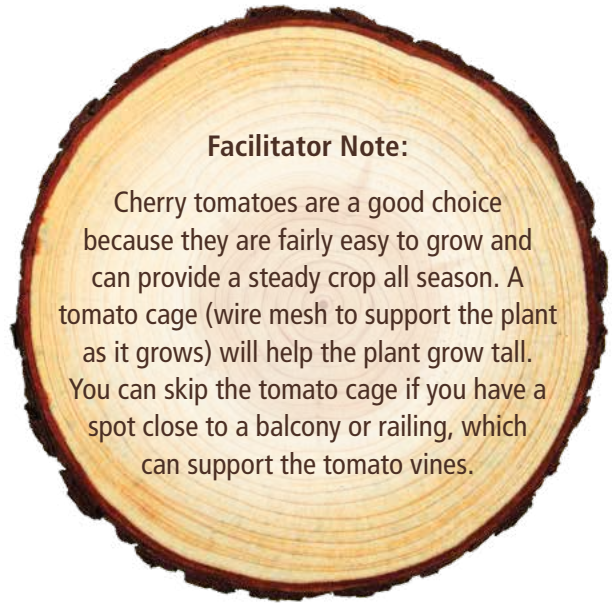
50 minutes, then ongoing care for the garden

LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- 5-gallon containers
- Vegetable, fruit or herb seedlings, such as cherry tomatoes, peppers, lettuce, spinach or basil
- Potting soil appropriate for the plant selected
- Sunny protected spot to place the plants
- Snack related to the activity, such as a vegetable or fruit salad
- If you plan to do the **Extension** activity, you will need computers or tablets with access to the Internet.



Facilitator Note:

Cherry tomatoes are a good choice because they are fairly easy to grow and can provide a steady crop all season. A tomato cage (wire mesh to support the plant as it grows) will help the plant grow tall. You can skip the tomato cage if you have a spot close to a balcony or railing, which can support the tomato vines.

GUEST SPEAKER:

Consider inviting a local gardener to speak to your group and to assist with this activity.

LINKS TO RESOURCES:

- The American Community Garden Association website provides a variety of resources to help increase and enhance community gardening: <https://communitygarden.org>
- The National Garden Association website includes a series of "How-To" videos on basic gardening tasks: <http://garden.org>
- The Kids Gardening website includes information on gardening basics, tips for gardening with youth and grants available for youth gardens: <http://www.kidsgardening.org>



The Ultimate Journey

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: COMMONALITY (8 MINUTES)

- Divide members into groups of five. Encourage groups to come up with something that is common among each other. This will require youth to ask each other lots of questions to find a commonality that links them all. Give them two-minutes. Example questions that youth can ask one another: “What is your favorite type of music?” “Do you all play basketball?”
- Next, ask members to decide on the most creative commonality that links them together. Have each group share out.

Reflect on the experience together: Ask members what they learned about someone that they didn’t already know. Ask what connected them to someone that they didn’t realize they had in common.

MAIN ACTIVITY: GARDENING (30 MINUTES, THEN ONGOING CARE FOR THE GARDEN)

Before you start:

Gather the materials needed to start a container garden. Determine where to locate the containers. Review the **Gardening Container Tips** provided below.

Consider contacting local gardening organizations and supply stores for assistance with this project. Many organizations provide funding and support for youth

gardens. In addition to the container plants, depending on your Club site, you can have members start a garden, work in an existing garden or participate in a community garden (See the **Links to Resources** for helpful information.)

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by asking if any of them have a garden or if they have worked in a community garden. If so, have a few of them share stories about their experiences. Ask questions, such as, “**What did you grow?**” or “**What was your favorite vegetable?**” Then ask members, “**What do plants need to grow?**” (Answer: Sunlight, water, air and soil.)

Explain to members that they don’t need a big yard to have a garden. Many kinds of plants, such as tomatoes, peppers, lettuce, spinach, basil and other herbs can be grown in containers.

Step 2

Tell members what they are going to plant. Review the procedures with them. Give members the supplies and have them plant the seedlings. Then have fun working together to care for the garden!

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Wrap-up with a discussion about the many types of gardens and ways that they can get involved in gardening on an ongoing basis at your Club or in your community.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who worked well together
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

CONTAINER GARDENING TIPS

1. If your container doesn't already have small holes in the bottom, drill $\frac{1}{4}$ - to $\frac{1}{2}$ -inch holes every few inches around the bottom edge, plus another few in the center bottom, so excess water can drain.
2. For best fruiting, pick a location where the plant will get at least eight hours of direct sun each day.
3. If you are planting tomatoes and using a cage, insert the pointy end into the planter, and fill the planter with potting mix.
4. Water until the potting mix is evenly moist. Top it off with a little more potting mix, adding enough so it comes to about $\frac{1}{2}$ inch below the rim of the planter and making sure the soil surface is level.
5. Dig a small hole in the center of the planting mix. Carefully remove your plant seedling from its original pot, unless the pot is designed to dissolve, and slide it into the hole, planting it deep enough so only the top four to six leaves show once you cover it with potting mix.
6. Water every two or three days to keep the soil evenly moist. In hot, dry weather you may need to water every day. Feed your plant an appropriate fertilizer according to directions.
7. For tomato plants, as they grow, the vines will start to poke through the holes in the cage. Push the vines inside the cage, so the plant doesn't droop.
8. Harvest and enjoy!



The Ultimate Journey

ASSESSMENT:

Members should be able to state what it takes for plants to grow, such as sunlight, water, air and soil.

EXTENSION:

Members can learn about gardening and the importance of pollinators in producing the food we eat at the Pollinator Live website: <http://pollinatorlive.pwnet.org/index.php>. This website includes webcasts and activities in both Spanish and English. Pollinator Live is a distance learning adventure sponsored by federal and private partners.

Before members begin, explain that pollination is the transfer of pollen from the anther of the flower to the stigma. It is essential for plants to reproduce. Pollinators, such as bees, bats and butterflies are important because approximately 35 percent of our food crops are dependent on pollinators to reproduce. Some scientists estimate that one out of every three bites of food we eat exists because of pollinators.

(Source: United States Department of Agriculture)

WEEK FIVE: REDUCE, REUSE, RECYCLE

Reduce, Reuse, Recycle – members have probably heard this slogan, but have they ever stopped to think about how much waste they produce every day, where that waste goes, how it impacts our environment, and how they can make a difference?

Through hands-on activities and games, members will discover the answers to these questions and learn how long it takes various waste items to decompose, ways to reduce the amount of waste they generate, what items can be recycled, reused or composted and how to pack a waste-free picnic.



Recycling Station at Zion National Park
Source: National Park Service



The Ultimate Journey

ACTIVITY 1: A VERY OLD PICNIC

OVERVIEW:

Club members analyze how long it takes various leftover items from a picnic to decompose. They discover that some items, like banana peels decompose relatively quickly, while other items like plastic soda bottles and glass take a very long time to breakdown.

OBJECTIVE:

To help members understand the impact litter has on our environment.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

Note: This activity can be combined with Recycle Relay for a longer activity.

LOCATION:

Indoors

MATERIALS NEEDED:

- Picnic-related snacks
- Paper
- Markers
- Large bag with the following items that might be left over from a picnic:
 - Banana peel
 - Orange peel
 - Apple core

- Paper towel, soiled
- Newspaper
- Milk carton, waxed paper
- Steel can
- Aluminum can
- Plastic storage bag
- Plastic soft drink rings
- Plastic soda bottle
- Glass bottle
- Styrofoam

HANDOUTS:

The following charts are designed for use by the facilitator: **Rates of Decomposition** and **Ways to Pack a Waste-Free Picnic.**

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: TALL STORIES – I’M GOING ON A PICNIC AND...(13 MINUTES)

- Create a group story by having members participate in creating a tall tale. Begin by having members sit in a circle.
- Next, start the story with a sentence such as “Yesterday I went on a picnic at the park, and while I was walking to picnic area I heard a loud growl and SUDDENLY...”
- Then, have the member sitting next to you add a sentence to the story, ending it with the word SUDDENLY. Then the next member adds a sentence, and so forth, until all members have had a turn. The story will become more and more hilarious as members add to the previous sentence. If time permits, create a new story!

MAIN ACTIVITY: A VERY OLD PICNIC (25 MINUTES)

Before you start:

Prepare a snack related to the activity. Gather the materials needed. Review the **Rates of Decomposition** and **Ways to Pack a Waste-Free Lunch charts**.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by asking them to imagine that they have gone on a picnic and in the bag is the waste from it. Pull the items out of the bag one-by-one, and place them on a table. Pick-up the banana peel and ask : “What do you think will happen if this is left on the ground?”

Next, introduce the term decomposition. Explain that the banana peel will decay and be broken into smaller pieces, producing nutrients that can eventually enrich the soil.

Ask members **how long they think it will take**.

(Answer: Approximately two to three weeks.) Now hold up a plastic soda bottle. Ask them **how long it will take for the soda bottle to decompose**.

(Answer: Approximately 450 years.)

Step 2

Now challenge them to take turns coming to the table and placing an item in the order of how long it will take to decompose, starting with the item that will take the shortest. When they are finished, the items should be placed in a line according to the **Rates of Decomposition chart**.

When they are done, review the actual time it will take each item to decompose. If necessary, rearrange the order of the items to match the chart.

Step 3

Lead a discussion about litter and its impact on the environment. Discuss the best way to discard each item: recycle, compost, reuse or throw away. Discuss how everyday choices and decisions can affect the environment.

Step 4

Next, introduce the idea that the best way to reduce the amount of waste we throw away is to create less waste in the first place. Divide members into small groups and have them brainstorm ways to pack a waste-free picnic. Next, have members think of a slogan to encourage reuse and prevent littering, such as: “Leave nothing but footprints, take nothing but pictures.” Have members use paper and markers to create a poster with their slogan. Encourage them to come up with a logo that goes with their slogans.

Step 5

Come together and have each group share their ideas. Record their ideas on a board (See the sample chart below, **Ways to Pack a Waste-Free Picnic**, for ideas and a way to organize members’ suggestions.)



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REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Reflect on the activity by encouraging members to adopt one of the slogans as a Club policy. Which slogan do they think would work best at their Club? Why?

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who contributed lots of ideas
- Group members who worked well together
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

If members are given a list of typical items that are left over from a picnic, they should be able to state which ones breakdown relatively quickly and which ones take a long time to decompose. They should also be able to describe ways to pack a waste-free picnic.

RATES OF DECOMPOSITION

This is a guide to help position the items. The actual rate of decomposition will depend on temperature, humidity and so forth. For simplicity, where a range of years is provided, use the lower value.

Item	How long it takes to decompose	Best method of disposal
Banana peel	2-3 weeks	Compost
Orange peel	2-4 weeks	Compost
Apple core	2-4 weeks	Compost
Paper towel, soiled	3-4 weeks	Trash can
Newspaper	6 weeks	Recycle
Milk carton, waxed paper	5 years	Recycle
Steel can	80-100 years	Recycle
Aluminum can	200-400 years	Recycle
Plastic storage bag	200-300 years	Recycle, Reuse
Plastic soft drink rings	200-400 years	Recycle
Plastic soda bottle	450 years	Recycle
Glass bottle	1 million years	Recycle
Styrofoam	Never	Some communities have special recycling programs for Styrofoam. Check with your waste collection company to determine local policies.

WAYS TO PACK A WASTE-FREE PICNIC

Item	Do	Don't
For carrying picnic items	Picnic basket Cooler Cloth bag Paper bag that is reused and eventually recycled	Plastic bags Paper bag that you throw away after using it once
For packing food	Reusable plastic containers Aluminum foil that you reuse Ziplock bags that you reuse Thermos for hot/cold food Pack foods, such as fruit, with their own packaging	Plastic bags that you throw away Packaging that is only used once, like little yogurt cups and individual chip bags
For drinks	Thermos Reusable plastic, metal or glass container	Individually packaged drinks Drink boxes and pouches Small milk or juice cartons
For eating	Metal or plastic utensils to take home and wash for reuse	Plastic utensils that you only use once
Napkins	Cloth napkin that you take home and wash for reuse	Paper napkins
Slogan and logo:		



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ACTIVITY 2: RECYCLE RELAY

OVERVIEW:

Club members learn how to properly handle everyday waste items and play a fun relay game to reinforce the concepts.

OBJECTIVE:

To help members learn what can and cannot be recycled and composted, the importance of recycling, composting, and reducing waste and that trash doesn't just disappear when the trash truck picks it up.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- Frisbee or soft playground ball

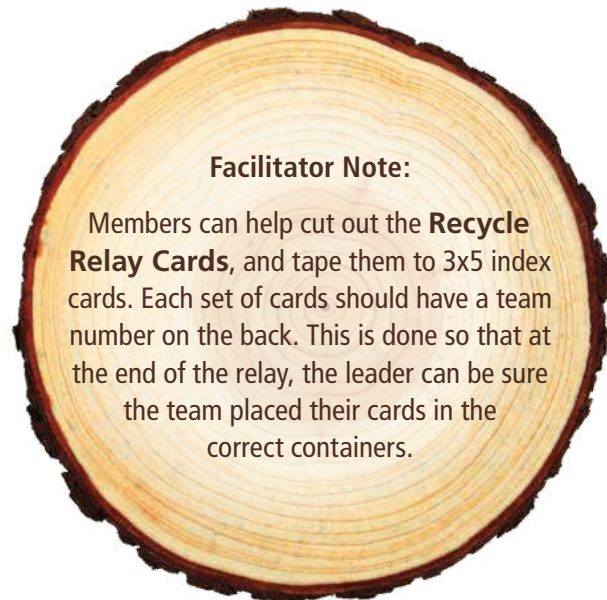
FOR PART 1:

- Prepare a trash bag with clean trash items. Following is a sample of items you can include:
 - Old piece of clothing, such as a T-shirt
 - Plastic soda bottle, rinsed
 - Newspaper
 - Glass jar, rinsed
 - Computer paper, used

- Cardboard
- Magazine
- Paper towel, soiled
- Aluminum can, rinsed
- Styrofoam cup
- Milk carton, rinsed
- Banana peel

FOR PART 2:

- 4 containers or large boxes, each labeled with one of the following words: Recycle, Compost, Reuse and Trash can
- At least two copies of **Recycle Relay Cards**, one per relay team of about four to six members
- At least 21 - 3x5 index cards



Facilitator Note:

Members can help cut out the **Recycle Relay Cards**, and tape them to 3x5 index cards. Each set of cards should have a team number on the back. This is done so that at the end of the relay, the leader can be sure the team placed their cards in the correct containers.

HANDOUTS:

The following items are for facilitator use: **Recycle, Compost, Throw Away or Reuse?** chart and the **Recycle Relay Cards**.

KEY TERMS:

Compost: A mixture of decaying organic matter, such as fruit and vegetable waste, leaves and grass. Compost can be added to soil to enrich it.

Landfill: An area of land in which wastes are placed for permanent disposal.

Recycle: Transforming waste materials into useable resources. For example, sending used paper to a recycling facility to be made into newspaper.

Reduce: Using less so that less waste is generated. For example, using both sides of paper to reduce the amount of paper needed.

Reuse: Using something again to avoid generating the waste that is created by throwing it away. For example, washing a Ziplock bag and using it again to store food.

Trash: Something that gets disposed of.

Waste: Any material that is discarded, recycled, reused or composted.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: FRISBEE THROW (13 MINUTES)

Note: If you don't have a Frisbee, this activity can be done by throwing a soft playground ball.

- Have members stand in a circle with at least an arms distance between each person. One member starts with the Frisbee and say, "My name is _____, and my favorite song is _____."

_____." The member calls the name of another member in the circle and throws the Frisbee to that person.

- The next person catches the Frisbee and says, "My name is _____, and my favorite song is _____," calls the name of another person in the circle and throws the Frisbee to them. Continue until everyone has shared and thrown the Frisbee, and the Frisbee is back with the person who started.
- Next, have each member take three large steps backwards to make the circle bigger. Members throw the Frisbee to a different person than in the previous round, this time saying something else that is their favorite, such as their favorite color or TV show.
- Continue until everyone has shared and thrown the Frisbee again.

MAIN ACTIVITY: RECYCLE RELAY (25 MINUTES)

Before you start:

Gather the materials needed for this activity and review the **Key Terms**. Review the **Recycle, Compost, Throw Away or Reuse?** chart. Prepare, or have members help you prepare the **Recycle Relay Cards**.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.



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Step-by-step process:

PART 1. WHAT TO DO WITH WASTE

Step 1

Use the following questions to engage members: What would it be like if there was no place to put our trash? What would we do with packaging waste? Fast-food wrappers? Soda cans and plastic bottles? Electronics we no longer wanted? Disposable diapers?

See if members can guess **how much trash a typical person in the U.S. throws away each day.** (*Answer: According to the U.S. EPA, each person produces an average of 4½ pounds of trash per day.*)

Ask members what they think happens to this trash and where they think waste goes once trash collectors pick it up. Explain that trash doesn't just go away. Most trash that is not recycled is sent to a landfill. Discuss how landfills are large areas of land where trash is taken for disposal and that our landfills are becoming full. Explain how we are running out of places to safely dispose of trash!

Step 2

Bring the prepared trash bag that you filled. Dump the contents on a table or a place where all the members can see. Let members know that not all trash has to be thrown away. Some of it is still useful.

Pick-up one piece of trash at a time, and ask members the best way to handle it. Use the **Recycle, Compost, Throw Away or Reuse?** chart as a guide. Make sure members understand the terms recycle, compost, and reuse. This will be important when they play the Recycle Relay game.

Wrap up this first part of the activity by discussing how recycling, composting and reusing keeps items out of landfills and that this is good because we don't want our landfills to fill up any faster than necessary. It also avoids sending items to the landfill that are still useful, or that can be recycled or composted.

PART 2. RECYCLE RELAY

Step 1

Members will participate in a relay game that reinforces how various waste items should be treated, such as through a recycle bin, compost pile, reusable container or trash can. Use the prepared cards with the names of the waste items and their pictures, so members won't have to touch trash. If possible, play this game outdoors.

Step 2

- Place the four containers at one end of the playing area, labeled with large signs that read: Recycle, Compost, Reuse and Trash can.
- Have at least one leader at each end of the playing area. The adult at the end with the four labeled containers should check to see that members are placing their cards in the correct container.
- Separate the group into relay race teams of four to six members.
- Place an identical set of random ordered **Recycle Relay Cards** face down in front of each team at the other end of the playing area.

Step 3

Explain the following Recycle Relay Rules to members:

- Teams should line-up along the starting line. They should keep the **Recycle Relay Cards** face down in front of the first person in line.
- On your signal, the first person in line should pick-up a card, turn it over and run to the container it belongs in. They should put the card in that container, run back to their team and tag the next person in line. They should go to the end of the line. Each person in line takes turns until all team cards have been used. The leader should keep track of which team finishes first, second and so on.

- The winning team will have the fastest time with the most cards in the correct bins. To verify, the leader should take the cards from the containers to make sure that they were placed in the correct bin.

Repeat the game several times and have fun!

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Wrap-up by discussing ways members can reduce waste at the Club, at school and at home. Also discuss what the Club can do to keep local parks and community areas clean.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic
- Group members who worked well together
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to define the following terms: recycling, reusing, composting and reducing waste. They should also be able to state the types of items that can be recycled, reused and composted.

EXTENSION:

Consider hosting a clean-up day at your Club or at a nearby park.



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RECYCLE, COMPOST, THROW AWAY OR REUSE?

Type of Waste	Recycle	Compost	Throw Away	Reuse	Notes
Paper	✓				Paper, such as newspaper, computer paper and magazines are recyclable.
Used paper products			✓		Used paper towels, tissues, cups and plates should not be recycled or composted because they can contaminate the recyclables and compost.
Cardboard and poster board	✓				These items are recyclable.
Recyclable plastics	✓				Plastics with a recycling symbol are recyclable.
Glass bottles and jars	✓				Glass containers used for food and beverages are recyclable.
Aluminum containers	✓				Aluminum containers are recyclable.
Styrofoam			✓		Most communities do not have a facility to recycle Styrofoam, so it is typically thrown away.
Milk cartons	✓				Milk cartons are typically recyclable.
Fruit and vegetable waste		✓			Fruit and vegetable waste can be composted.
Used clothing				✓	Used clothing, such as a T-shirt you outgrew, can be donated and reused.
Meat and dairy food waste, cooking oil			✓		Meat and dairy waste, as well as cooking oil, should be thrown away because these items will contaminate compost and attract rodents and pests.

RECYCLE RELAY CARDS

Plastic Soda Bottle	Aluminum Soup Can
Styrofoam Cup	Apple Core
Glass Jar	Used Computer Paper
Leaves	T-shirt



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RECYCLE RELAY CARDS

Milk Carton (paper)	Banana Peel
Used Paper Plate	Aluminum Soda Can
Magazine	Orange Peel
Leftover Ham Sandwich	Newspaper

RECYCLE RELAY CARDS

Cardboard Box	Plastic Salad Container
Milk Jug (plastic)	Baseball Cap
Used Tissue	



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ACTIVITY 3: COMPOST TAG

OVERVIEW:

Club members will play a game to learn what materials can and cannot be composted.

OBJECTIVE:

To help members learn how composting food scraps can be done to make rich soil and to reduce the amount of waste going to landfills.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes



LOCATION:

Indoors or outdoors

MATERIALS NEEDED:

- One soft playground ball
- Cup of soil
- Newspaper
- Leaves
- Grass
- Twigs
- Banana or orange peel
- Tea bag or coffee grounds

LINKS TO RESOURCES:

- Composting 101: How to Compost in NYC:
<https://www.youtube.com/watch?v=0hPCkEaMkQU>
- How to Compost in Small Spaces Using a Trash Can:
<https://www.youtube.com/watch?v=A0EPnJw198>
- How to Compost – 8 Methods (One is Creepy):
<https://www.youtube.com/watch?v=xnOdc6kbJhI>

KEY TERMS:

Compost: a mixture of decaying organic matter, such as fruit and vegetable waste, leaves and grass. Compost can be added to soil to enrich it.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: POSITIVE DAY (8 MINUTES)

- Have members stand in a circle. One member starts with a ball and tells the group about a positive experience they had that day. That member then uses their non-dominant hand to pass the ball across the circle to another member.

- For example, if a person is right-handed, they must use their left hand to pass the ball. Continue until everyone has had a chance to share.
- If desired, go around again to share another positive from the day and to continue practicing throwing with the non-dominant hand.

MAIN ACTIVITY: COMPOST TAG (30 MINUTES)

Before you start:

Place the items in the **Materials Needed** section on a table in the front of the room.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Have members look at the items on the table, and ask them what all the items have in common. Explain that the items are plants or are made from plants. The items are called organic material and can decompose (rot, decay). If plants are left in a warm place with some moisture, the items will breakdown into smaller pieces and eventually form a rich material called compost. Explain that this rich compost material can be added to soil as a fertilizer and is especially useful in gardens.

Tell members that they are going to play a game about composting, but before they do, they need to know what can and cannot be composted. As a group, brainstorm a list of what can be composted, and write it on a board. Tell members that as a rule, anything that comes from a plant can be composted, such as:

- Fruits
- Vegetables
- Coffee and tea
- Paper
- Leaves
- Grass clippings
- Twigs

Next, make a list of items that should not be put in compost, such as:

- Meat
- Bones
- Dairy
- Fats
- Oils

These items can turn a compost pile rancid and attract insects, rodents and other animals.





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Step 2

GAME 1: COMPOST BALL TOSS

- Have members stand in a circle. The first person calls a member's name and something that can be composted. For example, "John, orange peel!" The first person tosses the ball to John and then sits down.
- John calls a member's name and something else that can be composted and throws the ball to that person. John sits down.
- Continue the game until everyone is sitting.

You can repeat the game several times to see how fast they can get at this game.



Facilitator Note:

This game requires a large open space. Equipment: one soft playground ball

GAME 2: COMPOST TAG

- Have members stand in a big circle, and select one to be in the middle.
- The person in the middle is "it." One person in the outside circle is given the ball. The person with the ball must name something that can be composted and then throw the ball to another player. The person in the middle that's "it" tries to tag the person with the ball before they can think of item to compost.
- If the person with the ball doesn't name something that can be composted before they throw the ball, that person becomes "it" and will change places with the person in the middle.

Variation:

As members get the idea of the game, you can play again and make it a rule that they cannot repeat the name of things that can be composted. Each person must name something new.

Step 3

Bring members indoors, and share one of the videos on composting (See **Links to Resources**.) Discuss how composting can be done anywhere – from an apartment to a farm!

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Reflect by asking members why they think composting is important. Explain how composting not only creates rich, fertile soil, but by reducing the amount of waste being thrown away, it can cut the cost of trash disposal, while at the same time reducing the strain on landfills.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic
- Group members who worked well together
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to state at least three items that can be composted. They should also be able to describe some of the benefits of composting.

ACTIVITY 4: COMPOST IN A CUP

Facilitator Note:

This activity demonstrates the science behind composting and challenges members to start a compost program at their Club and/or at home if they are not already doing so. If the Club already has a composting program and you're not planning to do the activity, members can still conduct experiments with the existing compost, such as record data on the temperature of the compost as it decomposes, discover how much water encourages the items to decompose faster, explore colors that help compost bins work best and so forth. If the Club doesn't have a compost program, consider arranging a visit to a community garden or another nearby place that offers such a program.

OVERVIEW:

Club members will make a mini-compost in a cup to learn the science behind composting.

OBJECTIVE:

To help members learn how microorganisms in the soil help to breakdown organic material into compost.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- Large piece of poster board
- Permanent markers
- 1 16-ounce cup with small holes punched in the bottom for each member
- Trays to put the cups on
- Saran wrap
- Rubber bands
- Metal spoons or trowels
- Newspaper to cover tables
- Spray water bottle
- Thermometers
- Variety of organic material cut into pieces small enough to fit in the cups. The organic material can include leaves, grass, twigs, banana and orange peels, apple core and tea bags/coffee grounds.

HANDOUTS:

Compost Record Chart, reproduced on posterboard, so it is easy for all members to see.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: YAYS AND NAYS (8 MINUTES)

- Have each member share one good thing (Yay) and one bad thing (Nay) from their day.
- Reflect on the experience together, and ask members why it's important to share both the good and bad things happening in their lives. Ask why they think it's important to know what's going on in each other's lives.



The Ultimate Journey

MAIN ACTIVITY: COMPOST IN A CUP (30 MINUTES)

Before you start:

Cover the work area with newspaper. Give each member a cup, rubber band, spoon and piece of saran wrap. Cover a table in front of the room with newspaper to protect it, and put the organic materials on it as noted in the **Materials Needed** section. Reproduce the **Compost Record Chart** on a poster board to record members' findings.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by telling them that today they're going to do an experiment that's icky, dirty and fun! Explain that it's a compost experiment and that compost forms naturally almost everywhere. Leaves drop from trees and breakdown and decay, grass clippings left on lawns after mowing decompose and organisms die and decay. Over time, these organic materials breakdown into a rich, dark brown, crumbly material that's called compost. The compost provides the nutrients that plants need to grow. Ask members if they know what causes organic material to decay. Discuss how tiny living things called microorganisms do much of the work of breaking down material into

compost. The microorganisms include such things as bacteria and fungi. Animals living in the soil, such as worms and pill bugs, also help the microorganisms breakdown the material. That's nature's way of composting and recycling!

Step 2

Take members outdoors with the cups, spoons and trowels to collect soil. Have them fill their cups about half way with soil. Soil near plants is more likely to contain the microorganisms needed to get the compost going.

Step 3

Back indoors, have members take out the soil, and place it on the newspaper. They should now go to the table, and choose two compostable materials to place in the cup.

Back at their tables, have members put alternate layers of soil and compostable material in their cups – like a layered cake. Have them spray water into the cups for moisture. It should have the wetness of a wrung-out sponge. Now they should place the saran wrap on the cups, and secure it with a rubber band. Have each member write their name on their cup with a permanent marker.

Step 4

Have members put their cups on the trays. Place the trays in a warm, sunny spot in the room. Explain that the bacteria and fungi in the soil work better when they are warm. Have members take the temperature of their compost, and write the results.

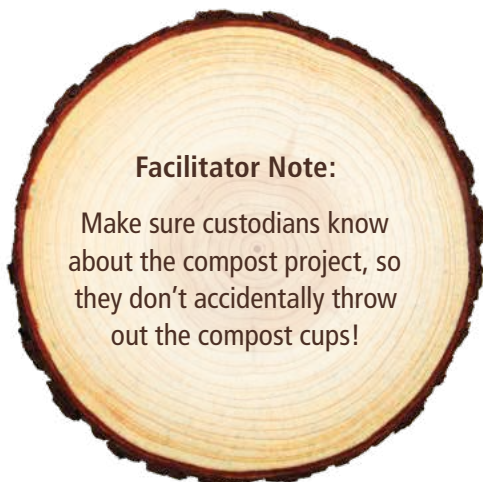
Tell members that every few days, they should add about one teaspoon of water to their cups, and give a gentle "shake" to aerate the contents and to keep it moist. This will help the compost process.

Step 5

Place the large poster board with the **Compost Record Chart** in the front of the room. Have members take turns recording their information (See the example provided on the Chart.) Each week, you can have members take pictures of the material in its original state.

As a group, make predictions about which material will decompose the fastest and the slowest. Record predictions on the poster board.

Explain to members that they are going to observe and record the condition of the materials for the next few weeks. After three weeks, they will determine **which material decomposed the fastest and the slowest**. Have members explain **why they think this happened**. (Possible answers include the size of the material, the thickness of the material and if there was a mixture of brown and green colored material in the cup. Composting works best when there is a mixture of green and brown material.)



REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Once the experiment is over, members can add their compost to flower and garden beds around the Club. Reflect with a discussion about the value of compost to enrich the soil and to give plants the nutrients they need to grow.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who worked well together
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to list some of the requirements needed for making compost such as microorganisms in soil, water and air.

EXTENSION:

If the Club does not have a composting program, have members brainstorm how they can create a Club composting program. Discuss how composting can be as simple as keeping a pile of grass clippings and leaves. However, a small enclosure helps contain the compost, and a completely enclosed compost bin keeps rodents and other pests out.



The Ultimate Journey

Compost Record Chart

My Name	What I put in my cup	What I observed (temperature, texture, moisture)		
		DAY 1	DAY 7	DAY 14
JOHN	SOIL, BANANA PEEL PIECES, LEAVES	72°F MIXTURE LOOKS CHUNKY AND MOIST.	78°F ITEMS IN THE MIXTURE ARE SMALLER AND DRY. I SPRAYED WATER ON THEM.	81°F MIXTURE IS BREAKING DOWN INTO TINY PIECES. IT'S STILL MOIST.

PREDICTIONS:

We predict that _____

_____ will decompose the fastest.

We predict that _____

_____ will decompose the slowest.



The Ultimate Journey

WEEK SIX: IT'S IN THE PAST

The activities in this unit give a historical perspective that help members connect with the past and gain a deeper appreciation of the place they live. As members make their own ink from berries and their own butter from cream, they discover how technology has changed the way we do things. They also uncover interesting facts about the history of their town. Finally, they discover how the challenges they might face today, such as fear, prejudice and poverty, can be overcome by learning how a hero from our past overcame similar issues.



The Good Will Club in Hartford, Conn., circa 1900

ACTIVITY 1: MAKE YOUR OWN INK

OVERVIEW:

Club members try making their own ink using crushed berries, much like people did in Colonial times.

OBJECTIVE:

Club members discover how various plants have been used in the past to make ink, and they gain an appreciation of how technology has modernized writing and printing.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

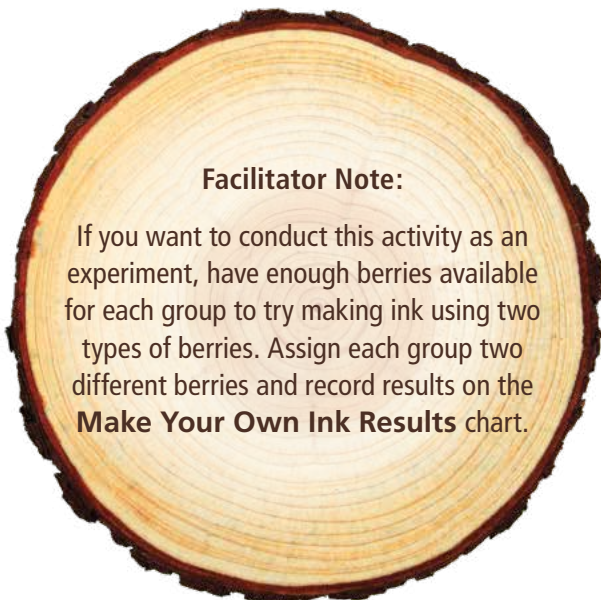
50 minutes

LOCATION:

Indoors

MATERIALS NEEDED:

- ½ cup measuring cup per group
- ½ teaspoon measuring spoon per group
- 1 bowl
- 1 strainer per group
- Several quarts of fresh or frozen berries including blackberries, blueberries, raspberries, and strawberries
- Additional berries and food for snacks
- Paper
- Paint brushes
- Vinegar
- Salt
- Plastic tablecloths
- Smocks and gloves to protect clothing and hands



CAUTION!

This activity can get messy! Have plenty of newspaper on hand to protect tables, and let members know that berry juice can stain hands, clothing and tables.

HANDOUTS:

Make Your Own Ink Results



The Ultimate Journey

LINKS TO RESOURCES:

- Making Ink: <https://www.youtube.com/watch?v=KCi0nXMbAFw>
- Making Ink From Berries: <https://www.youtube.com/watch?v=ctwsW1hZR1E>
- How to Make Ink Fast and Easy: https://www.youtube.com/watch?v=_DWm_nVogss

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: EMOTION MOTION CIRCLE (8 MINUTES)

Note: If your group is larger than 10 members, consider having more than one sharing circle.

- Have members form a circle. Tell them to think of a word that describes how they are feeling in this moment and to come up with a motion to represent that word. Demonstrate how this activity works.
- Next, start with one member and have them do their motion, then the whole group repeats it together.
- Add another member so that the group repeats their motion, as well as the one before.
- This will continue for every member that has gone previously, until you are going around the circle doing a motion for everyone.

Discuss how it is good to figure out positive ways to express emotions.

MAIN ACTIVITY: MAKE YOUR OWN INK (30 MINUTES)

Before you start:

Gather the materials needed. Cover the tables with plastic tablecloths. Place the berries, vinegar and salt on a table. Watch one or more of the videos in the **Links to Resources** section to determine the best method and supplies needed to make ink. For example, will you have members work individually or in small groups, or will you do one demonstration?

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by holding up a pen and asking members to imagine what life would be like without pens, computers and printers. **How would they do their homework?**

What would they write with? Now ask what they think can be made with the items on the table (*Answer: Berries, vinegar and salt can be used to make ink!*)

Explain that before there were pens, markers, computers and printers, people had to hand write everything and make ink from natural items, such as from berries and walnut hulls. In Colonial times, people made ink using berries, vinegar and salt.

Native Americans and early settlers were dependent on nature for their everyday needs. Tell members that they will learn how to make ink from berries, much like the early settlers.

Step 2

Divide members into groups of two to three. Each group should have:

- ½ cup measuring cup
- ½ teaspoon measuring spoon
- ½ cup of berries
- A bowl and a strainer that fits inside
- Access to the salt and vinegar
- Paper for each member
- Paintbrushes

Before the groups begin making ink, go over the following directions and consider showing one of the videos on how to make ink from berries:

1. Empty the ½ cup of berries into the strainer.
2. Place the strainer with the berries inside the bowl.
3. Crush the berries with the back of the measuring cup, so the juice from the berries drips into the bowl below the strainer.
4. Remove the strainer and chunks of berries.
5. Add ½ teaspoon of salt and ½ teaspoon of vinegar to the berry juice and stir.
6. Your ink is now ready! Test it with a paintbrush and paper.

Step 3

Have the members experiment by making ink with different types of berries. They should record their observations on the **Make Your Own Ink Results** chart.

Give members time to draw pictures or write cards with their ink.



REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Discuss which berries made the best ink and ask members why they think this is so? Ask if it was the color of the berries or how juicy the berries were. In addition, discuss how advances in technology have changed the way we do everyday things, such as writing and printing. Point out that we are still dependent on nature for basics, such as for food, clean air, clean water and natural resources to manufacture products.



The Ultimate Journey

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who worked well together
- Group members who were helpful and polite to other Club members

ASSESSMENT:

Members should be able to describe how to make ink from berries. They should also understand that we are dependent on nature for our basic needs.

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

Make Your Own Ink Results			
Name of berry	Color ink	Did it make good ink? (Yes or No)	Other observations
BLUEBERRY	BLUE	YES	MADE A LIGHT BLUE INK, BUT WE THOUGHT IT WOULD BE DARKER



The Ultimate Journey

ACTIVITY 2: HISTORY IN MY COMMUNITY AND BUTTER MAKING

OVERVIEW:

Club members discover history in their community by accessing an online map and searching for nearby places that are on the National Register of Historic Places. As a group, they make homemade butter and other foods that were common during Colonial times.

OBJECTIVE:

To give a historical perspective that will help members connect with the past and gain an appreciation of the place they live.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

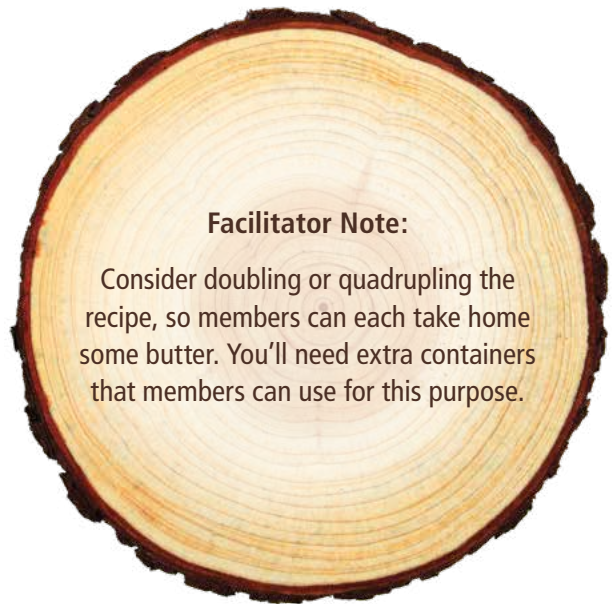
50 minutes

LOCATION:

Indoors

MATERIALS NEEDED:

- 1 pint of heavy cream
- 2 pint-sized containers with screw-on lids
- Computers or tablets
- Push pins
- Large map of your state, county and town
- Colonial-related food, such as cornbread or muffins



Facilitator Note:

Consider doubling or quadrupling the recipe, so members can each take home some butter. You'll need extra containers that members can use for this purpose.

GUEST SPEAKER:

Consider inviting a historian from your town to speak to members. The historian can bring photos, artifacts and clothing to make local history come alive.

LINKS TO RESOURCES:

- National Park Service: The following webpage has a map indicating all of the places throughout the country on the National Register of Historic Places: <https://www.nps.gov/maps/full.html?mapId=7ad17cc9-b808-4ff8-a2f9-a99909164466>
- Read how a wetland, which was destroyed in the 19th century, was restored by the National Park Service at: https://www.nps.gov/cuva/learn/historyculture/upload/Beaver-Marsh-Site-Bulletin_for-web.pdf

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area
- Engage in meaningful conversation with youth

COMMUNITY BUILDER: PASS THE BEAT (8 MINUTES)

- Have members sit in a circle. Start a hand clap pattern, and have everyone repeat it.
- Have the member to your right start a new hand clap pattern. Everyone repeats that pattern and adds your pattern. This continues until all members have had a chance to add their hand clap pattern.
- By the end, the hand clap rhythm should include everyone's pattern.

MAIN ACTIVITY: HISTORY IN MY COMMUNITY AND BUTTER MAKING (30 MINUTES)

Before you start:

- Gather the materials and review the Recipe of **Homemade Butter** provided below.
- Hang a large map of your area on a wall.
- Go to the National Park Service webpage, which has a map indicating all of the places throughout the country on the National Register of Historic Places: <https://www.nps.gov/maps/full.html?mapId=7ad17cc9-b808-4ff8-a2f9-a99909164466>. Zoom in on your area, and look for gold dots. Click on the dots to find the name and location. Find a few interesting facts about several nearby public places that you can share with members. Try to get brochures and/or stories from historic places in your area that you can share with members.

RECIPE FOR HOMEMADE BUTTER

Ingredients:

- 1 pint of heavy cream
- 2 pint-sized jars or containers with screw on lids

(**Note:** You can use a peanut butter jar that's been cleaned, or a wide-mouth plastic water bottle with a screw on top. You can even use a glass Mason jar, and put a few thick rubber bands around the outside, so it isn't slippery.)

Directions:

1. Pour ½ pint of heavy cream into each jar and screw the cover on tightly.
2. Start shaking! Pass the jars around the room, and give each member a chance to shake the jars.
3. Continue to shake until the mixture separates into buttermilk and butter (about 10 minutes).
4. When you see the lump of butter, you're done.
5. Scoop the lump of butter out, and place in a bowl. Mix in a pinch of salt if you want.
6. Spread the butter on bread and enjoy!



The Ultimate Journey

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by telling them that today they are going to travel back to when people made their own butter.

Explain the directions for making butter, and pass out the materials. While members take turns shaking the jars, ask if they know of places in the area that have historical significance. Ask if they've visited the places, and have them share their experiences.

Tell members that there are local, state and National Parks throughout the country that are dedicated to preserving stories, places and events from the past. These places help keep history alive.

Step 2

Explain that the National Park Service is one of the leading agencies in the U.S. for history and culture. In addition to preserving important historic sites within the boundaries of National Parks, the National Park Service works outside of the parks to make sure everyone's history is saved.

Go to the National Park Service webpage that has a map indicating all the parks throughout the country on the National Register of Historic Places: <https://www.nps.gov/maps/full.html?mapId=7ad17cc9-b808-4ff8-a2f9-a99909164466> Display this online map so they can see it. Zoom in on the area to look for places on the

register. Members may be surprised by how many historical places are located near them!

Click on one of the gold dots to bring up a box that gives the name and address of the historic place. Repeat this for a variety of places in your area. For each one, find out if members have ever heard of the place or been there. Do they know its significance? Click on several of the places that you have already identified, and discuss its importance.

Step 3

Using the large local map that you displayed on a wall, have members place a push pin at each location in your area where there is a place on the register. They can label each site.

Step 4

By this time, the butter should be done! Distribute the snack and enjoy!

If extra butter was made, package it in take-home containers for members.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

While they are eating, discuss ways members can get involved in preserving history in their community. For example, contacting representatives of local historical places to see if they need volunteers to clean the grounds, plant native flowers and so forth. You can also discuss careers in history (See below for a list of Careers.)

Careers:

- Living History Interpreter (reenacting the history of the site and teaching others about it)
- History teacher
- Historian at a museum or historic site
- History writer or film maker
- Librarian
- History Records Manager

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic
- Group members who helped to clean-up
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

EXTENSIONS:

Plan a field trip to one or more public historic places in your community. Contact representatives of the site in advance for details about bringing a group.

Have members make a guide to a historic place in their community.

ASSESSMENT:

Members should be able to describe a few local history sites in their community.



The Ultimate Journey

ACTIVITY 3: TIME TRAVEL

OVERVIEW:

Club members discover interesting facts about the history of their town, including why the town was settled, how it got its name and who lived there in the past. If possible, members will go on a walking tour as they learn about the history of their community. If a tour is not possible, members can learn about the history of their community through a visit to a historic site or through photographs, stories, interviews with elders, videos, books and/or guest speakers (virtual or in person). In an optional extension activity, members create a play, write a song or make a scrapbook about the history of their town.

OBJECTIVE:

Members develop a deeper connection with the place they live by learning about the history of their community and the people who lived there.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

Approximately 50 minutes

LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- Cameras
- Photo printer or computers/tablets
- Items that depict the history of your community, such as photographs, books, newspaper articles, videos, clothing and art

GUEST SPEAKER:

You may want to arrange for a guest speaker (virtual or in person) who can help the history of your community come alive for members. The guest speaker can present at the Club, or take members on a walking history tour. To get ideas for guest speakers, contact local parks, history museums or societies, libraries, schools and so forth.

LINKS TO RESOURCES:

- The National Park Service Teaching with Historic Places website provides a variety of products and activities that help educators teach about historic places. It uses properties listed in the National Park Service's National Register of Historic Places to enliven history, social studies, geography, civics and other subjects. For more information, visit: <https://www.nps.gov/subjects/teachingwithhistoricplaces/index.htm>

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: HIDDEN TALENTS (8 MINUTES)

- Give members approximately one minute to think of something they can do that's special - something they would consider their special talent. Allow members to explain or demonstrate their special talent to the group.
- After each member has a chance to share, have them think if any of these talents were something people did 100 years ago, for example, sewing, knitting, gardening, woodworking, painting, playing a musical instrument, tap dancing, singing and so forth.
- Based on the discussion, ask members to think of any other talents they have that people did 100 years ago.

MAIN ACTIVITY: TIME TRAVEL (30 MINUTES OR MORE DEPENDING ON THE OPTION YOU SELECT)

Before you start:

There are many different ways to lead this activity depending on time available, resources, guest speakers and transportation. Read the **Step-by step process**, and select the option that best works with your Club. Contact local historians and/or visit your local library, historical society or living history sites/parks to find interesting facts and photographs about the history of your town.

If possible, arrange for a local historian to speak to members or lead a walking history tour. You can also search for historical markers in your town through online databases and apps.

Following are questions that you can research in advance, or have members research as part of the activity:

- What was on the land 100 years ago where the Club stands today?
- Who were the first people to live in the community?
- Why does the community have the name it does?
- How old is the community?
- Why was the community settled?
- Why is the downtown where it is?
- What types of people lived in the community 100 years ago? Are there different groups here now? Why?
- Where was the first school? How big was it?
- Who were some of the influential people from the community?
- Are there art murals that tell stories about the history of the community and the people who lived there?
- Why do the streets have the names they do?
- What was the main business or industry in the past? Is it the same or different now?
- Are there any buildings of historical significance in the community?
- Are there any historical markers in the town?
- Are there any memorials, statues or parks in town that help preserve the history of the area?
- Are there any interesting events that took place here in the past?



The Ultimate Journey

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

OPTION 1: WALKING HISTORY TOUR

Take members on a short walking history tour of your community. Plan stops that highlight interesting facts about the history of your town. Have members bring cameras, so they can take photographs of things that depict the history of their community.

Back at the center, have members use technology to create a presentation that shows the history of their area. For example, they can print photographs and make a collage or use photographs they took to create a slide show, video, flipagram, Prezi, PowerPoint or online scrapbook. Have members share their projects.

OPTION 2: GUEST SPEAKER

Arrange for a guest speaker to present a lively session on the history of your community. Encourage the guest speaker to engage members with photographs, clothing, videos, acting and so forth (See the **Guest Speaker** section for ways to find guest speakers.)

OPTION 3: FIELD TRIP TO LOCAL HISTORY SITE (LONGER OPTION)

Arrange for a field trip to a local history site, historical society or park with displays and programs about the history of your community.

OPTION 4: INTERVIEWS WITH ELDERS

Members can interview elders in their community to learn about the history of the town. They can interview grandparents, retired teachers, neighbors, religious leaders, a retired mayor and so forth. They can record the interviews by taking notes, or with permission, they can videotape the interviews. Once the interviews are done, members can take turns sharing what they've learned.

Tips for conducting interviews:

- Members should be prepared by writing several questions to ask the person.
- Members should start an interview by introducing themselves, explaining their project and thanking the person for their participation.
- If the interview is being videotaped, members should ask for permission to do so. You may want the person being interviewed to sign a form stating that they give permission for the session to be recorded (See the **Sample Interview Permission Form**.) Tablets, video cameras and smartphones can be used to record interviews.
- Members should end the interview by thanking the person.
- After the interview, members should send a thank you letter.

Suggestions for interview questions follow:

- Describe your house when you were my age.
- What were some chores that were done around the house, and who did them?
- What did your parents do for a living?
- What games did children play?
- Where did you go to school? What was it like?
- Tell me about your first job.
- How has the way people communicate changed since you were young?
- How have appliances in a typical home changed?
- What was the neighborhood like? How has it changed?
- Were you a part of any clubs or sports when you were young?

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Ask questions to have members reflect on what they learned, such as: Were you surprised by something you learned about the history of your community? Do you think your community has changed a lot? If so, how? Do you think it is important to keep records of our past?

SAMPLE INTERVIEW PERMISSION FORM:

I, _____ (name of person being interviewed), give permission for
 _____ (name of person conducting the interview) to record my interview.

I understand that this interview is being conducted as part of a history activity with the Boys & Girls Club.

Signature of person being interviewed: _____

Date: _____

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who contributed to the conversations
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to describe one or more interesting facts about the history of their community.

EXTENSION:

Using the information that they learned, members can create a play, write a song or make a scrapbook that depicts the history of their community.



The Ultimate Journey

ACTIVITY 4: PERSONAL JOURNEY

OVERVIEW:

Club members learn how Harriet Tubman overcame many difficult obstacles during her life's journey and how her knowledge of nature helped free slaves and cure illnesses. Members are encouraged to use what they've learned as inspiration in their own lives.

OBJECTIVE:

Members discover how the challenges they might face today, such as fear, prejudice and poverty, can be overcome by learning how a hero from our past overcame similar issues.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

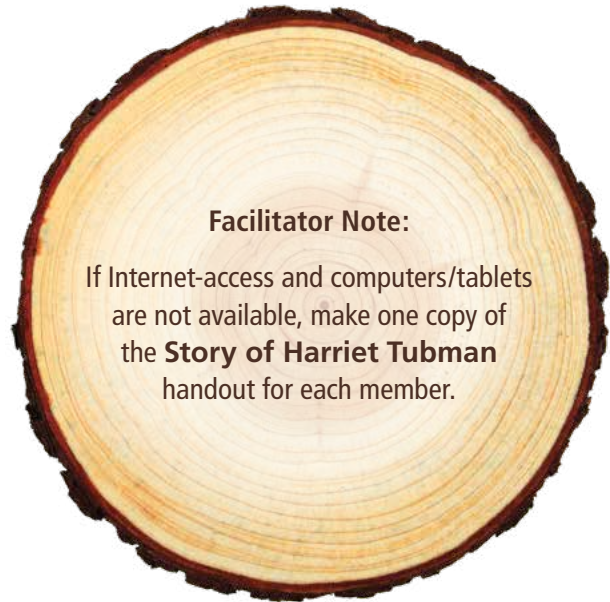
Indoors

MATERIALS NEEDED:

- Computers or tablets for each member
- Copy of **My Inspiration Worksheet** for each member

HANDOUTS:

- Story of Harriet Tubman
- My Inspiration Worksheet



Facilitator Note:

If Internet-access and computers/tablets are not available, make one copy of the **Story of Harriet Tubman** handout for each member.

LINKS TO RESOURCES:

- Harriet Tubman Journey to Greatness interactive online activity: <http://www.lookingforlincoln.com/Journey/page1288.html>

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: SUPER HERO POWER (8 MINUTES)

- Give each member a piece of paper and some colored markers. Ask members to think of a super power they wish they had.
- Have them go to a private place to sketch themselves as a superhero. Let them know that silliness is key here, and that you really want them to go all out and make it as fun as they can.
- Once they have all drawn their super-selves, have everyone share their super self-portrait, as well as describe their superhero power in detail.

MAIN ACTIVITY: PERSONAL JOURNEY (30 MINUTES)

Before you start:

- Preview the Harriet Tubman Journey to Greatness interactive online activity at: <http://www.lookingforlincoln.com/Journey/page1288.html>
- Review the **Story of Harriet Tubman Handout** and the **My Inspiration Worksheet**.
- Display the following quote by Harriet Tubman on a board where members can read it as they walk into the room, but don't include the name of who wrote it:

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.”

- Decide if you are going to follow **Variation 1** or **Variation 2** below.

INTRODUCTORY COMMENTS:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members by reading out loud the above quote that you've displayed on a board. Ask members if they know who wrote it. (*Answer: Harriet Tubman.*) Tell members that they are going to learn about this famous person who was a hero because she risked her life to help those seeking freedom from enslavement.

To help members relate to the importance of freedom in their lives, ask what freedom means to them. Allow time for members to share their definitions and ideas.

Following are several definitions of freedom from Dictionary.com

- Personal liberty, as opposed to bondage or slavery
- The state of being free or at liberty rather than in confinement or under physical restraint
- Exemption from external control, interference, regulation
- Political or national independence
- The absence of or release from ties, obligations

Now ask members what freedoms they enjoy every day.

Answers may include:

- Freedom of religion
- Freedom of speech
- Freedom of the press
- Freedom to own property
- Freedom to live or travel anywhere in our nation
- Freedom to work at any job for which they qualify
- Freedom to marry and raise a family
- Freedom to receive a free education in good public schools

Ask members how they would feel if those freedoms were taken away.



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How would they feel if they:

- Were told what job to do?
- Who to marry?
- Worked all day and night to make food, clothes, or tools and then had to give away what they made and not get paid?

Explain that in the United States, we enjoy many freedoms, but it wasn't always this way for all people. Many brave heroes and heroines dedicated their lives to struggle for freedom.



Facilitator Note:

Follow **Variation 1** or **Variation 2** below depending on access to computers and the internet. See the **Variations** below for additional history related activities.

Variation 1: Using the Story of Harriet Truman Handout (No Internet Access)

1. Pass out the **Story of Harriet Tubman** handout. For younger members, read the story to them. For older members, have them take turns reading sentences aloud.
2. Once they have finished the story, discuss the following questions:
 - When Harriet was a 6-year-old girl, do you think she was frightened when she was sent away from her mother?
 - Do you think she felt hopeless as an enslaved person?

- Was she brave when she ran away to freedom?
- Was she even braver when she returned to Maryland to help free others leaving enslavement?
- When Harriet was a 13-year-old young lady working in the fields, do you think she knew that someday her knowledge of plants would help her save lives, or that knowing how to read stars would help her free others?
- Finally, did she ever give up her dream of becoming free? (Refer to her quote.)

3. Now pass out the **My Inspiration Worksheet**. Explain that one reason we learn about famous people in history is to give us inspiration. For younger members, go through the questions as a group. Older members can work through the questions on their own. Give members time to do the worksheet.
4. Once done, have members share concerns and inspirations. As a group, discuss who, in addition to their families, they turn to for help and inspiration. Brainstorm a list. For example:

People to go to for inspiration

- Boys & Girls Club leaders
- School counselors
- School teachers
- Coaches
- Religious leaders in their community

Places to go for inspiration

- Boys & Girls Club
- Park or garden, or simply sit under a tree
- Religious institution

5. Go to the **Reflection and Recognition** section below.

Variation 2: (Internet Access)

If members have access to a computer and the Internet, direct them to go to the Journey to Greatness: Character Lessons from the Past website at: <http://www.lookingforlincoln.com/Journey>

Once they are at the homepage, give the following directions:

- Click on the white arrow.
 - Go through the three preview pages using the arrows in the upper right corner.
 - On the third preview page, click on Harriet Tubman.
 - Click the Experience Tubman's Journey bar on the left column.
1. Allow members time to go through the entire activity on Harriet Tubman.
 2. When they have finished, go through steps two to five in Variation 1.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Discuss what it means to be a heroine or hero. Do they know any heroes or heroines? Who inspires them to do their best in school? Sports? Other areas of their lives?

Talk about how life is like a journey – you never know exactly where you're going to end up, but you can make good decisions and choices along the way to help lead you down the right path.

If time permits, have members write their own inspirational quotes and post them around the room.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to describe a hero or heroine from the past and how that person has been inspirational.

EXTENSIONS:

The Journey to Greatness: Character Lessons from the Past website includes three additional heroes: Abraham Lincoln, Frederick Douglass and Martin Luther King, Jr. Members can experience their journeys online to learn more and gain further inspiration: <http://www.lookingforlincoln.com/Journey>

Read aloud the following excerpt from the **Emancipation Proclamation** by Abraham Lincoln:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designate part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free."



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Ask members what the Proclamation means. Discuss how the Emancipation Proclamation by President Lincoln led to the end of slavery in the United States. This was followed by the Thirteenth Amendment to the U.S. Constitution which abolished slavery in 1865. Discuss how even with the Proclamation and Thirteenth Amendment, the road to freedom and equality proved long and difficult for many. One hundred years after the Proclamation, Martin Luther King, Jr. worked to advance civil rights and end racial segregation and discrimination with his famous “I Have a Dream” speech. Today, America’s National Parks preserve important aspects of the journey toward liberty.

Members can virtually experience the National Park Service Lincoln Memorial in Washington, DC, by visiting: <https://www.nps.gov/linc/index.htm>. The website includes a virtual tour and interactive reflections with park rangers.

Members can learn more about Dr. King by visiting the National Park Service Martin Luther King, Jr. Memorial webpage at: <https://www.nps.gov/mlkm/index.htm>

Extend this activity by helping members learn more about other inspirational heroes and heroines, such as Susan B. Anthony, who is often cited as the most widely known suffragist of her generation, and César Chávez, who is widely recognized as the most important Latino leader in the United States during the twentieth century.

On April 20, 2016, Treasury Secretary Jacob J. Lew announced that the portrait of Harriet Tubman will be featured on the front of the new \$20 bill. Discuss how this honors her life and achievements.



STORY OF HARRIET TUBMAN HANDOUT

Early Life

Harriet was born as an enslaved person on a plantation in Maryland in 1822. She had to leave her family when she was

a 6-year-old girl. She was sent to work as a weaver on a farm. She was frightened and lonely. At seven, even though she was just a child herself, she was sent to take care of a baby and clean the house. She was often whipped if the baby cried. Harriet was not good at housework, so she was sent to work in the fields. She liked working outdoors and loved nature. She even learned how plants can cure different illnesses.

When she was a 13-year-old young lady, Harriet was almost killed when she was hit in the head with a heavy metal weight. Her overseer was trying to hit an enslaved man that was running away, but it hit Harriet instead. It took her a long time to recover, but eventually she did. She grew stronger and dreamed of becoming free.

Marriage and Freedom

Harriet married a freeman, John Tubman, in 1844. Five years later, she heard that she was about to be sold. She decided it was time to run away to freedom, and she did! Although Harriet had escaped to freedom in the North, that was not enough. She wanted to go back to Maryland to bring her family and friends to freedom. Over the next 10 years, she risked her life making about 13 trips back to Maryland to rescue others.

Underground Railroad

The Underground Railroad was not a real railroad. It was the name used for the secret escape routes of those leaving enslavement and heading to freedom in the North. Harriet became known as the most famous “conductor” of the Underground Railroad.

Harriet was able to guide people to freedom by using the skills she learned while working outdoors. By observing the stars and nature, she was able to plan escape routes.

Later Years

Harriet went from being an enslaved person to serving in the U.S. Army during the Civil War. She served as a spy, scout, cook and nurse. She used her knowledge of plants to help cure sick soldiers.

Harriet dedicated her life to civil rights, women’s rights and to helping others gain freedom. Her work is now celebrated in the United States and beyond. Harriet died in 1913 in Auburn, N.Y. and received military recognition at her burial. Her life is honored at the following National Park Service Monument in Cambridge, Maryland: Harriet Tubman Underground Railroad National Monument, Cambridge, Maryland.

Sources:

Harriet Tubman Historical Society: <http://www.harriet-tubman.org>

National Park Service: <https://www.nps.gov/hatu/index.htm>

National Women’s History Museum: <https://www.nwhm.org/education-resources/biography/biographies/harriet-tubman>

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.”

— Harriet Tubman



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MY INSPIRATION WORKSHEET

1. What was one thing that Harriet Tubman had to overcome in her life?

2. What is something you have to overcome in your life?

3. Who can you turn to for help and inspiration?

4. What places can you go to for help and inspiration?

5. How can you overcome the things you're concerned about?

WEEK SEVEN: WILDLIFE IN OUR WORLD

Wildlife watching is a fun activity that can be done anywhere from dense urban areas to open ranges. In the next three activities, Club members learn about wildlife that lives right in their neighborhood, record their findings in a creative way and discover how they can enhance the Club's area for wildlife.



Boys & Girls Club members of Northtowns participated in a planting event at the General Motors Tonawanda facility to transform a brownfield space into a green buffer to provide a home to pollinators and other wildlife.



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ACTIVITY 1: TAKE A WALK ON THE WILD SIDE

OVERVIEW:

Members take a walk around their Club to look for signs and clues of wildlife, such as nests, scat, sounds and sightings. They record findings by taking notes, photos and sketching.

OBJECTIVE:

To give members an appreciation of the diverse wildlife that lives right in their neighborhood.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- Tape
- 3x5 index cards with the names of common wildlife written on one side
- Notebooks
- Pencils
- Cameras
- Copy of the **Wildlife Watch** worksheet for each member or per small group
- One or more apps to help members identify wildlife and to record their sightings
- Binoculars and hand lenses for observing wildlife

- Wildlife identification printed guides
- Map of area around Club, if using the Variation activity

SAFETY:

You may want to show members a picture of any poisonous plants in your area, such as poison ivy and poison oak. Caution members not to touch or sit near the plants. Also, be aware of any poisonous berries in your area and caution members not to eat them.

GUEST SPEAKER:

Consider inviting a local wildlife biologist or park naturalist to accompany members on the walk.

HANDOUTS:

- Wildlife Watch

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: WHO AM I? WILDLIFE NAME GAME (8 MINUTES)

Before starting this activity:

Write the names of common wildlife in your area on a 3x5 card. Have at least one card for each member.

To begin:

- Randomly tape the cards to the back of each member.
- Explain that each person should walk around the room and ask questions to try to figure out what animal they are. For example, they can ask: What color am I? Do I fly? Do I live in the water? Am I big or small? Do I have fur?

- Once they figure out their animal, they can remove their card. Meanwhile, they can help other members.
- If the game goes quickly, you can collect the cards, and do it again!

MAIN ACTIVITY: TAKE A WALK ON THE WILD SIDE (30 MINUTES)

Before you start:

Before you take members for the walk around the Club, preview the area to look for signs of wildlife. Also, note places where members can sit to observe wildlife. You may want to find one or more videos that highlight wildlife in your area to share with members.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

Engage members with a discussion on how wildlife can be seen everywhere, from crowded cities to open deserts. Explain how in cities, there's actually a lot of food and shelter for wild animals, and this has allowed them to adapt to living in urban areas.

Ask members if they saw any wildlife on their way to the Club today. Allow them time to share stories. Share some interesting places that wildlife can be found in cities, such as:

- Birds nesting on building ledges and in trees or shrubs
- Lizards living in cracks in rock walls
- Squirrels nesting in trees
- Butterflies gathering nectar in flower beds
- Beetles, pill bugs and earthworms living under a rotting log
- Raccoons, opossums and skunks living in holes in a hollow logs or tree trunks or under porches and abandoned sheds
- Chipmunks and foxes living in underground burrows in city parks
- Geese and ducks in city ponds
- Insects living in and around plants
- Turtles and frogs in urban parks



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Step 2

Tell members that they are going to take a walk to look for signs of wildlife right around the Club. Review the rules below with them. Alternatively, see if members can come up with a similar list by brainstorming “Do’s and Don’ts” for the walk:

- Do stay with the group and your buddy.
- Do treat wild animals with respect.
- Do be quiet, so you don’t scare animals away.
- Do sit quietly for part of the time to listen for sounds of wildlife.
- Don’t touch poisonous plants, such as poison ivy.
- Don’t touch insects – they may bite you!
- Don’t corner or attempt to pick-up wild animals. They may bite when they feel threatened, and they may have parasites or diseases that can be passed on to you.
- Do have fun!

Pass out the **Wildlife Watch** worksheet to each member or small group. Tell members to use this worksheet to record what they see. Encourage them to also take pictures or sketch what they observe because the information they gather will be used for the next activity.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

After the walk, have members take turns sharing what they observed. Were they surprised by what they found? What was an interesting observation? What animal would they like to learn more about?

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the activity
- Group members who worked well together
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they’ll be going next, and make sure they’re clear about instructions and expectations.

Variation:

During the walk, have members take a map of the Club’s surroundings. They can use the map to note where they see wildlife.

ASSESSMENT:

Members should be able to list two or more species of wildlife that are common to their neighborhood.

WILDLIFE WATCH

DIRECTIONS:

Complete the chart with what you see. If you don't know the name of the animal, just describe it and sketch a picture or take a photograph. Use the space below the chart to record sounds of animals.

Category	Observation (notes, sketches and signs of wildlife)	Location
BIRDS 1. 2. 3. 4.		
MAMMALS 1. 2. 3. 4.		
INSECTS 1. 2. 3. 4.		



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WILDLIFE WATCH (Continued)

Category	Observation (notes, sketches and signs of wildlife)	Location
REPTILES (Turtle, snake, lizard) 1. 2. 3. 4.		
AMPHIBIANS (Frog, Salamander) 1. 2. 3. 4.		
FISH 1. 2. 3. 4.		
OTHER: (Spider, Slug)		

ACTIVITY 2: WILDLIFE COMMUNICATION

OVERVIEW:

Club members create a way to share what they learned on their **Wildlife Walk (Activity 1)** through one or more of the following media: online video or blog, collage, mural, poster or bulletin board.

OBJECTIVE:

For members to experience a variety of ways to share information about wildlife in their community with others.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 Minutes

LOCATION:

Indoors

MATERIALS NEEDED:

- Equipment to make a video or blog to post online and/or supplies for creating a collage, mural, poster or bulletin board

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: WHAT CHANGED? (8 MINUTES)

- Divide participants into pairs. You can do this by first lining members by their birthdays or letter of their first names and then counting off by one, two.
- Tell partners to carefully observe one another and try to memorize the appearance of each other.
- Have one partner in each pair turn the opposite direction from the partner while the other makes three changes to their appearance, such as putting a watch on the other wrist, removing glasses and rolling up sleeves are examples. The partner then turns around and has to identify the three changes.
- Have players switch roles.
- Wrap-up by discussing how this activity helped them become keen observers. To identify birds and other wildlife, it's important to be keen observers.

MAIN ACTIVITY: WILDLIFE COMMUNICATION (30 MINUTES)

Before your start:

Decide which format works best for your group and whether you want members to work individually, in small groups or as one collaborative project.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.



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Step-by-step process:

Step 1

Engage members by explaining that they are going to do a project to share what they learned on their **Wildlife Walk in Activity 1**. Explain the choices depending on the materials available (online video or blog, posters, collages, bulletin boards, mural).

Encourage members to be creative. For example, they can write a song about observing and helping wildlife in their community, then record members singing it and post it online.

Explain that the purpose of the project is to create a fun way to record what they saw and to educate others about wildlife in their neighborhood. Give examples of the type of information to include, such as:

- Types of wildlife in the area
- Respecting wildlife
- Keeping a safe distance from wild animals
- How litter can attract animals to roadsides and cause them to get hit by cars

Step 2

Pass out the supplies and equipment. Give members time to work on their projects.

Step 3

Once they're done, allow time for members to share their projects. If appropriate, post the projects online to share with family members and other Boys & Girls Clubs.

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Ask members to think about why it is important to learn about wildlife in their neighborhood. Have them share their thoughts.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who worked well together
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to state at least one way to communicate information about wildlife in their community.

ACTIVITY 3: HELPING WILDLIFE IN MY COMMUNITY

OVERVIEW:

Club members brainstorm ways to help wildlife in their community and choose one or more projects to do as a Club.

OBJECTIVE:

For members to understand different ways they can help wildlife in their community and to participate in a service project.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

50 minutes to discuss projects and several sessions to carry out the project

LOCATION:

Indoors and outdoors

MATERIALS NEEDED:

- Gummy worms
- Paper cups
- Paper clips
- Lifesavers candy per group
- Supplies for the Main Activity depend on action project selected

LINKS TO RESOURCES:

- National Park Service: This webpage includes helpful information on making a wildlife-friendly backyard: <https://www.nps.gov/samo/learn/management/wildlife-friendly-yards.htm>
- U.S. Fish and Wildlife Service – Backyard Birding: This website includes information on ways to help birds in our neighborhoods. It offers advice for attracting and feeding birds: <https://www.fws.gov/birds/bird-enthusiasts/backyard/songbird-conservation.php>
- National Wildlife Federation: This website includes information on how to enhance a backyard or schoolyard for wildlife. The site also includes information on gardening for wildlife, making birdfeeders out of recycled materials and more: <http://www.nwf.org>

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: SAVE FRED THE WORM! (8 MINUTES)

Before starting this activity:

- This activity encourages creativity and team-building. You may want to set up several stations, and have members work in small groups. (**Note:** There are many online videos and illustrations of this activity you can find by searching Save Fred the Worm.)
- Place a Lifesavers candy and four paper clips on each table. Now place an upside-down paper cup on top of the candy. Next, place a gummy worm on the cup.



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To begin:

- Divide members into groups. Tell members the following scenario:

Poor Fred! He was sailing along on his boat (the paper cup) when a strong wind blew it upside-down. Fred (the candy worm) landed on top of the upside-down boat. Unfortunately, Fred's life preserver (candy life preserver) is still trapped under the boat.

Your job is to place the life preserver firmly around Fred's body, but you must obey three rules: 1).

Fred may not fall into the sea (onto the table) more than one time. If he does, you have to start over.

2). You may not injure him in any way. 3). You may use only the four paper clips to move Fred, the boat and the life preserver. You may not touch anything except the paper clips.

- Encourage members to brainstorm before they begin.
- Once groups have had time to experiment, bring them together, and discuss what worked and what didn't work. Discuss how the groups worked together and if they would do anything different the next time.
- Reflect on the importance of helping wildlife in our community, and explain that the next activity is all about that!

MAIN ACTIVITY: HELPING WILDLIFE IN MY COMMUNITY (30 MINUTES)

Before you start:

Review the instructions below, and decide in advance if you want members to take on a simpler project, such as making birdfeeders out of recycled materials, or a more in-depth project. Gather the supplies needed. Contact stores for donations, partners and organizations for funding and volunteers to assist with the project (See the **Links to Resources** section for additional information.)

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by-step process:

Step 1

As a group, brainstorm ways that the area around the Club can be enhanced to provide food and shelter for wildlife. Discuss the benefits of having certain species around the Club, such as birds and bats to eat insects and butterflies and honeybees to pollinate plants.

Share the following suggestions on ways to help wildlife:

- Plant trees and shrubs that provide shelter and food for wildlife.
- Make bird and bat houses, and hang them outside the Club.

- Make bird feeders out of common leftover items, such as plastic milk containers and aluminum pie tins.
- Plant a butterfly garden.
- Create a brush pile where wildlife can find shelter.
- Put in bird baths to provide water and a place for birds to bathe.
- Allow grass to grow tall to provide shelter.

Step 2

Once you have brainstormed a list of ideas, select one or more projects to do based on funding, supplies and time available. Develop a plan for implementing the project that includes the steps involved, who will be responsible for each step, scheduling, equipment needed and so forth.

Step 3

Gather the supplies, and implement the project as outlined in the plan.

Step 4

Celebrate the success of the project!

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

Ask members to reflect on this activity. What did they like about this project? What other projects would they like to do in the future to help wildlife?

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic about the project
- Group members who worked well together
- Group members who were helpful and polite to other Club members

CLOSING: (5 MINUTES)

- Ask members to return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to describe at least one way that the area around their Club be improved to help wildlife.

EXTENSION:

Discuss the importance of public lands, such as National Parks, in providing critical habitat for a vast number of wildlife.



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WEEK EIGHT: FIELD TRIP AND RECOGNITION CEREMONY

The final week of The Ultimate Journey includes a field trip to a park and a recognition ceremony. The field trip will give members an opportunity to apply what they've learned throughout their journey and to experience the wonder and joy of nature. The recognition ceremony is an excellent opportunity for members to share what they've learned, show off their projects and celebrate their successes!



Kids from the Boys & Girls Club of Greater Salem on a field trip to Saugus Iron Works

Source: National Park Service

ACTIVITY 1: FIELD TRIP TO A PARK

OVERVIEW:

Club members take a culminating field trip to a park.

OBJECTIVE:

For members to experience first-hand the many benefits of parks to people and wildlife.

RECOMMENDED NUMBER OF PARTICIPANTS:

5-20

TIME REQUIREMENT:

half-day to a full-day

LOCATION:

Outdoors

MATERIALS NEEDED:

Supplies needed will vary depending on the field trip selected, but in general you will need the following:

- List of participants and their permission and medical forms
 - First aid kit
 - Maps and itinerary
 - Food and beverage appropriate for the length of the trip
- Optional: binoculars, compasses, field guides to plants and animals

LINKS TO RESOURCES:

- National Park Service: Visit the following webpage to learn about the variety of free resources available from National Parks. These resources can be used to help prepare members for a field trip, or if it is not feasible to go on a field trip, they can be used to bring parks into your Club: <https://www.nps.gov/teachers/index.htm>

Following is a brief overview of other resources:

- Traveling Trunks: A Traveling Trunk is a way to bring a park to your Club. Contents of Traveling Trunks vary greatly because each one is based on the National Parks from which it originated. For example, a Traveling Trunk may contain period clothing, journals, fossils, hands-on artifacts, animal pelts, preserved insects, books, videos and more! In addition to applying for a Traveling Trunk online, contact National Parks directly for information on the resources they have available for loan. Most trunks are free, but there may be a shipping cost.
- National Parks have other items to loan that may be useful when planning a field trip. For example, you may be able to borrow maps and compasses, binoculars and field guides. Lesson plans related to parks are also available. Check with individual National Parks for information on resources for loan.

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.



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COMMUNITY BUILDER: GROUP NAME (5-10 MINUTES)

Because members are going on a field trip, it might be fun for them to have a group name. For example, they can think of things they might see in the park and adopt it as a name, such as the Brave Bobcats, Black Squirrels or Mighty Oaks. Have members brainstorm ideas, and post them where everyone can see the list. Then have members vote on a name. Use the new name on the bus and throughout the field trip.

MAIN ACTIVITY: FIELD TRIP TO A PARK (HALF-DAY TO A FULL-DAY)

Before you start:

Using the list of parks generated in **Week Three, Activity 1 – Parks in My Community**, select a park for the field trip based on location, funding for transportation and so forth. Conduct a pre-visit to the park to check-out the site, plan the itinerary and familiarize yourself with the location of bathrooms, trails, picnic areas and so forth. Arrange for permissions (parental, medical), snacks and transportation. Contact the park in advance about bringing a group. Many parks waive entrance fees for educational groups. In addition, inquire about programs and activities that may be available for youth groups.

See the **Links to Resources** section for information on items you can borrow from National Parks to help prepare members for the field trip.

For additional information and helpful tips, review **Appendix I: Planning an Outdoor Adventure With Club Members**.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements? Is there anything we should add? Is there anyone new who still needs to commit to the Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge**.

Step-by step process:

Step 1

Prepare members for the field trip:

1. Go over the schedule with members, and explain what they will be doing on the trip. If possible, show brochures or photos of the field trip site.
2. Tell members what to bring and what not to bring.
3. Go over how to dress for the field trip according to the weather.
4. Discuss expectations for their behavior. You may want to brainstorm a list of field trip manners with your group, and post them. The list should include:
5. Stay with your group.
6. Stay on marked trails.
7. Listen to and respect leaders.
8. Respect wildlife; keep a safe distance from wildlife.
9. Properly dispose of all trash; no littering.
10. Leave the area in the same or better condition than how you found it.

ACTIVITIES WEEK EIGHT: FIELD TRIP AND RECOGNITION CEREMONY

Explain to members that they will apply what they learned from The Ultimate Journey activities when they visit the park. They will already be familiar with local birds and animals, understand the value of trees and appreciate how parks support ecosystem services. They will also understand how parks help preserve history in our communities.

Step 2

Enjoy the field trip!

REFLECTION AND RECOGNITION: (5 MINUTES)

Reflection:

After the field trip, discuss the importance of parks in providing places for people to get outdoors and enjoy nature, and in protecting natural areas and wildlife.

Recognition:

Give a shout-out or acknowledge in another way:

- Group members who were enthusiastic on the field trip
- Group members who worked well together
- Group members who were helpful and polite to other Club members, the bus driver, field trip chaperones and park staff

CLOSING: (5 MINUTES)

- Ask members to help clean the bus and return materials to designated areas.
- Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

ASSESSMENT:

Members should be able to describe some of the natural features of the park they visited.



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ACTIVITY 2: RECOGNITION CEREMONY

OVERVIEW:

Club members will participate in a recognition ceremony to celebrate The Ultimate Journey.

OBJECTIVE:

For members to celebrate and share what they have learned and experienced.

RECOMMENDED NUMBER OF PARTICIPANTS:

All members who participated in the program and invited guests

TIME REQUIREMENT:

50 minutes

LOCATION:

Indoors and/or outdoors

MATERIALS NEEDED:

Supplies needed will vary depending on the ceremony, but in general you will need the following:

- Balloons
- Food and beverage
- Tables and chairs
- Displays of member projects
- Certificates of Completion, personalized if possible with notes from leaders (See Appendix V for a certificate template.)
- Optional: Goody bags with items related to The Ultimate Journey

WARM WELCOME: (2 MINUTES)

- Greet each Club member by name as they enter your program area.
- Engage in meaningful conversation with youth.

COMMUNITY BUILDER: LET'S PARTY (8 MINUTES)

- Ask members to stand shoulder-to-shoulder in a circle. If the group is large, create smaller circles of 8-10 members. Give each group a blown-up balloon.
- Tell members that they will be passing a balloon around the circle to the right. Explain that they can pass the balloon however they like, but they cannot use their hands.
- When each member receives the balloon, they pause with the balloon and briefly share something interesting they learned during The Ultimate Journey program.

MAIN ACTIVITY: RECOGNITION CEREMONY (35 MINUTES)

Before you start:

Plan a recognition ceremony to congratulate members on The Ultimate Journey in learning about our environment. In addition to Club members, consider inviting family members and any volunteers and guest speakers who helped throughout the program. Arrange for a space, as well as food and beverage for the celebration. If possible, arrange for recognition certificates and goody bags/ gifts for members, volunteers and staff who helped run the program (See **Appendix V. The Ultimate Journey Certificate of Completion** for a template for a certificate.)

ACTIVITIES WEEK EIGHT: FIELD TRIP AND RECOGNITION CEREMONY

Have projects and photographs on display that members created during The Ultimate Journey. Members may want to take turns sharing what they've learned. Play games or revisit some of the members' favorite **Community Builders**.

Introductory comments:

- Before beginning the main activity, review the Group Agreements by asking: Does everyone commit to upholding the Group Agreements?
- Stamp or sign **The Ultimate Journey Passport** for each member, and recite **The Ultimate Journey Pledge** for the last time!

Step-by-step process:

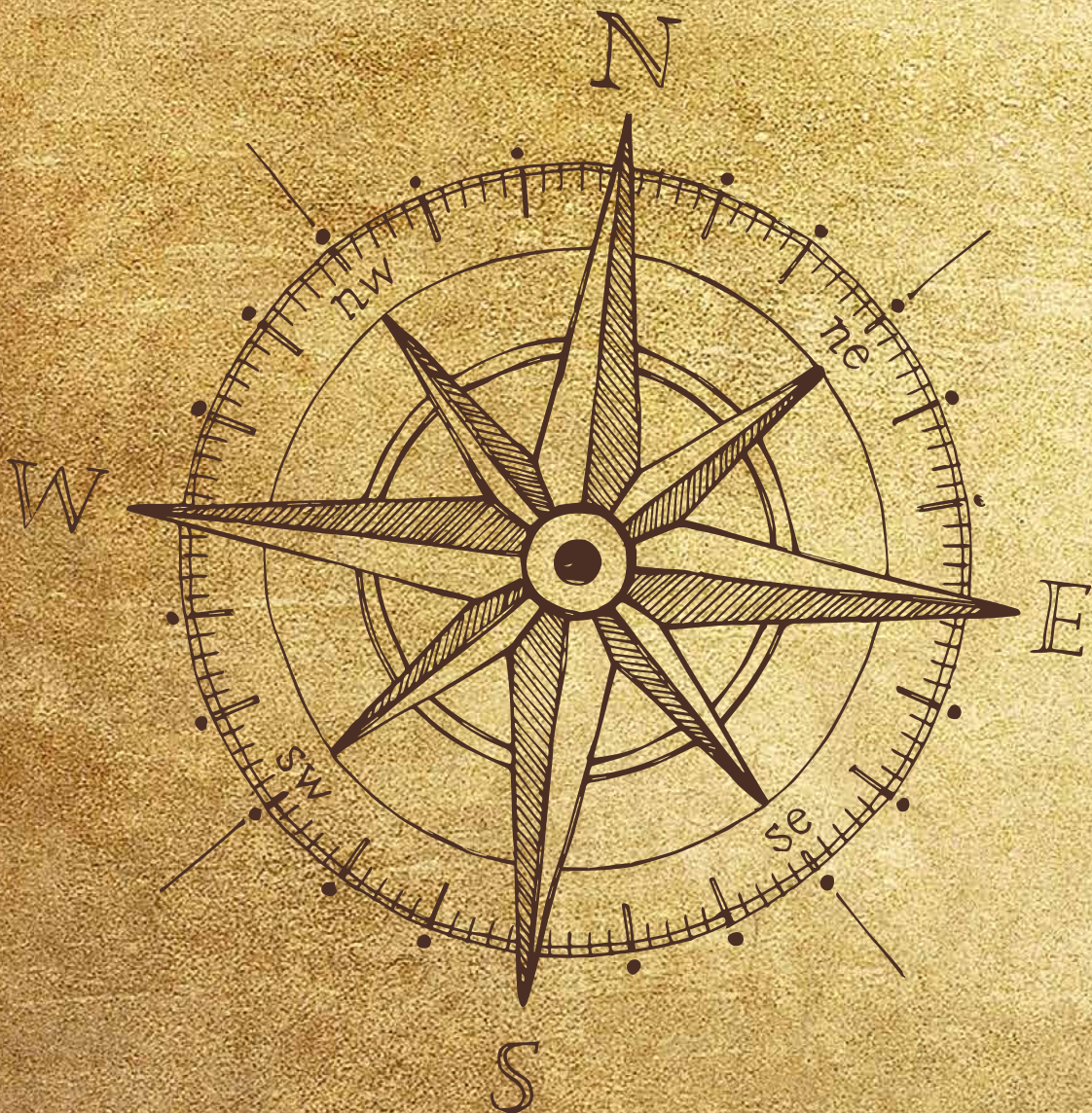
At the ceremony, be sure to recite **The Ultimate Journey Pledge**, and stamp their passports one last time. Explain to members that even though their journey is complete, there is still a lot of work to do. They must strive to uphold the Pledge so that future generations can enjoy nature and wild places.

Follow the plan that you developed and have fun! Remember to include reflection and recognition as part of your ceremony.

CLOSING: (5 MINUTES)

Ask if everyone knows where they'll be going next, and make sure they're clear about instructions and expectations.

APPENDIX



APPENDIX I: PLANNING AN OUTDOOR ADVENTURE WITH CLUB MEMBERS

When you're planning to take members on an outdoor adventure, it's important to prepare in advance.

Following are tips for planning an outdoor activity with youth.

DRESS FOR THE OUTDOORS

Members will enjoy their hike more if they wear clothing appropriate for the weather. Remind them to bring a jacket or raincoat in case the weather changes. Also, proper footwear is important. They don't need to wear hiking boots, but close-toed sturdy shoes should be required.

CHOOSE THE RIGHT TRAIL

Choose a short trail with minimal elevation gain and loss, lots of things to do and see and one that's safe. However, remember that even if you choose the right trail, you may need to modify your plans to meet the needs of members depending on their stamina. A trail that's approximately half to one mile long is typically appropriate for youth.

PACK PROPERLY

Members should bring a backpack with an extra coat, as well as a snack and drink. They may also want to bring a journal, pen, camera and so forth. Adult leaders should bring a first-aid kit, flashlight, matches, insect repellent and sunscreen, as well as other items required by the Club, such as permission slips.

EXPLORE AND ENGAGE

To help members explore the park, consider bringing field guides of trees, plants, birds and other animals, identification apps on smartphones, binoculars and magnifying glasses. Most importantly, let them share their discoveries with you as you share discoveries with them.

LOOK, LISTEN, SMELL

Encounters with nature can be extremely educational and meaningful. Make sure you allow time for members to look for wildlife, listen for the sound of birds and smell wildflowers and other interesting plants, such as wild onion and even skunk cabbage!

TAKE YOUR TIME

Members can find almost anything interesting – tree bark, a stick, a rock, a bird, a bug. Even though they may stop every two seconds to look at what they've found, be patient. This will help members get excited about what they're seeing and encourage them to have more encounters in nature.

SAFETY TIPS AND TRICKS

Use the buddy system or another method to keep track of participants so no one is left behind! Remind members to ask permission to go to the restrooms. Tell members where to meet in case of bad weather or an emergency.

STAY ON TRAILS

Staying on the trail is the safest, easiest and most considerate way to experience a park. Staying on the trail will also minimize the potential for encounters with poison-ivy, dangerous insects and venomous snakes. Trails provide the easiest way to navigate through thick forest vegetation. The use of trails also concentrates use in one area, which helps to protect fragile plants from being trampled.



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POISON-IVY



Poison-ivy is a plant that produces an oil on its stems and leaves. This oil is a skin irritant and causes an itchy rash for many people when they come in contact with it.

In general, staying on the trail is a good way to avoid poison-ivy. However, because poison-ivy grows on the fringes of many hiking trails and as a vine on tree trunks, knowing how to identify it is the best way to avoid contact. If poison-ivy grows in your region, show members pictures of it, so they know how to avoid it.

WILDLIFE

Remind members to respect wildlife and keep a safe distance from them.

WEATHER

Weather can change rapidly. The best way to stay safe is to be prepared and to pay attention. Be prepared by having adequate clothing for weather situations that can occur, and have an indoor space to meet.

Be Safe and Enjoy!



APPENDIX II: U.S. NATIONAL PARKS, MONUMENTS AND PRESERVES BY STATE

Park Name	Type of Unit	State
Alagnak	Wild River	AK
Aleutian World War II	National Historic Area	AK
Aniakchak	National Monument & Preserve	AK
Bering Land Bridge	National Preserve	AK
Cape Krusenstern	National Monument	AK
Denali	National Park & Preserve	AK
Gates Of The Arctic	National Park & Preserve	AK
Glacier Bay	National Park & Preserve	AK
Inupiat Heritage Center		AK
Katmai	National Park & Preserve	AK
Kenai Fjords	National Park	AK
Klondike Gold Rush	National Historical Park	AK
Kobuk Valley	National Park	AK
Lake Clark	National Park & Preserve	AK
Noatak	National Preserve	AK
Sitka	National Historical Park	AK
Western Arctic National Parklands		AK
Wrangell - St Elias	National Park & Preserve	AK
Yukon - Charley Rivers	National Preserve	AK
Horseshoe Bend	National Military Park	AL
Little River Canyon	National Preserve	AL
Russell Cave	National Monument	AL
Selma To Montgomery	National Historic Trail	AL
Tuskegee Airmen	National Historic Site	AL
Tuskegee Institute	National Historic Site	AL
Trail Of Tears	National Historic Trail	AL,AR,GA,IL,KY,MO,NC,OK,TN
Natchez Trace	Parkway	AL, MS, TN
Arkansas Post	National Memorial	AR
Buffalo	National River	AR
Hot Springs	National Park	AR
Little Rock Central High School	National Historic Site	AR
Pea Ridge	National Military Park	AR
President William Jefferson Clinton Birthplace Home	National Historic Site	AR
Fort Smith	National Historic Site	AR, OK
National Park of American Samoa		AS
Canyon De Chelly	National Monument	AZ
Casa Grande Ruins	National Monument	AZ



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Park Name	Type of Unit	State
Chiricahua	National Monument	AZ
Coronado	National Memorial	AZ
Fort Bowie	National Historic Site	AZ
Grand Canyon	National Park	AZ
Hohokam Pima	National Monument	AZ
Hubbell Trading Post	National Historic Site	AZ
Montezuma Castle	National Monument	AZ
Navajo	National Monument	AZ
Organ Pipe Cactus	National Monument	AZ
Parashant	National Monument	AZ
Petrified Forest	National Park	AZ
Pipe Spring	National Monument	AZ
Saguaro	National Park	AZ
Sunset Crater Volcano	National Monument	AZ
Tonto	National Monument	AZ
Tumacácori	National Historical Park	AZ
Tuzigoot	National Monument	AZ
Walnut Canyon	National Monument	AZ
Wupatki	National Monument	AZ
Old Spanish	National Historic Trail	AZ, CA, CO, NV, NM, UT
Lake Mead	National Recreation Area	AZ, NV
Glen Canyon	National Recreation Area	AZ, UT
Alcatraz Island		CA
Cabrillo	National Monument	CA
Castle Mountains	National Monument	CA
César E. Chávez	National Monument	CA
Channel Islands	National Park	CA
Death Valley	National Park	CA
Devils Postpile	National Monument	CA
Eugene O'Neill	National Historic Site	CA
Fort Point	National Historic Site	CA
Golden Gate	National Recreation Area	CA
John Muir	National Historic Site	CA
Joshua Tree	National Park	CA
Juan Bautista de Anza	National Historic Trail	CA
Lassen Volcanic	National Park	CA
Lava Beds	National Monument	CA
Manzanar	National Historic Site	CA
Mojave	National Preserve	CA
Muir Woods	National Monument	CA
Pinnacles	National Park	CA

Park Name	Type of Unit	State
Point Reyes	National Seashore	CA
Port Chicago Naval Magazine	National Memorial	CA
Presidio of San Francisco		CA
Redwood	National and State Parks	CA
Rosie the Riveter WWII Home Front	National Historical Park	CA
San Francisco Maritime	National Historical Park	CA
Santa Monica Mountains	National Recreation Area	CA
Sequoia & Kings Canyon	National Parks	CA
Tule Lake Unit	National Monument	CA
Whiskeytown	National Recreation Area	CA
Yosemite	National Park	CA
California	National Historic Trail	CA,CO,ID,KS,MO,NV,OR,UT,WY
Pony Express	National Historic Trail	CA,CO,KS,MO,NV,UT,WY
Bent's Old Fort	National Historic Site	CO
Black Canyon Of The Gunnison	National Park	CO
Colorado	National Monument	CO
Curecanti	National Recreation Area	CO
Florissant Fossil Beds	National Monument	CO
Great Sand Dunes	National Park & Preserve	CO
Mesa Verde	National Park	CO
Rocky Mountain	National Park	CO
Sand Creek Massacre	National Historic Site	CO
Yucca House	National Monument	CO
Santa Fe	National Historic Trail	CO, KS, MO, NM, OK
Dinosaur	National Monument	CO, UT
Quinebaug & Shetucket Rivers Valley	National Heritage Corridor	CT
Weir Farm	National Historic Site	CT
New England	National Scenic Trail	CT, MA
Appalachian	National Scenic Trail	CT,GA,MA,MD,ME,NC,N- H,NJ, NY,PA,TN,VA,VT,WV
African American Civil War Memorial	Memorial	DC
Anacostia	Park	DC
Battleground	National Cemetery	DC
Capitol Hill Parks		DC
Carter G. Woodson Home	National Historic Site	DC
Constitution Gardens		DC
Ford's Theatre	National Historic Site	DC
Fort Dupont Park	Park	DC



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Park Name	Type of Unit	State
Franklin Delano Roosevelt	Memorial	DC
Frederick Douglass	National Historic Site	DC
George Mason	Memorial	DC
George Washington	Memorial Parkway	DC
John Ericsson	National Memorial	DC
Kenilworth Park & Aquatic Gardens		DC
Korean War Veterans	Memorial	DC
Lincoln	Memorial	DC
Martin Luther King, Jr.	Memorial	DC
Mary McLeod Bethune Council House	National Historic Site	DC
National Capital Parks-East		DC
National Mall		DC
National Mall & Memorial Parks		DC
National World War II	Memorial	DC
Old Post Office Tower		DC
Peirce Mill		DC
Pennsylvania Avenue	National Historic Site	DC
President's Park (White House)		DC
Rock Creek	Park	DC
Sewall-Belmont House	National Historic Site	DC
The Old Stone House		DC
Thomas Jefferson	Memorial	DC
Vietnam Veterans	Memorial	DC
Washington	Monument	DC
Potomac Heritage	National Scenic Trail	DC, MD, PA, VA
Chesapeake Bay Gateways Network		DC, MD, PA, VA, WV
Chesapeake & Ohio Canal	National Historical Park	DC, MD, WV
First State	National Historical Park	DE
Big Cypress	National Preserve	FL
Biscayne	National Park	FL
Canaveral	National Seashore	FL
Castillo De San Marcos	National Monument	FL
De Soto	National Memorial	FL
Dry Tortugas	National Park	FL
Everglades	National Park	FL
Fort Caroline	National Memorial	FL
Fort Matanzas	National Monument	FL
Timucuan	Ecological & Historic Preserve	FL

Park Name	Type of Unit	State
Gulf Islands	National Seashore	FL, MS
Andersonville	National Historic Site	GA
Chattahoochee River	National Recreation Area	GA
Chickamauga & Chattanooga	National Military Park	GA
Cumberland Island	National Seashore	GA
Fort Frederica	National Monument	GA
Fort Pulaski	National Monument	GA
Jimmy Carter	National Historic Site	GA
Kennesaw Mountain	National Battlefield Park	GA
Martin Luther King Jr	National Historic Site	GA
Ocmulgee	National Monument	GA
War In The Pacific	National Historical Park	GU
Ala Kahakai	National Historic Trail	HI
Haleakala	National Park	HI
Hawaii Volcanoes	National Park	HI
Honouliuli	National Monument	HI
Kalaupapa	National Historical Park	HI
Kaloko-Honokohau	National Historical Park	HI
Pū'uhonua O Honaunau	National Historical Park	HI
Puukohola Heiau	National Historic Site	HI
USS Arizona	Memorial	HI
World War II Valor in the Pacific	National Monument	HI
Effigy Mounds	National Monument	IA
Herbert Hoover	National Historic Site	IA
Lewis and Clark	National Historic Trail	IA,ID,IL,KS,MO,MT,ND,NE,OR,SD,WA
Mormon Pioneer	National Historic Trail	IA,IL,NE,UT,WY
City Of Rocks	National Reserve	ID
Craters Of The Moon	National Monument & Preserve	ID
Hagerman Fossil Beds	National Monument	ID
Minidoka	National Historic Site	ID
Oregon	National Historic Trail	ID,KS,MO,NE,OR,WY
Nez Perce	National Historical Park	ID,MT,OR,WA
Yellowstone	National Park	ID,MT,WY
Illinois & Michigan Canal	National Heritage Corridor	IL
Lincoln Home	National Historic Site	IL
Pullman	National Monument	IL
George Rogers Clark	National Historical Park	IN
Indiana Dunes	National Lakeshore	IN
Lincoln Boyhood	National Memorial	IN



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Park Name	Type of Unit	State
Brown V Board Of Education	National Historic Site	KS
Fort Larned	National Historic Site	KS
Fort Scott	National Historic Site	KS
Nicodemus	National Historic Site	KS
Tallgrass Prairie	National Preserve	KS
Abraham Lincoln Birthplace	National Historical Park	KY
Mammoth Cave	National Park	KY
Cumberland Gap	National Historical Park	KY, TN, VA
Big South Fork	National River & Recreation Area	KY, TN
Cane River	National Heritage Area	LA
Cane River Creole	National Historical Park	LA
Jean Lafitte	National Historical Park and Preserve	LA
New Orleans Jazz	National Historical Park	LA
Poverty Point	National Monument	LA
Adams	National Historical Park	MA
Boston	National Historical Park	MA
Boston African American	National Historic Site	MA
Boston Harbor Islands	National Recreation Area	MA
Cape Cod	National Seashore	MA
Essex	National Heritage Area	MA
Frederick Law Olmsted	National Historic Site	MA
John F Kennedy	National Historic Site	MA
Longfellow	National Historic Site	MA
Lowell	National Historical Park	MA
Minute Man	National Historical Park	MA
New Bedford Whaling	National Historical Park	MA
Salem Maritime	National Historic Site	MA
Saugus Iron Works	National Historic Site	MA
Springfield Armory	National Historic Site	MA
Blackstone River Valley	National Heritage Corridor	MA, RI
Blackstone River Valley	National Historical Park	MA, RI
Antietam	National Battlefield	MD
Antietam	National Cemetery	MD
Baltimore-Washington	Parkway	MD
Catoctin Mountain	Park	MD
Clara Barton	National Historic Site	MD
Fort Foote	Park	MD
Fort McHenry	National Monument and Historic Shrine	MD

Park Name	Type of Unit	State
Fort Washington	Park	MD
Glen Echo	Park	MD
Greenbelt	Park	MD
Hampton	National Historic Site	MD
Harmony Hall		MD
Monocacy	National Battlefield	MD
Oxon Cove Park & Oxon Hill Farm		MD
Piscataway	Park	MD
Suitland	Parkway	MD
Thomas Stone	National Historic Site	MD
Chesapeake Bay	Gateways and Watertrails Network	MD, VA
Star-Spangled Banner	National Historic Trail	MD
Assateague Island	National Seashore	MD, VA
Harriet Tubman Underground Railroad	National Historical Park	MD
Acadia	National Park	ME
Maine Acadian Culture		ME
Roosevelt Campobello	International Park	ME
Saint Croix Island	International Historic Site	ME
Father Marquette	National Memorial	MI
Isle Royale	National Park	MI
Keweenaw	National Historical Park	MI
Pictured Rocks	National Lakeshore	MI
River Raisin	National Battlefield	MI
Sleeping Bear Dunes	National Lakeshore	MI
North Country	National Scenic Trail	MI,MN,ND,NY,OH,PA,WI
Grand Portage	National Monument	MN
Mississippi	National River & Recreation Area	MN
Pipestone	National Monument	MN
Voyageurs	National Park	MN
George Washington Carver	National Monument	MO
Harry S Truman	National Historic Site	MO
Jefferson	National Expansion Memorial	MO
Ozark	National Scenic Riverways	MO
Ulysses S Grant	National Historic Site	MO
Wilson's Creek	National Battlefield	MO
American Memorial	Park	MP
Brices Cross Roads	National Battlefield Site	MS
Natchez	National Historical Park	MS



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Park Name	Type of Unit	State
Tupelo	National Battlefield	MS
Vicksburg	National Military Park	MS
Vicksburg	National Cemetery	MS
Natchez Trace	National Scenic Trail	MS, TN
Big Hole	National Battlefield	MT
Glacier	National Park	MT
Grant-Kohrs Ranch	National Historic Site	MT
Little Bighorn Battlefield	National Monument	MT
Bighorn Canyon	National Recreation Area	MT, WY
Cape Hatteras	National Seashore	NC
Cape Lookout	National Seashore	NC
Carl Sandburg Home	National Historic Site	NC
Fort Raleigh	National Historic Site	NC
Guilford Courthouse	National Military Park	NC
Moore's Creek	National Battlefield	NC
Wright Brothers	National Memorial	NC
Overmountain Victory	National Historic Trail	NC, SC, TN, VA
Blue Ridge	Parkway	NC, VA
Fort Union Trading Post	National Historic Site	ND
Knife River Indian Villages	National Historic Site	ND
Theodore Roosevelt	National Park	ND
Agate Fossil Beds	National Monument	NE
Chimney Rock	National Historic Site	NE
Homestead	National Monument of America	NE
Niobrara	National Scenic River	NE
Scotts Bluff	National Monument	NE
Saint-Gaudens	National Historic Site	NH
Great Egg Harbor River		NJ
Morristown	National Historical Park	NJ
New Jersey Coastal Heritage Trail Route		NJ
New Jersey Pinelands	National Reserve	NJ
Paterson Great Falls	National Historical Park	NJ
Thomas Edison	National Historical Park	NJ
Ellis Island	National Monument	NJ, NY
Aztec Ruins	National Monument	NM
Bandelier	National Monument	NM
Capulin Volcano	National Monument	NM
Carlsbad Caverns	National Park	NM
Chaco Culture	National Historical Park	NM
El Malpais	National Monument	NM

Park Name	Type of Unit	State
Chaco Culture	National Historical Park	NM
El Malpais	National Monument	NM
El Morro	National Monument	NM
Fort Union	National Monument	NM
Gila Cliff Dwellings	National Monument	NM
Pecos	National Historical Park	NM
Petroglyph	National Monument	NM
Salinas Pueblo Missions	National Monument	NM
Valles Caldera	National Preserve	NM
White Sands	National Monument	NM
Manhattan Project	National Historical Park	NM, TN, WA
El Camino Real de Tierra Adentro	National Historic Trail	NM, TX
Great Basin	National Park	NV
Tule Springs Fossil Beds	National Monument	NV
African Burial Ground	National Monument	NY
Castle Clinton	National Monument	NY
Eleanor Roosevelt	National Historic Site	NY
Erie Canalway	National Heritage Corridor	NY
Federal Hall	National Memorial	NY
Fire Island	National Seashore	NY
Fort Stanwix	National Monument	NY
General Grant	National Memorial	NY
Governors Island	National Monument	NY
Hamilton Grange	National Memorial	NY
Home Of Franklin D Roosevelt	National Historic Site	NY
Lower East Side Tenement Museum	National Historic Site	NY
Manhattan Sites		NY
Martin Van Buren	National Historic Site	NY
National Parks of New York Harbor		NY
Niagara Falls	National Heritage Area	NY
Sagamore Hill	National Historic Site	NY
Saint Paul's Church	National Historic Site	NY
Saratoga	National Historical Park	NY
Statue Of Liberty	National Monument	NY
Theodore Roosevelt Birthplace	National Historic Site	NY
Theodore Roosevelt Inaugural	National Historic Site	NY
Vanderbilt Mansion	National Historic Site	NY
Women's Rights	National Historical Park	NY
Gateway	National Recreation Area	NY, NJ



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Park Name	Type of Unit	State
Upper Delaware	Scenic & Recreational River	NY, PA
Charles Young Buffalo Soldiers	National Monument	OH
Cuyahoga Valley	National Park	OH
David Berger	National Memorial	OH
Dayton Aviation Heritage	National Historical Park	OH
First Ladies	National Historic Site	OH
Hopewell Culture	National Historical Park	OH
James A Garfield	National Historic Site	OH
Perry's Victory & International Peace	Memorial	OH
William Howard Taft	National Historic Site	OH
Chickasaw	National Recreation Area	OK
Oklahoma City	National Memorial	OK
Washita Battlefield	National Historic Site	OK
Crater Lake	National Park	OR
John Day Fossil Beds	National Monument	OR
Lewis and Clark	National Historical Park	OR
Mcloughlin House	National Historic Site	OR
Oregon Caves	National Monument & Preserve	OR
Allegheny Portage Railroad	National Historic Site	PA
Delaware	National Scenic River	PA
Delaware & Lehigh	National Heritage Corridor	PA
Delaware Water Gap	National Recreation Area	PA, NJ
Deshler-Morris House	National Historical Park	PA
Edgar Allan Poe	National Historic Site	PA
Eisenhower	National Historic Site	PA
Flight 93	National Memorial	PA
Fort Necessity	National Battlefield	PA
Friendship Hill	National Historic Site	PA
Gettysburg	National Military Park	PA
Gettysburg	National Cemetery	PA
Gloria Dei Church	National Historic Site	PA
Hopewell Furnace	National Historic Site	PA
Independence	National Historical Park	PA
Johnstown Flood	National Memorial	PA
Steamtown	National Historic Site	PA
Thaddeus Kosciuszko	National Memorial	PA
Valley Forge	National Historical Park	PA
San Juan	National Historic Site	PR
Roger Williams	National Memorial	RI
Touro Synagogue	National Historic Site	RI
Charles Pinckney	National Historic Site	SC

Park Name	Type of Unit	State
Charles Pinckney	National Historic Site	SC
Congaree	National Park	SC
Cowpens	National Battlefield	SC
Fort Sumter	National Monument	SC
Kings Mountain	National Military Park	SC
Ninety Six	National Historic Site	SC
Badlands	National Park	SD
Jewel Cave	National Monument	SD
Minuteman Missile	National Historic Site	SD
Missouri	National Recreational River	SD
Mount Rushmore	National Memorial	SD
Wind Cave	National Park	SD
Andrew Johnson	National Historic Site	TN
Fort Donelson	National Battlefield	TN
Fort Donelson	National Cemetery	TN
Obed	Wild & Scenic River	TN
Shiloh	National Military Park	TN
Shiloh	National Cemetery	TN
Stones River	National Battlefield	TN
Stones River	National Cemetery	TN
Great Smoky Mountains	National Park	TN, NC
Alibates Flint Quarries	National Monument	TX
Amistad	National Recreation Area	TX
Big Bend	National Park	TX
Big Thicket	National Preserve	TX
Chamizal	National Memorial	TX
El Camino Real de los Tejas	National Historic Trail	TX
Fort Davis	National Historic Site	TX
Guadalupe Mountains	National Park	TX
Lake Meredith	National Recreation Area	TX
Lyndon B Johnson	National Historical Park	TX
Padre Island	National Seashore	TX
Palo Alto Battlefield	National Historical Park	TX
Rio Grande	Wild & Scenic River	TX
San Antonio Missions	National Historical Park	TX
Waco Mammoth	National Monument	TX
Arches	National Park	UT
Bryce Canyon	National Park	UT
Canyonlands	National Park	UT
Capitol Reef	National Park	UT
Cedar Breaks	National Monument	UT



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Park Name	Type of Unit	State
Golden Spike	National Historic Site	UT
Hovenweep	National Monument	UT
Natural Bridges	National Monument	UT
Rainbow Bridge	National Monument	UT
Timpanogos Cave	National Monument	UT
Zion	National Park	UT
Appomattox Court House	National Historical Park	VA
Arlington House, The Robert E. Lee Memorial	National Memorial	VA
Booker T Washington	National Monument	VA
Cape Henry Memorial	Memorial	VA
Cedar Creek & Belle Grove	National Historical Park	VA
Claude Moore Colonial Farm		VA
Colonial	National Historical Park	VA
Fort Monroe	National Monument	VA
Fredericksburg	National Cemetery	VA
Fredericksburg & Spotsylvania	National Military Park	VA
George Washington Birthplace	National Monument	VA
Great Falls	Park	VA
Green Springs		VA
Jamestown	National Historic Site	VA
Lyndon Baines Johnson Memorial Grove on the Potomac	National Memorial	VA
Maggie L Walker	National Historic Site	VA
Manassas	National Battlefield Park	VA
Petersburg	National Battlefield	VA
Poplar Grove	National Cemetery	VA
Prince William Forest	Park	VA
Richmond	National Battlefield Park	VA
Shenandoah	National Park	VA
Theodore Roosevelt Island	Park	VA
Wolf Trap National Park for the Performing Arts	Park	VA
Yorktown	National Cemetery	VA
Yorktown Battlefield		VA
Captain John Smith Chesapeake	National Historic Trail	VA, MD, DE, DC
Buck Island Reef	National Monument	VI
Christiansted	National Historic Site	VI
Salt River Bay	National Historic Park and Ecological Preserve	VI
Virgin Islands	National Park	VI

Park Name	Type of Unit	State
Virgin Islands Coral Reef	National Monument	VI
Marsh - Billings - Rockefeller	National Historical Park	VT
Ebey's Landing	National Historical Reserve	WA
Fort Vancouver	National Historic Site	WA
Klondike Gold Rush - Seattle Unit	National Historical Park	WA
Lake Chelan	National Recreation Area	WA
Lake Roosevelt	National Recreation Area	WA
Mount Rainier	National Park	WA
North Cascades	National Park	WA
Olympic	National Park	WA
Ross Lake	National Recreation Area	WA
San Juan Island	National Historical Park	WA
Whitman Mission	National Historic Site	WA
Ice Age Floods	National Geological Trail	WA, OR, ID, MT
Apostle Islands	National Lakeshore	WI
Ice Age	National Scenic Trail	WI
Saint Croix	National Scenic Riverway	WI
Bluestone	National Scenic River	WV
Gauley River	National Recreation Area	WV
Harpers Ferry	National Historical Park	WV
New River Gorge	National River	WV
Devils Tower	National Monument	WY
Fort Laramie	National Historic Site	WY
Fossil Butte	National Monument	WY
Grand Teton	National Park	WY
John D Rockefeller Jr	Memorial Parkway	WY



The Ultimate Journey

APPENDIX III: RESOURCES

NATIONAL PARK SERVICE

The National Park Service is a bureau of the U.S. Department of the Interior. The National Park Service preserves the natural and cultural resources and values of the National Park Service for the enjoyment, education and inspiration of this and future generations. The National Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world. The National Park Service website includes information on finding parks, visiting parks, conservation in parks, resources for educators and more!

Visit: <https://www.nps.gov/index.htm>

APPS FOR NATIONAL PARKS

Mobile App creation for National Parks is being done by parks, partners, cooperating associations, Harpers Ferry Center, non-profits, universities and third-party developers. Most of the current apps are focused on orientation, wayfinding and activity planning rather than interpretation and education. Parks have independently created apps that include site information and audio guides, and are published by developers or partners. Partners and cooperating associations have created apps with outside developers that are mainly commercial and charge for initial download or in-app purchases. For more information, visit: <https://www.nps.gov/hfc/products/digitalmedia/mobileapps>

ENVIRONMENTAL EDUCATION MATERIALS

The following organizations provide environmental education materials that can be used to supplement the activities in this guide:

Project Learning Tree

Project Learning Tree is an award-winning environmental education program designed for teachers and other educators, parents and community leaders working with youth from preschool through grade 12. For more information, visit: <https://www.plt.org>

Council for Environmental Education

The Council for Environmental Education is a nationally recognized leader in environmental education, providing programs and services that promote responsible stewardship of natural resources. For more information, visit: <http://www.councilforee.org>

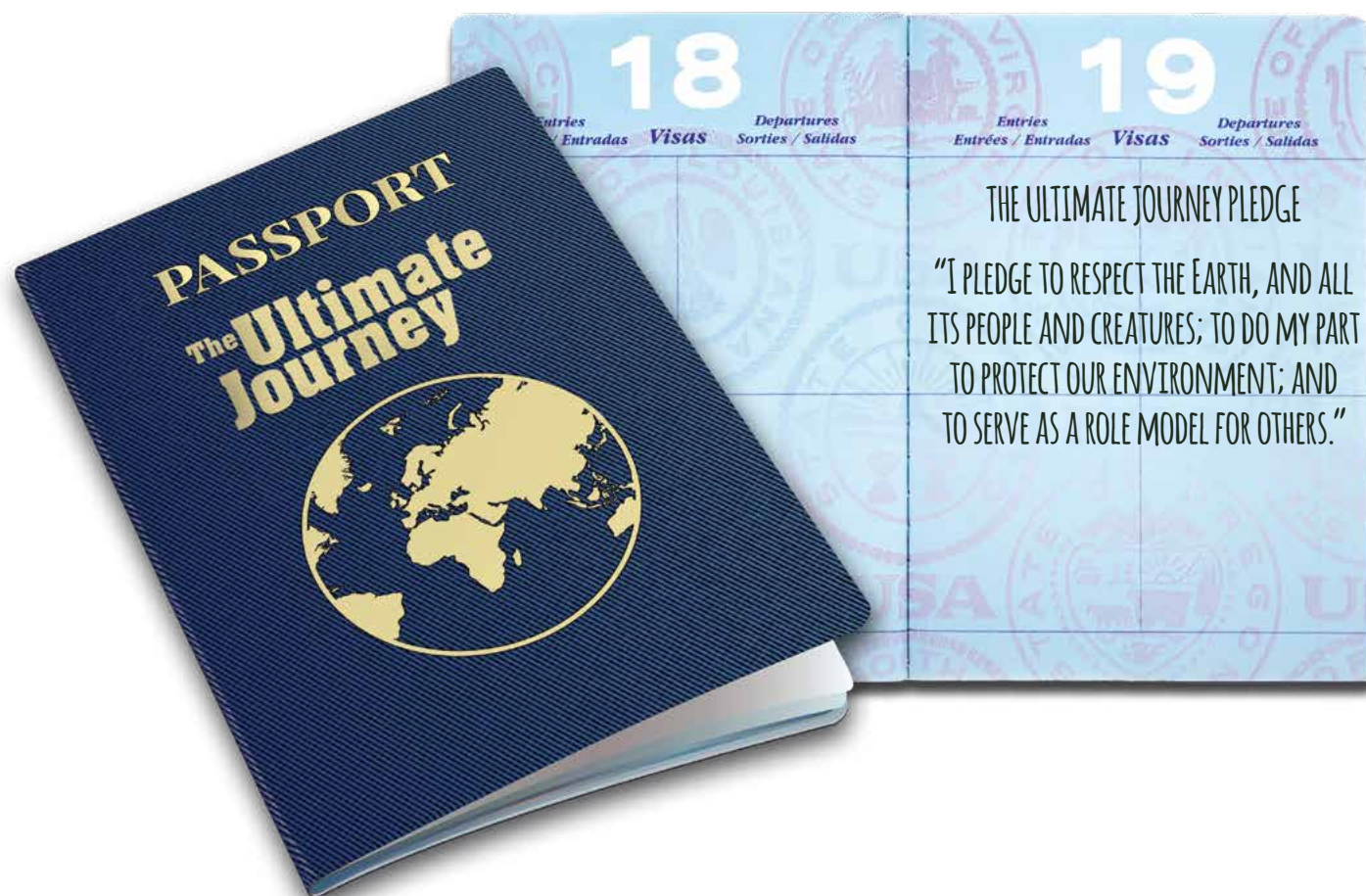
National Wildlife Federation

The National Wildlife Federation is a voice for wildlife, dedicated to protecting wildlife and habitat and inspiring the future generation of conservationists. For more information, visit: <http://www.nwf.org>

APPENDIX IV: PASSPORT AND PLEDGE

DIRECTIONS:

Download the Template at: BGCA.net/ultimate_journey or photocopy the following pages to create the Passport and Pledge for members.





The Ultimate Journey

CREATE YOUR ULTIMATE JOURNEY PASSPORT: WEEK 1 - 4

WEEK ONE: TAKING FLIGHT

WEEK TWO: ECOSYSTEM SERVICES

WEEK THREE: PEOPLE, PLACES & PARKS

WEEK FOUR: LET IT GROW!

CREATE YOUR ULTIMATE JOURNEY PASSPORT: WEEK 5 - 8

WEEK FIVE: REDUCE, REUSE, RECYCLE

WEEK SIX: IT'S IN THE PAST

WEEK SEVEN: WILDLIFE IN OUR WORLD

WEEK EIGHT: FIELD TRIP & RECOGNITION CEREMONY



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APPENDIX V

THE ULTIMATE JOURNEY CERTIFICATE OF COMPLETION

DIRECTIONS:

Download the template at: BGCA.net/ultimate_journey
or photocopy the following certificate for each member.



**BOYS & GIRLS CLUBS
OF AMERICA**



**NATIONAL
PARK
SERVICE**

The Ultimate Journey

CERTIFICATE OF COMPLETION

This certifies that

has successfully completed the
Boys & Girls Club Ultimate Journey.

Program Director

CEO

The **Ultimate Journey**

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Boys & Girls Clubs of the Tennessee Valley, Knoxville, Tenn.

Boys & Girls Clubs of Central Illinois, Springfield, Ill.



The following BGCA national staff members contributed to and provided helpful insights for the development of this guide:

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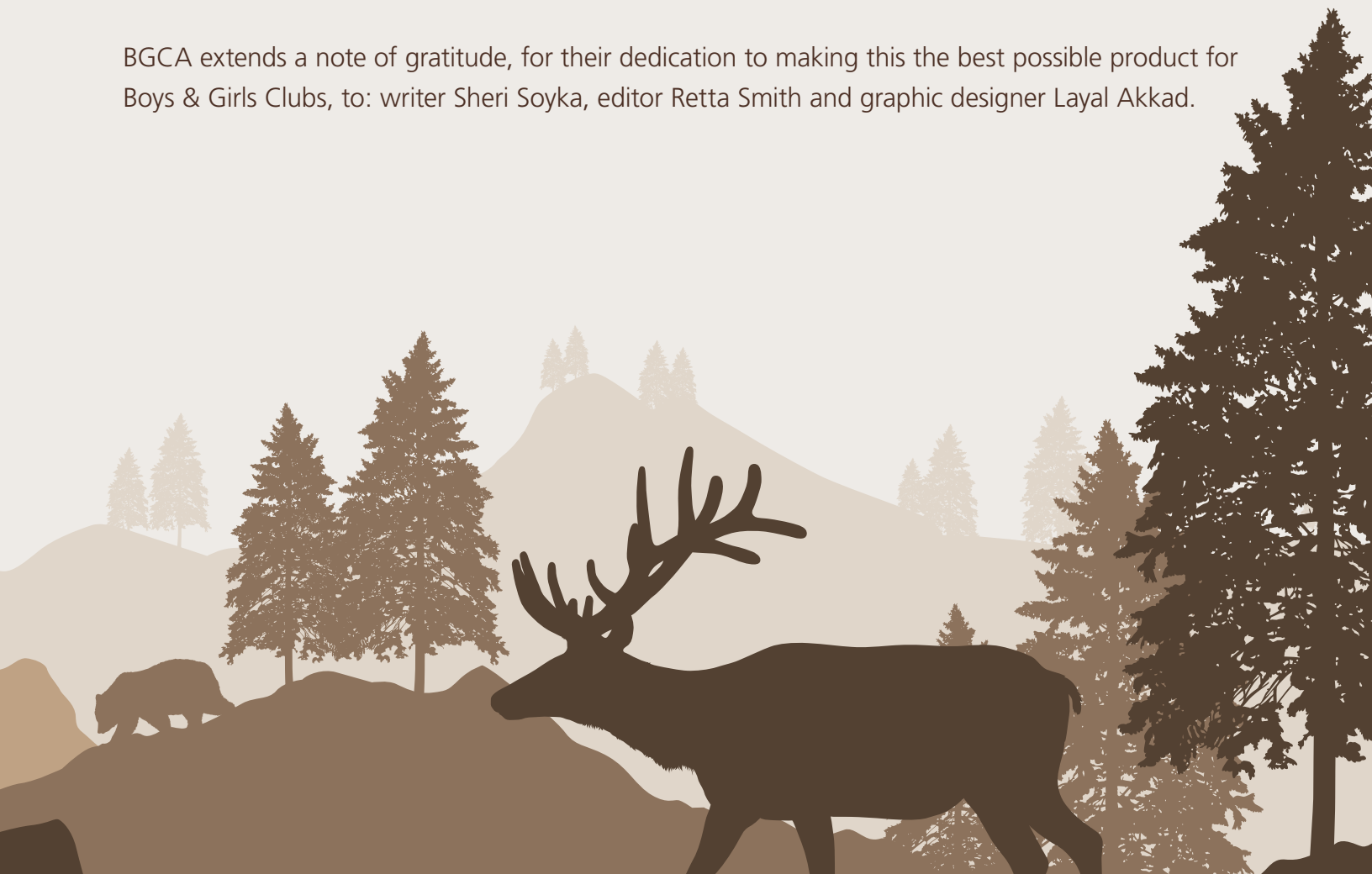
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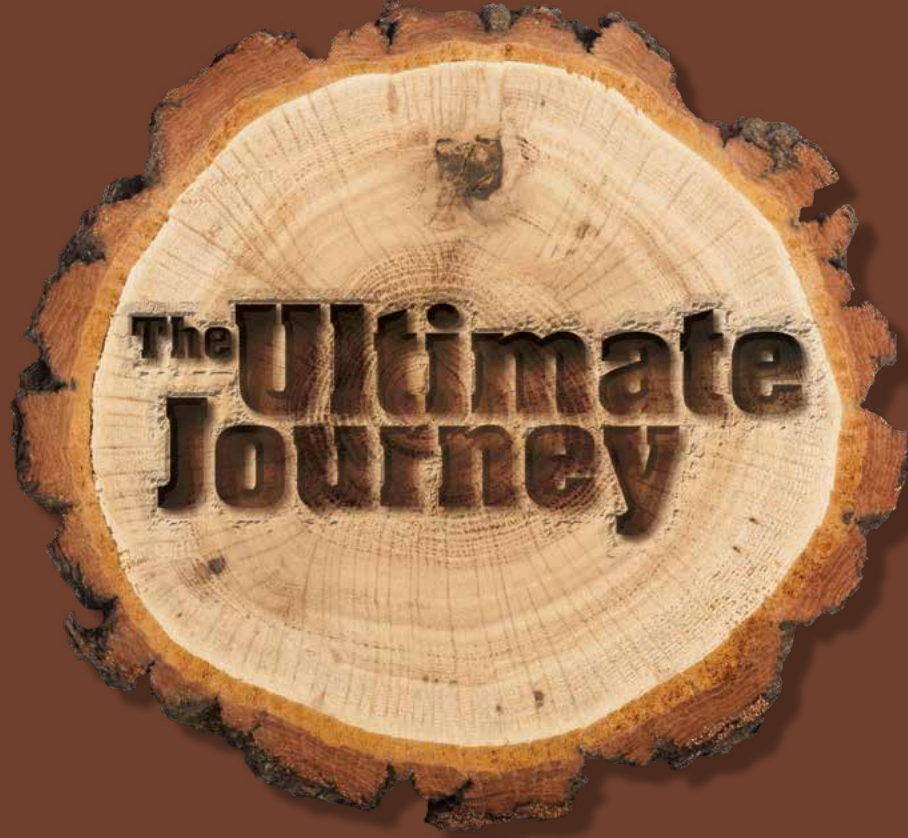
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GREAT FUTURES START HERE.



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