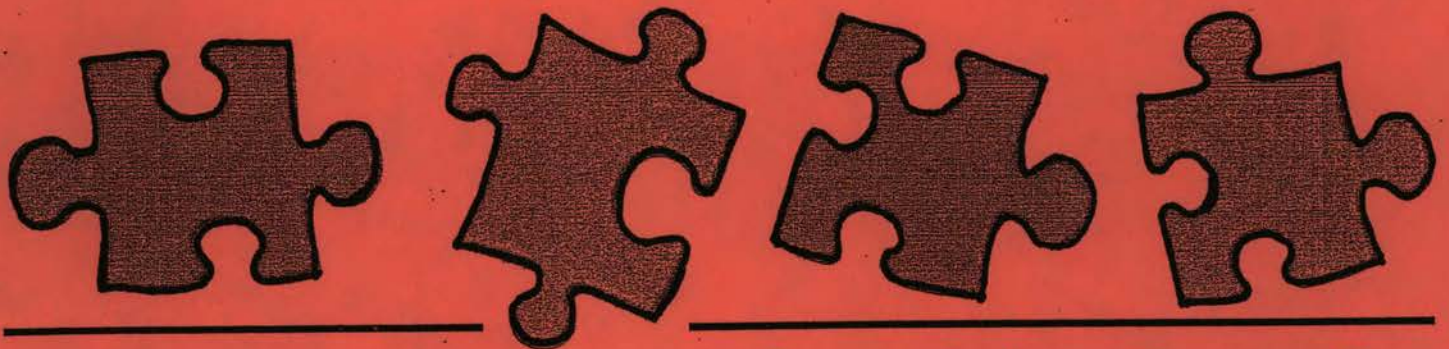


# CHATCOLAB 2011

	Saturday June 11	Sunday June 12	Monday June 13	Tuesday June 14	Wednesday June 15	Thursday June 16	Friday June 17	
7:00 -7:30 am		Larks – Robert Service	Larks – Tai Chi	Larks- Sharing	Larks – Aromatherapy	Larks – Yoga	Larks – guided meditation	
		12-step meeting	12-step meeting	12-step meeting	12-step meeting	12-step meeting	12-step meeting	
7:30-8:15		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:15-8:25		Flag raising	Flag raising	Flag raising	Flag raising	Flag raising		
8:30-8:45		All Lab Singing – Beverly Larsen						
8:45-10:15		All-Lab – Dr. Terry Armstrong (Teens: Dee LaMay Young Labbers: Dave Chandler)					Clean Camp	
10:15-10:30		Activity Planning and Family Group	Break	Break	Break	Break	Have a Safe Trip Home	
10:30-12:15			In-Depths: Colleen Lulf – memoir writing Bevy Larsen – Bead-o-Rama Mike Cavey – outdoor stuff Brady Quarterman - Improv Kathy Wright - Reflexology		In-Depths Colleen Lulf – memoir writing Bevy Larsen – Bead-o-Rama Mike Cavey – outdoor stuff Brady Quarterman – improv Karen Ward – line dance			
12:30-1:15	Registration	Lunch	Lunch	Lunch	Lunch	Lunch	Plan for Chat 2012	
1:15-1:45		Break	Family group	Free Time	Annual meeting	Family group		
1:45-3:15		Minis: *Tipi building *Swedish weaving *Ethnic cooking *Pipe Chimes *Youth Games w/Dee	Minis: *Wind chimes *Aches & pains *Whittling *Dance *Youth Games w/Dee	Waterfront		Minis: *Ethnic cooking *Balloon sculpture *Shelter building *Aromatherapy *Youth Games w/Dee		
3:00-3:15					Family Group			
3:15-4:00			Free Time	Free Time	Free Time	Free Time		
4:00-5:30			Minis: *Poetry *3on3 b'ball *Electronic etiquette *Tile pictures *Waterfront	Minis: *Improv *Fun with Food *Lummi sticks *Smarter than a 5 <sup>th</sup> grader *Waterfront		Minis: *Bird feeders *Money origami *Campfire cooking *Money mgmt *Waterfront		Share Fair (Family Group)
6:00-6:45		Dinner	Dinner	Dinner	Dinner	Dinner		Dinner
6:45		Flag lowering	Flag lowering	Flag lowering	Flag lowering	Flag lowering		Flag lowering
7:00-7:45	Orientation	Free time	Free time	Free time	Free time	Free time		
7:45-9:15	Opening ceremony	Evening Activity (Family Group)	Evening Activity (Family Group)	Old Fashioned Games	Auction (Family Group)	Closing ceremony		
9:30-12:00	Night Owls and Night Time Treats – 11:00 pm get your hooter on and quiet time in sleeping areas							



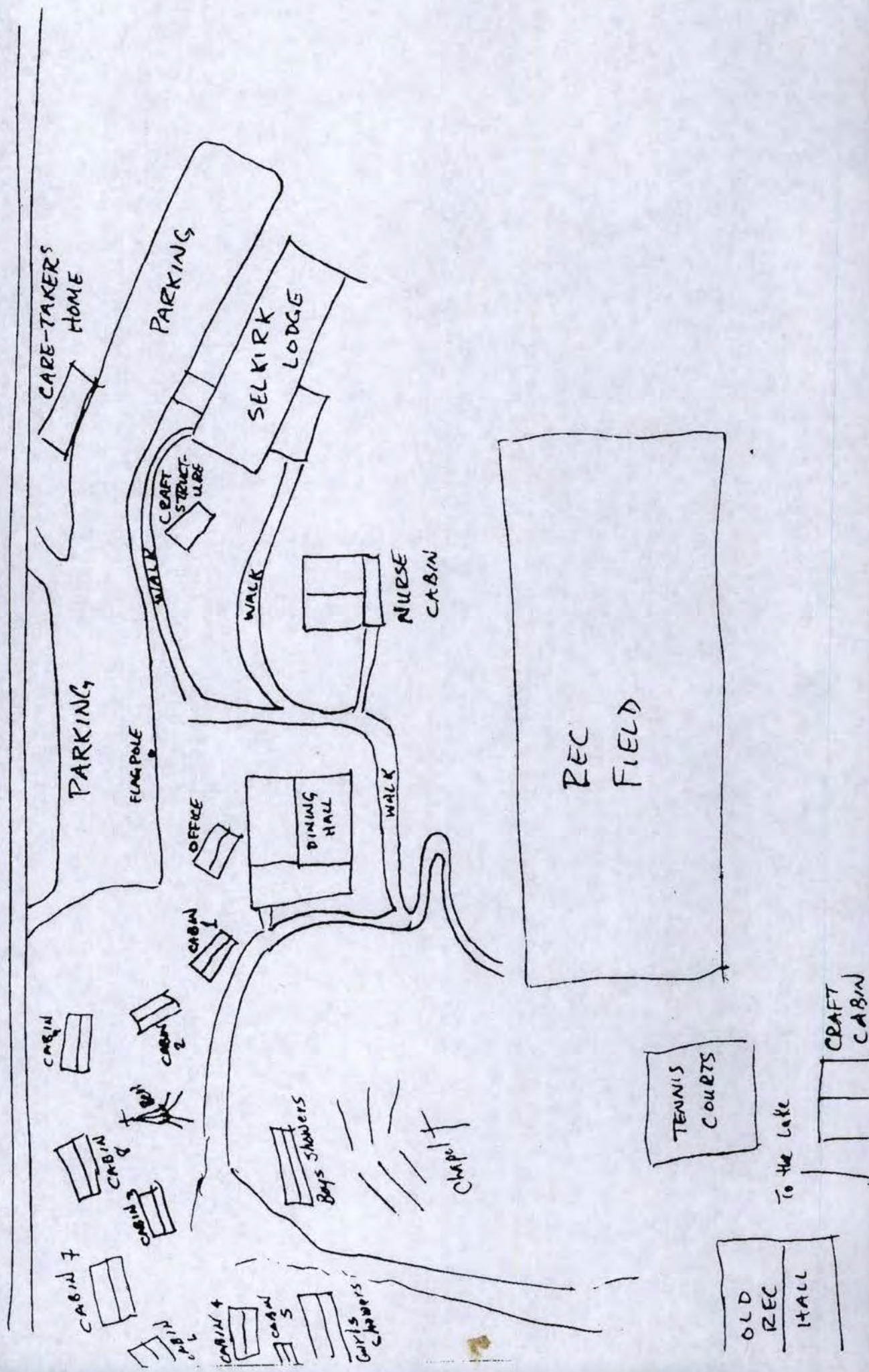
# Solving the Leadership Puzzle

*CHATCOLAB 2011*

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# CAMP TWIN LOW



### 2011 Chatcolab Board Members and Officers

Chairperson.....	Jennie Rylee 2011	c 208-860-7128 h 208-344-4739
Vice chair.....	Jackie Baritell 2012	h 916-681-3857 c 916-747-0525
Secretary.....	Dawn Carver 2013	307-745-7714
Treasurer..... (not board position)	Nel Carver	208-883-1533
Registrar.....	Bob Caver	208-883-1533

### Members at Large

Susan Sacco 2011	c 801-497-1020	h 928-855-2455
John Beasley 2011	c 503-329-2139	h 503-650-0704
Carol Earl 2012	c 801-866-2636	h 801-732-2702
Mike Early 2013	503-632-7672	
Kim Maes 2013	302-635-2435	
Alana Hastings 2013	406-866-3270	

### 2011 Youth Representatives

Kyla Riphenburg	age 17	406-450-0003
Kayla Newland	age 16	503-829-2130
Carlo Sacco	age 17	801-928-0937
Cooper Early	age 14	503-632-7672
Tiller Chandler	age 14	406-761-3983

### Honary Board Members

Jean Baringer      Terry Weber      Bill Headrick      Miriam Beasley

### Life Time Board Member Leila Steckelberg

Jean Baringer 406-271-7716      [baringer@3rivers.net](mailto:baringer@3rivers.net)  
Bob Beasley 206-227-1642 c

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**Solving the Leadership Puzzle**  
*CHATCOLAB 2011*

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**ALL LAB:**

Dr. Terry Armstrong

Teens: Dee LaMay

Young Labbers: Dave Chandler

## Professionalism

READ EACH STATEMENT CAREFULLY, AND ASSIGN IT A NUMERICAL VALUE 5 TO 1 WITH 5 BEING THE HIGHEST AND MOST LIKE YOU AND 1 BEING THE LOWEST AND NOT AT ALL LIKE YOU.

1. I assume committee assignments graciously.
2. I pride myself in knowing about my students.
3. I am a constant advocate for students and school.
4. I am available for student/parent conferences.
5. I keep a daily log of visitors, conversations and meetings.
6. I am conversant about state and local community affairs.
7. I shop locally.
8. I am conversant about the human genome project.
9. I attend professional meetings regularly.
10. I maintain a positive attitude when dealing with my students.
11. I call parents at home to provide positive feedback about their son or daughter.
12. I am careful to avoid hurtful comments when conferring with students and parents.
13. I maintain neat records.
14. I am current with understanding student vernacular.
15. I am discrete about shopping.
16. I can speak knowledgeably about our nation's space initiatives.
17. I participate in school and community improvement projects.
18. I keep current regarding student issues, trends and ideas.
19. I use media outlets to promote my school, programs and students.

20. My office and room project an academic atmosphere.
21. I keep a monthly planner.
22. I know school policy, procedures and regulations.
23. I am associated with local charities.
24. I understand our fusion energy policies.
25. I do not gossip or speak inappropriately.
26. I am courteous and friendly toward all staff and faculty members.
27. I attend school board meetings.
28. I appear organized.
29. I maintain a record of student questionnaires containing their personal information.
30. I travel to places that enhance my teaching.
31. I am careful not to be public on controversial issues.
32. I understand fully how our nation's science enterprise is funded.
33. I belong to professional organizations related to my teaching assignment.
34. I am known as a student advocate.
35. I recognize that I must be sensible about my dress, language and behavior.
36. I model attributes I wish to inculcate in my students.
37. I maintain a yearly diary.
38. I use my summers to enhance my teaching professionalism.
39. I am discrete about my political views.
40. I understand the role of science in society.
41. I assist young or inexperienced teachers when necessary.



42. I keep student confidences.
43. I have a personal public relations plan.
44. I remembers the power of good questions when confronting parents and students.
45. I keep a record of persons, parents, and officials whom I meet.
46. I am able to develop grants to support teaching improvement.
47. I know where my students are employed.
48. I understand the nature of DNA.
49. I use appropriate procedures for referring others for special assistance.
50. When disagreements arise I discuss the concern directly with the person involved.
51. I use a variety of methods to put people up.
52. I avoid disparaging comments when dealing with discipline problems.
53. I maintain files of information to enhance my teaching.
54. I have hobbies and interests that are seen by others as positive.
55. I participate in local community improvement projects.
56. I am conversant about health issues facing our country.

## Professionalism Assessment

Using the numbers you assigned to the statements on the first part of this assessment instrument, place them in the blanks next to the statement number. For example, if you assigned statement number 1 a "4", then you would write the "4" on the line next to number 1 below.

A	B	C	D	E	F	G	H
1.____	2.____	3.____	4.____	5.____	6.____	7.____	8.____
9.____	10.____	11.____	12.____	13.____	14.____	15.____	16.____
17.____	18.____	19.____	20.____	21.____	22.____	23.____	24.____
25.____	26.____	27.____	28.____	29.____	30.____	31.____	32.____
33.____	34.____	35.____	36.____	37.____	38.____	39.____	40.____
41.____	42.____	43.____	44.____	45.____	46.____	47.____	48.____
49.____	50.____	51.____	52.____	53.____	54.____	55.____	56.____
_____	_____	_____	_____	_____	_____	_____	_____

Now go back and total the numbers in each of the vertical columns. Place the total on the longer line at the bottom of each column. Calculate the average for each column by dividing by 7. Place your values, rounded to the nearest whole number, as a dot on the spoke of the wheel corresponding to the appropriate column. Connect your dots. This is your Professionalism Profile.

Compare your profile with as many others as you can. What does this suggest?

- Column A = Professionalism
- Column B = Relationships
- Column C = Public Relations
- Column D = Availability
- Column E = Daily Planning
- Column F = Extracurricular
- Column G = Community Relations
- Column H = Contemporary Ideas

# PROFESSIONALISM

## PROFESSIONALLISM



## CAREER PATHWAYS INVENTORY

READ EACH STATEMENT CAREFULLY, AND ASSIGN IT A NUMERICAL VALUE 5 TO 1 WITH 5 BEING THE HIGHEST AND MOST LIKE YOU AND 1 BEING THE LOWEST AND NOT AT ALL LIKE YOU.

1. I enjoy art of all kinds.
2. Keeping records of my activities is important to me.
3. I would enjoy a career in some medical field.
4. Community service is important in my life.
5. I am fascinated by how equipment operates.
6. I would enjoy a career caring for our living environment.
7. Combinations of color patterns interest me.
8. I excel at managing people.
9. I am sensitive about my daily diet.
10. I enjoy working in social groups.
11. I enjoy machines of all kinds.
12. I like work that involves plants and animals.
13. Communication, in all its forms, is an area of interest for me.
14. The world of finance is of interest to me.
15. Personal physical fitness is important to me.
16. I enjoy teaching others.
17. I enjoy learning to operate equipment.
18. Food preparation industries interest me.
19. Design in color, form, and texture appeals to me.

LIVE HARMONIOUSLY WITH OTHERS

HARMONY

PER. HEALTH

CULTURE

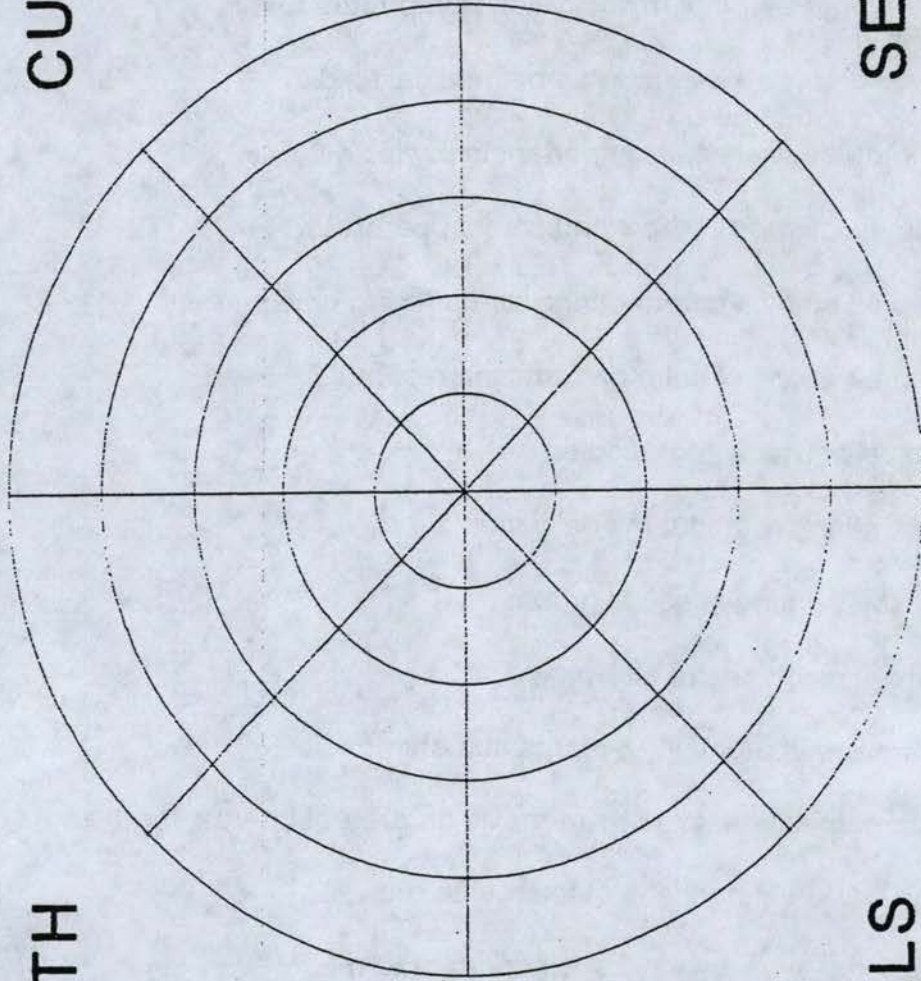
CREATE

INT. GR.

BASIC SKILLS

SELF REL.

ACT RESPONSIBLY



I want my students to:

41. Learn to base relations with others on respect, trust, co-operation, and caring.
42. Develop an understanding of the values of society.
43. Develop the ability to make judgements in a variety of roles-citizen, consumer, worker, as well as intellectual activities.
44. Develop moral integrity.
45. Learn that the biological and physical resonances of the world are important.
46. Measure accurately.
47. Develop hobbies or interests involving the arts.
48. Develop the ability for constructive self criticism.
49. Develop an understanding of international relations.
50. Know ones own genetic background.
51. Develop a positive attitude about a general fund of knowledge, curiosity, and desire for further learning.
52. Act ethically and honestly.
53. Learn to participate in local government.
54. Learn how to prepare food for oneself.
55. Contribute to the artistic interests of ones community.
56. Learn to set personal goals.

## Purposes of School

Using the numbers you assigned to the statements on the first part of this assessment instrument, place them in the blanks next to the statement number. For example, if you assigned statement number 1 a "4", then you would write the "4" on the line next to number 1 below.

A	B	C	D	E	F	G	H
1. _____	2. _____	3. _____	4. _____	5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____	13. _____	14. _____	15. _____	16. _____
17. _____	18. _____	19. _____	20. _____	21. _____	22. _____	23. _____	24. _____
25. _____	26. _____	27. _____	28. _____	29. _____	30. _____	31. _____	32. _____
33. _____	34. _____	35. _____	36. _____	37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____	45. _____	46. _____	47. _____	48. _____
49. _____	50. _____	51. _____	52. _____	53. _____	54. _____	55. _____	56. _____
_____	_____	_____	_____	_____	_____	_____	_____

Now go back and total the numbers in each of the vertical columns. Place the total on the longer line at the bottom of each column. Calculate the average for each column by dividing by 7. Place your values, rounded to the nearest whole number, as a dot on the spoke of the wheel corresponding to the appropriate column. Connect your dots. This is your Purposes of School Profile.

Compare your profile with as many others as you can. What does this suggest?

Column A = Live Harmoniously with Others

Column B = Comprehend Culture

Column C = Grow Intellectually

Column D = Be Self Reliant

Column E = Act Responsibly in a Democracy

Column F = Be Proficient in Basic Skills

Column G = Value Creativity and the Arts

Column H = Preserve Personal Health and Safety

## B=f(PE)

Read each statement carefully, and assign it a numerical value 5 to 1, with 5 being the highest and most like you, and 1 being the lowest and not at all like you.

1. I read a lot.
2. I am a music fan.
3. I can speak knowledgably about genomics.
4. I consider myself free of prejudice toward others.
5. I constantly strive to strengthen my brain.
6. I am careful to regulate my daily diet.
7. I always have a good attitude.
8. I enjoy good health.
9. I take care calculating my monthly budget.
10. I routinely sing or process melodies in my mind.
11. I am an expert in several areas of study.
12. I rarely gossip about others.
13. I seek novel ways to do things.
14. I do not smoke.
15. I am free of addictive behaviors.
16. My family history is one of excellent health.
17. I maintain a personal journal.
18. I have artistic hobbies.
19. I know both sides of the global warming controversy.
20. I have diverse friends, ethnically and socially.
21. I always have something to do.
22. I limit my daily carbohydrate consumption.
23. I sleep soundly every night.
24. I consider myself physically fit.
25. I read novels regularly.
26. I attend musical events regularly.



27. I can speak accurately about protein synthesis.
28. I am tolerant of those less fortunate than I.
29. I enjoy my leisure time.
30. I know the principal sources of essential amino acids.
31. I am not a compulsive person.
32. I do not have allergies.
33. I correspond with others in writing.
34. Art is an important component of my home décor.
35. I know the principal battles of the Revolutionary War.
36. I am sensitive about how I communicate with others.
37. I have an excellent brain.
38. I do not consume alcohol.
39. It is easy for me to compliment others.
40. I consider myself to be agile.
41. I use higher mathematics in my daily life.
42. My house décor is important to me.
43. I am knowledgeable about the great masters of literature.
44. I am free of bias against gays.
45. My brain enjoys solving problems.
46. I consume fat sparingly.
47. I am not a manipulative person.
48. My family is free of genetic-related disease.
49. I read papers and magazines.
50. I often plan to see art exhibits.
51. It is easy for me to know both sides of an argument.
52. I never hold a grudge.
53. I think deeply about issues and things.
54. I keep my weight within normal limits.
55. I have a strong spiritual sense.
56. I have exceptional talents not enjoyed by others.

## B=f(PE) Umbrella

Using the numbers you assigned to the statements on the first part of this assessment instrument, place them in the blanks next to the statement number. For example, if you assigned statement number 1 a "4," then you would write "4" on the line next to number 1 below.

1. _____	2. _____	3. _____	4. _____	5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____	13. _____	14. _____	15. _____	16. _____
17. _____	18. _____	19. _____	20. _____	21. _____	22. _____	23. _____	24. _____
25. _____	26. _____	27. _____	28. _____	29. _____	30. _____	31. _____	32. _____
33. _____	34. _____	35. _____	36. _____	37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____	45. _____	46. _____	47. _____	48. _____
49. _____	50. _____	51. _____	52. _____	53. _____	54. _____	55. _____	56. _____

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Now go back and total the numbers in each of the vertical columns. Place the total on the longer line at the bottom of each column. Calculate the average for each column by dividing by 7. Place your values, rounded to the nearest whole number, as a dot on the spoke of the wheel corresponding to the appropriate column. Connect your dots. This is your Multiple Intelligence Profile.

Compare your profile with as many others as you can. What does this suggest?

Column A = Basic Skills

Column B = Artistic Skills

Column C = K/ DK

Column D = Tolerance

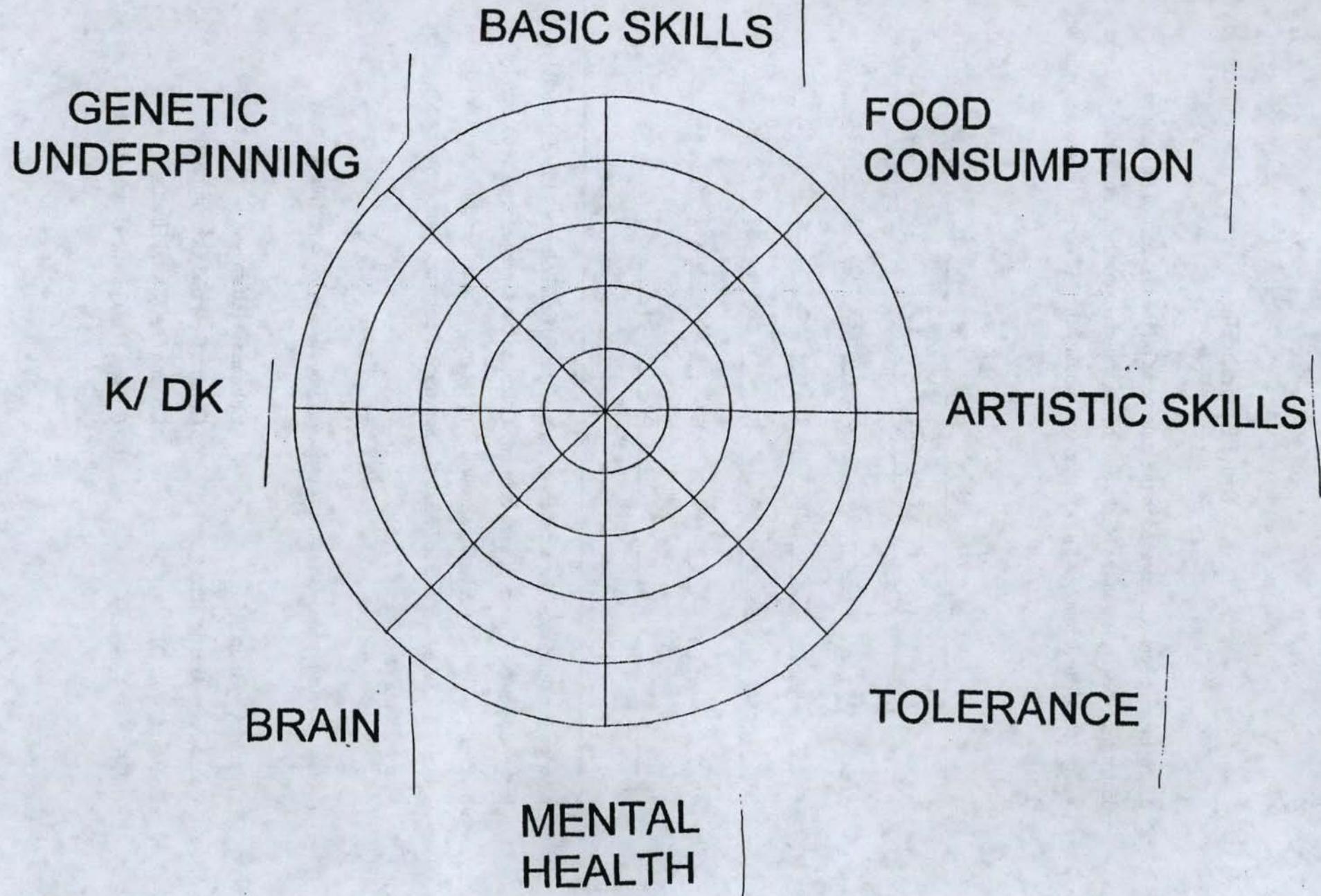
Column E = Brain

Column F = Food Consumption

Column G = Mental Health

Column H = Genetic Underpinning

# B=f(PE) UMBRELLA



**Leadership Assessment Protocol (LAP)**

**Terry R. Armstrong  
College of Education  
University of Idaho  
Moscow, ID 83844-3080**

In the space to the left of each numbered statement indicate NP if you have no preparation; IP if you are in progress; and C if you have completed the activity noted.

- \_\_\_\_\_ 1. I have a definite professional growth plan charted for the next two decades of my professional life.
- \_\_\_\_\_ 2. I have initiated a portfolio that contains evidence of my professional accomplishments.
- \_\_\_\_\_ 3. I am facile in producing compelling written proposals for initiating needed change.
- \_\_\_\_\_ 4. I am facile in producing compelling personal video proposals for initiating needed change.
- \_\_\_\_\_ 5. I have validated evidence from a variety of sources that document my personal strengths and weaknesses.
- \_\_\_\_\_ 6. I am particularly effective at making extemporaneous comments on a wide variety of higher education issues, processes, policies and ideas.
- \_\_\_\_\_ 7. I have started a personal collection of texts, reprints, resources and fact sheets that relate to my personal development as an administrator.
- \_\_\_\_\_ 8. I have identified the ten persons whom I consider to be models for developing my personal leadership style.
- \_\_\_\_\_ 9. I have identified the ten programs nationally that are the trend setters for my own areas of administrative choice.
- \_\_\_\_\_ 10. I am a particularly effective communicator and authentically put communication theory into practice on a routine basis.
- \_\_\_\_\_ 11. I use at least one needs assessment strategy.
- \_\_\_\_\_ 12. I am confident in putting theory into practice with personal and group problem solving.
- \_\_\_\_\_ 13. I have a clear vision of my own personal strengths and weaknesses.

- \_\_\_\_\_ 14. I attempt to identify with and speak about ideas rather than things or individuals.
- \_\_\_\_\_ 15. I am familiar with basic organizational structures for private and public institutions of higher learning.
- \_\_\_\_\_ 16. I know the political process that attends to public higher education institutions.
- \_\_\_\_\_ 17. I have a personal public relations plan that I employ daily.
- \_\_\_\_\_ 18. I am confident in matters of comity, courtesy and etiquette.
- \_\_\_\_\_ 19. I use simple coding schemes to measure effective communication.
- \_\_\_\_\_ 20. I am knowledgeable about several developmental theorists focusing on adolescent and post adolescent behavior.
- \_\_\_\_\_ 21. I am knowledgeable about the ten most common mental health issues facing today's campus scene.
- \_\_\_\_\_ 22. I am developing position papers on a host of higher education governance issues. I expect to publish in these areas soon.
- \_\_\_\_\_ 23. I have identified at least one area of personal expertise where I am considered an expert.
- \_\_\_\_\_ 24. I meet people graciously and confidently.
- \_\_\_\_\_ 25. I am confident in ambiguous and stressing situations.
- \_\_\_\_\_ 26. I have a specific plan in place to improve personal frailties of intolerance, attribution, judgmentalism, bias, anger and manipulative tendencies.
- \_\_\_\_\_ 27. I have developed a keen perception of my uniqueness utilizing the constructs of at least three theorists.
- \_\_\_\_\_ 28. I can identify the line and staff configuration and functions of at least five administrative areas (academic affairs, student affairs, business affairs, development and external affairs in a typical state university).
- \_\_\_\_\_ 29. I know the historical underpinnings for my particular area of administrative interest.
- \_\_\_\_\_ 30. I can speak knowledgeably about at least three governance structures for higher education.

- \_\_\_\_\_ 31. I recognize the multiplicity of stakeholders in American higher education and the influence each may hold on my particular responsibility.
- \_\_\_\_\_ 32. I am confident in my budget setting and allocation strategies.
- \_\_\_\_\_ 33. I believe keenly in the notion that my effectiveness as a leader is completely dependent on a loyal and honest staff and I understand how to appropriately select and nurture staff.
- \_\_\_\_\_ 34. I am able to present information to others utilizing teaching methods from at least three families of educational approaches.
- \_\_\_\_\_ 35. I know and apply the principles of situational leadership.
- \_\_\_\_\_ 36. It is easy for me to present information and conduct business inductively.
- \_\_\_\_\_ 37. I am conversant about current political issues.
- \_\_\_\_\_ 38. I recognize and can recommend a wide range of solutions to any problem.
- \_\_\_\_\_ 39. I belong to the national, regional, local society, organization or group that sets policy for my specific area of administrative interest or assignment.
- \_\_\_\_\_ 40. I have a rich vocabulary of terms and acronyms attendant to higher education administration that allows me to converse and understand issues related to university governance.

TOTAL NP: \_\_\_\_\_

TOTAL IP: \_\_\_\_\_

TOTAL C: \_\_\_\_\_

## Experiences

READ EACH STATEMENT CAREFULLY, AND ASSIGN IT A NUMERICAL VALUE 5 TO 1 WITH 5 BEING THE HIGHEST AND MOST LIKE YOU AND 1 BEING THE LOWEST AND NOT AT ALL LIKE YOU.

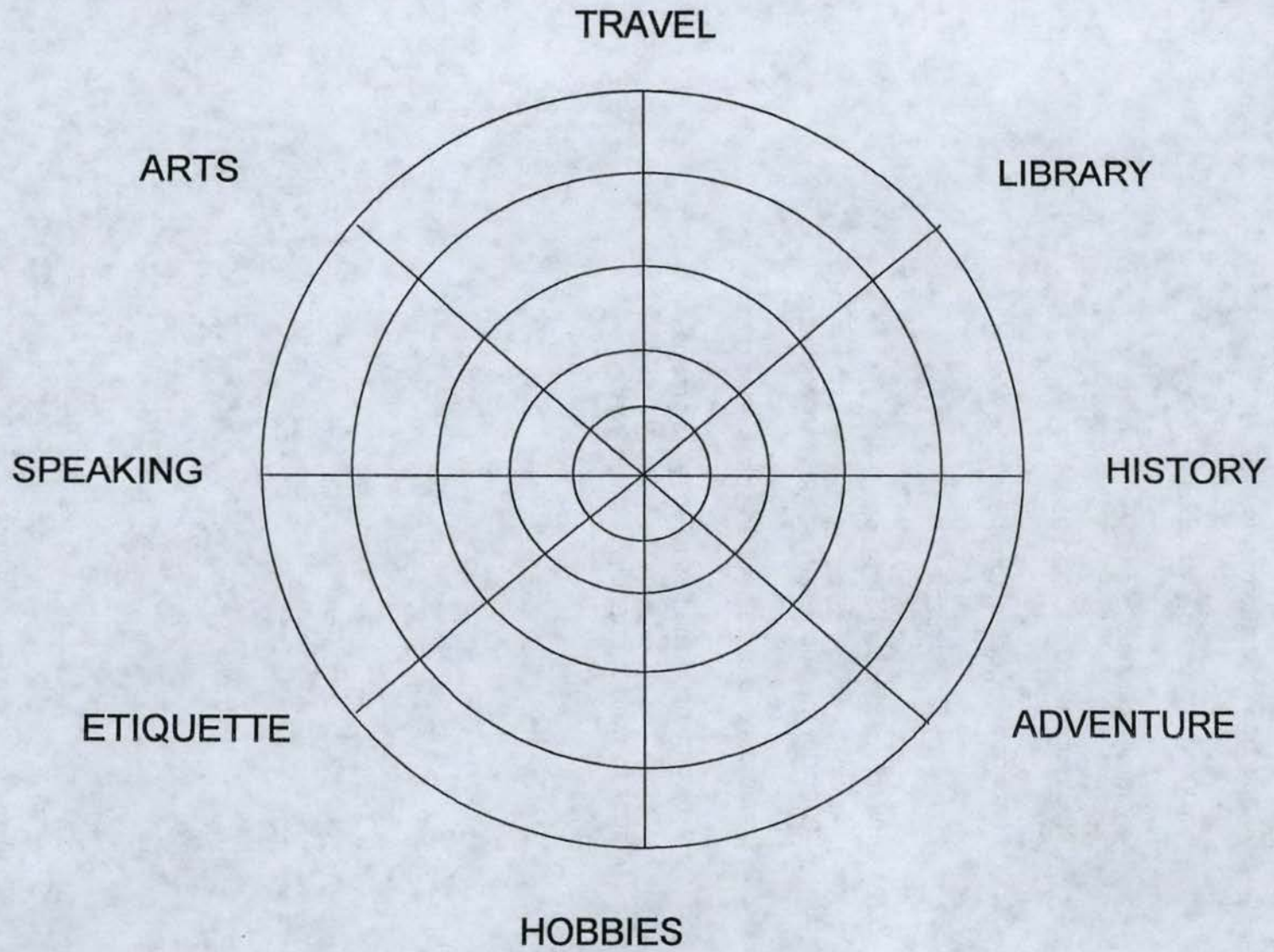
1. I enjoy traveling to new places.
2. I read extensively.
3. It is important to know local history.
4. I have had many personal adventures.
5. I like to spend time with my hobbies.
6. I understand the importance of etiquette.
7. I have a large vocabulary.
8. I often visit art exhibits.
9. I have visited many major cities.
10. I have a home library.
11. I know U.S. history.
12. I am a thrill seeker.
13. I budget money to support my hobbies.
14. I know mealtime etiquette.
15. I am sensitive about using appropriate grammar.
16. Music is important in my life.
17. I have visited foreign countries.
18. I have access to many magazines at home.
19. I have visited historical sites.
20. I enjoy taking risks.

21. My hobbies occupy my time each week.
22. I meet new people comfortably.
23. I am careful about pronouncing words correctly.
24. I know the great works of art.
25. I like to plan trips away from home.
26. I subscribe to magazines of interest to me.
27. I know how local places got their names.
28. I enjoy activities involving speed.
29. I learn new things through my hobbies.
30. I know the basics of dressing appropriately.
31. I write with ease.
32. I appreciate all forms of art.
33. I have visited all my neighboring states.
34. I have favorite authors.
35. I am curious about ancient history.
36. I am an outdoor enthusiast.
37. I have made numerous personal contacts through my hobbies.
38. Men should always remove their hats when inside.
39. Good grammar is important to success.
40. I play a musical instrument.
41. I have flown in an airplane.
42. I read a newspaper daily.
43. I like to learn about other cultures.



44. I like action adventures.
45. I study about my hobbies.
46. I know how to shake hands.
47. I work to improve my vocabulary.
48. My family values the arts.
49. I look forward to vacation travel.
50. I am knowledgeable about current events.
51. I know my family history.
52. I am considered a risk-taker.
53. I consider my hobbies to be life long interests.
54. I maintain eye contact when speaking to others.
55. I welcome opportunities to speak to groups.
56. I look forward to attending artistic events.

# EXPERIENCES



This POSE inventory has been adapted from material developed at the Northwest Regional Educational Laboratory, Portland, Oregon as part of the Successful Schools project. It forms one component of the POSE system under development.

Directions: Read each statement carefully and assign it a numerical value with 5 being most like your belief in the purposes of a public school education and 1 being the lowest and least like your belief about the purpose of school.

- \_\_\_ 1. Develop an understanding of how members of a family function under different family patterns as well as within one's own family.
- \_\_\_ 2. Develop insight into the values and characteristics, including language, of the civilization of which one is a member.
- \_\_\_ 3. Develop the ability to think rationally, which includes problem-solving skills, application of principles of logic, and skill in using different modes of inquiry.
- \_\_\_ 4. Develop productive habits and attitudes, such as pride in good workmanship, independence and self-motivation.
- \_\_\_ 5. Develop historical perspective and knowledge of the basic workings of the government.
- \_\_\_ 6. Learn to read, write, and perform basic arithmetic operations.
- \_\_\_ 7. Appreciate beauty, excellence and craftsmanship in a variety of fields.
- \_\_\_ 8. Understand the risks and consequences of unhealthy and unsafe practices.
- \_\_\_ 9. Develop skill in communicating effectively in groups and the ability to identify with and advance the goals and concerns of others.
- \_\_\_ 10. Develop an awareness and understanding of one's cultural heritage and become familiar with the achievements of the past that have inspired humanity.
- \_\_\_ 11. Develop the ability to use and evaluate knowledge, i.e., the critical and independent thinking which enables one to make judgements and decisions in a wide variety of life roles -- citizen, consumer, worker -- as well as in intellectual activities.
- \_\_\_ 12. Develop economic and consumer skills necessary for making informed choices which will enhance one's quality of life.

- \_\_\_ 13. Develop a commitment to the values of liberty, representative government, and one's responsibility for the welfare of all.
- \_\_\_ 14. Learn to acquire ideas and communicate through reading, writing, speaking and listening.
- \_\_\_ 15. Develop the ability to deal with problems in original ways and to be tolerant of new ideas.
- \_\_\_ 16. Understand the effects of behavior on emotional, social and physical health.
- \_\_\_ 17. Learn to form productive and satisfying relations with others based on respect, trust, cooperation, consideration, and caring.
- \_\_\_ 18. Understand and adopt the norms, values, and traditions of the groups of which one is a member.
- \_\_\_ 19. Accumulate a general fund of knowledge, including information and concepts in mathematics, literature, natural science, and the social sciences.
- \_\_\_ 20. Develop moral integrity and an understanding of the necessity for ethical conduct.
- \_\_\_ 21. Develop an understanding of the basic interdependence of the biological and physical resources of the environment.
- \_\_\_ 22. Develop the ability to find and use available sources of information.
- \_\_\_ 23. Develop the willingness and ability to communicate through creative work in an active way.
- \_\_\_ 24. Learn to use leisure time effectively, including the development of physical fitness and recreational skills.
- \_\_\_ 25. Develop a concern for humanity and an understanding of international relations and value systems including an appreciation of cultures different from one's own.
- \_\_\_ 26. Develop an understanding of the manner in which traditions from the past operate today and influence the direction and values of society.
- \_\_\_ 27. Develop positive attitudes toward intellectual activity, including curiosity and a desire for further learning.

- \_\_\_ 28. Develop understanding that I am responsible for my own behavior.
- \_\_\_ 29. Exercise the democratic right to dissent in accordance with personal conscience.
- \_\_\_ 30. Learn to utilize mathematical concepts.
- \_\_\_ 31. Seek to contribute to cultural and social life through one's artistic, vocational, and avocational interests.
- \_\_\_ 32. Develop the ability to engage in constructive self-criticism.

## POSE Inventory

Using the numbers you assigned to the statements on the first part of the inventory place them in the blanks next to the statement number. For example, if you assigned statement number 17 a "4", then you would write the "4" on the line next to number 17 below.

A	B	C	D	E	F	G	H
1.____	2.____	3.____	4.____	5.____	6.____	7.____	8.____
9.____	10.____	11.____	12.____	13.____	14.____	15.____	16.____
17.____	18.____	19.____	20.____	21.____	22.____	23.____	24.____
25.____	26.____	27.____	28.____	29.____	30.____	31.____	32.____
_____	_____	_____	_____	_____	_____	_____	_____

Now total the numbers in each of the vertical columns. Place the total on the line at the bottom of each column. Then rank them from highest to the lowest. If you have any ties, give them the same ranking. Put the ranking next to the list below.

- Column A = Live Harmoniously with others \_\_\_\_\_
- Column B = Comprehend Culture \_\_\_\_\_
- Column C = Grow intellectually \_\_\_\_\_
- Column D = Be self reliant \_\_\_\_\_
- Column E = Act as responsible citizens \_\_\_\_\_
- Column F = Be proficient in basic skills \_\_\_\_\_
- Column G = Value creativity and the arts \_\_\_\_\_
- Column H = Preserve personal health and safety \_\_\_\_\_

## Multiple Intelligences Assessment

READ EACH STATEMENT CAREFULLY, AND ASSIGN IT A NUMERICAL VALUE 5 TO 1 WITH 5 BEING THE HIGHEST AND MOST LIKE YOU AND 1 BEING THE LOWEST AND NOT AT ALL LIKE YOU.

1. I pride myself for having a large vocabulary.
2. Using numbers and numerical symbols is easy for me.
3. Music is very important to me in daily life.
4. I always know when I am in relation to my home.
5. I consider myself an athlete.
6. I feel like people of all ages like me.
7. I often look for weaknesses in myself that I see in others.
8. The world of plants and animals is important to me.
9. I enjoy learning new words and do so easily.
10. I often develop equations to describe relationships and/or to explain my observations.
11. I have wide and varied musical interests including both classical and contemporary.
12. I do not get lost easily and can orient myself with either maps or landmarks.
13. I feel really good about being physically fit.
14. I like to be with all different types of people.
15. I often think about the influence I have on others.
16. I enjoy my pets.
17. I love to read and do so daily.
18. I often see mathematical ratios in the physical world around me.
19. I have a very good sense of pitch, tempo, and rhythm.

20. Knowing directions is easy for me.
21. I have good balance and eye-hand coordination and enjoy sports which employ a ball.
22. I respond to all people enthusiastically, free of bias or prejudice.
23. I believe that I am responsible for who I am and my actions.
24. I like learning about nature.
25. I enjoy hearing challenging lectures.
26. Math has always been one of my favorite classes.
27. My music education began when I was younger and still continues today.
28. I have the ability to represent what I see by drawing or painting.
29. My outstanding coordination and balance let me excel in high speed activities.
30. I enjoy new or unique social situations.
31. I try not to waste my time on trivial pursuits.
32. I enjoy caring for my house plants.
33. I like to keep a daily journal of my daily experiences.
34. I like to think about numerical issues and examine statistics.
35. I am good at playing an instrument and singing.
36. My ability to draw is recognized and complimented by others.
37. I enjoy being outdoors, like the change in seasons, and look forward to different physical activities each season.
38. I enjoy complimenting others when they have done well.
39. I often think about the problems in my community, state, and/or world and what I can do to help rectify any of them.
40. I enjoy hunting and fishing.
41. I read and enjoy poetry and occasionally write my own.



42. I seem to understand things around me through a mathematical sense.
43. I can remember the tune of a song when asked.
44. I can easily duplicate color, form, shading, and texture in my work.
45. I like the excitement of personal and team competition.
46. I am quick to sense in others dishonesty and desire to control me.
47. I am always totally honest with myself.
48. I enjoy hiking in natural places.
49. I talk a lot and enjoy telling stories.
50. I enjoy doing puzzles.
51. I take pride in my musical accomplishments.
52. Seeing things in three dimension is easy for me, and I like to make things in three dimensions.
53. I like to move around a lot.
54. I feel safe when with strangers.
55. I enjoy being alone and thinking about my life and myself.
56. I look forward to visiting the zoo.

## M.I. UMBRELLA

Using the numbers you assigned to the statements on the first part of this assessment instrument, place them in the blanks next to the statement number. For example, if you assigned statement number 1 a "4", then you would write the "4" on the line next to number 1 below.

A	B	C	D	E	F	G	H
1. ___	2. ___	3. ___	4. ___	5. ___	6. ___	7. ___	8. ___
9. ___	10. ___	11. ___	12. ___	13. ___	14. ___	15. ___	16. ___
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25. ___	26. ___	27. ___	28. ___	29. ___	30. ___	31. ___	32. ___
33. ___	34. ___	35. ___	36. ___	37. ___	38. ___	39. ___	40. ___
41. ___	42. ___	43. ___	44. ___	45. ___	46. ___	47. ___	48. ___
49. ___	50. ___	51. ___	52. ___	53. ___	54. ___	55. ___	56. ___
_____	_____	_____	_____	_____	_____	_____	_____

Now go back and total the numbers in each of the vertical columns. Place the total on the longer line at the bottom of each column. Calculate the average for each column by dividing by 7. Place your values, rounded to the nearest whole number, as a dot on the spoke of the wheel corresponding to the appropriate column. Connect your dots. This is your Multiple Intelligence Profile.

Compare your profile with as many others as you can. What does this suggest?

- Column A = Verbal/Linguistic
- Column B = Mathematical/Logical
- Column C = Musical
- Column D = Visual Spatial
- Column E = Kinesthetic
- Column F = Interpersonal
- Column G = Intrapersonal
- Column H = Naturalist

**M.I. UMBRELLA**  
**VERB/LING.**

**NAT. HIST.**

**MATH**

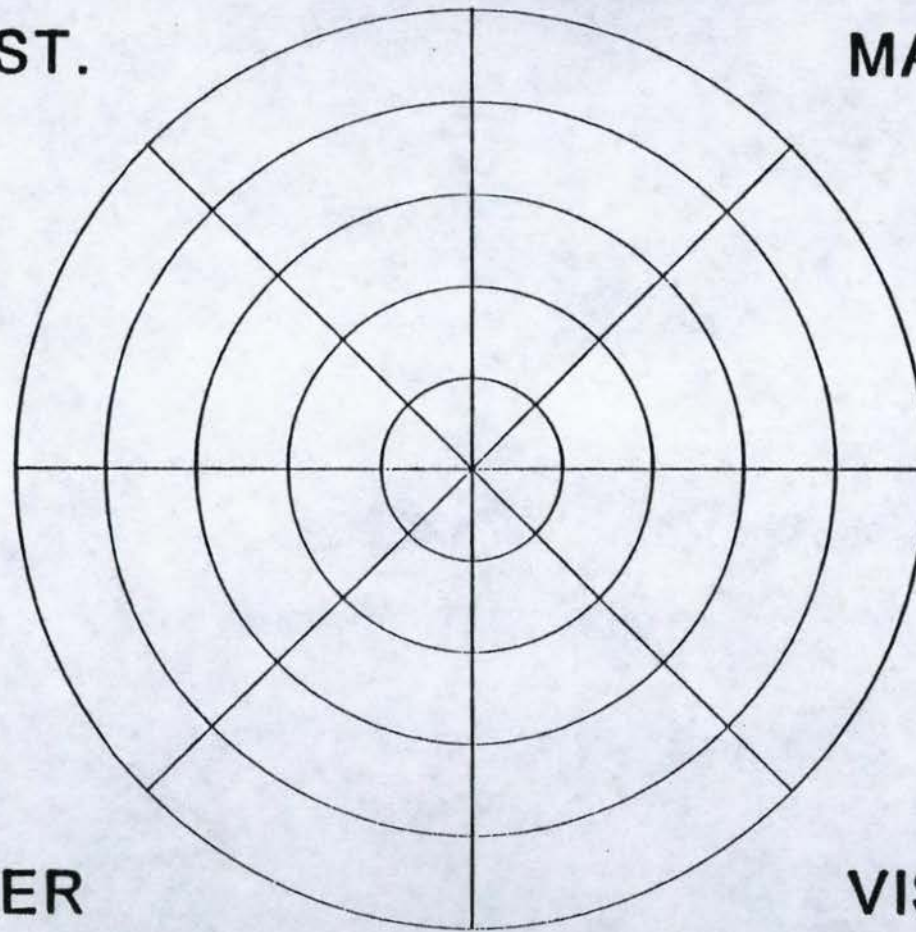
**INTRA**

**MUSIC**

**INTER**

**VIS/SPA**

**B.K.**



## Personal Interest Planner

READ EACH STATEMENT CAREFULLY, AND ASSIGN IT A NUMERICAL VALUE 5 TO 1 WITH 5 BEING THE HIGHEST AND MOST LIKE YOU AND 1 BEING THE LOWEST AND NOT AT ALL LIKE YOU.

1. Work that involves alphabetizing and filing appeals to me.
2. I prefer employment that allows me to use my math skills.
3. My knowledge of musical artists helps me in my work.
4. Art and color are important in my job choices.
5. My use of coordinated body movements is critical to my job success.
6. I prefer employment that deals with a variety of people.
7. I prefer jobs that require reflection.
8. I enjoy being out-of-doors.
9. Words are important in the work I enjoy most.
10. I enjoy solving math puzzles.
11. I have thought about a career in music.
12. I can easily visualize plans that need to be improved.
13. I type and use the computer with ease.
14. I enjoy working with people of varying opinions.
15. I often think about why events have happened.
16. I believe the earth's environment needs care.
17. I like work that involves using my vocabulary.
18. I would enjoy a career that uses my math ability.
19. I actively participate in community music events.
20. I can conceptualize the way things look before the work is completed.

21. I enjoy activities that use my physical self.
22. I enjoy meeting new people.
23. I often think about world problems.
24. Pets are important in my life.
25. I would like to write a book.
26. Math has always been easy for me.
27. Music has been important in my life since an early age.
28. I would enjoy a career that involves art.
29. I consider myself to be athletic.
30. I am a people person.
31. I prefer jobs where I can work alone.
32. I would enjoy that job that uses my naturalist interests.
33. I read avidly.
34. I am good at making and keeping budgets.
35. I use music to brighten my day.
36. I am particularly interested in maps.
37. I keep myself physically strong.
38. I enjoy participating in social events.
39. I actively seek ways to enhance my happiness.
40. Plants and animals have always interested me.
41. I am good at remembering names.
42. I have a keen sense of the role statistics plays in world events.
43. Music has a powerful affect on my feelings.

44. I take care to keep my home neat and orderly.
45. I enjoy work that uses my physical prowess.
46. I am a good volunteer.
47. I like to think about "why" questions.
48. I often worry about our environment.
49. I have an excellent vocabulary that strengthens my persona.
50. I am careful at comparing the prices and values of the things I buy.
51. Music is important in my profession.
52. I am not easily lost.
53. I admire athletic ability.
54. I am interested in other cultures.
55. The nature of the universe and my place in it have long puzzled me.
56. I like to learn about work that involves nature.

## PERSONAL INTEREST PLANNER

Using the numbers you assigned to the statements on the first part of this assessment instrument, place them in the blanks next to the statement number. For example, if you assigned statement number 1 a "4", then you would write the "4" on the line next to number 1 below.

A	B	C	D	E	F	G	H
1.____	2.____	3.____	4.____	5.____	6.____	7.____	8.____
9.____	10.____	11.____	12.____	13.____	14.____	15.____	16.____
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33.____	34.____	35.____	36.____	37.____	38.____	39.____	40.____
41.____	42.____	43.____	44.____	45.____	46.____	47.____	48.____
49.____	50.____	51.____	52.____	53.____	54.____	55.____	56.____
_____	_____	_____	_____	_____	_____	_____	_____

Now go back and total the numbers in each of the vertical columns. Place the total on the longer line at the bottom of each column. Calculate the average for each column by dividing by 7. Place your values, rounded to the nearest whole number, as a dot on the spoke of the wheel corresponding to the appropriate column. Connect your dots. This is your Personal Interest Profile.

Compare your profile with as many others as you can. What does this suggest?

Column A = Verbal/Linguistic  
Column B = Mathematical/Logical  
Column C = Musical  
Column D = Visual Spatial  
Column E = Kinesthetic  
Column F = Interpersonal  
Column G = Intrapersonal  
Column H = Naturalist

# M.I. UMBRELLA

VERB/LING.

NAT. HIST.

MATH

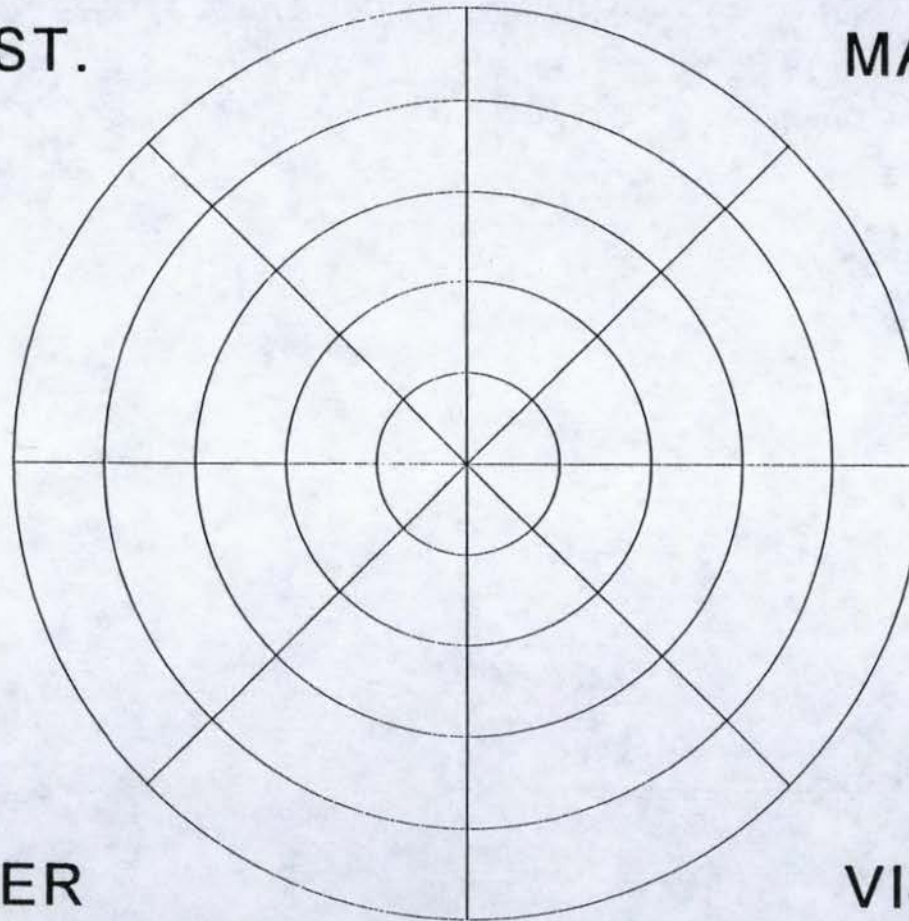
INTRA

MUSIC

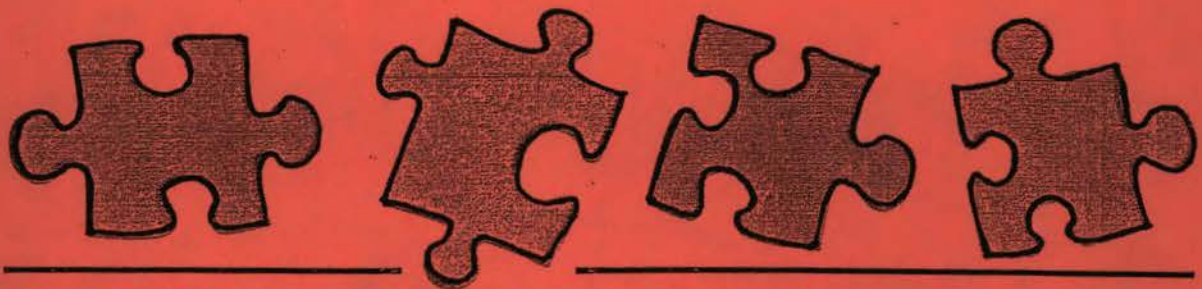
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B.K.







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## Solving the Leadership Puzzle

*CHATCOLAB 2011*

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### IN-DEPTHS:

Colleen Lulf – Memoir Writing

Bevy Larsen – Bead-O-Rama

Mike Cavey – Staying comfortable Outdoors

Brady Quarterman – Improv

Kathy Wright – Reflexology

Karen Ward – Line Dance

..... BEAD ..... O ..... RAMA .....

presented by  
Beverly Larsen

*...with special thanks to Mom, who had the idea for this class*

# -----BEAD-O-RAMA-----

presented by Beverly Larsen

Beads can be made from just about anything! It's especially fun to make beads from recycled, inexpensive, or unusual things. These homemade bead projects are fun for your groups or as a hobby for yourself.

## -----especially - for - children-----

Ideas that are great for young children and require little preparation:

cut pieces of drinking straws

dry breakfast cereal that has holes

hollow pasta shapes

With a little work ahead of time:

**DYING PASTA:** Besides the pasta, you'll need rubbing alcohol, food coloring, and cups (one per color). It can take hours for the pasta to reach the desired color, then up to 24 hours to dry. Put pasta in a cup and add enough rubbing alcohol to cover. Add a generous amount of food coloring and stir. The longer the pasta soaks, the brighter the colors will be. Once the pasta is the desired color, lay in a single layer on paper towels to dry.

## -----bread - beads-----

Mix a pinch of soft bread with some white glue. Form this into the desired bead shape, and string onto a wire to form the hole. Air dry; spin on wire occasionally. Beads can be painted after they are completely dry.

## -----paper - beads-----

Shiny magazine pages or newspaper inserts work great for this. The coated surface of this paper that makes it unacceptable at some recycling centers is the same thing that makes these beads shiny, strong, and almost waterproof. Printing won't matter as only the very edge of each triangle of paper will show. Along one edge of the paper, mark 1" increments. Along the opposite edge, make the first mark 1/2", then mark 1" increments. Draw lines to connect the marks and form long triangles. Cut apart. Starting with the wide end of the strip, wind the paper tightly on a toothpick. Dab glue on the last inch of the strip to hold the coiled paper in place. Remove the toothpick, and **voila!**, one bead is done. Change the width of the strips to make wider or narrower beads; use longer strips of paper to make beads with a larger circumference.

## -----potato - beads-----

Peel potato and cut into cubes (they will shrink to about 3/4 their original size when dry). Poke the cubes onto a toothpick and stick into an egg carton. Air dry only...no oven or microwave! The beads will take at least a day to dry; turn them a few times to prevent sticking. The color will darken and the beads will be very hard. Make sure they are completely dry; it's easier to paint them before removing from the toothpick. Rounded unpainted potato pieces look like rocks when dried; string 'em & people will wonder how you put holes in rocks!

## -----coiled - wire - beads-----

Find a friendly phone repairman for colorful scrap wire (read: free supplies!). Coil wire around a nail, knitting needle, dowel rod, skewer, pencil...whatever you have that is the desired diameter. For spiral coils, wrap the wire around a craft stick...at an angle, and then scrunch it together on the stick to keep from wrapping too tightly. (Tightly wrapped wire is too hard to slide off the craft stick.) Cut coils to desired length and tuck ends into the coils. Use 2 or 3 colors together to make multi-colored coils.

## -----sawdust - beads-----

Mix 2 parts of fine sawdust with 1 part of flour. Add water and mix 'til it is a stiff but squishy clay. Knead the clay so the gluten in the flour will hold the sawdust together. Shape beads, poke a hole in 'em, and air dry about 24 hours. Dry beads can be sanded and painted.

## --cinnamon - applesauce - beads--

Mix 3 parts of cinnamon with 4 parts of applesauce to make this yummy smelling clay. Shape beads and allow to dry a few minutes. Poke holes and air dry about 24 hours.

## ---paper - clip - beads---

Link plain or colorful plastic coated wire paper clips as is or wrap paper clips with yarn, nylon string, coated paper, etc. Use your imagination and experiment. When wrapping paper clips, link and wrap as you go.

## ---tube - o' - cloth - beads---

Sew a strip of cloth (about 2" wide, 1/4" seam; length is up to you) into a tube. Trim seam and turn seam to the inside. String a large-hole bead onto the tube, running it to the center of the tube. Stuff a cotton ball into the tube on one side of the bead. String on another bead, shaping the cotton ball into a sphere or oval shape, as desired. Alternate stuffing cotton balls and stringing beads to fill the tube; repeat for the other half of the tube. If it's long enough to slip over the head, sew the ends together, cut off any excess, and hide the seam under a bead. Use a catch instead, if needed.

## **---wrapped - felt - beads---**

Cut colorful felt strips 1/2" X 2". Wind the strip onto a wooden skewer or toothpick. After winding, glue down the edge of the felt, and also glue the end of a piece of embroidery floss under the edge of the felt. Wind the floss around the felt roll, leaving a little less than 1/8" felt showing at each end of the roll. The floss can be the same or a contrasting color to the felt, or even switch colors as you wind to make stripes. Thread the end of the floss onto a needle and push the needle under the wound floss to secure. Slide the completed bead off the skewer or toothpick, and you've made a bead! Bead size can be adjusted by varying the size of the felt strip.

## **-----foil - beads-----**

Chocolate lovers will enjoy collecting supplies for these easy beads! You'll need foil wrappers from candy like Hershey's Kisses; there's a wide variety of colors in candy wrappers these days. Simply scrunch a wrapper into a bead shape, using as many wrappers as needed to obtain the desired size. Poke a hole with a toothpick or a needle, and you're ready to string!

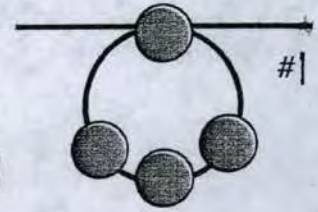
## **---rose - petal - beads---**

Rosary beads got their name from the rose petals of which they were originally made. Many instructions involve cooking the petals over several days. Skip all that by simply putting water and rose petals (fresh or dried) in a blender! Empty mixture into a strainer to drain off the water. Add some white glue and mold a small amount of this paste into a bead shape, first squeezing out any extra water. The beads will darken and shrink a lot when drying. Poke beads with a pin or toothpick and then into a piece of styrofoam to dry. Leave in an airy place to dry to prevent molding; turn beads on pin or toothpick occasionally.

# -----beaded - beads-----

Each beaded bead is made from 12 beads. Use beads of all one color or try different color combinations.

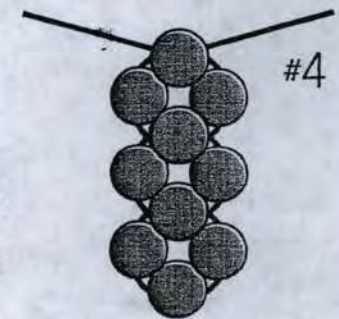
Begin by stringing 3 beads onto a piece of beading cord (not elastic) or quilting thread. Let the 3 beads slide to the middle of the thread. String a fourth bead onto one end and crisscross the other end through this bead. (#1) Pull both ends tight to form the first side of the beaded bead in the center of the thread. (#2)



String one bead onto each end. String another bead onto one end and crisscross the other end through this bead (#3) and pull thread tight.

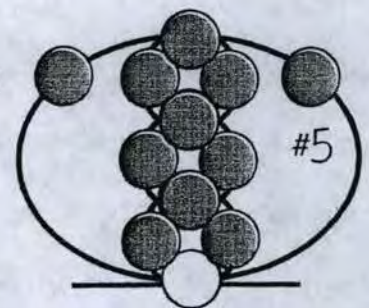


Repeat #3 to form the third side of the bead; pull thread tight. (#4)



String on bead on each end. Crisscross ends through the middle bead at the beginning (the white bead in #5) and pull thread tight. This will form the 4-sided beaded bead.

Weave the thread through some beads to get both ends to a "good" tying place; tie off and trim ends.

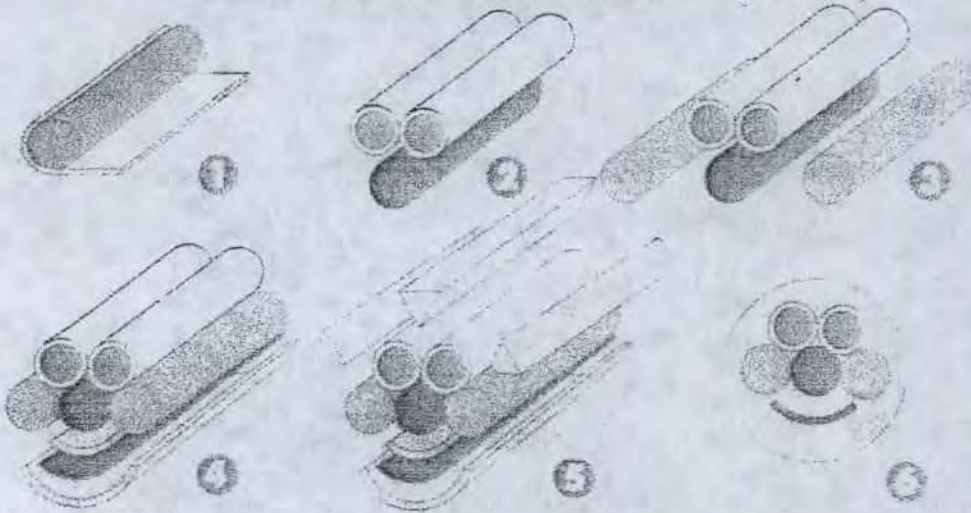


Phew! That's one beaded bead done...make a bunch more!

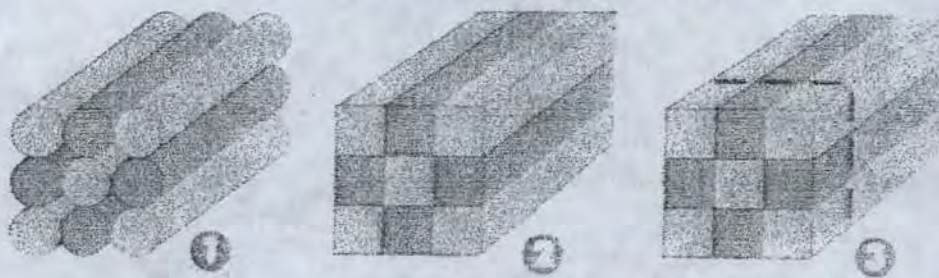
# --- polymer - clay - beads ---

There's no end to the kinds of beads that can be made from polymer clay, but some of the most fun beads are ones made from "canes" that have a design or picture running through them.

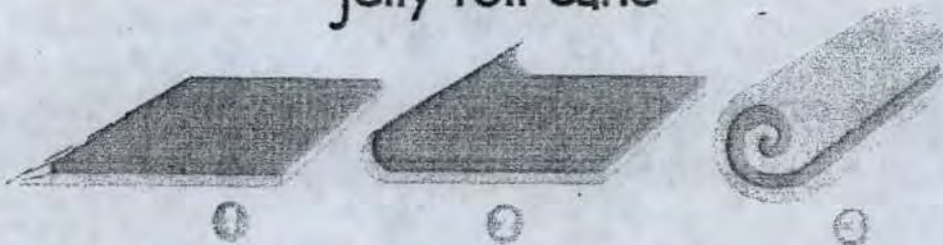
## basic face cane



## checkerboard cane



## jelly roll cane



Follow the package directions for working with polymer clay. To make 1/4" beads, it takes only very small amounts of each color. Make a cane about the size of a miniature Tootsie Roll, then reduce it until it's 1/4" in diameter. Carefully slice, then poke a hole into the side of each bead. Bake only a very short amount of time, and check frequently to prevent burning.

With a group of people, each person can make a set of beads, then everyone can trade beads so each will have an assortment of faces, pictures, and designs. Keep all scraps of clay to make multicolored beads...gently push colors together but don't knead the clay if you want to keep a marbled effect.



## IMPROV GUIDELINES

Avoid questions	Be positive
Accept offers	Don't try to be funny
Action	Define relationship
Character	Objective in the scene
Location - define & use	Honest emotions
Don't state the obvious (show us)	

## IMPROV EXERCISES

Applause in Circle  
Activity in Circle 2<sup>nd</sup> person add too  
Character work - walk around/focus on body part  
Yes and - 1<sup>st</sup> person make statement 2<sup>nd</sup> person yes and (add too)  
Do scenes in 15 second/or 30 etc (working guidelines)  
Circle name ball  
Step into circle & make a statement - then everyone imitates  
What are you doing - imitate & then something else  
3 line scenes (practice improve guidelines)

## IMPROV GAMES we played

Machine - several people at a time start sound & motion - ask audience what kind  
Freeze tag - 2 people start a scene - freeze & someone is tapped out - start a new scene  
Slide Show - a slide show of vacation, etc. People freeze and presenter describes  
Pet Peeves Symphony - get pet peeves from audience/direct  
Experts - 2 people talk as one - person behind claps and person talking changes place.  
Foreign Interview - Host/Interpreter and foreign guest who is expert on something.

Workshop Presented by:  
Brady Quarterman  
Lakewood, CO  
Cell phone: 303 467 3929



Solving the Leadership Puzzle  
*CHATCOLAB 2011*



MINI WORKSHOPS:

Mike Cavey

Kathy Wright

Nel Carver

Dawn Carver

Mike Early

Bevy Larsen

Kim Maes

Carol Earl

Karen Ward

Brady Quarterman

Jean Baringer

Colleen Lulf

Marena Nelson

Jennie Rylee

Tiller Chandler

Selena Nelson

Kayla Newland

Cooper Early

Shania Nelson

Kyla Riphenburg



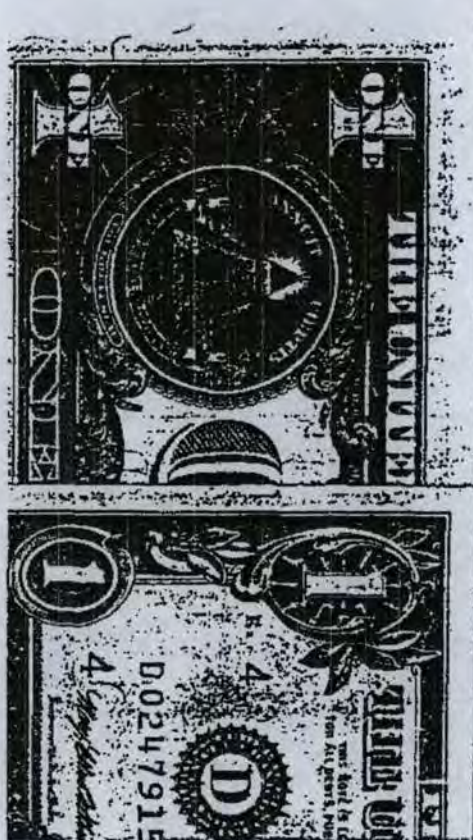
# MONEY FOLDING

presented by:

Beverly Larsen

# \$ SHIRT

1. Start with the dollar bill back side up.



2. Valley fold to the middle of the "O" in "ONE". Turn over.



3. Fold in half; crease & return. Fold top and bottom to center. Turn over.



4. To begin to form collar, valley fold 1/4" at the "pyramid" edge of bill. Turn over.



5. Finish collar and shape sleeves by folding angles as shown above.



6. Valley fold in middle, bringing bottom up; tuck top of shirt under collar.

# \$ PANTS

1. Start with the dollar bill back side up.



2. Valley fold top and bottom to meet in the center.



3. Valley fold at center.



4. Valley fold at an angle to form legs.

5. Slip folded edge of pants into opening at bottom of shirt

# \$ RING

1. Start with dollar bill right side up.  
Valley fold the top and bottom white borders.



2. Valley fold the bill horizontally, then again.



Flip bill over and position with "THE UNITED STATES OF AMERICA" across the top.

3. On the right side, valley fold the white border;

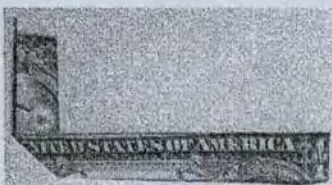
valley fold again to make a square with the "1" in the center, as shown in picture.



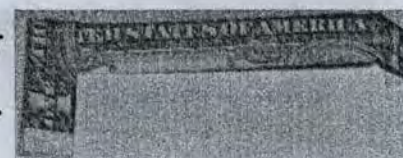
4. About 2" in on the left side, mountain fold at a 45 degree angle.

This determines the size of the ring:  
fold less for a larger size, more for

a smaller size.



5. Mountain fold that left side over the top of the bill.



6. To form the ring, curl the sides towards you, with "THE UNITED STATES OF AMERICA" on the inside, and the "1" square overlapping the other side. Check for size; adjust as described in step 4 if needed.



7. Wrap left end of bill up over right side, but underneath the "1" square.



8. Fold "1" square down into place and tuck it's margin underneath the left side wrap.



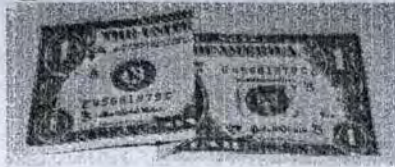
9. Tuck the rest of the left side of the bill inside the ring. If there is still some left, tuck it underneath the "1" square.



instructions designed by Beverly Larsen

Wear with pride; you'll never be broke!

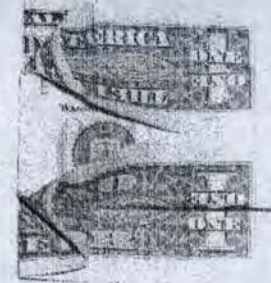
# \$ BASKET



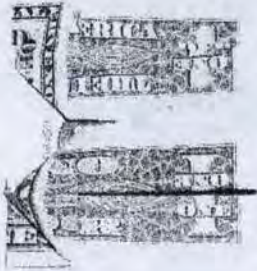
1. Start with dollar bill right side up. Valley fold left side to right. Mountain fold top half back, folding after "E" in "UNITED".



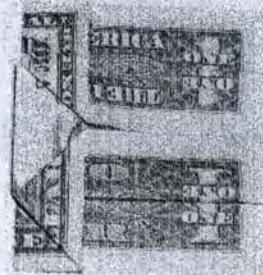
2. Flip bill over, mountain fold right half of bill to match left half.



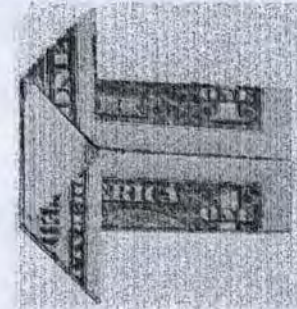
3. Valley fold top & bottom edges of right side of bill to meet at the horizontal center of the bill.



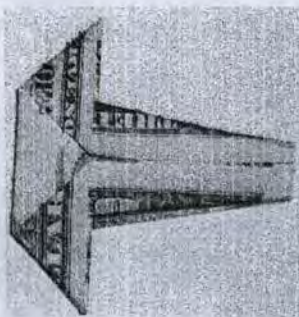
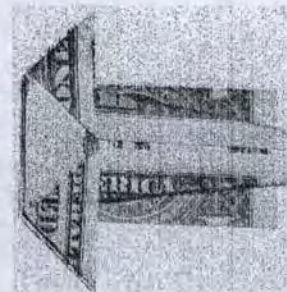
4. Flatten triangles on left side of project as show in pictures.



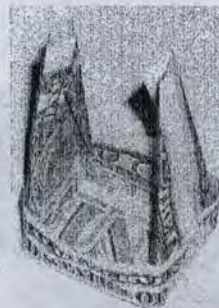
5. Flip bill over and repeat.



6. To shape handle, mountain fold each long edge beginning at the inside point of the triangular "pocket" out to the side of the bill, allowing the corners of the bill to overlap slightly.

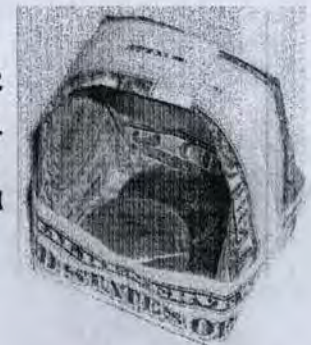


7. Flip bill over and repeat.



8. Carefully open basket.

9. Slide the end of one handle into the other. Put coins in basket to leave a tip of \$1 & change.



# \$ BOX WITH SLIDING LID

BOX:

1. Start with dollar bill back side up.

2. Valley fold horizontally to mark center of bill; open.  
Valley fold top & bottom to meet at center.



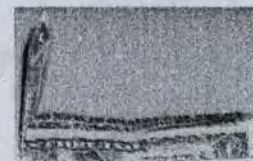
3. Valley fold right side over to "E" in "AMERICA"; crease & return.



4. Valley fold left side over to "U" in "UNITED"; crease.



5. Open left side to a 90 degree angle.



6. Lift top and bottom edges to 90 degree angles to form 2 corners of the box.  
Valley fold in excesses on short side of bill at a 45 degree angle.

7. Mountain fold extra from left side into box, press along the box side; valley fold cover half of the box bottom.



8. Repeat with right side.

Side edges will meet inside bottom at center providing stability.

Box bottom is complete.

instructions designed by Beverly Larsen





# \$ BOX WITH SLIDING LID

## page 2

LID: 1. Start with dollar bill right side up.

2. Valley fold top & bottom edges a generous 1/4".



3. Mountain fold and crease at these places along the front of the bill:

~both sides of George outside of largest leaf showing at bottom of portrait

~on the "T" in DEBTS"

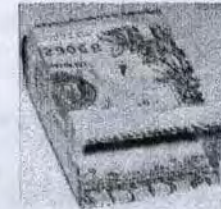
~between the "N" and "G" in "WASHINGTON, D.C."

~on left side at edge of last leaf

~on right side at edge of last berry on branch



4. This will wrap around the box for the sliding lid with George's portrait on top. Fold one side edge back at crease. Shape lid and gently ease one side of bill under the other, lifting the top & bottom edges of the lower side over the other side to lock the bill in place.



5. Slide the lid onto the box; insert coins to leave a tip of \$2 & change!



design adapted by Beverly Larsen

# \$5 STAR



1. Start with bill face up. Valley fold left corners at 90 degree angles to meet at horizontal center of bill.

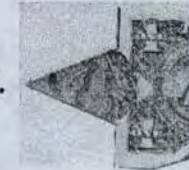
2. Valley fold left edge to center of "O" in "ONE" printed underneath the green circular emblem. Top & bottom edges of bill should line up.



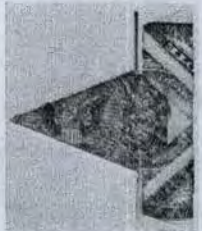
3. Flip bill over. Valley fold left corners at 90 degree angles to meet at horizontal center of bill.



4. Valley fold again to center, paper airplane style.

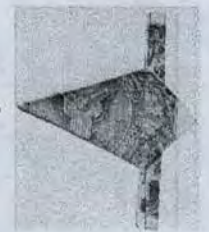


5. Flip bill over. Valley fold right side over and tuck under the pointy pocket.

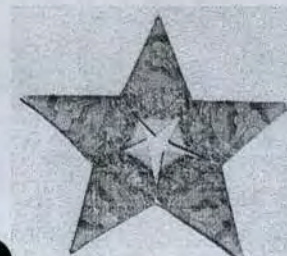
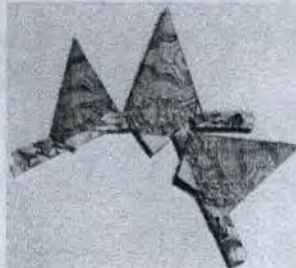


6. Valley fold again under the pocket.

7. Valley fold the remainder into thirds and tuck under pocket.  
Make 4 more!



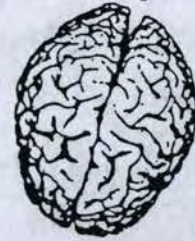
8. Assemble star by tucking tabs in front and behind. The tabs will go into the star points at an angle.



design adapted  
by Beverly Larsen

Makes an impressive gift or  
leave as a \$5 tip for stellar service!

# It doesn't matter which hemisphere you're from.



Our brains are composed of two distinct hemispheres. Each hemisphere develops and processes information in a specific way. The more that both hemispheres are activated by use; the more connections and the faster the process between both sides the more intelligently we are able to function.

## Left

Conscious

Thinker  
Logical  
Analytical  
Practical  
Mover  
Sequential  
Duality  
Words  
Will  
Material  
Celebration  
Express

## Right

Subconscious

Creative  
Feeling  
Intuitive  
Artistic  
Nurturer  
Emotional  
Unity  
Images  
Power  
Spiritual  
Reverence  
Silent

## When under *STRESS*

Tries harder, lots of effort  
Without results  
Without comprehension  
Without joy  
Without understanding  
May appear mechanical, tense,  
and insensitive

Loses the ability to reason well  
Acts without thinking  
Feels overwhelmed  
Has trouble expressing  
Cannot remember details  
May appear emotional and spaced-out

# Brain Gym

## Educational Kinesiology (Edu-K)

Paul E. Dennison, PHD and Gail E. Dennison

\*What is brain gym? Series of quick, fun and energizing activities. Effective in preparing any learner for specific thinking and coordination skills.

The human brain is three-dimensional. **Left and right** (Laterality Dimension), **Brainstem and Frontal lobes** (Focus Dimension) and **Cerebral cortex** (Centering Dimension).

**Focusing** is the ability to cross the midline between back and front.

**Centering** is the ability to cross midline between upper and lower.

Brain gym offers balances for:

Reading skills (oral, comprehension, speed)

Thinking skills (organization, spelling, math, creative, test taking, memory and abstract)

Writing skill (eye-hand coordination, creative)

Productivity at keyboard

Riding in a car, bus, or plane

Clear listening and speaking

Whole body movement (sports and play)

Self concept – inner sunshine

Positive attitudes

Seeing

Communication

Organization

Comprehension

## Breath

It is a necessity of life.

Deep breathing cleanses the inner organs, has a calming effect on the body and brain, improves digestion, increases circulation, regulates an irregular heart beat, relaxes, improves insomnia and diminishes panic/anxiety disorders. It is the only thing we do consciously and subconsciously.

Breathing pattern:

Inhale **4** counts

Hold **7** counts

Exhale **8** counts

\* It only takes 3 conscious breaths to connect both hemispheres of your brain.

# WATER

Water is an excellent conductor of electrical energy. Two-thirds of the human body (about seventy percent) is made up of water. All of the electrical and chemical actions of the brain and central nervous system are dependent on the conductivity of electrical currents between the brain and the sensory organs, facilitated by water. Like rain falling on the ground, water is best absorbed by the body when provided in frequent small amounts.

## TEACHING TIPS

- Psychological or environmental stress depletes the body of water, leaving cells dehydrated.
- Water is essential to proper lymphatic function. (The nourishment of the cells and removal of waste is dependent on this lymphatic action.)
- All other liquids are processed in the body as food, and do not serve the body's water needs.
- Water is most easily absorbed at room temperature.
- Excessive water taken less than twenty minutes before or one hour after meals may dilute digestive juices.
- Foods that naturally contain water, like fruits and vegetables, help to lubricate the system, including the intestines. Their cleansing action facilitates absorption of water through the intestinal wall.
- Processed foods do not contain water, and, like caffeinated drinks, may be dehydrating.
- Working with electronic equipment (e.g., computer terminals, TV) is dehydrating to the body.
- The traditional way of determining water needs is to figure one ounce of water per day for every three pounds of body weight; double that in times of stress (see box).
- Unless you are a doctor, it may be illegal to prescribe water amounts for another person. With proper information, the student can determine his own needs.

## ACTIVATES THE BRAIN FOR

- efficient electrical and chemical action between the brain and the nervous system
- efficient storage and retrieval of information

## ACADEMIC SKILLS

- all academic skills are improved by adequate hydration
- water intake is vital before test-taking or at other times that possible stress is anticipated

## BEHAVIORAL/POSTURAL CORRELATES

- improved concentration (alleviates mental fatigue)
- a heightened ability to move and participate
- improved mental and physical coordination (alleviates many difficulties related to neurological switching)
- stress release, enhancing communication and social skills

## RELATED MOVEMENTS

Brain Buttons, p. 25  
Earth Buttons, p. 26  
Space Buttons, p. 28

Hook-ups, p. 31  
Cross Crawl, p. 4

## WHY WE EMPHASIZE WATER

As a marathon runner, Dr. Dennison learned the many benefits of replenishing his system with water. At his learning centers, he noticed that students would arrive thirsty, drink great quantities of the bottled water in his office, and seem more alert and refreshed afterward. This observation led Dr. Dennison to look even further into the value of water.



Nikko and I help Mom with shopping. We feel best when we eat foods that contain natural WATER, like fruits and vegetables, and drink plenty of good, clear WATER. In science we read that the body is made up of  $\frac{7}{10}$  WATER — a necessary conductor for all electrical and chemical reactions. More important, I know how clean and clear I feel inside, thanks to WATER!

### Figuring Water Needs by Body Weight

weight	÷ 3	= number of ounces
# of ounces	÷ 8	= number of glasses per day
i.e., 144 lbs.	÷ 3	= 48 ounces
48 ounces	÷ 8	= 6 glasses of water per day

*A 144-lb. person needs about 6 glasses of water per day.*

# WATER

- 75% of Americans are chronically dehydrated
- In 37% of Americans, the thirst mechanism is so weak that it is often mistaken for hunger
- Even **MILD** dehydration will slow down one's metabolism as much as 3%
- One glass of water will shut down midnight hunger pains for almost 100% of the dieters studied in a Washington study
- Lack of water, the #1 trigger of daytime fatigue
- Preliminary research indicates that 8-10 glass of water a day could significantly ease back and joint pain for up to 80% of sufferers
- A mere 2% drop in body water can trigger fuzzy short-term memory, trouble with basic math, and difficulty focusing on the computer screen or on a printed page
- Drinking 5 glasses of water daily decreases the risk of colon cancer by 45%, plus it can slash the risk of breast cancer by 79%, and one is 50% less likely to develop bladder cancer

# BRAIN BUTTONS

The Brain Buttons (soft tissue under the clavicle to the left and right of the sternum) are massaged deeply with one hand while holding the navel with the other hand.

## TEACHING TIPS

- The student stimulates these points for twenty to thirty seconds, or until any tenderness is released.
- The Brain Buttons may be tender at first; over a few days to a week, the tenderness subsides. Then, even holding the points will activate them.
- The student may change hands to activate both brain hemispheres.

## VARIATIONS

- Include horizontal tracking (for example, across the floor or ceiling line).
- Do "Butterfly 8s" on the ceiling while holding the points: the student extends an imaginary paintbrush from his nose and paints a "Butterfly 8" on the ceiling. (Note: Butterflies are in the forward visual field, not straight overhead; the head should not be tilted back to block the "open throat" position.)
- Rather than holding the navel, massage the points to the left and right of it.

Gramps does BRAIN BUTTONS before he reads or uses his eyes. Reading's never a strain for him anymore. While holding his navel, he rubs deeply just below the collarbone, to the right and left of his sternum.

Sometimes, while doing my BRAIN BUTTONS, I pretend there's a paintbrush on my nose and paint a "BUTTERFLY 8" on the ceiling, or TRACK my eyes across the line where the wall meets the ceiling. Afterwards my eyes just glide over the words when I read.



## ACTIVATE THE BRAIN FOR

- sending messages from the right brain hemisphere to the left side of the body, and vice versa
- receiving increased oxygen
- stimulation of the carotid artery for increased blood supply to the brain
- an increased flow of electromagnetic energy

## ACADEMIC SKILLS

- crossing the visual midline for reading
- crossing the midline for body coordination (will facilitate an improved Cross Crawl)
- the correction of letter and number reversals
- consonant blending
- keeping one's place while reading

## RELATED SKILLS

- writing, keyboard work, constructive TV or VDT watching

## BEHAVIORAL/POSTURAL CORRELATES

- left-right body balance (hips not torqued, head not tilted)
- an enhanced energy level
- improved eye-teaming skills (may alleviate visual stress, squinting, or staring)
- greater relaxation of neck and shoulder muscles

## RELATED MOVEMENTS

Cross Crawl, p. 4

Lazy 8s, p. 5

(See also: Earth Buttons, p. 26, Space Buttons, p. 28, Water, p. 24)

## HISTORY OF THE MOVEMENT

Brain Buttons lie directly over and stimulate the carotid arteries that supply freshly oxygenated blood to the brain. The brain, though one-fiftieth of the body weight, uses one-fifth of its oxygen. Placing a hand on the navel re-establishes the gravitational center of the body, balancing the stimulus to and from the semicircular canals (centers of equilibrium in the inner ear). "Dyslexia" and related learning difficulties are associated with misinterpreted directional messages, known in Applied Kinesiology to be caused in part by visual inhibition. Brain Buttons establish a kinesthetic base for visual skills, whereby the child's ability to cross the body's lateral midline is dramatically improved.

# CROSS CRAWL

In this contralateral exercise, similar to walking in place, the student alternately moves one arm and its opposite leg and the other arm and its opposite leg. Because Cross Crawl accesses both brain hemispheres simultaneously, this is the ideal warm-up for all skills which require crossing the body's lateral midline.

## TEACHING TIPS

- Water and Brain Buttons help prepare the body and brain to respond to Cross Crawl.
- To activate the kinesthetic sense, alternately touch each hand to the opposite knee.

## VARIATIONS

- Cross Crawl as you sit, moving opposite arm and leg together.
- Reach with opposite arm and leg in varied directions.
- Reach behind the body to touch the opposite foot. (See *Switching On* for more variations.)
- Do a slow-motion Cross Crawl, reaching opposite arm and leg to their full extension (Cross Crawl for focus).
- Skip (or bounce lightly) between each Cross Crawl. (Skip-Across is especially helpful for centering; it also alleviates visual stress.)
- To improve balance, Cross Crawl with your eyes closed, or pretend to swim while Cross Crawling.
- Use color-coded stickers or ribbons on opposite hands and feet for children who may need this clue.
- Do Cross Crawl to a variety of music and rhythms.

## ACTIVATES THE BRAIN FOR

- crossing the visual/auditory/kinesthetic/tactile midline
- left-to-right eye movements
- improved binocular (both eyes together) vision

## ACADEMIC SKILLS

- spelling
- writing
- listening
- reading and comprehension

## BEHAVIORAL/POSTURAL CORRELATES

- improved left/right coordination
- enhanced breathing and stamina
- greater coordination and spatial awareness
- enhanced hearing and vision

## RELATED MOVEMENTS

Lazy 8s, p. 5

Brain Buttons, p. 25

The Thinking Cap, p. 30

## HISTORY OF THE MOVEMENT

As the body grows, interweaving of the opposite sides through movement naturally occurs during such activities as crawling, walking, and running. Over the last century, crawling has been used in neurological patterning to maximize learning potential. Experts theorized that contralateral movements worked by activating the speech and language centers of the brain. However, Dr. Dennison discovered that Cross Crawl activity is effective because it stimulates the receptive as well as expressive hemisphere of the brain, facilitating integrated learning. This preference for whole-brain movement over one-side-at-a-time processing can be established through Dennison Laterality Repatterning (see *Edu-K for Kids*).



We CROSS CRAWL and SKIP-A-CROSS every morning to music. I coordinate the movement so that when an arm moves, the leg on the opposite side of the body moves at the same time. I move to the front, sides, and back and move my eyes in all directions. It helps to touch my hand to the opposite knee occasionally to "cross the midline". When my brain hemispheres work together like this, I really feel open to learning new things.



# HOOK-UPS

Hook-ups connect the electrical circuits in the body, containing and thus focusing both attention and disorganized energy. The mind and body relax as energy circulates through areas blocked by tension. The figure 8 pattern of the arms and legs (Part One) follows the energy flow lines of the body. The touching of the fingertips (Part Two) balances and connects the two brain hemispheres.

## TEACHING TIPS

- Part One: Sitting, the student crosses the left ankle over the right. He extends his arms before him, crossing the left wrist over the right. He then interlaces his fingers and draws his hands up toward his chest. He may now close his eyes, breathe deeply, and relax for about a minute. Optional: He presses his tongue flat against the roof of his mouth on inhalation, and relaxes the tongue on exhalation.
- Part Two: When ready, the student uncrosses his legs. He touches the fingertips of both hands together, continuing to breathe deeply for about another minute.

## VARIATIONS

- Hook-ups may also be done while standing.
- Cook's Hook-ups, Part 1: The student sits resting his left ankle on his right knee. He grasps his left ankle with his right hand, putting his left hand around the ball of the left foot (or shoe). He breathes deeply for about a minute, then continues with Part Two, as above.

### Deepening Attitudes



We do HOOK-UPS whenever we feel sad, confused, or angry. This cheers us up in no time. The activity is done in two parts. Grandpa is doing part 1. Grandma is doing part 2. First, put your left ankle over the right one. Next, extend your arms and cross the left wrist over the right. Then interlace your fingers and draw your hands up toward your chest. (Some people will feel better with the right ankle and right wrist on top.) Sit this way for one minute, breathing deeply, with your eyes closed and your tongue on the roof of your mouth. During the second part, uncross your legs and put your fingertips together, continuing to breathe deeply for another minute.

- For Part One of any of the above versions, some people may prefer to place the right ankle and right wrist on top.

## ACTIVATE THE BRAIN FOR

- emotional centering
- grounding
- increased attention (stimulates reticular formation)
- cranial movement

## ACADEMIC SKILLS

- clear listening and speaking
- test-taking and similar challenges
- work at the keyboard

## BEHAVIORAL/POSTURAL CORRELATES

- improved self-control and sense of boundaries
- improved balance and coordination
- increased comfort in the environment (less hypersensitivity)
- deeper respiration

## RELATED MOVEMENTS

- Positive Points, p. 32
- Cross Crawl, p. 4
- Balance Buttons, p. 27
- Cross Crawl Sit-ups, p. 13

## HISTORY OF THE MOVEMENT

Hook-ups shift electrical energy from the survival centers in the hindbrain to the reasoning centers in the midbrain and neocortex, thus activating hemispheric integration, increasing fine-motor coordination, and enhancing formal reasoning. Developmentally, such integration pathways are usually established in infancy through sucking and cross-motor movement. The tongue pressing into the roof of the mouth stimulates the limbic system for emotional processing in concert with more refined reasoning in the frontal lobes. Excessive energy to the receptive (right or hind) brain can manifest as depression, pain, fatigue, or hyperactivity. This energy gets redirected in Part One to the expressive (left) brain in a figure-8 pattern. Dr. Dennison discovered that this posture could also be used to release emotional stress and alleviate learning difficulties. Wayne Cook, an expert in electromagnetic energy, invented the variation of this posture (see above), from which Hook-ups are adapted, as a way to counterbalance the negative effects of electrical pollution.

## Benefits of Therapeutic Massage

- ☆ Massage feels good
- ☆ Increases circulation
- ☆ Increases blood flow
- ☆ Increases flexibility
- ☆ Increases range of motion
- ☆ Increases body temperature
- ☆ Improves blood production
- ☆ Reduces wrinkles
- ☆ Increases oxygen of skin
- ☆ Decreases fatigue of muscles
- ☆ Increase disease prevention
- ☆ Helps repair and prevent injury
- ☆ Strengthens the immune system
- ☆ Good for chronic tension
- ☆ Bones heal faster with massage
- ☆ Increases synovle fluid to joints
- ☆ Increase speed of waste removal of muscles
- ☆ Stimulates the release of endorphins-the bodies natural pain killers
- ☆ Reduces stress
- ☆ Improves muscle tone
- ☆ Increases lymphatic flow
- ☆ Increases stamina
- ☆ Increases metabolism
- ☆ Decreases heart rate
- ☆ Decreases anxiety attacks
- ☆ Loosens scar tissue
- ☆ Increases skin tone
- ☆ Decreases pain
- ☆ Very relaxing
- ☆ Decreases swelling
- ☆ Prevent calcium deposits
- ☆ Decrease edema
- ☆ Normalizes blood pressure

# Computer & Desk Stretches

Prolonged sitting at a desk or computer terminal can cause muscular tension and pain. But, by taking a five or ten minute break to do a series of stretches, your whole body can feel better. It's also helpful to learn to stretch spontaneously, throughout the day, stretching any particular area of the body that feels tense for a minute or two. This will help greatly in reducing and controlling unwanted tension and pain.

## HOW TO STRETCH

Stretching should be done slowly without bouncing. Stretch to where you feel a slight, easy stretch. Hold this feeling for 5-20

seconds. As you hold this stretch, the feeling of tension should diminish. If it doesn't, just ease off slightly into a more comfortable stretch. The easy stretch reduces tension and readies the tissues for the developmental stretch.

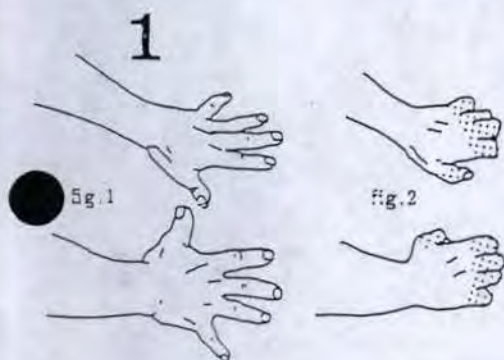
After holding the easy stretch, you can move a fraction of an inch farther into the stretch until you feel mild tension again. This is the developmental stretch which should be held for 10-15 seconds. This feeling of stretch tension should also slightly diminish or stay the same. If the tension increases or becomes painful, you are overstretching. Ease off a bit

to a comfortable stretch. The developmental stretch reduces tension and will safely increase flexibility.

Hold only stretch tensions that feel good to you. The key to stretching is to be relaxed while you concentrate on the area being stretched. Your breathing should be slow, deep and rhythmical. Don't worry about how far you can stretch, stretch relaxed and limberness will become just one of the many by-products of regular stretching.

*\*\*Note: If you have had any recent surgery, muscle, or joint problem, please consult your personal health care professional before starting a stretching or exercise program.*

The dotted areas are those areas of the body where you will most likely feel the stretch.



Separate and straighten your fingers until tension of a stretch is felt (fig. 1). Hold for 10 seconds. Relax, then bend your fingers at the 'knuckles' and hold for 10 seconds (fig. 2). Repeat stretch in fig. 1 once more.



This stretch may cause people around you to think you are very strange, indeed, but you often find a lot of tension in your face from eye strain. Raise your eyebrows and open your eyes as wide as possible. At the same time, open your mouth to stretch the muscles around your nose and chin and stick your tongue out. Hold this stretch for 5-10 seconds. Caution: If you have clicking or popping noises when opening mouth, check with your dentist before doing this stretch.



**Shoulder Shrug:** Raise the top of your shoulders toward your ears until you feel slight tension in your neck and shoulders. Hold this feeling of tension for 3-5 seconds, then relax your shoulders downward into their normal position. Do this 2-3 times. Good to use at the first signs of tightness or tension in the shoulder and neck area.



With fingers interlaced behind head, keep arms straight out to side with upper body in good aligned position. Now pull your shoulder blades toward each other to create a feeling of tension through upper back and shoulder blades. Hold this feeling of mild stretch for 5-10 seconds, then relax. Do several times. This is good to do when shoulders and upper back are tense or tight.



Start with head in a comfortable, aligned position. Slowly tilt head to left side to stretch muscles on side of neck. Hold stretch for 10-20 seconds. Feel a good, even stretch. Do not overstretch. Then tilt head to right side and stretch. Do 2-3 times to each side.



From a stable, aligned sitting position turn your chin toward your left shoulder to create a stretch on the right side of your neck. Hold right stretch tensions for 10-20 seconds. Do each side twice.

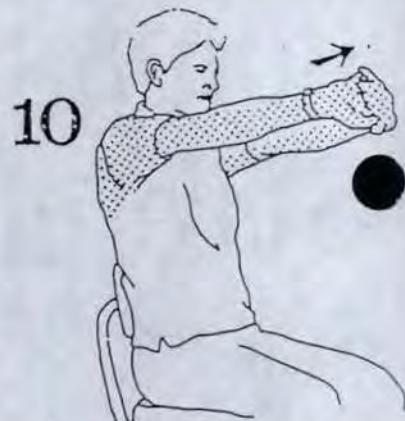


7 Gently tilt your head forward to stretch the back of the neck. Hold for 5-10 seconds. Repeat 3-5 times. Hold only tensions that feel good. Do not stretch to the point of pain.

8 9 Repeat stretch #3



8 Hold your left arm just above the elbow with the right hand. Now gently pull elbow toward opposite shoulder as you look over your left shoulder. Hold stretch for 15-20 seconds. Do both sides.



10 Interlace fingers, then straighten arms out in front of you. The palms should be facing away from you as you do this stretch. Feel stretch in arms and through the upper part of the back (shoulder blades). Hold stretch for 20-30 seconds. Do at least two times.



11 Interlace fingers then turn palms upwards above your head as you straighten your arms. Think of elongating your arms as you feel a stretch through arms and upper sides of rib cage. Hold for 10-20 seconds. Hold only stretches that feel releasing. Do three times.



12 Hold left elbow with right hand, then gently pull elbow behind head until an easy tension-stretch is felt in shoulder or back of upper arm (triceps). Hold easy stretch for 30 seconds. Do not overstretch. Do both sides.



13 Hold onto your lower leg just below the knee. Gently pull bent leg toward your chest. To isolate a stretch in the side of your upper leg, use the right arm to pull bent leg across and toward the opposite shoulder. Hold for 30 seconds at easy stretch tension. Do both sides.



14 A stretch for the side of hip, lower and middle of back. Sit with left leg bent over right leg, then rest elbow or forearm of right arm on the outside of the upper thigh of the left leg. Now apply some controlled, steady pressure toward the right with the elbow or forearm. As you do this look over your left shoulder to get the stretch feeling. Do both sides. Hold for 15 seconds.



15 The next stretch is done with fingers interlaced behind your back. Slowly turn your elbows inward while straightening your arms. An excellent stretch for shoulders and arms. This is good to do when you find yourself slumping forward from your shoulders. This stretch can be done at any time. Hold for 5-15 seconds. Do twice.



16 To stretch your calf, stand a little ways from a solid support and lean on it with your forearms, your head resting on your hands. Bend one leg and place your foot on the floor in front of you leaving the other leg straight, behind you. Slowly move your hips forward until you feel a stretch in the calf of your straight leg. Be sure to keep the heel of the foot of the straight leg on the floor and your toes pointed straight ahead. Hold an easy stretch for 30 seconds. Do not bounce. Stretch both legs.

Bob & Jean Anderson, the creators of this stretching card, are also the authors of the book **STRETCHING**.

For a free catalog and ordering information for currently available Stretching Inc. publications write or call:

Stretching Inc.  
P.O. Box 767  
Palmer Lake, CO 80133 U.S.A.  
FAX (719) 481-9058 or 1-800-333-1307



# How to Increase Your Energy

## *EXERCISE "Keep the Engine Running"*

### Benefits of exercise:

- ❖ Makes you more alert
- ❖ Better sleep
- ❖ More energy
- ❖ Natural endorphins help with depression and mood.
- ❖ Preventative medicine
- ❖ Keeps us feeling young
- ❖ Builds self esteem

### Types of exercise:

Walk, swim, stretch, dance, bike, garden etc.

Ask your body what it wants to do.

A survey done by the Journal of the American Medical Association found that when women 65 years and older increased their physical activity levels, they cut their risk of dying prematurely from any disease, in half.

Try any of these for 15-20 min. 3 times a week.  
NO excuses!

*Lack of exercise = fatigue*

**FYI: Other things that cause fatigue are:**

- ❖ Depression
- ❖ Not enough sleep
- ❖ Dehydration
- ❖ Poor posture
- ❖ New medication
- ❖ Stress
- ❖ Shallow breathing

## ***SLEEP "Turn off the Engine"***

### **Ways to get a better night's sleep:**

- ❖ **Limit your caffeine to mornings only. This includes soft drinks with caffeine and chocolate.**
- ❖ **Limit alcohol intake. Alcohol can help some people doze off, but can cause restless sleep.**
- ❖ **Quit Smoking: Smoking is a stimulant and is associated with sleeping and waking difficulties.**
- ❖ **Bedtime ritual: quiet time before bed to relax and unwind. Soft music if desired.**
- ❖ **Journaling before bed allow the mind to unload the thoughts of the day onto paper so the mind can rest.**
- ❖ **Meditation/Yoga/Stretching**
- ❖ **Cool dark room. No T.V. or work surrounding you. Soft music if desired.**
- ❖ **Make sure you have a comfortable mattress and pillow.**
- ❖ **Enema's can cause restless sleep.**
- ❖ **Do not over eat or under eat. The body can't rest properly when it is busy digesting a large meal or is hungry.**

## ***NUTRITION: "Keep High Grade Fuel in the Tank"***

- ❖ **Cut way down on sugar and refined flour products.**
- ❖ **Eat plenty of fresh fruits and vegetables, whole grains, and lean protein.**
- ❖ **Live Foods= More Life Energy**
- ❖ **Proper digestion= more energy. Take time to chew your food properly and relax during and after meals to ensure proper digestion.**
- ❖ **Constipation is a major cause of decreased energy. Be sure you are eliminating regularly. See your doctor if necessary.**
- ❖ **Take Vitamins if needed.**
- ❖ **Eat 5 small meals a day instead of 3.**

## ***STRESS: "Is Your Engine Over Heating?"***

**What is draining you? Make a list of the things you are tolerating in your life.**

**Ask yourself the following questions:**

- ❖ **Have I said yes to a commitment I now regret?**
- ❖ **Am I pursuing a goal that no longer makes sense?**
- ❖ **Am I looking at the same clutter daily and telling myself I can't do anything else until this gets cleaned up?**
- ❖ **Am I dealing with a sick spouse or aging parent alone?**
- ❖ **Am I holding onto something that represents a difficult time in my life and keeps me attached to the past?**
- ❖ **Am I holding on to any past hurts that need to be forgiven? Have I forgiven myself?**

**Are you trying to please someone else? Make your own rules about your life. Others will respect you for it.**

**Are you worrying about something? Fix what you can and do not stress over what you have no control over.**

**Learn to say no. Protect your time and energy.**

**Surround yourself with positive, supportive people. Practice optimism.**

## ***SPIRIT "Wax and Shine"***

- ❖ **What fuels you and gives you energy? What do you enjoy doing?**
- ❖ **Are you taking time yourself?**
- ❖ **Are you spending time doing those things that fill you up and bring you satisfaction and joy?**
- ❖ **Spending time doing what we love increases our energy.**
- ❖ **Having something to look forward to increases our energy.**
- ❖ **Be aware of your thoughts. Are your thoughts more negative or positive? Remember... we can choose what we think about and believe in.**
- ❖ **Our thoughts create our reality.**
- ❖ **Meditation is a wonderful way to witness your thoughts and to get in touch with what you love to do.**
- ❖ **Dedicate at least 20 minutes every day to yourself to rejuvenate your spirit. Set a specific time each day and stick to it. Protect it.**
- ❖ **It is not selfish. It is necessary if we are to give our best selves to those we love.**

**We all have our own unique gift to give the world.... May you nurture yourself and take the time to listen to what your body, mind and spirit needs. Follow what you are drawn to in the moment. That becomes your map to a fulfilling life.**





## WHAT IS AROMATHERAPY?

“Aroma” derives from the Greek word for spice—today we use the word more broadly to mean fragrance—and “therapy” means treatment, so aromatherapy literally means curative treatment by the use of scent.

## Reducing Stress with aromatherapy

- Use aromatherapy at home, at work, and during your sleep. This is an effortless way to help you reduce stress. The sense of smell has a stronger impact on the brain than all the other senses because it is not modulated by the processing center of the brain, known as the thalamus. All other senses—sight, touch, taste and hearing—are first processed in the thalamus before they are allowed to have an impact on the rest of the brain. However, smell has a direct link to the brain centers that govern stress. The best essential oils to use to help reduce stress are **lavender**, **sandalwood**, and **rose**.

## NOTES:

## **Aromatherapy**

### **Essential oil recipes**

#### **Chest and sinus congestion**

**2 drops lavender oil**

**2 drops tea tree oil**

**2 drops eucalyptus oil**

**pour boiling water into bowl, cover head with towel, keep eyes closed. Breathe for about 3 minutes. Caution...do not put face too close to hot water.**

## **HEADACHES**

**Massage 2 drops Lavender oil into temples and at the base of the skull.**

## **NOTES:**

## LAVENDER

Lavender is derived from the Latin word lavare, which means "to cleanse".

Lavender has many uses:

Lavender oil is one of the few essential oils that is safe to use "neat", or undiluted, on the skin.

Lavender oil can be used for bee stings and other insect bites

Lavender oil may be useful in treating headaches, especially

It can be rubbed on the forehead and be added to a base oil for neck massage.

Lavender oil is helpful in healing burns.

Lavender oil is calming and can help in falling asleep.

Lavender oil is soothing for scrapes and other skin irritations.

Lavender oil soothes sunburn, aids in the healing of burns and skin injuries, and is used to treat eczema, fungal infections and irritated, flaking scalp.

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# Balloon Artistry

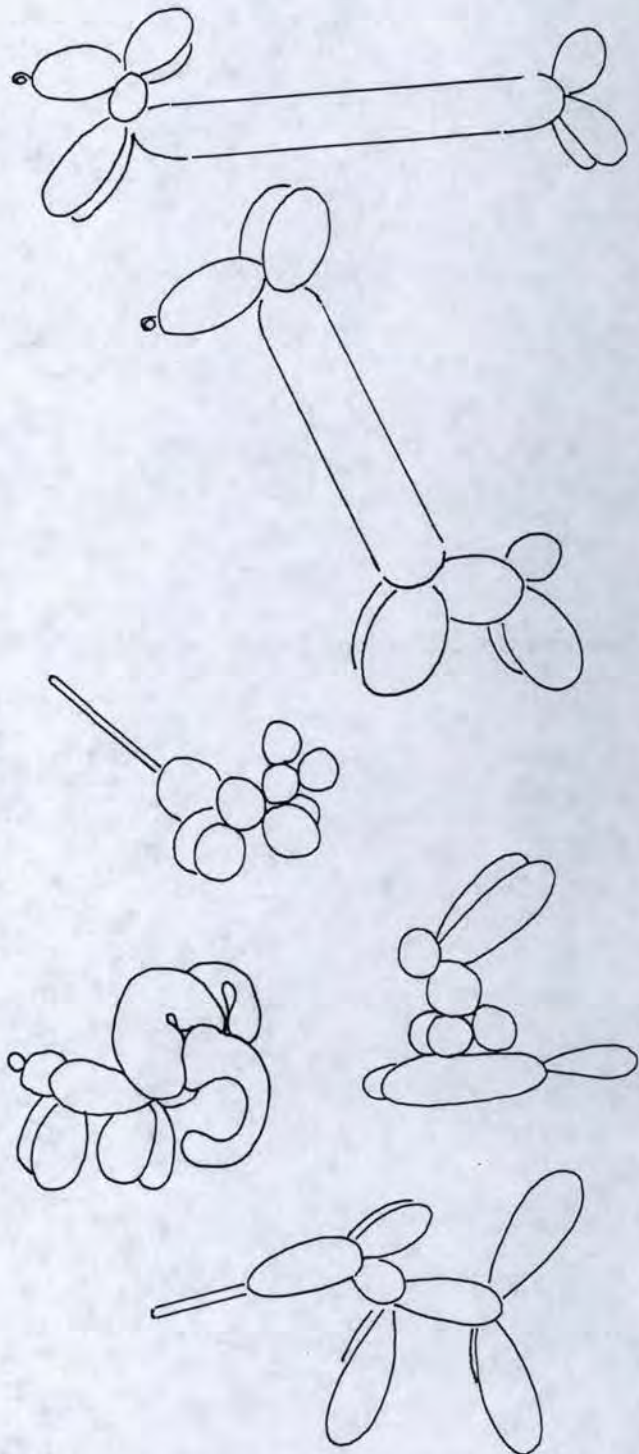
Most audiences, young and old, are fascinated by watching a balloon artist at work. A 4-H clown can draw a large crowd by adding this easily learned skill to any performance. This section contains some suggestions to help you create intriguing balloon animals.

An experienced balloon artist knows that good strong balloons are the first key to success. To lessen balloon breakage follow these suggestions before you begin.

1. Purchase balloons from a reputable source.
2. Make sure your balloons are fresh.
3. Be aware that different manufacturers have different names for the same balloon. The small diameter balloon recommended for balloon animals is called Twist-eez, Pencils, Skinnies, etc.
4. Take the attitude that balloons are purchased to be used: if you don't use many, don't buy many. Don't count on good results if you keep them on hand for long periods.
5. In keeping the balloons at home, keep them closed up in the original box or in one like it. Keep them away from heat, sunlight or extreme temperatures of any kind.
6. Stretch the balloon before you blow it up.
7. Don't blow the balloon up too fast.
8. Don't put too much air into the balloons (allow for the twists you will make).
9. Make sure your hands are not rough.
10. Avoid sharp objects.
11. When coming in from the cold outdoors, roll the balloon between the palms of your hands and breath on it to warm it up. When the balloon is warmed, blow it up.
12. Caution should be taken in blowing balloons for an extended period of time. Use a hand pump for inflating large numbers of balloons. It's faster and safer.

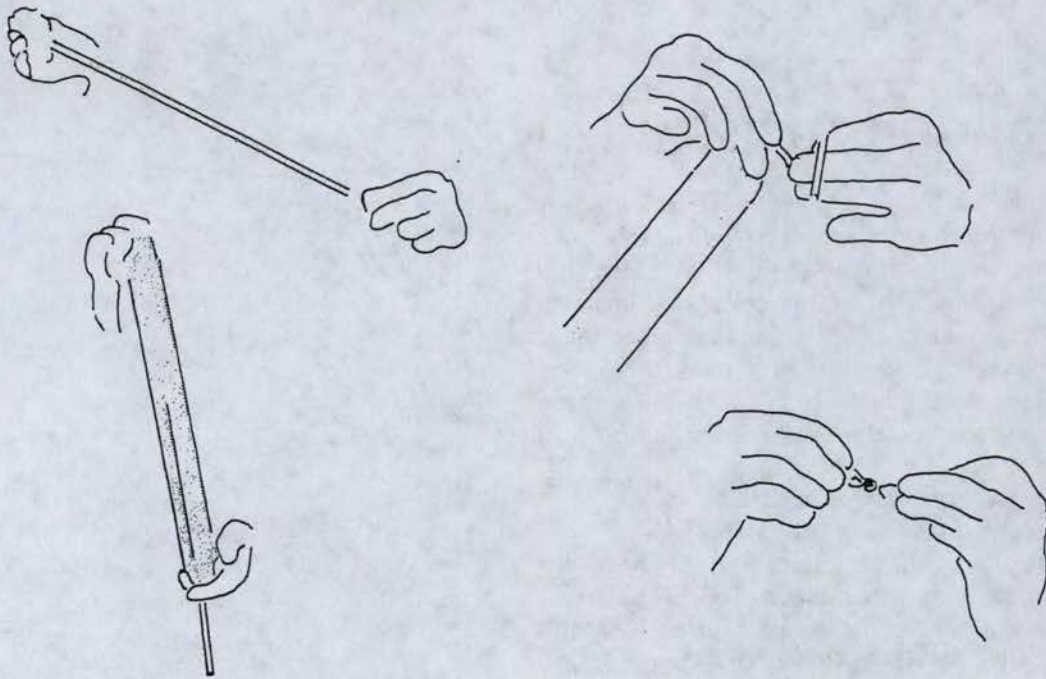
## Balloon Animals

The balloon animals included in this section are based on the basic animal. Before trying any of the other balloon animals, follow the step-by-step instructions on pages 36 and 37 for making the basic animal. Once you have learned the basic balloon-artistry skills, let your imagination go wild and design your own balloon creations.

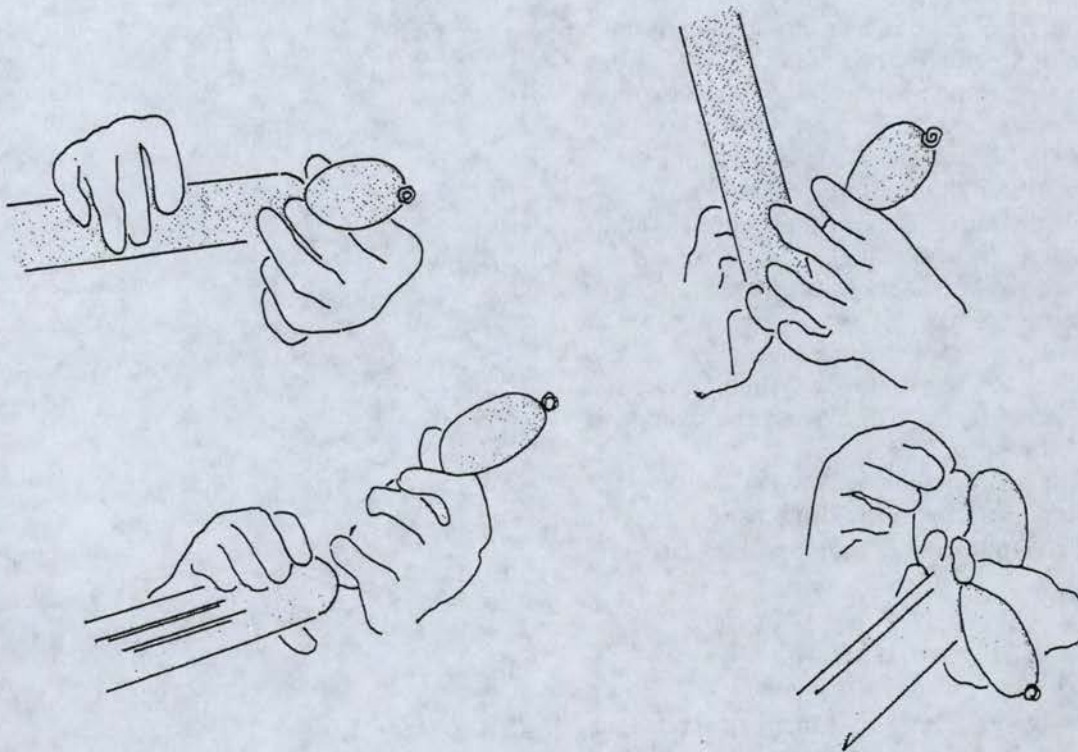


Balloon animals can be easy to make. Shown here are (from top to bottom) a dachshund, giraffe, mouse, rabbit, elephant, and aardvark.

## Making the Basic Animal

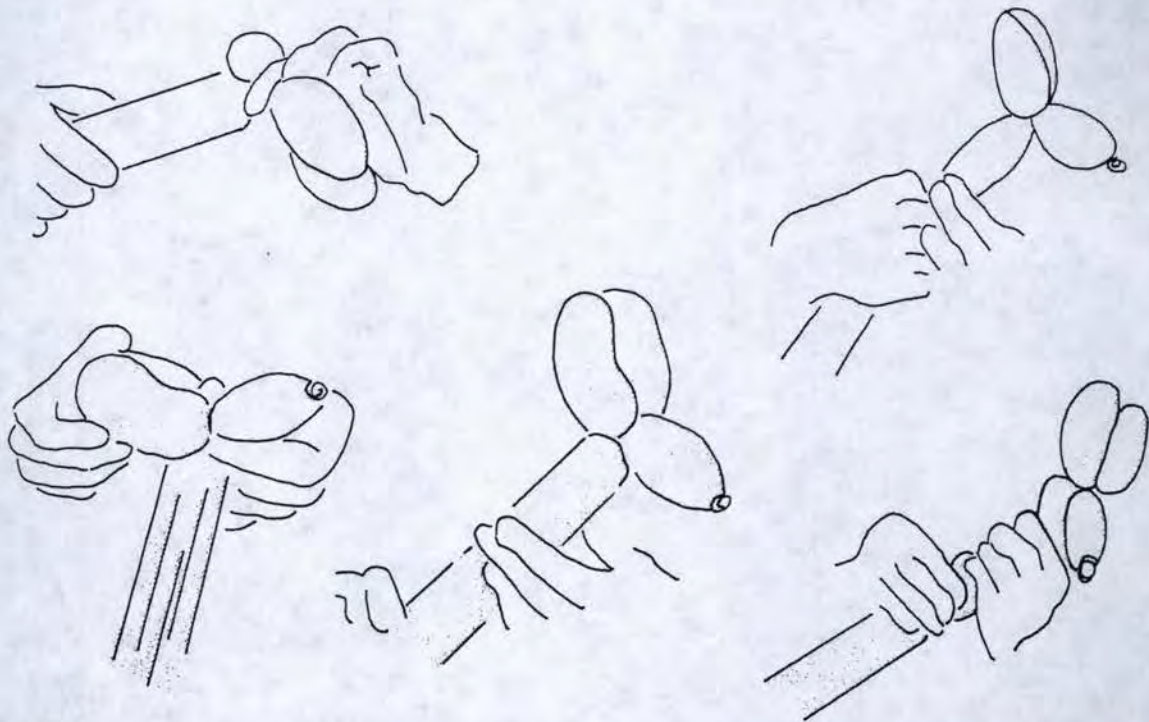


Stretch a No. 245 balloon. Inflate the balloon, leaving 4-5 inches at the end not inflated. Tie the end.

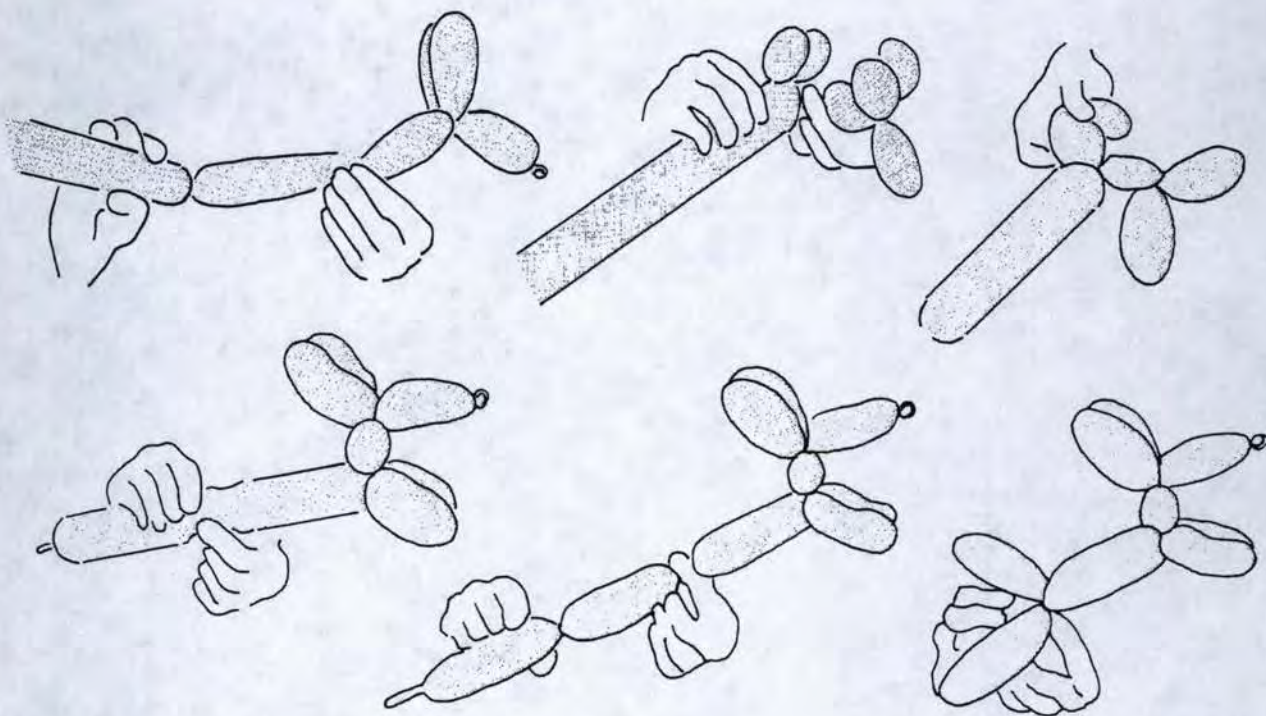


Pinch the balloon between thumb and first finger, approximately 3 inches from the tied end. Twist the main portion of the balloon away from you. This makes the nose or head of the animal.

Holding the first twist in your left hand, make a second twist, approximately 5-6 inches behind the first twist. This will form an ear. The second ear is formed by making a third twist approximately 5-6 inches behind the second twist.



Put the two ears (bubbles 2 and 3) next to each other and twist. This locks the first part of your balloon animal. To form the neck, pinch the balloon between thumb and forefinger approximately 3-4 inches behind the ears. Twist the long part of the balloon away from the body.



Holding this twist, measure 5-6 inches and make another twist, forming a front leg. Measure another 5-6 inches and make another twist, forming the second front leg. Put the two front legs next to each other and twist again.

Make the body by twisting the balloon 3-4 inches behind the front legs. Form a rear leg by measuring 5-6 inches and making another twist. Form the second rear leg by measuring another 5-6 inches and twisting again. Place the two back legs next to each other and twist again to lock. Adjust the tail for the completed animal.

Use these same procedures to make other animals.

## OUTDOOR COOKING

### FRUIT KEBAB

Supplies: Wire stick, bananas, can of pineapple chunks, marshmallows.  
Time: 3-5 minutes - until marshmallows are golden brown.

Preparation:

1. Cut bananas in to one inch chunks.
2. Alternate bananas, pineapple, and marshmallows on skewer.
3. Heat over coals, until marshmallows are golden brown.

### CAKE IN AN ORANGE

Supplies: Oranges, cake mix & ingredients, foil, zip-lock bag, spoon, knife

Time: 10-12 minutes

1. Mix cake mix and ingredients in a zip-lock bag.
2. Slice off  $\frac{1}{4}$  down from top of orange. Scoop fruit out, leaving empty shell.
3. Fill shell  $\frac{1}{2}$  full with cake batter. Place lid back on orange.
4. Wrap in foil. Place on fire. Check cake periodic.

### BANANA BOAT

Supplies: Bananas, chocolate chips, marshmallows, foil, knife.

Time: 5 minutes

1. Cut wedge-shape section in banana. Remove banana wedge.
2. Fill wedge with chocolate chips and marshmallows.
3. Replace banana peel. Wrap in foil.
4. Place in coals until chocolate and marshmallows are heated.

### SHAGGY DOGS

Supplies: Marshmallows, chocolate syrup, coconut, foil, wire stick.

Time: 3 minutes

1. Remove paper label from syrup can. Heat can.
2. Roast marshmallow until golden brown.
3. Dip marshmallow in syrup, and roll in coconut.

*Open Can First*

### S'MORES

Supplies: Wire stick, marshmallow, chocolate chips, graham crackers.

Time: 3 minutes

1. Imbed 4-5 chocolate chips into each marshmallow. Make 2.
2. Fit the chocolate ends of 2 marshmallows together. Place onto stick. Roast over fire.
3. When marshmallows are golden brown, sandwich them between 2 crackers.

### MINI TURNOVERS

Supplies: Refrigerated biscuit dough, cinnamon sugar, pie filling, foil.

Time: 10-13 minutes.

1. Pat two refrigerated biscuit as thin as possible.
2. Sprinkle on cinnamon sugar and 1 teaspoon of pie filling on one biscuit.
3. Cover mixture with second biscuit. Seal edges.
4. Wrap in foil. Place on fire.

### MINUTE PIZZA

Supplies: English muffins, pizza sauce, cheese, pepperoni, foil, knife.

Time: 10-15 Minute.

1. Find a sturdy "Y" shape branch. Cover is with foil.
2. Open up english muffin. Spread 1 tablespoon of sauce on muffin.
3. Slice cheese and pepperoni. Place on top of sauce.
4. Place over coals.

### Hobo Dinners

Hamburger, sliced potatoes, sliced carrots, onions, zucchini  
Place sliced vegetables in the middle of Heavy duty Foil. Top with  
hamburger patti. Season. Fold over foil and place in coals.  
10-20 minutes

From: Sally Heard <s.heard@bresnan.net>  
Subject: **Fwd: PHENOMENAL 2 LETTER WORD!!**  
Date: April 27, 2011 8:30:08 AM MDT

Shared by John Warren



I'm sure you will enjoy this. I never knew one word in the English language that can be a noun, verb, adj, adv, prep.

UP

Read until the end ... you'll laugh.

This two-letter word in English has more meanings than any other two-letter word, and that word is 'UP.' It is listed in the dictionary as an [adv], [prep], [adj], [n] or [v].

It's easy to understand UP, meaning toward the sky or at the top of the list, but when we awaken in the morning, why do we wake UP?

At a meeting, why does a topic come UP? Why do we speak UP, and why are the officers UP for election and why is it UP to the secretary to write UP a report? We call UP our friends, brighten UP a room, polish UP the silver, warm UP the leftovers and clean UP the kitchen. We lock UP the house and fix UP the old car.

At other times, this little word has real special meaning. People stir UP trouble, line UP for tickets, work UP an appetite, and think UP excuses.

To be dressed is one thing but to be dressed UP is special.

And this UP is confusing: A drain must be opened UP because it is stopped UP.



We open UP a store in the morning but we close it UP at night. We seem to be pretty mixed UP about UP!

To be knowledgeable about the proper uses of UP, look UP the word UP in the dictionary. In a desk-sized dictionary, it takes UP almost 1/4 of the page and can add UP to about thirty definitions.

If you are UP to it, you might try building UP a list of the many ways UP is used. It will take UP a lot of your time, but if you don't give UP, you may windUP with a hundred or more

When it threatens to rain, we say it is clouding UP. When the sun comes out, we say it is clearing UP. When it rains, it soaks UP the earth. When it does not rain for awhile, things dry UP. One could go on and on, but I'll wrap it UP, for now . . . my time is UP!

Oh . . . one more thing: What is the first thing you do in the morning and the last thing you do at night?

U

P!

Did that one crack you UP?

Don't screw UP. Send this on to everyone you look UP in your address book . . . or not . . . it's UP to you.

Now I'll shut UP!