

CHAT CHAT SPRING NEWS

Volume 69 Number 01

Spring 2017

Spring Planting!

Chatcolab
NORTHWEST LEADERSHIP LABORATORY



CONNECT, STEAM & DRUM into Seeds of Leadership' in 2017!

It's Spring! CHATCOLAB'S 69th Year is around the corner! What SHARE will you make? ...Chatcolab registration is now up and running. If you want a special room in the lodge, reasonable accommodations due to special needs, or have other requirements for this year's lab as an Education, 4-H, Outdoor, Recreation, Extension, or Leadership professional; PLEASE Contact Val Duffy, Registrar TODAY! Join us for the 2017 program of this multigenerational leadership laboratory June 10-16th at Twinlow Camp near Rathdrum, Idaho. Check out last year's workshop descriptions on the web site (you will be surprised)!

Chatcolab Northwest Leadership Laboratory

LEAD ~ PLAY ~ CONNECT:

Planting the Seeds of
Leadership



June 10-16, 2017

Join us for Car Care Olympics...



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Calendar...

**April 15, 2017 – Early Bird Registration
Deadline | Save Money...bring the family!**

**June 10-16, 2017! Chatcolab, Twinlow,
in Rathdrum, Idaho**

WEB Site: www.Chatcolab.org

Check us out on facebook:

 [Chatcolab: Northwest Leadership
Laboratory](https://www.facebook.com/Chatcolab-Northwest-Leadership-Laboratory)

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Chatcolab NEWS...

Remember to add yourself or invite a friend to join our email list. For the most up to date news: [CLICK HERE TO SIGN UP](#)



Chatcolab 2017 Program Has Been Set

[Schedule](#)

- **Leading with Connections, Trust and Innovation S.T.E.A.M.** (Science, Technology, Engineering, Art & Math)
- **R U GAME** (Games for Team Building)
- **Lacto-Fermentation** (microbial process using beneficial bacteria)
- **Soul Collage** (soulcollage.com)
- **Appliqué** (needlework technique)
- **Extreme Forestry**
- **Parliamentary Procedure for All Ages**
- **Improve Your Golf Swing**
- **Sing, Draw, Play Games**
- **And So Many More!!**

2017 Early Registration Closes April 15th

- **REGISTRATION IS NOW OPEN**
- **Early Bird Prices End April 15th at midnight**
- **SCHOLARSHIPS are still available for first time attendees**



As a twist to the 2017 Share Fair we have added a theme to allow participants to think ahead for items or activities they would like to share with participants.

If you have any decorations that would add to the festive fun of our Share Fair Farmers Market please bring them to share as well.

Ideas include:
Denim Overalls
Straw Hats
Salsa Tasting Contest?

Share ideas with us on facebook:
[Chatcolab: Northwest Leadership Laboratory](#)

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Love Horses?

Love learning with Brook!

Brook Howell, Moscow, Idaho



I have many different activities that will teach kids about horses without the need of a live horse. Some examples are history of horse use in the United States (think pony express!), anatomy (what parts of the horse are the same on us?), coat patterns (what are the names of those spots and white marks?), facilities needed (could I keep a horse in my backyard?), gaits of horses (how fast is that horse moving?), and a leadership game to learn effective communication (do horses speak English?). All activities will be interactive and get the students into learning about horses! Multiple activities will happen per session! I have been teaching youth and adults all about horses for the past 15 years. I am a member of the American Quarter Horse Association Professional Horseman and the National Reining Horse Association Professionals.

Brooke Howell is a PhD student in Agricultural Education at the University of Idaho and the owner of Brooke Howell Horsemanship Company, LLC in Potlatch, Idaho.



Are You On Par?

John Warren, Class A, PGA Professional Instructor, Great Falls, Montana

Hello all 2017 Chat attendees. This year it will be my honor to conduct a short 1-2 hr Golf Clinic on Monday.

This clinic will be a "hands on" class. All participants will have the opportunity to learn some of the basic easy to do swing fundamentals, swing, drills, and have a fun time applying them!

Limited flight golf balls will be provided for this class, but attendees must bring their own clubs and other equipment. Class size will be limited so enroll early!!

FREE DAY ACTIVITY

I will be happy to arrange a fun golf outing on Saturday afternoon and on Tuesday Afternoon "free Day"

1) Players must register to play three weeks prior to Chatcolab so I will know how many tee times to book! Information will be in the welcome package. *Please on line*

Remember, all participants must bring their own clubs and play balls.

I look forward to seeing all of you there and sharing a fun golfing experience with you!

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LEADERSHIP Moments...

Jen's bringing a Portfolio of Ideas to Plant the Seeds of Leadership in You!



Jen McFarland, Portland, Oregon

Hi, my name is Jen McFarland. I'll have the good fortune to spend a lot of time with many of you the summer of 2017 at Chatcolab. I can't wait! I wear a lot of hats. These hats serve a bigger purpose—to equip me to be the best service provider I can be. I have three passions: creativity, problem-solving, and helping people. No two people are alike. No two problems are alike. Let's find some fun and creative ways to work together. Learn to connect, dream, and foster growth at the ALL LAB Session!!!

Jen McFarland
Helping small business dreams come true.
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Tyler Schlagenhauf, Boise, Idaho

We hope you'll join us on our next Challenge Island adventure at Chatcolab 2017! Our all lab youth program presenter is Tyler Schlagenhauf!

Challenge Island is an international educational franchise on the forefront of S.T.E.A.M. (Science, Technology, Engineering, Art, and Math) Education and 21st Century Learning. We provide collaborative challenge-based experiences for ages 4 to 14+ in the form of after school classes, in-school workshops, camps, parties, homeschooling events, team building, and multi-generational family adventures.

Our unique ability to simultaneously address the needs of both the playful, whimsical child of today and the globally successful adult of the future has brought Challenge Island a sea of accolades from schools, parents, and kids alike.

Here is what you need to know about Tyler at **Chatcolab...**

What inspired you to become a Challenge Island Franchise Owner?

The emphasis the franchise puts on student autonomy in **STEAM Education** is very intriguing to me as an educator.

Tell us about your professional background.

I have taught 1st through 3rd grade for the last 6 years. I received my Bachelor's Degree in Elementary Education and my Master's Degree in Education Administration.

What have you enjoyed most about starting your Challenge Island business?

I have enjoyed working with programs and schools around Idaho. It has been very rewarding to see students, parents, teachers, etc. engaging in our high-quality, hands-on activities and working with others to complete the goal!



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Please share one of your favorite Challenge Island moments.

My favorite Challenge Island moment is seeing a student whom had engaged in a previous challenge at his school show up at a community event and tell me that he remembered learning about Triremes in our Poseidon's Fury Challenge. His mother then told me that at home he went to the computer to look up Triremes and learn more about them!

What is your favorite Challenge Island "destination" and why?

I enjoy Mythology Island because students have an initial interest in Greek Mythology.

What is your favorite quote from a student, parent, or school about Challenge Island?

"My girls have never been so engaged in anything, let alone something educational. Thank you for coming to our community library!"

What schools/venues do you currently participate at?

Fort Boise Community Center, YMCA, Boise and Meridian Library, Kids Are Special People, Nampa Rec Center, Sage International School, Whittier Elementary School, Girl Scouts of Silver Sage

What programs & camps do you facilitate?

We facilitate In-School Field Trips, After-School Enrichment programs, Birthday Parties, and Summer Camps!

More info at:

<http://challenge-island.com/boise/>



Tyler Schlagenhauf is the owner and operator of Challenge Island Idaho, a Science, Technology, Engineering, Arts, and Math education franchise as well as an Educational Consultant for Houghton Mifflin Harcourt. He

obtained his Master's in Education Administration with an emphasis in Organizational Leadership from Grand Canyon University. He received a Bachelor's of Science in Elementary Education from Minot State University in North Dakota where he was a member of the Minot State Baseball team. Tyler approaches leadership through collaboration, perseverance, and consistency. He has served in multiple leadership roles in his career including Teacher in Charge at a German Immersion school in Anchorage Alaska, Athletic and Activities Director, State Testing Coordinator, Danielson Site Based Specialist for district teacher evaluation system, and small business owner. Through these experiences he has found establishing a comfortable, professional environment enabling others to explore their individual strengths and embrace weaknesses creates a positive, healthy working climate.



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ALL - LAB Music Merrymaking 🎵

Janet Zimmerman, Pony, Montana

Hello all you happy Chatco lovers! The sands are running through the hourglass at a rapid rate. I look forward to seeing you at camp this summer for more fun and games. As the singing and music resource leader I will be facilitating everyone's experience to make joyful sounds within our community. Please bring your drums, musical instruments, and your creative selves and we will have a happy hootenanny .

Did you ever want to go to a Jam Session, but you didn't know how? Will plan a Jam session for musicians and work on Jam session etiquette. She will offer you ways to lead, play, and connect as a musician. You will learn to be confident in skills to lead family, community and classroom music. Singing, playing instruments and drumming are community builders that brings people to common ground. I will plant seeds to get you growing! See you soon! Janet Zimmerman - Order of Music Merrymakers. She has been playing at Senior Centers for 30 years, also with professional bands, corals, barbershop groups, ensembles and honky-tonks. As a member of barbershop quartet she notes, " the beautiful part is the

blending of voices in beautiful acapella harmonies."



So glad you are interested in helping with music. If you have question...Call me at 406-451-3859. Cheers friends ! JZ

Gentle Morning Yoga in the Spirit of Parker Palmer, *Living the Courage To Teach!*

Holly Moore Purdy, Bozeman, MT

Larks Workshop - Sunday - Friday: Join me to explore yoga and ponder how to integrate it into all parts of your family, classrooms, communities, and leadership. Basic Yoga poses, healthy stretches, and breathing will be your sunrise celebration! All ages and abilities are welcome; observers and beginners too. So bring your mats and stretch your way into the seeds of leadership!

Teaching Strategies: All sessions will highlight one or more key concepts from Parker J. Palmer's *Courage to Teach*. You will stretch your mind and stretch your body. Teaching strategies for integrating yoga into elementary classrooms, senior programs and youth groups will be shared.



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Game Play & Recreation Theory

Janell Marmon, Lakeland, Florida

Jen is a Teacher/Web and Digital Design Journalism at Polk County School Board Polk County School Board, Grand Canyon University. Join her at Chatcolab 2017!

In 2009 while attending the National Writing Project annual meeting in Philadelphia, one of the sessions in the program caught my eye, Writing: In the Game. The description was captivating as it introduced the idea of "play" as part of teaching writing, something not all

of my students felt was play or fun. It was the first step in a journey that brought me to where I am today as a teacher of writing and technology - teaching not only Game Design as a course, but also utilizing games and the theory of play in all of my classes.

Imagine the world of playfulness

Imagine the world of playfulness, of extending that carefree aspect of childhood to the life we live every day, beyond age 10 or 12. Not just board games or cards, but other aspects of play as well. In Miguel Sicart's book *Play Matters*, he suggests, as others have, that play is a portable tool that is about interaction rather than about "things". Clearly, my students in game design are more interested in "things", but it is that interchange of information, ideas, and experience that I've found are most interesting and engaging for students. They are what moves the class and makes it work in a real sense.

Sicart, a MIT scholar and professor's self-ascribed profession is "play scholar". I love that. But I see myself more of a play "facilitator" in my work with students and adults, just as I view my role as coach in writing and design situations. I provide the tools, the prompts, the feedback, and the opportunities for collaborative thought. More importantly, those who are part of that gaming dynamic reap the benefits of their own discovery and creative process.

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Why game design?

In preparing to write this, I had a discussion with a few of my second year gaming students who are in the process of signing up for courses for their next year of high school.



"It's a process," Joseph, a self-avowed gaming nerd who rides a long board and is writing a novel, said. ***"I didn't know what to expect when I signed up for the class as a sophomore after taking Intro to Web, but found out that it was and wasn't what I expected."***

"You have to be motivated," Pete, one of his classmates who works as most of them do on their own computer based gaming builds at home on his own. ***"You're only limited by your own imagination."***

Yes, my game design classes are computer based, but technology is only one tool, and I am a non-tech gaming grandma in a techy world. Computers are only what time and innovation have added to the concept of play. The mind is the first and key tool of game play.

At Chatcolab Game Play...you will!

At Chatcolab Game Play will allow you to build with others in collaboration new games exploring what it is to be creative while considering what is required for a game to exist. We'll look at what "rating systems" for games, then create our own ratings, intended for those programs and age groups we represent and are involved in as leaders. We'll invent. Play. Evaluate. And while doing it, we will each explore our own creative process and place we naturally take on a team. We'll shake it up and explore gaming genre from board games, team building, and have our own little Escape from reality at Chatcolab. As Miguel Sicart says Play Matters!

Shoot me an e-mail if you have questions!
Janell Marmon jmarmon@aol.com



Chatcolab 2016, Celebrating the Flag

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Dr. Jim Connors to Paddle & Plant Best Practices in Parliamentary Procedure & Leadership at Chatcolab!

MICHAEL P. PARRELLA, Dean, College of Agricultural and Life Sciences, Moscow, Idaho

By the Numbers Dr. Jim Conner's is the leader of **107** undergrads and **6** grad students are majoring at the University of Idaho, CALS Agricultural and Extension Education department offerings, including **51** undergrads in agricultural education and **48** in agricultural science, communication and leadership. More than a quarter of Idaho's 4,545 members of the FFA organization gather in Twin Falls in April for the State Leadership Conference.

This FFA Event Teaches Twice, as Some 30 CALS undergrads will be along for the ride, part of an annual effort by the University of Idaho to help organize and coordinate the

event. Most of the UI students are registered in Agricultural and Extension Education 498, a class directed by AEE Department Head Jim Connors.

Jim is one of our resource leaders for Chatcolab 2017. He plans to paddle his Kayak for a few days and to share his wisdom for non-profit, 4-H, FFA, teachers and administrators about Parliamentary procedure.



Parliamentary procedure is a term many believe limited to student government associations, 4-H Clubs, FFA or civic groups. However, nonprofit leaders cannot afford to be ignorant of parliamentary procedure basics. Courts have held that organizations are subject to the principles of parliamentary law if they don't have procedural policies of their own. As a result, ignoring or incorrectly applying parliamentary procedure can lead to embarrassment and lawsuits.

**Want to learn more about Parli-pro?
Check out these web sites:**

- <http://www.parliamentaryprocedure.net/>
- <http://www.parliamentarians.org/about/parliamentary-basics/>
- <http://www.jimslaughter.com/Nonprofit-Boards-and-Parliamentary-Procedure.cfm>
- http://msue.anr.msu.edu/resources/parliamentary_procedure_re_sources

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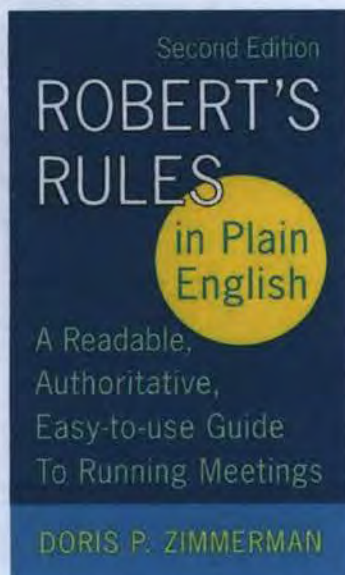
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You will learn... The Five Basic Principles

- Only one subject may claim the attention of the assembly at one time.
- Each proposition presented for consideration is entitled to full and free debate.
- Every member has rights equal to every other member.
- The will of the majority must be carried out and the rights of the minority must be preserved.
- The personality and desires of each member should be merged into the larger unit of the organization.

Study with Jim and you will come home with new seeds of to plant, best practices, and skills to run meetings in your, family, club, non-profit, and community!



Date & Nut Squares...just right for your next PARTY!

Nel Carver, Moscow, Idaho



When cleaning up some Chat stuff this recipe fell out of one of the books - 1980s book. (I didn't know if you would want it for the GEMS section of the ChatChat.) If not it still sounds good!

Date & Nut Squares from the kitchen of Miriam Beasley with a slash giving credit to Betty Crocker (which I thought was very funny).

Beat 2 eggs. Add in 1/2 cup sugar and 1/2 tsp vanilla. Beat together. Sift together & stir in 1/2 cup sifted flour, 1/2 tsp baking powder and 1/2 tsp salt. Mix in: 1 cup of cup-up walnuts and 2 cups finely chopped dates. Spread in a well-greased 8" square pan. Bake until top has dull crust. Cut into squares while warm, cool, then remove from pan. If desired, dip in confectioner's sugar.

Temp: 325 degrees (slow to mod. oven)
Time: 25 to 30 min. Amount: 16 - 2" squares

(Note from Mama B - I cut them smaller.)

Picture accessed 03/22/17 at: <http://www.food.com/recipe/date-nut-bars-326722?layout=desktop#activity-feed>

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Greetings Chatcolabbers...

Greetings from a still snow covered Twinlow Camp! We have some big news here at Twinlow:

We are excited to announce our plans to build a new Director's house just up the road a bit from main camp. We have seen significant growth in our program participants and retreat group partnerships in recent years. Twinlow has been blessed with more people, more volunteers, and more groups than we can handle not only with space, but with current staffing.

This project is not about a new house to serve our own needs, this is the first step in a multi-step and multi-year project to put Twinlow on a path of true sustainability.

Allow me to explain,

1. The first step is new home construction for Twinlow's Camp Director.
2. The second step will be to turn the current house on site into two housing units for staff.
3. The third step will be to relocate and then remodel the old nurse's cabin which has been used for program staff housing.
4. The fourth step, with the old cabin relocated, will open up the space we need to add on to our Selkirk Lodge.

So the question is... will you join us? This will be the first significant construction project at Twinlow in over 20 years. We are doing this project with the long term in mind. Total project cost is estimated to be about **\$250,000.**

At the end of 2016, Twinlow became a debt free organization for the first time in many years. We now want to complete the house construction without taking on any additional debt. We have over \$100,000 in previous gifts ready to go, we have been blessed with grant support for the other \$100,000 to go towards this project. **Will you help us reach the final \$50,000 needed to make this project a reality?**

Thank you for your consideration in supporting this project. More information on this project and how to donate can be found at:

twinlow.org/give/donations/



Kristen "Moonie" Moon - Guest Group Coordinator/Program Coordinator

Tyler Wagner - Camp Director,

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(208) 352-2671 • office@twinlowcamp.org
Web: <http://twinlow.org/>

<https://www.facebook.com/twinlow.camp>



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The CHAT- CHAT Newsletter Submission Deadline is: August 15, & October 15, 2017; April 15, 2018. Send your contributions of 300 words +/- , pictures, or ideas; or best practices about leadership, recreation, or your Chatcolab experiences past, present or future; interviews with former labbers; ATTACHED as a Word document to Kevin Laughlin, CHAT CHAT Editor: kevinlaughlin@peoplepc.com or mail to: P.O. Box 140324 Garden City, Idaho, 83714

GEM of Gems, Past Labs!

From the 1996 Spring Edition of CHAT CHAT,
Toni Gwin, Editor, Albany, OR
[Now South Bend, WA]

SUCCESS

Success is the way you live your life each day;
It's the little things you do and say.
It's not getting rich or riding high on fame.
Now winning awards that all would like to claim.
Success is being faithful to your friends and to the stranger kind
It's in the children that you love and in their love of you.
Success is exhibiting character in everything you do.

-Author Unknown

The Seeds of Leadership

Kevin Laughlin, Garden City, Idaho

3-Day In-depth Workshop:

Discover transformative ideas, knowledge, philosophy, knowledge, and humor, as seeds of leadership and gardening for your family, classrooms, & communities. SHARE in growing good kids by igniting a passion for learning, success, & service through the Junior Master Gardener education program. Gain Leadership skills you will never outgrow, complete 7 + activity based (4-H) projects using the experiential learning model. All ages welcome! So bring your hands, hearts, heads, and good health ...grow your way into the seeds of leadership!



Garden Tour &

Soil Stewardship - Tuesday 1:15 - 3:30:

Explore problems, opportunities, & projects for growing vegetables & small fruits in your home and community gardens. Join us to discover "best practices" at Twinlow Camp gardens. Gain skills in amending soil, make "Happy Dirt", and learn to identify common garden pests and diseases. Dust off your planting skills and gain some sustainable ideas for managing your garden.

Teaching Strategies: All sessions will highlight one or more key concepts from the Junior Master Gardener Curriculums, Multiple Intelligences, and the Experiential Learning Model. You will explore and get your hands dirty. Teaching strategies for integrating JMG into elementary classrooms, senior programs, and youth groups will be shared.

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Life Skills: Gardening is a life skill that children and adults can celebrate together that offers enjoyment, learning, and interaction with the natural world. At any age gardening provides a link to the rhythms of the seasons and the circle of life. The Junior Master Gardener Program provides an innovative mix of horticulture, life sciences, leadership, service learning, and fun for everyone. The hands on nature of gardening and its link to water, wildlife, soils and sustainability are all fostered in this Chatcolab In-Depth workshop and supporting (optional) Tuesday garden tour and soil stewardship activity. Each session will also offer seeds of leadership!

...The seeds of leadership are in nearly everyone. Chatcolab simply provides a little fertilizer (Ideas, Knowledge, Philosophy & Humor), water, and sunshine to help leaders grow, be transformed, and share. There's tremendous benefit in planting seeds in due season for both young and old. Chatcolab is held in late Spring or early summer, when the ability to impart change is present—when the soil is tilled and the earth is fresh and we are able to cultivate. An old Chinese proverb says the best time to plant a seed is 100 years ago; the next best time is today. We encourage each of you to plant your seeds at and after Chatcolab and reap the benefits for generations to come. The seeds we will be pondering...

Day #1:

"...If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow."

~ Rachel Carson

Day #2:

"...Out of perfection nothing can be made. Every process involves breaking something up. The earth must be broken to bring forth life. If the seed does not die there is no plant. Bread results from the death of wheat. Life lives on lives. Our own life lives on the acts of other people. If you are lifeworthy, you can take it."

~ Joseph Campbell

Day #3:

"Bearing Fruit- Are you sowing seeds that bear fruit? What fruits are you bearing? "Fruit" means that which originates or comes from something. It is an effect, a result. By your fruits you are known. A good leader is hard at work preparing the soil, planting the seed, weeding, watering, pruning and later reaps a harvest. We produce what we are, after our "kind." What legacy are you leaving behind in others, your team and the organization? Depending on your leadership style, you will bear lasting fruit, some fruit, diseased fruit or no fruit."

~ Brigette Hyacinth

Biography of Presenters:

Holly Moore Purdy is a new mom and resident of Bozeman, Montana. She is completing yoga teacher training in yoga philosophy and asana, with an emphasis on yoga for teens and for recovery. She has taught English in Butte, Montana, grades 9-12; English grades 6-10 at Berkeley International School in Bangkok, Thailand; English grades 4-5 at De La Salle Blackfeet School in Browning, Montana; and most currently is teaching ESL online to Chinese children ages 5-12. Before she began teaching, she obtained her TEFL certification in Buenos Aires, Argentina and completed a Master of Education degree from Montana State University.

Kevin Laughlin lives in Garden City, Idaho. He is in his 7th year as an Idaho Master Naturalist with the Sagebrush-steppe Chapter in Boise. He enjoys teaching, organizing and facilitating horticulture, gardening, & especially children's gardening programs. Kevin is a lifelong learner, has been a member of Chatcolab since 1983, volunteering in several roles, currently as CHAT CHAT Editor.

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Chatcolab Executive Board Contact Information 2016-2017

Chair: Preston Sorensen, 3188 N 400 W. Pleasant View, Utah 84414 | 801-529-2727 | preston-sorensen@hotmail.com

Vice Chair : Betsy Carver, 6220 Robertson Road, Boise, Idaho 83709 | 208-968-0797 | betsy@betsycarver.com

Program Chair: Nel Carver, 1668 Appaloosa Rd, Moscow, Idaho, 83843 | 208-883-1533 | carver.bobnel@gmail.com

Secretary: Mike Early, 16362 S. Valley Rd, Mulino, Oregon, 97042 | 503-632-7672 & 503-708-0018 | michaeleearly@aol.com

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Member: Randee Sorensen, 3188 N 400 W. Pleasant View, Utah 84414 | 801-529-2727 | momotwins3@gmail.com

Member: Valarie Duffy, 11180 Ripley Ct. Boise, Idaho, 83713 | 208-901-4517 | Duffy425@yahoo.com

Member: Doug Owsley, 208-353-7062 | dowsley@hotmail.com

Member: Debra Gillett, 11263 5th Ave, Seattle. Washington, 98168 | 206-244-4914 | gillett5@msn.com

Member(Alt): Ann Easterly, 15057 S. Clackamas River Dr., Oregon City, Oregon, 97045 | 503-656-7159 | anotter25@yahoo.com

Member(Alt): Jackie Baritell, 552 Bean Creek rd. #77, Scotts Valley, California 95066 | baritelljm@gmail.com

Member(Alt): Chris Beasley, 6231 22nd Ave NE, Seattle, Washington, 98115 | 206-523-1876 |

Registered Agent: Nel Carver, Moscow, Idaho (see above)

Chatcolab is a Federal 501 3 (c) Non-Profit and Idaho State Non-Profit Corporation. It was reorganized in 1969. Additional corporation documents are available at: <http://www.accessidaho.org/public/sos/corp/C40921.html>

What is Chatcolab?

Chatcolab is a Pacific Northwest blend of the recreation laboratory ideas born in the early thirties at Waldenwoods, Michigan and an older model for education the "Chautauqua" from New York. 2017 will be the 69th year for this Idaho based leadership laboratory and non-profit corporation. This lab developed out of the College of at the University of Idaho and a Presbyterian minister's vision in 1949. It is focused on leadership education in a natural resource setting using recreation as a framework. It serves 13 western states. It is slow paced and reflective -families come with adults who wish to learn recreational leadership and continue their lifelong learning in an atmosphere of sharing.

A balanced mix of recreational professionals, academic experts, support staff and youth volunteers always makes for the best lab and stimulating interaction. Over the years Western Cooperative Extension Directors and 4-H have used this leadership lab for the professional development for volunteers, staff and faculty. Girl Scouts, Parks & Recreation, Corrections, Counselors, Social Service providers, Ministers, Camp Directors and Senior Center Program directors also come to this lab from across the west.

Chatcolab is one of the Pacific Northwest's remaining Chautauqua's! It offers a 'Legacy of Leadership!' Chautauqua is an adult education movement in the United States, highly popular in the late 19th and early 20th centuries. Chautauqua assemblies expanded and spread throughout rural America until the Mid-1920s. The Chautauqua brought entertainment and culture for the whole community, with speakers, teachers, musicians, entertainers, preachers and specialists of the day. Former U.S. President Theodore Roosevelt is quoted as saying that Chautauqua is "*The most American thing in America.*"

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Chatcolab Membership 2017-18

Name: _____
Address: _____
City: _____ State: _____
Zip: _____
E-mail: _____
Phone(Home/Business): _____
Phone(Cell): _____
FAX: _____
WEB: _____

(Please check all that applies)

\$ 315.00+ **Regular Member:**

Registration & Participation at Chatcolab; Notebook, Marketing & Newsletter.

If you came to 2016 Lab you are PAID IN FULL! Thanks!

\$50.00 **Patron / Institutional Member:**

Donation, Notebook, Marketing & Newsletter

\$20.00 **Annual/Contribution Member:** Marketing & Newsletter

Please specify Newsletter Delivery Preference: by U.S. mail or E-mail

I Will Be A First Time Participant! I have attended Chatcolab 1-5 6-10 11 or More times

Please Send 2017 Scholarship Application!

Chatcolab: Northwest Leadership Laboratory is an ALL Volunteer organization! The annual dues are a pittance - just \$20 per year (less than a single dinner at a restaurant)! So there is no acceptable excuse for not joining us. If you live in the West and have benefitted from Chatcolab, one or more times, please help keep our outfit running! Put us in your will!

We take money \$\$\$\$ all year long! Thanks!

Clip and Mail your Check & Membership TODAY!

Are you on our 'Current' Chatcolab mailing list? If you are not on our mailing list or have recently moved please submit your current mailing/e-mail address to:

Robert Carver, Treasurer, 1668 Appaloosa Rd, Moscow, Idaho 83843

Or call: 208-883-1533 | E-mail: carver.bobnel@gmail.com | WEB Site: <http://Chatcolab.org>

CHATCOLAB

69th Annual
NORTHWEST LEADERSHIP LABORATORY
Twinlow Camp and Retreat Center
Rathdrum, Idaho
June 10-16, 2017



LEAD & PLAY & CONNECT:

Planting the Seeds of

Leadership

CHATCOLAB, INC Recreation Leadership Laboratory is an equal-opportunity, affirmative-action, non-profit educational organization begun in 1949 to offer leadership development through recreation. Youth and adults come together to build leadership skills. The lab meets annually at a residential camp and offers learning through general leadership sessions and interactive workshops. Anyone interested in personal, professional or volunteer development is welcome.

Need more information on Chatcolab?
Go to: www.chatcolab.org



REGISTRATION INFORMATION Chatcolab 2017

*Chatcolab is held in a camp setting. Housing consists of comfortable cabins with a central bathhouse. Limited lodge housing is available at an additional fee with consideration given on an as-needed basis.

*Lodge rooms have kitchen access on each floor, an individual bathroom, queen bed and one bunk bed.

*Registration Fee include, program, room, meals and most supplies.

Individual Plan

Early Bird Registration - by 4/15/17	\$315.00
Regular Registration - by 6/1/17	\$350.00
Late or On-Site Registration	\$375.00

Family Plan (Family of 4)

Early Bird Family Rate - by 4/15/17	\$815.00
Regular Family Rate - by 6/1/17	\$850.00
Late or On-Site Family Rate	\$875.00

Additional Fees

Lodge Space, pp if available	\$110.00
Dorm Space, pp if available	\$50.00
Pinecrest, pp if available	\$85.00
Special Meals or Diet Plans - pp	\$10.00
Lab T-Shirt (must order by 6/1/17)	\$12.00

Registration Form on line:

<http://www.chatcolab.org>

or receive a registration form by contacting:

Val Duffy, Registrar
11180 Ripley Ct.
Boise, ID 83713
208-901-4517
duffy425@yahoo.com

**For information,
questions and
first time labbers
please contact
Val Duffy
208-901-4517**



NORTHWEST LEADERSHIP LABORATORY, Inc
Twinlow Camp and Retreat Center
Rathdrum, Idaho
June 10-16, 2017

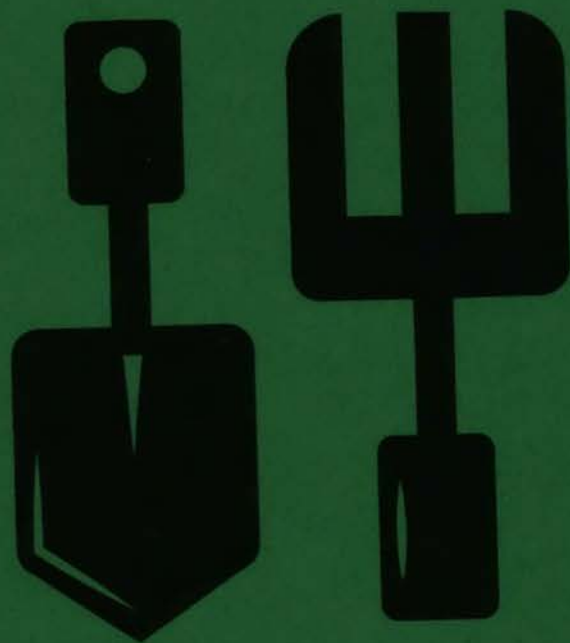
CHATCOLAB

69th Annual



Chatcolab
NORTHWEST LEADERSHIP LABORATORY

Val Duffy, Registrar
11180 Ripley Ct.
Boise, ID 83713



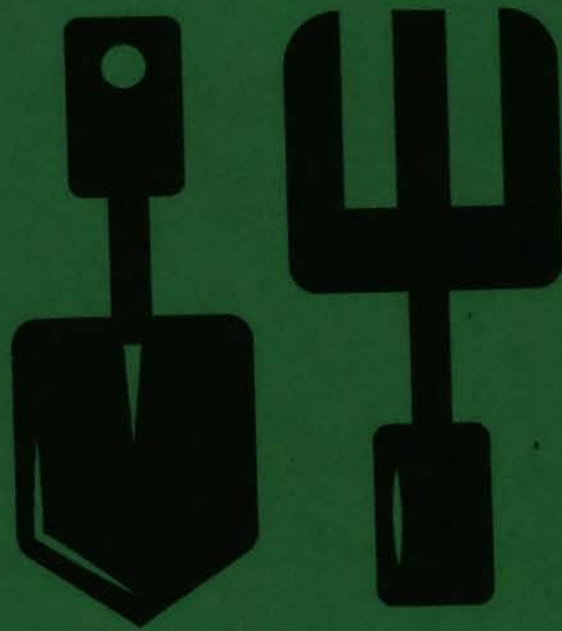
CHATCOLAB

Northwest
Leadership
Laboratory



LEAD·PLAY·CONNECT

• **Planting Seeds
of Leadership
2017**



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Orienteering - Lee Hannibal

SoulCollage® - Jackie Baritell

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 Jim Connors
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 Kevin Laughlin
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- Appliqué - Susan Sacco
- Astronomy - Lee Hannibal
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- Decision Making Mindsets - Jana Kemp
- Drawing - Janet Zimmerman
- EFT - Tracy Johnson
- Improve Your Swing - John Warren
- Mafunzos - Twinlow Camp Staff
- Me Cards - Jackie Baritell
- Seed Packet Craft - Bevy Larsen
- Sow Whats - Bevy Larsen
- Stamp It Up - Kandyce Allers
- STEAM - Tyler Schlagenhaut
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- Ukrainian Eggs - Margaret Dibble
- US Geological Survey Hydrologic Monitoring - Kevin Kerlin
- Yoga - Holly Moore Purdy

MiscellaneousSection F

Chatcolab 2017 Member List

Moscow

Name+A2:D37	Housing	Fees Paid	Scholarship	Special meals	Phone	Street Address
Allers, Kandyce	Larch	Y	Resource \$75	N	208-340-4490	P.O. Box 8045
Andreasen, Peggy K	Selkirk 203	Y	Diane M	Vegetarian	801-731-8918	3429 North Higley Road
Baringer, Jean	Selkirk 205	Y	No	N		520 S. Maryland
Baritell, Jackie	Selkirk 204	Y	Resource \$315	N	916-388-4859	552 Bean Creek Road
Baron, Carol	Dorm Red	Y	1st timer	N		5149 W. Elmer St.
Beasley, Bob		OWES	No	N/A	206-523-1876	6231 22nd. Ave NE
Beasley, Chris		OWES	No	N/A	206-523-18776	6231 22nd. Ave NE
Beasley, John	Dorm-sub	Y	No	N/A	503-650-0704	16147 Apperson blvd.
Burton, Marianne	Selkirk 204	Y.	Resource \$75	N	760-419-6951	153 Beeson Road
Carver, Betsy	Larch	Y-family	No	N	310-776-0346	6220 Robertson
Carver, Bob	Selkirk 202	Y-family	No	N	208-883-1533	1668 Appaloosa Road
Carver, Nel	Dorm Red	Y-family	No	N	208-883-1533	1668 Appaloosa Road
Chandler, Annette	Aspen	Y	Family	N	406-761-3983	228 Riverview Dr. W
Chandler, David	Aspen	Y	Resource \$75	N	406-761-3983	228 Riverview Dr. W
Chandler, Tiller	Aspen	Y	Family	N	406-761-3983	228 Riverview Dr. W
Chandler, Xander	Aspen	Y	Family	N		228 Riverview Dr. W
Churchill, Tamzin		Y	Family	N		3188 N. 400 W.
Connors, Jim	Dorm-sub	Y	Resource \$315	N	208-596-3455	875 Perimeter Dr. MS2040
Dibble, Margart	Dorm- sub	y	1st timer	N	208-882-4749	1131 Jacksha Rd.
Duffy, Valerie	Dorm	Y	No	N	208-901-4517	11180 Ripley Court
Dwyer, Dolly	Selkirk 105	Y-family	Family	N	406-452-0044	1817 16th St. NW
Easterly, Ann	Selkirk 104	Y	No	GlutenF	503-656-7159	15057 S. Clackamas River Dr.
Elmore, Rebecca	Larch	Y-family	No	N	208-968-0797	6220 Robertson
Fink, Genevive	Larch	Y-family	Family	N	310-776-0346	6220 Robertson

Fink, Vivienne	Larch	Y-family	Family	N	310-776-0346	6220 Robertson
Glahn, Autumn	Spruce	Y	Family	N	801-319-9471	121 S. Ridgecrest Drive
Glahn, Daniel	Spruce	Y	Family	N	801-319-9471	121 S. Ridgecrest Drive
Glahn, Daniel Peter	Fir	Y	Family	N	801-735-9024	274 N. 890 E
Glahn, Dutch	Spruce	Y	Family	N	801-319-9471	121 S. Ridgecrest Drive
Glahn, Gracie	Fir	Y	Family	N	801-735-9024	274 N. 890 E
Glahn, Kari	Spruce	Y	Family	N	801-319-9471	121 S. Ridgecrest Drive
Glahn, Maggie	Fir	Y	Family	N	801-735-9024	274 N. 890 E
Glahn, Marie	Fir	Y	Family	N	801-735-9024	274 N. 890 E
Glahn, Peter	Fir	Y	Family	N	801-735-9024	274 N. 890 E
Govig, Wendy	Birch	Y	1st timer	N	307635-2435	3304 Sheridan St.
Hall, Marcie	Birch	Y	Diane M	N	307-414-0697	2113 Thomas #407
Hannibal, Lee		none	resource	N/A	208-640-1304	20717 Pinehurst St.
Hastings, Alana	Selkirk 205	Y	No	N	406-866-3270	766 Millegan Road
Heard, Sally	Selkirk 102	Y	No	N	406-453-2088	1621 3rd Ave. So
Howell, Brooke		none	resource	N/A	208-669-0305	1105 Wellesley Road
Hull, Elizabeth	Cedar	Y	Family	N	801-388-4358	3188 N. 400 W.
Jensen, Mike		none	resource	N/A	509-447-2401	227 Garden Ave.
Johnson, Tracy	Dorm-sub	OWES	Resource \$75	N	406-899-0143	690 Millegan Road
Kemp, Jana	Larch	Y	No	N	208-340-4490	P.O. Box 8045
Kirlin, Kevin		none	resource	N/A	208-659-4314	721 Locksa St.
Kreiter, BJ	Selkirk 201	Y	No	N	360-947-7825	23404 N.E. Weakly Rd
Larsen, Beverly	Cedar	Y	Resource \$300	N	517-436-3001	7614 Baker Hwy
Laughlin, Kevin	PineC lwr	Y	No	gluten/dairy	208-724-1478	P.O. Box 140324
Lulf, Colleen	Selkirk 105	Y	1st timer		406-622-3652	P.O. Box 625
Maes, Kim	Birch	Y	No	N	307-635-2435	3304 Sheridan St
Marmon, Janell	Selkirk 104	Y	1st timer	N	863-969-9272	258 Daisy Estates Drive
McFarland, Jennifer	PineC MB	Y	Resource \$315	GlutenF	480-287-4585	2739 SE 79th Ave
Moore, Connie	PineC dorm	Y	1st timer	N	406-460-1316	854 Hill Street
Moore-Purdy, Holly	PineC dorm	Y	1st timer	N	406-471-7677	1133 N. Pinecrest Dr.
Nelson, Marena	Birch	OWES \$215	1st timer	N/A	307-635-2435	3304 Sheridan St.
Nelson, Marina	Birch	Y	Family	N	406-890-1155	P.O. Box 234
Nelson, Shania	Birch	Y	Family	N	406-890-1155	P.O. Box 234
Noriega, Malena	Cedar	Y	No	N		3188 N. 400 W.

Norlin, Charlotte	Selkirk 201	Y	No	N	541-967-6892	422 Railroad St. SE
Ojeda Reinick, Sophia	Ponderosa	Y	Family	N	406-890-1155	P.O. Box 234
Reinick, Christopher	Ponderosa	Y	Family	N	406-890-1155	P.O. Box 234
Sacco, Susan	Selkirk 203	Y	Resource \$315	N		2990 Cumberland Dr.
Salyor, Brian	Selkirk 103	Y	No	N	505-603-2017	20 Crazy Horse Rd.
Salyor, Jennie	Selkirk 103	Y	Resource	N	505-603-2017	20 Crazy Horse Rd.
Schlagenhauf, Tyler	Dorm-sub	Y	Resource \$315	N	208-996-3679	5523 W. Edson St.
Shane, Dan	Selkirk 202	Y	Resource \$75	N	208-288-2715	845 Idaho Ave
Sorensen, Jadon	Cedar	Y	Family	N	801-388-4358	3188 N. 400 W.
Sorensen, Jaron	Cedar	Y	Family	N	801-388-4358	3188 N. 400 W.
Sorensen, Jenalee	Cedar	Y	Family	N	801-388-4358	3188 N. 400 W.
Sorensen, Preston	Selkirk 101	Y	Family	N	801-388-4358	3188 N. 400 W.
Sorensen, Randee	Selkirk 101	Y	Family	N	801-388-4358	3188 N. 400 W.
Stevens, Maizie	Larch	Y	1st timer	N	863-280-0789	258 Daisy Estates Drive
Stouffer, Jon	PineC MB	Y	1st timer	N	480-287-4586	2739 SE 79th Ave
Warren, John	Selkirk 102	Y	Resource \$75	N	406-453-2088	1621 3rd Ave. So
Zimmerman, Janet	PineC upper	Y	Resource \$262	N	406-451-3859	520 1/2 N. Benton

Chatcolab 2017 Member List

Moscow

Name+A2:D37	Phone	Street Address	City	State	ZIP Code	Email Address
Allers, Kandyce	208-340-4490	P.O. Box 8045	Boise	ID	83707	jana@janakemp.com
Andreasen, Peggy K	801-731-8918	3429 North Higley Road	Farr West	UT	84404	Peggyk299@gmail.com
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Baritell, Jackie	916-388-4859	552 Bean Creek Road	Scotts Valley	CA	95066	baritelljm@gmail.com
Baron, Carol		5149 W. Elmer St.	Boise	ID	83703	carol22537@msn.com
Beasley, Bob	206-523-1876	6231 22nd. Ave NE	Seattle	WA	98115	bobbeasley@live.com
Beasley, Chris	206-523-18776	6231 22nd. Ave NE	Seattle	WA	98115	bobbeasley@live.com
Beasley, John	503-650-0704	16147 Apperson blvd.	Oregon City	OR	97045	JbeasleyD@yahoo.com
Burton, Marianne	760-419-6951	153 Beeson Road	Sequim	WA	98382	cnmneburton@hotmail.com
Carver, Betsy	310-776-0346	6220 Robertson	Boise	ID	83709	betsy@betsycarver.com
Carver, Bob	208-883-1533	1668 Appaloosa Road	Moscow	ID	83843	carver.bobnel@gmail.com
Carver, Nel	208-883-1533	1668 Appaloosa Road	Moscow	ID	83843	carver.bobnel@gmail.com
Chandler, Annette	406-761-3983	228 Riverview Dr. W	Great Falls	MT	59404	davewchandler@hotmail.com
Chandler, David	406-761-3983	228 Riverview Dr. W	Great Falls	MT	59404	davewchandler@hotmail.com
Chandler, Tiller	406-761-3983	228 Riverview Dr. W	Great Falls	MT	59404	davewchandler@hotmail.com
Chandler, Xander		228 Riverview Dr. W	Great Falls	MT	59404	davewchandler@hotmail.com
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Connors, Jim	208-596-3455	875 Perimeter Dr. MS2040	Moscow	ID	83844	jconnors@uidaho.edu
Dibble, Margart	208-882-4749	1131 Jacksha Rd.	Moscow	ID	83843	m-dibble@hotmail.com
Duffy, Valerie	208-901-4517	11180 Ripley Court	Boise	ID	83713	duffy425@yahoo.com
Dwyer, Dolly	406-452-0044	1817 16th St. NW	Great Falls	MT	59404	
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McFarland, Jennifer	480-287-4585	2739 SE 79th Ave	Portland	OR	97206	jmcfarland@fostergrowthpdx.com
Moore, Connie	406-460-1316	854 Hill Street	Shelby	MT	59474	conniemariebiz@yahoo.com
Moore-Purdy, Holly	406-471-7677	1133 N. Pinecrest Dr.	Bozeman	MT	59715	holly.moore64@gmail.com
Nelson, Marena	307-635-2435	3304 Sheridan St.	Cheyenne	WY	82009	rsvp_kmaes@vcn.com
Nelson, Marina <i>Airana</i>	406-890-1155	P.O. Box 234	Elmo	MT	59915	carolmartin46@gmail.com
Nelson, Shania	406-890-1155	P.O. Box 234	Elmo	MT	59915	carolmatin46@gmail.com
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Norlin, Charlotte	541-967-6892	422 Railroad St. SE	Albany	OR	97321	charnor39@g.com
Ojeda Reinick, Sophia	406-890-1155	P.O. Box 234	Elmo	MT	59915	carolmartin46@gmail.com
Reinick, Christopher	406-890-1155	P.O. Box 234	Elmo	MT	59915	carolmatin46@gmail.com
Sacco, Susan		2990 Cumberland Dr.	Lake Havasu City	AZ	86406	susansacco177@yahoo.com
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Salyor, Jennie	505-603-2017	20 Crazy Horse Rd.	Santa Fe	NM	87505	salyer.brian@gmail.com
Schlagenhauf, Tyler	208-996-3679	5523 W. Edson St.	Boise	ID	83705	boise@challenge-island.com
Shane, Dan	208-288-2715	845 Idaho Ave	Meridian	ID		chiefshane.shane@gmail.com
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Stouffer, Jon	480-287-4586	2739 SE 79th Ave	Portland	OR	97206	sammystouffer@yahoo.com
Warren, John	406-453-2088	1621 3rd Ave. So	Great Falls	MT	59405	S.heard@bresnan.net
Zimmerman, Janet	406-451-3859	520 1/2 N. Benton	Helena	MT	59601	janetkayzee@gmail.com

2017 Member List

Name+A2:D3 7	Phone	Street Address	City	State	ZIP Code	Email Address
Allers, Kandyce	208-340-4490	P.O. Box 8045	Boise	ID	83707	jana@janakemp.com
Andreasen, Peggy K	801-731-8918	3429 North Higley Road	Farr West	UT	84404	Peggyk299@gmail.com
Baringer, Jean		520 S. Maryland	Conrad	MT	59425	j_baringer@yahoo.com
Baritell, Jackie	916-388-4859	552 Bean Creek Road	Scotts Valley	CA	95066	baritelljm@gmail.com
Baron, Carol		5149 W. Elmer St.	Boise	ID	83703	carol22537@msn.com
Beasley, Bob	206-523-1876	6231 22nd. Ave NE	Seattle	WA	98115	bobbeasley@live.com
Beasley, Chris	206-523- 18776	6231 22nd. Ave NE	Seattle	WA	98115	bobbeasley@live.com
Beasley, John	503-650-0704	16147 Apperson blvd.	Oregon City	OR	97045	JbeasleyD@yahoo.com
Burton, Marianne	760-419-6951	153 Beeson Road	Sequim	WA	98382	cnmneburton@hotmail.com
Carver, Betsy	310-776-0346	6220 Robertson	Boise	ID	83709	betsy@betsycarver.com
Carver, Bob	208-883-1533	1668 Appaloosa Road	Moscow	ID	83843	carver.bobnel@gmail.com
Carver, Nel	208-883-1533	1668 Appaloosa Road	Moscow	ID	83843	carver.bobnel@gmail.com
Chandler, Annette	406-761-3983	228 Riverview Dr. W	Great Falls	MT	59404	davewchandler@hotmail.com
Chandler, David	406-761-3983	228 Riverview Dr. W	Great Falls	MT	59404	davewchandler@hotmail.com
Chandler, Tiller	406-761-3983	228 Riverview Dr. W	Great Falls	MT	59404	davewchandler@hotmail.com
Chandler, Xander		228 Riverview Dr. W	Great Falls	MT	59404	davewchandler@hotmail.com
Churchill, Tamzin		3188 N. 400 W.	Pleasant Valley	UT	84414	momotwins3@gmail.com
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Dibble, Margart	208-882-4749	1131 Jacksha Rd.	Moscow	ID	83843	m-dibble@hotmail.com
Duffy, Valerie	208-901-4517	11180 Ripley Court	Boise	ID	83713	duffy425@yahoo.com
Dwyer, Dolly	406-452-0044	1817 16th St. NW	Great Falls	MT	59404	
Easterly, Ann	503-656-7159	15057 S. Clackamas River Dr.	Oregon City	OR	97045	anotter25@yahoo.com
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2017 Member List

Name+A2:D3

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Lead, Play, Connect

Planting Seeds of Leadership

Chatcolab, Northwest Leadership Laboratory

June 10-16, 2017

Planning Your Week

Health and Safety

The physical and emotional well being of Chatcolab participants is our top priority. Please do your part by taking care of yourself. Drink plenty of water, and get plenty of rest. We ask that you be courteous, respectful, and thoughtful of fellow labbers. Please do not disturb classes or activities, and respect camp quiet times.

Twinlow Camp policy mandates that there be no firearms, weapons, alcohol, or illegal substances on the premises. Smoking is allowed only in designated areas. Please drive only on the roads. You may drive vehicles on roads to the cabins and the lodge for unloading and loading purposes. Vehicles must be returned and parked in the parking lots. Roads must remain open at all times for fire lanes and emergency use. Use of the lakefront is allowed only when staff are present.

Workshops/Sessions

Workshops are a wonderful place to Lead, Play, Connect. Take time to go over the schedule to plan your week accordingly. Session locations will be announced on a daily basis. There are All Lab Sessions – We Are All Connected , a YOUTH Program – STEAM, All Lab Singing and All Lab Program Planning.

Participants may choose from any of the 4 – four day In-Depth workshops: Orienteering, Extreme Forestry, Lacto-Fermentation, and Soul Collage. There are also 4 – three day In-Depth workshops: RU Game, Appliqué, Building Strong Organizations with Parliamentary Procedure and Junior Master Gardener Program. Choose one from each session of the 20 Mini workshops to expand your recreation and leadership skills.

- Some of the workshops have participant limits, age requirements and/or fees to cover material costs. You will have the opportunity to meet the presenters and hear a bit more about each class on Saturday evening. Please also review the workshop descriptions included in the notebook.

Schedule

The schedule at Chatcolab is full of opportunities for you to grow and learn. While participation is not mandatory, we encourage participation while taking care of yourself. All resource people and board members have volunteered their time and resources to ensure a successful lab. We ask that you be respectful and considerate by taking care not to interrupt sessions or activities. Electronic devices can be very distracting during workshops or activities. Please silence cell phones and do not use electronics during classes. Please do your best to be on time for meals, workshops, and all facets of lab.

Facilities

Proper care of facilities is one way we show gratitude for the gift of a place like Twinlow Camp and a learning opportunity like Chatcolab. Participants are expected to enjoy the facilities, but leave them in the best possible condition. If you need to move furniture for classes, please return to their place by the end of the week. If you see litter, please put it in trash or recycle containers. Please report any damaged facilities or equipment to Twinlow Staff.

Daily Duties

Many hands make light work! Please check the duty wheel. When everyone chooses to do their part, no one has to do more than their share.

Activity/Party Supplies/Costumes

Please feel free to use the items you may need during lab, remembering to take a moment tidy up after going through and/or using activity supplies or costumes.

Library/Resource Center

The reference library of books is for your use during lab. Please enjoy the material and but be sure return when you're finished so others may use them as well.




It All begins With You

As a participant of Chatcolab you are also a valuable voting member of Chatcolab. The annual meeting on Thursday will be a short business meeting as required by the state of Idaho for a non-profit corporation. At that time we will be voting on new board members. The constitution and by-laws of Chatcolab will be posted. Copies are available upon request.

All members are eligible to run for election to the board of directors. Three volunteer board positions will be filled each year. Please consider the opportunity to serve on the board and help plan future Labs.

“Don't judge each day by the harvest you reap but by the seeds you plant”.

Robert Louis Stevenson

TIME	Sunday, Oct. 1	Monday, Oct. 2	Tuesday, Oct. 3	Wednesday, Oct. 4	Thursday, Oct. 5	Friday, Oct. 6
7:00		LARKS	***** EARLY MORNING ACTIVITIES *****	LARKS		breakfast
7:30		breakfast	breakfast	breakfast	breakfast	
8:15		Flag Raising	Flag Raising	Flag Raising	Flag Raising	CLEAN UP
8:30			Group Singing			
9:00 - 10:15		Master Resiliency Training with Linda Fuller				
10:30 - 11:45		<i>Program Planning</i>	MINORS Rappelling Techy Games HeMale Crafts Life Stories Pinecone Flowers	MINORS Horsing Around Watercolor Cards Communication Stomp Low Ropes	MINORS Pack In, Pack Out Energy Management Jewelry Green Clean Low Ropes	Return safely home
12:00		LUNCH	LUNCH	LUNCH	POWER LUNCH	
1:00		Committee Meetings				LUNCH
1:30 - 3:15	REGISTRATION 2:00 - 4:00 5 ish P.M. OPENING SESSION & get acquainted	Majors	Majors	Majors	Majors	See you next year !!!
		Genealogy Immersive Outdoor Education Twining Chuck Wagon Heaven				
3:15 - 3:45		Break	Break	Break	Break	
3:45 - 5:00		MINORS Pack In, Pack Out Active Games Short Story Knitting 101 Perfect Pizza	MINORS Rappelling Dutch Oven - Chopped Atlats Poetry Jewelry	MINORS Low Cost, No Cost Plants Watercolor Cards Ravioli Play Party Dancing Teambuilding	THE GREAT GIVEAWAY FREE TIME	
5:00 - 5:45		FREE TIME	FREE TIME	FREE TIME	Flag Lowering	
5:45	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	Dinner Program	
6:00	SUPPER	SUPPER	SUPPER	SUPPER		
7:30 - 9:00	Meet the Presenters Opening Ceremony	Evening Program ceremony	Share Fair	\$\$ Auction \$\$	Closing Program & Ceremony	* - indicates class with fee
9:30 - 11:00	Night Owl Activities					
12:00	QUIET CAMP	QUIET CAMP	QUIET CAMP	QUIET CAMP	QUIET CAMP	

Our theme this year is:

Lead, Play, Connect...Planting Seeds of Leadership

Our Featured Presenter is **Jen McFarland**, business owner / "Foster Growth", entrepreneur from Portland, Oregon – **Global Leadership and Marketing - We are all Connected** Join Jen, a proven problem solver, in identifying network, creating a leadership structure, identifying partnership opportunities, generating ideas for marketing & much more. As a Peace Corps volunteer, Jen learned that listening leads to collaboration and solutions. Armed with a Master's degree and 20+ year career in government, non-profits and corporations, she is an entrepreneur with a new business venture. She helps small organizations identify problems and develop strategies to foster growth and change. Jen is an artist and an analyst passionate about life long learning. She lives in Portland Oregon with her husband and two dogs.

Youth Program Featured Presenter– **Tyler Schlagenhauf**, business owner/educator from Boise, Idaho – **Challenge Island** - a high quality, hands-on STEAM educational program stimulating critical thinking and problem solving skills in a fun interactive way.

Challenge Island - Where Engineering Meets Imagination.

Tyler has been an elementary educator in the state of Alaska for the last 6 years. Within those 6 years he taught 1st-3rd grad in a Siberian Yupik Alaska Native Village and a German immersion School in Anchorage, AK. He moved to Boise to bring a high-quality STEAM education program to the state of Idaho. He is also currently an Educational Consultant traveling the country training teachers of all backgrounds and grade levels.

All Lab Singing –**Janet Zimmerman**, Teacher, Musician, Helena, Montana

Janet is a native of Montana residing in the historical capital city of Helena. She has made music a lifetime endeavor. Janet is an accomplished dance and caller. She is an artist, teacher, and professional musician. Janet plays multiple instruments, has been a member of the Tune Tangles and the Ricketty Chix, playing guitar and singing professionally for public and private events. She is a long time member of the Montana Women's Chorus and a veteran barbershop singer with the Bridger Mountain Harmony Chorus and Spunkalicious Quartet. Her passion for creating community music has been fueled by over twenty years of presentation and workshops for school groups, civic organizations, leadership laboratories and as a 4-H leader.

Program Planning – **Marianne Burton**, business owner, entrepreneur, Sequim, Washington
Marianne, a lover of recreation and education by nature and by birth, has had many opportunities to work with a variety of individuals and groups through years of teaching outdoor education in the public schools, home schooling associations, and working with the State Parks. She is active in her church, caregivers support group, plus managing a family business. Marianne is a great supporter of the leadership laboratory concept and has presented workshops at several labs over the years. She will give us an overview of program planning and help us step outside our boxes in exploring options.

4 Day In-Depth Workshops:



Jennie Salyer, Nutritional Therapy practitioner from Santa Fe, New Mexico – **The Art and Practice of Lacto-Fermentation** - learn the process of lacto-fermentation and discover the therapeutic effects as well as the role ferments play in healing the gut and immune system. We will ferment beverages, vegetables and fruits. Over the course of the past fifteen years, Jennie has taken an active interest in learning more about nutrition and natural health. She first learned of the Weston A Price Foundation in 2000 through her work with the importance of nutrition in the well-being of the young child, she continued her education and received her certification as a Nutritional Therapy Practitioner in 2005 and her GAPS Certified Practitioner Training in 2012. Since that time, she has been studying and sharing the work of Dr. Natasha with others. To help support families in their pursuit of optimal health, Jennie became a Certified Traditional Foods Cook and Teacher through Monica Corrado of Simply Being Well. ICC. Class size limited – 12 = **\$5** supply fee.

Mike Jensen, Associate Professor, County Extension Director 4-H Youth Development Faculty, Washington State University. Mike lives in Newport, Washington. **Extreme Forestry Adventure** – Explore the legacy of forestry and logging in our Pacific Northwest conceptually and physically. Experience, conceptually and physically, what it took to be successful in the forest and on the river drives in the “Deadliest Profession in the Nation”. The class size is limited to 15 and there will be a **\$15** material fee (tools you will take home with you) for this workshop. Mike has worked in Natural Resources and Youth Development through Extension for thirty years. He has worked in Illinois, Michigan, Florida and Washington State. He has partnered with great volunteer and professional meeting the educational and developmental need of communities. He loves to share his passion for the out of doors, forestry and youth development with likeminded volunteers and professionals. One of Mike’s mantra’s is “If We can Dream It, We can Do it.” **May the Forest Be With You.**

Jackie Baritell, Counselor/Therapist, business owner, MFT, SoulCollage® facilitator – **SoulCollage®** -A creative, intuitive process of self-discovery enhancing personal growth and nourishing the soul. In this workshop you will create SoulCollage® cards. And be introduced to the suits in a SoulCollage® deck and learn ways to use your cards at home and with groups. The class is limited to 14 participants and there will be a **\$15** materials charge. A dedicated labber since 1974, Jackie has served on the boards of several labs and presented workshop on a variety of topics.

Lee Hannibal – Pilot, Scout Leader, **Orienteering** – Learn navigational skills with a map and compass or phone apps. For 23 years, Lee has been teaching orienteering, small boat sailing, and astronomy to the boy scouts as well as many other courses. Professionally, he has been commercially flying since he was 19 years old. Currently Lee is Captain for United Airlines on a Dreamliner Boeing 787. His routes take him around the planet 2 ½ times every month. Lee and his wife Toni have been married for 38 years and have four sons. They have lived overseas for half of their adult lives and now reside in Rathdrum, Idaho

The Best time to plant a tree was twenty years ago. The next best time is now.
Chinese Proverb



From a small seed a mighty trunk might grow.

Aeschylus

The Law of harvest is to reap more than you sow. Sow and act and you reap character.
Sow a character and you reap a destiny.

James Allen

3 Day In-Depth Workshops:

Dr. James Connors, Professor & Department Head, Department of Agriculture and Extension Education, University of Idaho, Moscow, Idaho – **Building Strong Organizations with Parliamentary Procedure** – Jim has taught parliamentary procedure for over 15 years. As a Professional Accredited Parliamentarian, he is recognized as such by several national organizations. Jim says the ability to participate in a democratic society is one of the most important skills citizens can learn which is what we will do in this fun hands-on introduction to the basics of parliamentary procedure. Participants will need to purchase *Robert's rules of order Newly revised in Brief* (paperback) **(\$8)** or *Robert's Rules of Order Newly Revised* (RONR – paperback) **\$15**

Janell Marmon, Teacher from Winter Haven, Florida – a current teacher of Game Design and Stimulation, Web Design and Journalism and high school level and college graduate level, Janell has been involved in teaching creative skill for more than 40 years. Besides teaching at the high school & college level, she has taught for arts organizations, workshops for non-profits, and employer groups. Janell is also a professional writer and volunteers her time and serves on the boards of many organizations.

R U Game? - Challenge your creativity working with others to develop and foster your leadership style in this fun and stimulating workshop. **20 to 32** participants



Susan Sacco, **Appliqué** – Learn four types of appliqué and take home completed projects Susan is an expert seamstress and has taught various sewing and crafting skills to groups of all ages and in many different settings. Susan is a talented seamstress, quilter, crafter and teacher. She and her husband Carlo live in sunny Lake Havasu city, Arizona. Class size is limited to **12** and there will be a **\$15** supply fee.

Dr. Kevin Laughlin, Idaho Master Naturalist, Gardener, Mentor & Retired University of Idaho Extension Professor & **Holly Moore-Purdy**, a graduate of Montana State University and a new mom, Holly has taught in Montana and Bangkok, Thailand and is currently teaching ESL online to Chinese Children. **Planting the Seeds of Leadership-encounter the Junior Master Gardener Program** – Gardening is a life skill that children and adults can enjoy together that offers enjoyment, learning, and interaction with the natural world. At any age gardening provides a link to the rhythms of seasons and the circle of life. Kevin is in his 7th year as an Idaho Master Naturalist and enjoys his own backyard garden in Garden City, Idaho. He has been a member of Chatcolab since 1983 and continues to volunteer as the CHAT CHAT Editor. * Kevin & Holly also invite anyone interested to join them on a garden tour on Tuesday, the free afternoon.



Mini Workshops -

All About Horses – **Brooke Howell**, Viola, Idaho. Brooke has been riding since she was 6 and has trained and shown many different horses. A member of the American Quarter Horse Professional Horseman Association and National Reining Horse, Brooke is currently a PhD student at UI. Her fun workshop will cover a variety of topics including history, anatomy, coat patterns, gaits and much more for all ages.

Appliqué – **Susan Sacco**, Lake Havasu City, Arizona Susan will share a short course in appliqué **\$5** fee

Astronomy – **Lee Hannibal**, Rathdrum, Idaho. Identify major constellations, brightest stars, and more while checking out the night sky.

Boomerangs – **Dave Chandler**, Great Falls, Montana A carpenter by trade, Dave has presented several workshops at various leadership labs. He is also an active 4-H leader at the club, county and state level. In this hands-on workshop, you will construct a boomerang and learn the throwing techniques.

Car Care Olympics – **Tyler Wagner**, Twinlow Camp Director, Rathdrum, Idaho

Join Tyler, the Twinlow Camp Director, in this fun way to introduce car care, new equipment, leadership and support into group activities. This workshop will consist of progression of demonstrations, hands-on experiences, exposure to safety equipment and car care check lists.

Cane Pole Fishing – **Bevy Larsen**, Adrian, Michigan Cane Fishing is the best way to bring kids to fishing. It is simple and inexpensive. Bevy, A self proclaimed “leisure purist”, has taught at and/or served on the boards of at least 4 different leadership laboratories plus demonstrating and teaching at lost arts and living history events throughout the US . After 28 years as a recreational instructor in a state institution for juvenile delinquents, Bevy is enjoying retirement in a decidedly old fashioned 1856 farmhouse, doing a quirky variety of arts & crafts in the converted granary, “Beverly’s Reverie”.

Decision Making Mindsets – **Jana Kemp**. Join internationally known author Jana Kemp to learn about the mindsets of decision making. Identify what your typical decision making mindset is. Learn what to do when group members are in different mindsets and unable to agree. Discover why all five mindsets are important. We will share stories, some laughter, and many tips on how group decision making can improve. Jana lives with her family and works in Garden City, Idaho.

Drawing – **Janet Zimmerman**, Helena, Montana. Expand your drawing skills with a series of unique “seeing” exercises. Go home with a completed chalk drawing project – from start to finish within the class time. Class Limit 15

EFT – **Tracy Johnson**, Great Falls, Montana. Tracy is an Empowerment Coach and certified Emotional Freedom Technique practitioner and will share stress relief techniques useful in relieving anxiety, fears, phobias, painful memories, chronic pain and much more.

Improve Your Swing – **John Warren**. Learn to improve your swing or your whole game with this Professional GPS instructor. A golfer since high school, John is the golf pro at the Great Falls, Montana golf courses. * John also invites you to join him on the free afternoon to try out your new skills at the local golf club. Show that you are up to par.

Mafunzo – **Twinlow Camp Staff**. Mafunzo is Swahili for “to teach” - Experience a variety of fun activities taught by various members of the 2017 Twinlow staff.

Me Cards – **Jackie Baritell**, Scotts Valley, California. This class is primarily for young people 6-12 where they can make one or two “ME Cards” to make an unique expression of themselves

Seed Packet Crafts - **Bevy Larsen**, Adrian, Michigan. Learn how to use empty seed packets to make decorative birdhouses and whimsical plant pokes.

Sow Whats – **Bevy Larsen**, Adrian, Michigan. In the Sow Whats workshop, you will learn to make shaped recycled homemade paper with embedded flower seeds to use as plantable gift tags or greeting card enclosures.

Stamp it Up – **Kandyce Allers**. Fourteen year old, Kandyce, a three time Chatcolab participant is stepping up this year to lead a class. She is excited to share one of her crafting favorites – making things/gifts with paper. Kandyce has a Italian Greyhound named Penny and lives in Garden City, Idaho with mom Jana who will be co-teaching with her.

If we’re going to bring out the best in people, we need, also, to sow seeds of encouragement.



STEAM - Tyler Schlagenhauf, Boise, Idaho. Tyler will share about the STEAM creative problem solving project and how to implement it in your school, clubs, and organizations.

Teddy's Rough Ride to the Top - Dan Shane Meridian, Idaho Dan shares his love of all things history, especially American presidents, in this informative presentation about our 26th president.

Ukrainian Eggs - Margaret Dibble Margaret is recently retired from the University, where she worked in the Department of Plant, Soil and Entomologic Science. Margaret has been making Ukrainian style eggs for over 30 years and taught several groups of all ages this traditional craft. Margaret says (tongue in cheek) that although she has no Ukrainian or other Eastern European ancestry, she did major in Russian Language as an undergraduate. Margaret has three children and lives with her husband in Moscow, Idaho. Maximum Class size **10** (could be more with a helper) Suggested donation for materials **\$3**

US Geological Survey Hydrologic Monitoring - Kevin Kirlin. Kevin is a hydrologic technician with the US Geological Service in Post Falls, Idaho. Kevin will put on a field demonstration of how the USGS gathers hydrologic data, measures and document streamflow. He plans to take the class to the city park in Rathdrum to Rathdrum creek. Kevin lives with his family in Post Falls, Idaho.

Yoga - Holly Moore Purdy, Holly is a new nom, teacher, writer, & yoga practitioner from Bozeman, Montana This workshop will teach basic yoga poses, healthy stretches and breathing will be your sunrise celebration when you join Holly in this first workshop of the day

Plus -

Waterfront Activities- Swimming, Paddle boarding, Kayaking, Canoeing
Sailboat Seamanship



Planting Seeds of Leadership Quotes to Inspire

If your vision is for a year, plant wheat. If your vision is for ten years, plant trees. If you vision is for a lifetime, plant people.
Chinese Proverb


The true meaning of life is to plant trees, under whose shade you do not expect to sit.



To see things in the seed, that is genius.
Lao Tzu

Planting trees is hope.
Wangari Maathal

Nature herself does not distinguish between what seed it receives. It grows whatever seed is planted; this is the way life works. Be mindful of the seeds you plant today, as they will become the crop you harvest. Mary Morrissey



My mind is a garden. My thoughts are the seeds. My harvest will be either
flowers or weeds.

Mel Weldon

Don't just see the seeds, see the trees.

*You're frustrated because you keep waiting for the blooming of flowers of
which you have yet to sow the seeds.*

Steve Maraboli

We know we cannot plant seeds with closed fists. To sow, we must open our hands.

Adolfo Perez Expuivel

Look around for a place to sow a few seeds.

Dreams are the seeds of change. Nothing ever grows without a seed, and
nothing ever changes without a dream.

Happiness held is a seed, Happiness shared is the flower.

John Harrigan

A person who sows seeds of kindness enjoys a perpetual harvest.

“Though I do not believe that a plant will spring up where no seed has been, I
have great faith in a seed. Convince me that you have a seed there, and I am
prepared to expect wonders.”

—Henry David Thoreau

Whether you tend a garden or not, you are the gardener of your own being, the
seed of your destiny.



Chatcolab: Planting the Seeds of Leadership

June 10-16, 2017

	Saturday 10-Jun	Sunday 11-Jun	Monday 12-Jun	Tuesday 13-Jun	Wednesday 14-Jun	Thursday 15-Jun	Friday 16-Jun
7:00 - 7:30		Larks / Yoga (6:30a)	Larks/Yoga (6:30a)	Larks/Yoga (6:30a)	Larks/Yoga (6:30a)	Larks/Yoga (6:30a)	
7:30 - 7:45		Flag Raising	Flag Raising	Flag Raising	Flag Raising	Flag Raising	
7:45 - 8:30		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30 - 9:00		All Lab Singing -Janet Zimmerman					
9:15 - 10:45		All Lab: Leading with Connections, Trust and Innovation - Jen McFarland Youth All Lab Program - STEAM - Tyler Schlagenhauf					Clean Camp
10:30 - 10:45		Break	Break	Break	Break	Break	
10:45 - 12:15		Program Planning Presented by Marianne Burton	Indepth Workshops Orienteering - Lee Hannibal * Forestry - Mike Jensen * Lacto-Fermentation - Jenny Salyer * Soul Collage - Jackie Baritell				Have a safe trip home.
12:15 - 12:30		Table Set-Up	Table Set-Up	Table Set-Up	Table Set-Up	Table Set-Up	
12:30 - 1:15	Registration	Lunch	Lunch	Lunch	Lunch	Lunch	
1:15 - 1:45		Color Crew	Color Crew	Free Time	Color Crew	Color Crew	See you next year!!
1:45 - 3:15		R U Game - Janell Marmon * Appliqué* - Susan Sacco * Building Strong Organizations with Parliamentary Procedure - Jim Connors Planting Seeds of Leadership: Junior Master Gardener Program -Kevin Laughlin		Waterfront 1:30-5p or Waterfront or Garden Tour	R U Game Appliqué* Parliamentary Procedure Junior Master Gardener	Annual Meeting Waterfront and/or Challenge Course Break	
3:15 - 3:45		Break	Break	or	Break	Extended Minis Ukrainian Eggs Hydrologics EFT STEAM	
3:45 - 5:15		All About Horses Car Care Olympics Sow Whats Drawing Teddy Roosevelt	Improve UR Swing Mofanzos Boomerangs Decision Making Me Cards	Golf Tour or Sail Boating	Farmers Market (Aka Share Fair)		CODE Black - all ages Green - 6 & up Pink - 10 & up Blue - 14 & up Violet - 15 & up
5:15 - 5:30	Table Set-Up	Table Set-Up	Table Set-Up	Table Set-Up	Table Set-Up	Table Set-Up	
5:30 - 6:30	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	*Supply fee applies
	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	
7:00 - 8:30	Orientation / Opening	Evening Group Activity	Evening Group Activity	Evening Group Activity	Evening Group Activity	Closing Ceremony	Workshop descriptions at our website: www.chatcolab.org
8:30 - 8:45	Clean-Up	Clean-Up	Clean-Up	Clean-Up	Clean-Up	Clean-Up	
8:45 - 11:00	Late Nite	Late Nite Stamp it Up	Late Nite Drawing/ Seed Packet Crafts	Late Nite Fishing/ Applique*	Late Nite Astronomy	Late Nite Astronomy	

Chatcolab, Northwest Leadership laboratory – 2017

Officers and Board Members

Chair – Preston Sorensen	2018
Vice Chair – Betsy Carver	2019
Secretary – Mike Early	2017
Treasurer (non-board) – Bob Carver	
Registrar – Val Duffy	2018
Program Chair – Nel Carver	2017

Members at Large	Alana Hastings	2017
	Debra Gillett	2018
	Randee Sorensen	2019
	Doug Owsley	2019
Board Alternates	Ann Easterly	
	Jackie Baritell	
	Chris Beasley	

Teen Delegate.....

Chatcolab – ChatChat Newsletter	Kevin Laughlin
Marketing Committee	Betsy Carver, Kryn Matlock & Marianne Burton

Honorary Board Members

Bob Beasley
Jean Baringer
Michael Early
Terry Weber

Chatcolab, Northwest Leadership laboratory – 2017

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Honorary Board Members

Bob Beasley
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Terry Weber

Past Chairs and Themes

1949	Don Clayton – Moscow, Idaho	Announcing the First Lab – It Finally Happened
1950	Don Clayton – Moscow, Idaho	Corridor of Nations
1951	Dan Warren – Moscow, Idaho	Being a Real Person
1952	Dan Warren – Moscow, Idaho	Our Heritage
1953	Larry Thie – Cooperville, Washington	To Know is to Care – To Care is to Share
1954	Hattie Mae Rhonemus – Eugene, Oregon	Peace through Participation
1955	Sally Schroeder – Coquille, Oregon	Menu for Fun (meal ticket)
1956	Mary McKenzie – Ephrata, Washington	Family Fun Fest
1957	Ken Branch – Bremerton, Washington	B.U. Roundup (leather)
1958	Vern Burlison – Moscow, Idaho	S.S. Friendship (ship lifesaver)
1959	Ed Cushman – Yakima, Washington	Logger's Jamboree (wood trees)
1960	John Moore – Moses Lake, Washington	Discovery Days
1961	Glen Dildine – Washington, D.C.	Within Us One World
1962	Don Ingle – Bonners Ferry, Idaho	Bridges to _____
1963	Angelo Rovetto – Yakima, Washington	Expanding Orbits (wood slices)
1964	Doc LaRale Stephens – Moscow, Idaho	From These Seeds
1965	Vern Burlison – Moscow, Idaho	The Music of Friendship (notes)
1966	Vern Burlison – Moscow, Idaho	Leadership, Key to the Future (keys)
1967	Doc LaRale Stephens – Moscow, Idaho	Carving a New Image
1968	Vern Burlison – Moscow, Idaho	Countdown for Tomorrow (rockets)
1969	Vern Burlison – Moscow, Idaho	Beginnings (masonite shapes)
1970	Vern Burlison – Moscow, Idaho	New Horizons
1971	Alice Berner – Wolf Point, Montana	The Unfolding Process
1972	Alice Berner – Wolf Point, Montana	Leadership is a Process (wood slices)
1973	Alice Berner – Wolf Point, Montana	Because We Care (25 th Chat)
1974	Brad Bradley – Seattle, Washington	Kollege of Knowledge (wood slices)
1975	Vern Burlison – Moscow, Idaho	Finding Life's Treasures (puzzle pieces)
1976	Leila Steckelberg – Arlington, Washington	An American Panorama (puzzle pieces)
1977	Dick Schwartz - Milwaukie, Oregon	Prospecting An Adventure in Discovery
1978	Jackie Baritell – Walnut Creek, California	Take Time to Reach Out (hands)
	Marianne DuBois – Julian, California	(Shared Chairs)
1979	Roy Main – El Centro, California	A Rainbow – Color it You (rainbow)
1980	Sally Heard – Great Falls, Montana	Bloom and Grow (flowers)
1981	Mark Patterson – San Jose, California	Take Time (clocks)
1982	Mark Patterson – San Jose, California	Spread Your Wings (birds & butterflies)
1983	Doc Stephens - Spokane, Washington	Focus on Leadership
1984	Dick Schwartz - Milwaukie, Oregon	Board the "LEADERSHIP" (ships)
1985	Dick Schwartz - Milwaukie, Oregon	Come Out of Hibernation - Come Alive in '85
1986	Jean Baringer – Conrad, Montana	Energize at Chat – Let's Glow Together
1987	Jean Baringer – Conrad, Montana	Follow the Rainbow
1988	Miriam Beasley - Oregon City, Oregon	Ruby Jubilee (40 th Chat)
1989	Miriam Beasley – Oregon City, Oregon	A Kaleidoscope of Leadership
1990	Jim Schuld – Milwaukie, Oregon	Laughter In Leadership
1991	Miriam Lowrie – Salem, Oregon	Create Harmony in Leadership

1992	Mike Early- Overton, Texas	We Can Make a Difference
1993	Toni Qwin – Corvallis, Oregon	A Journey Into Leadership
1994	Jean Baringer – Conrad, Montana	Recipe for Leadership
1995	Dwight Palmer – Spokane, Washington	Stepping Stones to Leadership
1996	Dwight Palmer - Spokane, Washington	Blast Off to New Horizons
1997	Bob (Beaz) Beasley – Seattle, Washington	Blaze Your Trail to Leadership
1998	Jane Higuera – Spokane, Washington	Golden Gates to Leadership 50 th
1999	Marie Madison – Corvallis, Oregon	Get the Scoop on Leadership
2000	Marie Madison – Corvallis, Oregon	Catch Ideas & Release Knowledge
2001	Toni Gwin – South Bend, Washington	Together We Build for Tomorrow
2002	Jean Baringer – Conrad, Montana	Exercise Your Intellect
2003	Bonnie Faucett – Roosevelt, Utah	Learn, Lead, Live
2004	Cheryl Ovard – Henefer, Utah	Personal Personalities
2005	Mike Early – Mulino, Oregon	Generations Generating Leaders
2006	Mike Early – Mulino, Oregon	Leadership Outside the Box
2007	John Beasley – Oregon City, Oregon	Board the Chat Family Express
2008	Janel Novak – Great Falls, Montana	“Diamonds in the Rough” 60 th
2009	Susan Sacco – Utah and Arizona	Yes You Can!
2010	Susan Sacco – Utah and Arizona	Conceive, Believe, Achieve
2011	Jennie Rylee - Boise, Idaho	Solving Leadership Puzzle
2012	Kim Maes – Cheyenne, Wyoming	Kaleidoscope of Leadership
2013	Kim Maes – Cheyenne, Wyoming	Gem of Gems: 65 Yrs. of Excellence
2014	John Beasley – Oregon City, Oregon	Bubblin’ Over
2015	Nel Carver – Moscow, Idaho	LEAD – PLAY – CONNECT
		Make a Splash Create a Ripple
2016	Sarah Tudor – Newport, Washington	LEAD-PLAY-CONNECT
		Emerge a Leader
2017	Preston Sorensen – Pleasant View, Utah	LEAD-PLAY-CONNECT
		Planting Seeds of Leadership

What is a Rec Lab?

What is Chatcolab Rec Lab?

A Rec Lab (or Recreation Workshop) is a place and time for learning recreation leadership in the field of social recreation. There are 24 of them in the United States and one in Canada. This Recreation Workshop (Rec Lab) is known as the Northwest Leadership Laboratory and is called "Chatcolab".

Rec Labs are:

- For those interested in learning how to lead recreation – youth leaders, church leaders, senior center staff, hospital staff, teachers, therapists, camp counselors, Extension personnel, community recreation staff – anyone interested in learning new recreation skills.
- Almost always held in a camp situation.
- For 3 to 5 days in length.
- Almost always for adult groups (about 16 years of age and over).
- Educational, non-profit organizations.

Rec Lab Philosophy includes:

- * Sharing – knowledge and ideas
- * Leadership techniques
- * Communication skills
- * Learning the group process
- * Learning and teaching with humor
- * Opportunities for leading
- * Skilled resource staff
- * Learning skills
- * Learning how to "teach" those skills
- * Creative use of leisure time
- * Professional improvement
- * Developing self-esteem
- * Developing a sense of togetherness

Rec Lab Program includes leadership and skill development training in:

- * Games – indoor and outdoor
- * Dance – square, folk, mixers; calling
- * Environmental activities
- * Drama, of all varieties
- * Crafts
- * Music / singing
- * Party planning
- * Ceremony planning
- * Discussion – leadership, communications, etc.
- * Therapeutic activities
- * Senior activities
- * Personal growth

Atmosphere is important for learning

1. **Informal.** Rec Lab creates an environment that frees group members so they feel free to ask questions and to get involved in learning experiences. This helps create an informal, comfortable learning situation.
2. **Hands-on.** Statistics show that true learning takes place only if your "students" actually do something instead of just watching or listening. Rec Lab is most certainly a workshop of nothing but "hands-on" activities.
3. **Location.** The best learning takes place if you can get away from the "rest of the world." So Rec Labs take their groups to a "camp."

Philosophy Of Chatcolab

CHATCOLAB LEADERSHIP LABORATORY is designed
as a stimulating experience for people
who are interested in recreation.

THE LAB IS A GROUP LIVING
in which there is an exchange of ideas and
techniques in the field of recreation.

THE LAB IS A RETREAT FROM DAILY ROUTINE.
Group unity flows as individuals develop
together in work and play.

MAJOR EMPHASIS IS PLACED IN JOY AND FELLOWSHIP.

NEW KNOWLEDGE AND ABILITIES
gained through the sharing of creative activities
lead to mental, emotional and spiritual growth.

AS A RESULT OF LAB EXPERIENCE
individuals recognize opportunities
for good living...

BY SHARING ONE'S SELF FREELY.

THE SPIRIT OF CHATCOLAB NORTHWEST LEADERSHIP LABORATORY

These Western Leaders agree that:

This should be a sharing camp, with no distinctions of leaders from campers, pupils from teachers.

This should be a fellowship separated from any sponsoring institution and self-perpetuating by some process of Democracy.

Goals must be for the enrichment of all life and not merely to add skills and information to already busy folk.

Recreation Laboratory would invite attendance from diverse vocations and never seek uniformity for its campers.

Those who gather here assume cooperation in complete sharing as a way of life.

Now you are a part of Chatcolab.

This notebook is the outcome of one week of sharing experiences. The material was gathered and/or completed during camp.

It is a record of a precious week together. With true appreciation, it is dedicated to all those who have here enriched our lives.

History of Chatcolab

The recreation laboratory idea was born in the early thirties at Waldenwoods, Michigan. A meeting had been scheduled for recreation leaders, and all arrived except the people who were to conduct the meeting. A snowstorm prevented their arrival. The group decided to carry on that meeting by exchanging their own ideas and experiences, and developing recreation methods and ideas for their own groups.

They spent several days together before the roads were cleared for them. At the end, in analyzing what had been accomplished, they decided that their method of sharing information, ideas, and techniques had been useful in their. They decided to hold another meeting. The enthusiasm for the "laboratory" method was so great and contagious that others heard about it. Applications came from many people who wished to share this experience with them.

In several years time, the group had grown so large the originators felt that it was necessary to reduce its size. They felt that its maximum usefulness and effectiveness could be obtained only in small groups that could be quickly integrated into sharing situations in a laboratory format. Consequently, they agreed to break up and form other laboratories entirely separate, except in inspiration, from the parent group. Some of these labs made great progress while others were less successful.

One of these labs was Camp Idhuhapi at Loetta, Minnesota, which later became the Northland Recreation Leaders Lab. This in turn was the inspiration for others, one of which was formed by a group principally from Nebraska, North and South Dakota and Montana. Twenty-seven interested people donated a dollar, and with this \$27 a committee planned the first Black Hills Lab to be held in October 1946 at Box Elder Camp in the Black Hills near Nemo, South Dakota. They decided on a fall lab, usually at the end of September, since Northland was held in the spring.

The first Recreation Leaders Laboratory established five principles, which have served as guidelines for nearly all subsequent groups:

1. This should be a sharing camp, with no distinctions between campers or pupils from teachers.
2. This should be a fellowship separated from any sponsoring institution and be self-perpetuating by democratic process.
3. Goals must be for the enrichment of all life not merely to add skills and information.
4. Recreation Leaders Laboratory would invite attendance from diverse vocations and never seek uniformity for its campers.
5. Those who come assume cooperation in complete sharing as a way of life.

Born in the midst of a depression when time was more plentiful than money, through the years when time and money were diverted to other purposes, on to times of economic growth when money was more plentiful than time, and now a period when we have neither time nor money – recreation laboratories have continued to survive.

The Black Hills Lab drew its registrants from an ever-widening circle in the west, Midwest and southwest. It generated such enthusiasm that many of its members returned home determined to bring a similar experience to greater numbers of people in their area by establishing other labs. Such was the foundation of Chatcolab in northern Idaho in 1949, established for the Northwest, held in May at Heyburn State Park on Lake Chatcolet.

The Longhorn Recreation Lab was also organized soon after in Texas. From the same Black Hills Lab came the inspiration for the Southwest Lab in New Mexico, and the Great Plains Lab in Nebraska. The Black Hills also inspired the nucleus from the east who set up another lab in Michigan called the Great Lakes Lab and indirectly influenced the establishment of a lab in Maine, the Downeast Rec Lab, and even carried the idea to Ireland in 1963.

At the Black Hills Rec Leaders' Laboratory in 1948, some of the "out westerns" got to saying "Wouldn't it be great to have a camp like this further west?" It was at this time that Don Clayton was moving to Moscow, Idaho from Havre, Montana. There were a few from southern Idaho who had attended Black Hills Lab and Don's move was the incentive to try to start a new lab here in the northwest. Black Hills Labbers contributed \$58.00 toward organizational expenses and a committee of six people was formed. A sub-committee made up of people from Oregon, Washington, and Idaho who were interested in people and recreation were drafted to complete the new organizational committee. The winter meeting was held during the Christmas vacation (over really icy and snow packed roads) with Al and Louise Richardson at Corvallis, Montana. They blew the \$58.00, but enthusiasm was even greater to get this lab off the ground. Resource people from the area were secured and an old C.C.C. camp was chosen as the site. On good authority by an old-timer, the best weather in May was always the second week, so the target date was May 11-18, 1949. This meeting was followed by lots of letters, phone calls and news releases inviting and urging recreation leaders to participate.

This camp was built as a C.C.C. camp in the 1930's. During WWII it was used as a convalescent R & R camp for pilots stationed at Spokane. The camp was in a sad state of disrepair. Don Clayton brought students from Moscow and other individuals in the area who contributed much time, materials and money to repair the camp so it could be used. A wall was built between the kitchen and the dining area, and many pictures were painted on the walls to enhance the building. Trays, carts, and many other things were brought from Farragut Naval Training Station on Lake Pend O'Reille.

The first lab, May 11-18, 1949, was a great success with 88 people attending in full spirit and form. Financially it was solvent, morally it was clean, and physically it was capable of growth and sustained life. Chatcolab was held in the same location, Heyburn State Park on Lake Chatcolet, from 1949 through 1975. The name Chatcolab was derived from the name of the lake and the fact this is a laboratory situation.

In 1955, a group of three California people came to Chatcolab in Idaho and became so enthused with the idea that they were determined to set up a similar organization in

California. More than a three-year period finally culminated the start of the Redwood Lab.

In May 1956, the top-most section of the Chatcolab Candle, which represents sharing, was presented to Mary, Kay and Carl for the beginning of the new Redwood Lab. A committee was formed in 1955 and the members met at Camp Sylvester (Stanislaus Co. 4-H Camp) November 12-13, 1955 to set the plans and dates for the first Redwood Recreation Laboratory to be held at Camp O-ONGA in Southern California. The lab was canceled one week before it was scheduled to start due to inadequate registration.

Mary Regan and Emily Ronsee returned to Chatcolab in May 1957, bringing their section of the candle with them. It was placed back on the Chatcolab candle and again presented to Mary and Emily at the closing ceremony of Lab. They went back to California more determined than ever for Redwood to become a reality. And so it did! Jones Gulch, south of San Francisco was the location of the first Redwood Lab in April 1958. The sharing section of the Chatcolab candle became the base of the Redwood Candle with a real redwood trunk. Chatcolabbers Walt and Sally Schroeder, and Leila Steckelberg (who made the Redwood Candle at the first lab) went down to help the new lab off to a flying start. There were 43 labbers including staff and resource people that year.

In April 1959, the second lab was held at Mendocino City, with 50 people attending. Not even an Asian flu epidemic, a "fast" trip down a very narrow, rough and crooked mountain road late at night, or a broken collarbone, could dampen the enthusiasm of those attending.

The first two labs were held in the redwoods, but in 1960 the decision was made to hold the lab at Old Oak Youth Camp. It was also there in 1961 where a free will offering was taken to purchase a beautiful piece of gold bearing quartz which Ken Hoach presented to the Chatcolab board in May (to be placed in the new recreation hall fireplace) in appreciation for all the moral and financial help and support that they had given this lab.

Since the center section of our original candle became the base of the Redwood Candle, in 1958 the remaining part was melted down and molded into a new large candle and four small ones to represent "Spirit" of Chatcolab - knowledge, philosophy, ideas, humor and sharing. These, fused together again, are the candles we still use in our ceremonies.

The possibilities of becoming an incorporated group were discussed at the October 1968 board meeting in Moscow, Idaho, with the board accepting the proposal. Vern Burlison was instrumental in getting the corporate matters completed so that on May 15, 1968 during Chatcolab, the articles of incorporation were notarized at St. Maries, Idaho. In 1980 the non-profit status was received from the IRS through the efforts of Betty Schuld.

As can happen in any organization, the plans and expectations were becoming too caught up in the past and "getting into a rut." The "family groups" were getting too strong and activities were based on duties, rather than people. Don Clayton, one of the original planners of Chatcolab, now in Wisconsin, attended the October 1969 planning meeting in

Moscow, Idaho to help re-evaluate the goals of Chatcolab. He reminded us that we learn through sharing, not merely in getting, and labbers need to feel the warmth and love of the group to be ready to learn and experience leadership. Plans were made to create an atmosphere where labbers are more willing to try things on their own. During the May 1970 Lab, when Chat became of age (21) the lab program was people-centered and activities were filled in to suit the needs, rather than an activity program first, filled in by people. This presented a challenge for labbers to use their ideas in self-discovery. Chatcolab 1972 saw the introduction of C.H.A.T. (College of Hidden Art and Talents) classes allowing every labber an opportunity to give more of himself by sharing some ability.

The celebration of the 25th anniversary in 1974 brought 91 labbers to Chat. Mary Fran Bunning Anderson, who, along with her husband, Bill, was instrumental in forming the earlier years lab's leadership growth, attended her 19th lab and shared memories of past labs. Marge Leinum Grier (24), Leila Steckelberg (21), Don Clayton (23) and Vernon Burlison (20) all of whom had attended the last 20 labs, also added their memories. Labbers celebrated by enjoying birthday cake, the anniversary waltz, reminisced, and enjoyed other activities.

All good things have to come to an end sometimes. Our use of Heyburn Youth Camp ended (last lab there was in 1975) by the Idaho State Health Department declaring the facility was unfit and would be closed unless it could be brought up to regulated health standards. Updating was almost impossible for the aging facility.

Vern Burlison and Leila Steckelberg were instrumental in finding a new location, deciding on the Easter Seal Camp (now called Camp Roger Larson) at Worley, Idaho, not far from Heyburn. There was much nostalgia carry-over and yearning for Indian Cliffs, the colorful dining hall, the glorious trees, the daily train, the many memories there, but we found a new home, because Chatcolab is not just a place. More importantly, it is people! The wishing well at Heyburn was purchased at the dispersal auction with the hope that it would some day be rebuilt as a remembrance of our "youthful years." Easter Seal Camp (Camp WSU-Camp Roger Larson) has satisfied our needs since 1976 and has been home ever since, except in 1994 when Chatcolab was held at Camp Gifford, north of Spokane, Washington.

In 1988 the 40th lab was celebrated with a "Ruby Jubilee" with 70 labbers attending. It was a busy week that started with some "Remember when's..." celebrating with good evening programs, each one being better than the night before, ending with a cake-cutting celebration.

Recreation Laboratories offer a unique opportunity for those involved in recreation of all types, whether on an amateur or professional basis. Its uniqueness stems from the extent of complete involvement of the individual in the imaginative planning and sharing of all aspects of the recreational program. An atmosphere is created for discovering within

oneself the latent abilities that ones' everyday environment never uncovers. In this discovery anyone can become a better man or woman, a more efficient leader. The wide opportunity to gain manual skills and training experiences, though of lasting value, shall be considered secondary to the foregoing.

The basic objectives were formulated more than 50 years ago and still hold today. "Participants in Chatcolab Recreation Laboratory have the opportunity to uncover, utilize, and share these talents themselves which are perhaps laying dormant by:

1. Getting to know people with similar interests by working together.
2. Encouraging participation in "trying-out" situations.
3. Sharing recreational experiences and skills with both amateurs and professionals.

The basic idea which brought so much enthusiasm out of so many people can be expressed in one word - SHARING. The learning at Lab has never been by or for specialists. It has been an effort to stimulate and enthuse by exposure to methods and ideas. The focus has been on learning by participation and encouragement. The sharing of duties and problems made the practical application of chore sharing a necessity. Leaders have been chosen very often, not as true experts in their fields, but rather as guides to help other leaders on the way.

At Great Lakes Recreation Leaders Laboratory held May 5-10, 1978, at Camp Pinewood on Echo Lake (15 miles east of Muskegon, Michigan) the "true" story of the birth of recreation labs was made known. This story follows:

The many fine Rec Labs now going, held all over the United States, received their inspiration and beginning years ago in Chicago.

Lyn Rohrbaugh, Owen Gree, Chester Dower, and Chester Graham (all ministerial students) decided that the National Recreational Association was not meeting the needs of the churches and other non-professional groups. So they organized the first Educational Recreation Institute held in Chicago in June 1926-27. It was moved to Wheeling, West Virginia in 1928-29. Next it went to Lake Geneva, Wisconsin and then to Waldenwoods (near Howell, Michigan) from 1931 through 1934.

As the group grew larger and people became eager to share inspiration, training and fellowship with people in their own localities, it was decided to discontinue the meeting in Waldenwoods and give people an opportunity to start new labs.

The Michigan group met for two years at the Folk School in Grant, Michigan. After that the Michigan area did not have a Lab until Arden Peterson, Marian Hermance, Bernice LaFreniers, Gould Pinney, Ray Lamb and Jim Halm went to the Black Hills Recreation Lab in 1951 and came back with such great enthusiasm that a Great Lakes Recreation Leaders Lab was started at Twin Lakes in 1951.

The "myth" of the snowstorm is still preferred by labbers because it is symbolic of the philosophy of Chatcolab. When put in such situations (a "leader" does not arrive) we should be prepared to take over and not be dependent on someone else. Through Chatcolab experiences, we strive to be able to become dependent upon ourselves.

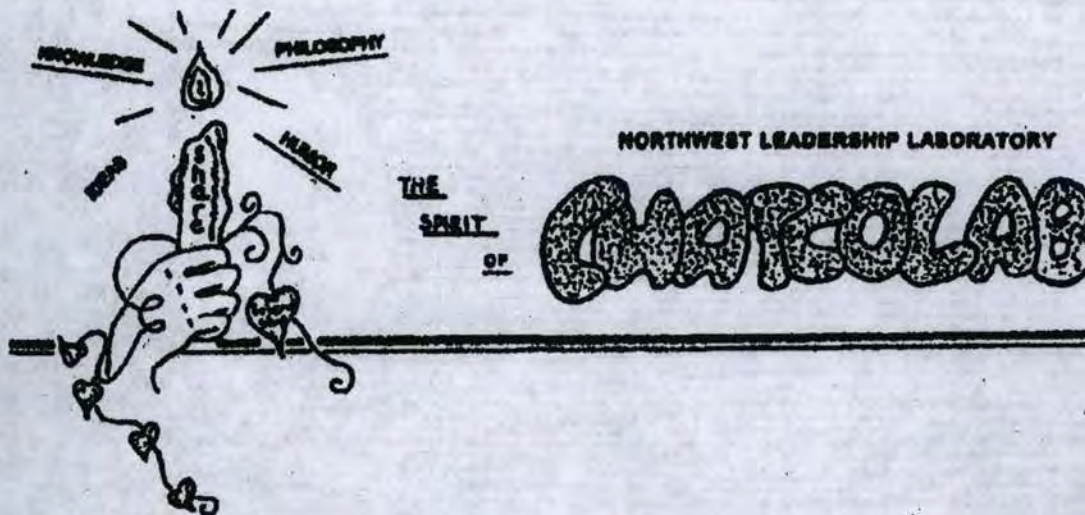
The original committee and board are as follows:

**NORTHWEST RECREATION LABORATORY
CAMP HEYBURN -- PLUMMER, IDAHO -- May 11-18, 1949**

<u>1948-49 Committee</u>	<u>Original Board</u> <u>Elected 1949</u>	<u>Term Exp.</u>
Don Clayton, Moscow, ID-Chairman	Don Clayton, Chairman	1952
Emil K. Eliason, Havre, MT-Treasurer	Dan Warren, Vice-Chairman	1952
Louise Richardson, Corvallis MT-Secretary	George Gustafson, Treasurer	1951
Ruth Radir, Pullman, WA	Louise Richardson, Secretary	1951
A.L. Richardson, Corvallis, MT	Jim Huntley, Olympia, WA	1952
Dan Warren, Moscow, ID	Evelyn Sainsbury, Salen, OR	1951
George Gustafson, Bozeman, MT	Lillian Timmer, Moccasin, MT	1950
Evelyn Sainsbury, Great Falls, MT	John Stottsberg, NezPerce, ID	1950
Esther Teskerud, Corvallis, OR	Elizabeth Bush, Okanogan, WA	1950

Logos and Notebook Cover

The old logo of the single hand with the flowing ivy, shown below, was designed and used as stationary in the early years, at least prior to 1955. The candles have always been a central part of the opening and closing ceremonies and represents sharing, with the rays of light representing ideas, knowledge, philosophy, and humor. All of these entwined, given and received, by friendship.



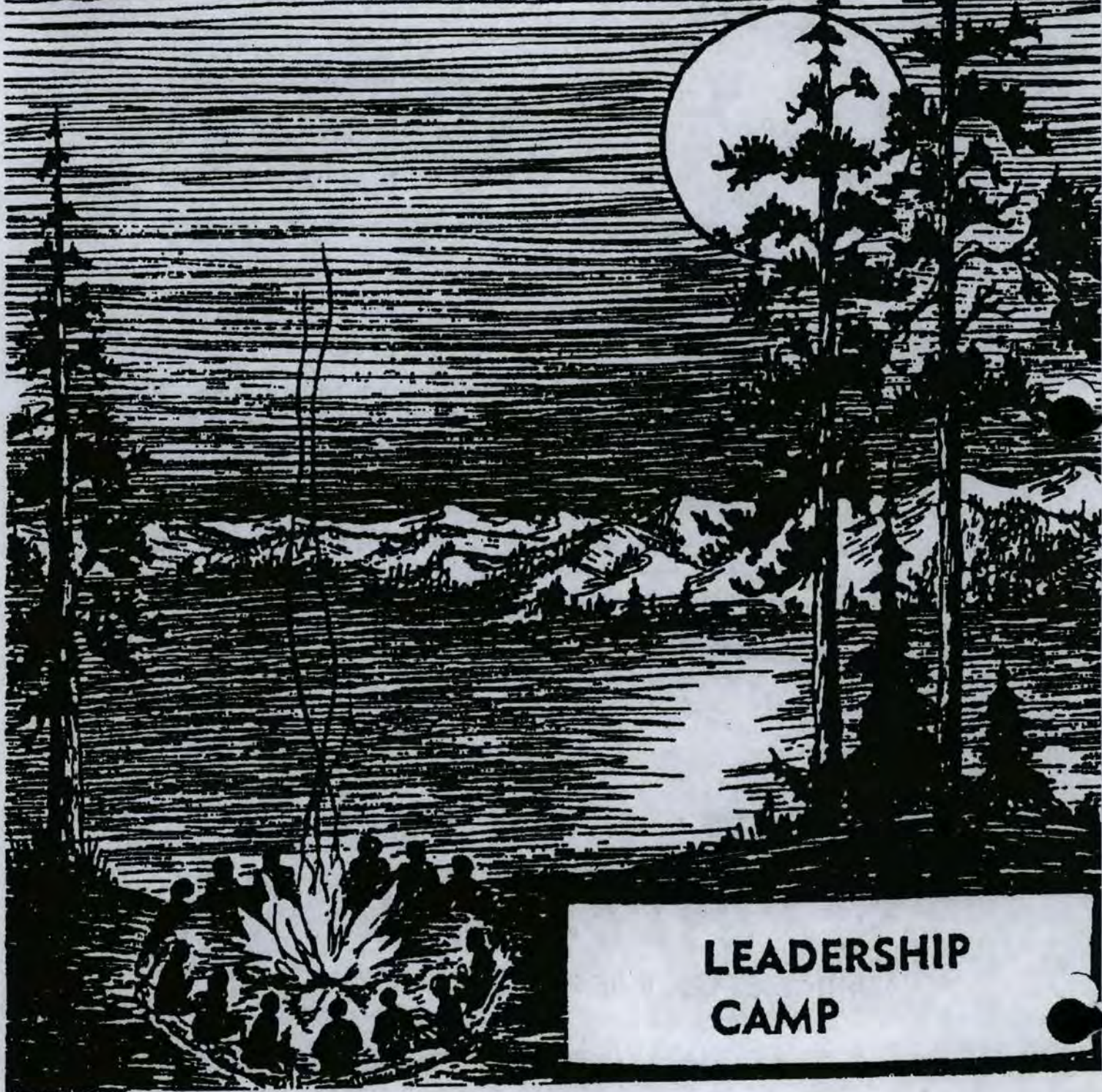
The former notebook cover picture, following page, was from a photograph of the campfire by Lake Chatcolet at Camp Heyburn. After the picture was drawn it was transferred to metal plates and used to print the cover page from 1953 to and including 1989. Leila Steckelberg still has these plates in her possession. This cover was retired in 1989 when we went with the silk-screened three ring binder and has now become part of Chat history.

The new and official logo and lettering, as used on the front of this notebook and on official Chat stationary, was designed by Jaki Svaren, calligrapher, teacher, lecturer, and author. Jaki taught calligraphy at Portland Community College, Portland State University, and Reed College. She is the author of several books on calligraphy and her book "Written Letters" is a much used college textbook. She is past president of the Portland Calligraphy society and of Penultima, a calligraphy production company. We are appreciative of the work Mrs. Svaren has done for Chatcolab.

Chatcolab
NORTHWEST LEADERSHIP LABORATORY



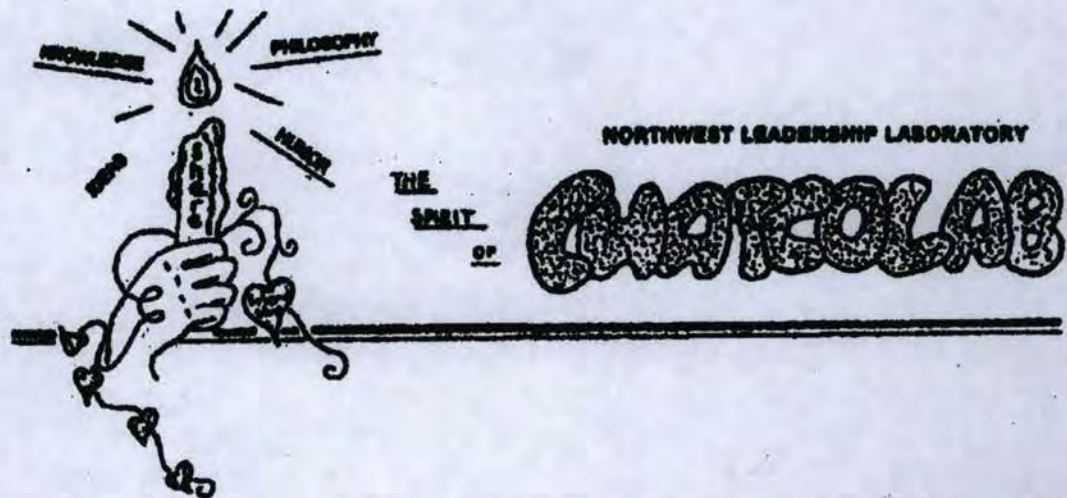
CHATCOLAB



**LEADERSHIP
CAMP**

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Chatcolab
NORTHWEST LEADERSHIP LABORATORY





Section B

All Lab - Featured Presenters

"We Are All Connected" - Jen Mc Farland
STEAM - Tyler Schlagenhauf
Singing/Music - Janet Zimmerman
Program Planning - Marianne Burton

Planting Seeds: A Leadership Garden

Self Awareness

- What are my strengths?
- What are my weaknesses?
- What is my impact on others?
- What gaps need to be filled?

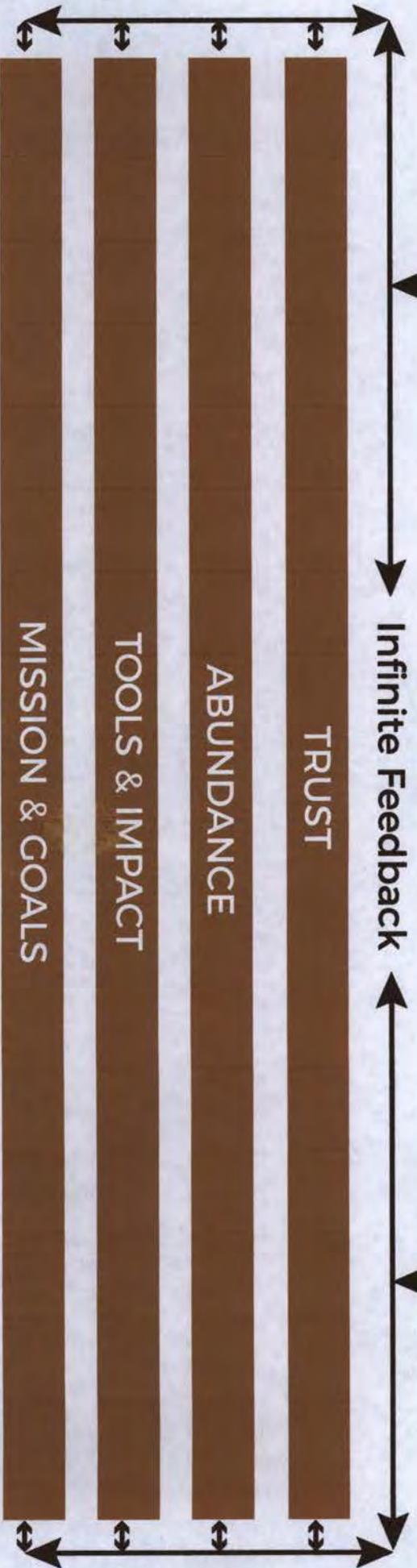
Gratitude

- What do I appreciate?
- Am I sharing my appreciation with others? Who?
- Am I listening?

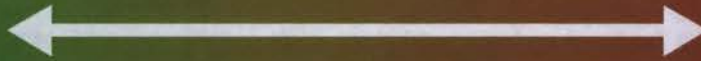
Collaboration

- What is the quality of my engagement with others?
- What is my emotional state?
- Am I actively reaching out to others?

Infinite Feedback



Leadership



Management

Creating Value

Collaboration

Counting Value

Reporting numbers

Circles of Influence

Approached by non-reports

Circles of Power

Approached by direct reports

Leading People

Influence, motivate, enable

Managing Work

Control

Passion, Purpose, Vision

Hiring, HR, Procedures

People Follow You

People Work for You

“Failing organizations are usually over-managed and under-led.” – Warren Bennis

3. CREATE YOUR FIRST PASSION PLAN

Your Passion GameChanger is the goal that would have the most positive impact on your life right now. Write this goal down in the blank box below. If you are unsure of what to write, simply write the goal circled under your three month section. Set your timer for five minutes. Write down as many necessary steps you must take or tasks you must complete to get you to your goal; the more detailed the better. Connect each step to the middle box with a line (see example).



4. ADD SPECIFICS

Assign due dates for each of these tasks by estimating the amount of time needed to complete them. Be specific and be sure to indicate how much, how many, or by when.

5. CREATE A TIMELINE

Look over each task and write the number "1" next to the one that must be completed first. Add a number "2" next to the second task, and so on until all tasks are numbered.

6. MAKE A DATE

Now write these tasks in the corresponding due dates in your weekly layout. Throughout the year, use these as checkpoints to keep you on track.

7. WORK AT IT!

For this goal, strive to do at least one productive thing every day before 10 AM to get you closer to your goal. Consistency is key: if you skip a day, be sure to make up for it the next day.

8. REPEAT

Repeat this process for as many goals as you'd like.

EXTRA CREDIT

Find a follow-up buddy to check in with you and help you stay accountable for your goals.

Cross out "Lifetime", "3 Years", "1 Year" and "3 months" and replace them with "5 YEARS", "3 YEARS", "3 MONTHS" and "1 MONTH" respectively. Now challenge yourself to meet those deadlines.

YOUR PASSION ROADMAP

A STEP-BY-STEP GUIDE TO MAPPING OUT YOUR GOALS

1. MAKE A WISH LIST

Set a timer for five minutes. For the next five minutes, imagine that this piece of paper is magical; whatever you write in it will come true within the designated time frame. Think of it as a wish list describing your ideal life. Ask yourself,

"IF I COULD BE ANYTHING, DO ANYTHING, OR HAVE ANYTHING, WHAT WOULD IT BE?"

Write every single thing that comes to mind and be as specific as possible. Lastly, do not feel the need to be realistic or justify your dreams. Just write.

READY. SET. GO.



2. PRIORITIZE

Time's up! Now set the timer for 1 minute. Go back and for each of the four sections, circle one goal that would have the MOST positive impact on your life.

READY. SET. GO.

These are the four goals that you are going to prioritize. Think of them as the most important destinations in your life right now. Now we are going to create a Passion Plan to map out how to get there. A Passion Plan is a mind map that visually breaks down your goals into steps that are specific, actionable, measurable, and time sensitive.

3-Day Gratitude & Goals Journal

Complete the gratitude and goals in the morning. In the evening, check-in with yourself. Did you share your gratitude Did you make time for .. quieting your mind? exercising your brain or body? creating and feeling joy? Remember, these are skills that take practice. Tomorrow is always another day.

I am grateful for...

- 1.
- 2.
- 3.

I am sharing my gratitude with...

Today's goals

- 1.
- 2.
- 3.

Evening reflection: Did I make time for... Meditation Exercise (mental/physical) Joy

I am grateful for...

- 1.
- 2.
- 3.

I am sharing my gratitude with...

Today's goals

- 1.
- 2.
- 3.

Evening reflection: Did I make time for... Meditation Exercise (mental/physical) Joy

I am grateful for...

- 1.
- 2.
- 3.

I am sharing my gratitude with...

Today's goals

- 1.
- 2.
- 3.

Evening reflection: Did I make time for... Meditation Exercise (mental/physical) Joy

Creating a Gratitude Jar

Creating a gratitude jar and placing it in a prominent place is an easy way to remind yourself - and others - to show gratitude.

What it looks like is only limited by your creativity.

When to Show Gratitude

For your own personal goals, I suggest doing it first thing in the morning to set the tone for the day. It's so hard to be upset about a restless night or day of meetings when you reflect on kindness.

Sharing It with Others

A gratitude jar is easily shared with others. For Chatcolab, I am encouraging everyone to share at least one good thing that happened each day. At the end of camp, we'll have a nice reflection piece to remember all of the great things that happened during the week.

You can share it with family, students, or co-workers. It can be goal-oriented (like sharing thanks while working with a team on a difficult project), or simply an ongoing reminder that can be shared during meetings.

You can even have a virtual gratitude jar.

For example, there's a Facebook Group called

"Gratitude Jar 2017", where people share photos, gratitude

posts, and progress on their own gratitude jars. Not into Facebook, you could do something similar on your company's intranet, or with your friends via slack.



Self-Awareness Practice

Are you self-aware? How can you be expected to lead others if you don't understand your own thoughts, beliefs, emotions, and actions? It's tough to lead if you're not in touch with yourself. If you understand who you are - your strengths and weaknesses - the quality of your interactions will improve. It's really hard to be self-aware all the time, but here are a few strategies you can practice to further develop your self-awareness.

TEST

Take self assessments like Myers-Briggs, Predictive Index, or Heart, Gut, Luck and Smarts to learn more about yourself.

SURROUND

Surround yourself with people who complement you. People who bring new skills and ideas help you grow.

SAY NO

It's OK to tell yourself NO. Really. It is. It makes you aware of snap decisions and might help you avoid mistakes.

REFLECT

Gaining clarity through writing, drawing, singing, speaking, etc., helps you solidify goals and priorities, which in turn, helps you become more articulate and decisive.

LEARN

Be like Warren Buffet. Write down your reasons for key decisions. After some time has passed reflect on the outcomes.

MEDITATE

Put down the cell phone, turn off the computer and TV - these activities can cause overload. Take 5-10 minutes to hold still and quiet the mind. I like Headspace.

“When you know better you do better.” - Maya Angelou

Listening Journal

Listening and self-awareness are two of the most powerful tools a leader can employ. Use this journal to describe **one interaction** that happened today. Continue the listening journal for a week or more - reflect on your strengths and weaknesses - then incorporate what you've learned about yourself into your daily goals.

Describe the interaction. Include a self-evaluation of how well you practiced active listening.

**Were you fully present for the interaction? Did you understand? Respond appropriately?
What do you remember about the conversation?**

Describe any non-verbal behaviors you observed (by you or the other person).

What was the outcome of the interaction? Do you wish you'd done anything differently?

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Notes on Teambuilding / Leadership Games / Activities

The Chatcolab sessions are built around personal development and working with others. In the working world we need to do both – and leaders need to be able to communicate and then let people work. I incorporated activities that not only build upon our leadership topics, but also involve verbal and nonverbal communication. I did this so everyone would have a chance to lead based on different skill sets – including introverts who may be less likely to compete for ‘air time’. Because we are at an outdoor camp, I also wanted to incorporate the environment whenever possible. I encourage you to find activities with YouTube videos so you can see the interactions and gauge whether it will deliver the desired result(s). Activities are always unpredictable – but with careful planning and research it can deliver fun and learning.

Self-awareness testing resources:

- Myers-Briggs: www.myersbriggs.org
- Predictive Index: <http://www.piworldwide.com/products/predictive-index-system.aspx>
- StrengthsFinder: <http://www.strengthsfinder.com/home.aspx>
- Heart, Smarts, Guts & Luck: <http://www.hsgl.com/>

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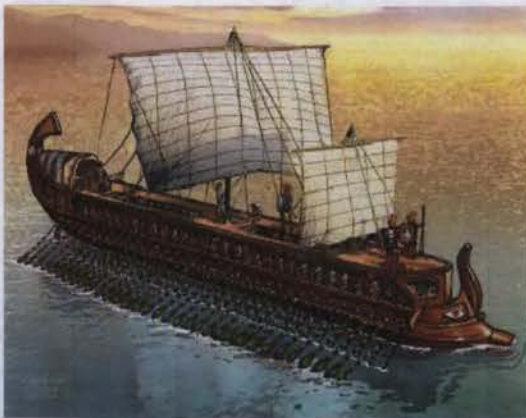
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Real Life Connection for **Poseidon's Seas**



- ✦ Poseidon was a moody guy. On his good days, he did cool stuff like create horses out of sea foam. On his bad days, he caused Typhoons and Hurricanes.
- ✦ This is a scene from *The Odyssey*, written by the Greek poet Homer. Poseidon is stirring up trouble for the hero, Odysseus, who is trying to sail his boat home from the Trojan war.



- ✦ Ancient Greek sailors made sacrifices to try to keep Poseidon happy. But just in case, they designed ships that could survive really bad weather at sea. These boats were called **Triremes**.
- ✦ What do you notice about the designs?





A part of the world's most beautiful
 The Great
 and the world's most beautiful
 The Great
 and the world's most beautiful
 The Great



Both the
 and the world's most beautiful
 The Great
 and the world's most beautiful
 The Great
 and the world's most beautiful
 The Great

World's Most Beautiful

The Great
 and the world's most beautiful
 The Great





Challenge Roundup for **Poseidon's Seas**

CHALLENGE #1

Design a boat that is waterproof and can float in your Tribal Sea. The boat should be less than 4 inches across to fit on Poseidon's Raceway, so use your ruler!

CHALLENGE #2

Add one or more sails to your boat that will allow it to move when squirted with Poseidon's Fury. Get ideas from real life connections poster.

CHALLENGE #3

Do 3 Test Runs on the Poseidon Raceway and keep track of results on test sheet. Switch out these jobs for each round: **Boat captain, Water squirter, Seconds counter, Squirts counter.** (For time, have a tribe member count 1-Poseidon, 2-Poseidon until you get to the end).

CHALLENGE #4

Name your boat and take it down to Raceway when your teacher beats the drum. You will have one competition for speed and one for the least squirts. Good luck!

SQUIRT BOTTLE RULES

- ❖ Fill the bottle before the race. No refills.
- ❖ Squirt ONLY at the boat in the water.
- ❖ Try to use the least squirts possible!





Real Life Connection for

Minotaur's Labryinth



- ✦ The Minotaur was Half Man/Half Bull.
- ✦ He lived in a labyrinth under King Minos' castle



- ✦ The labyrinth is a life-sized maze with lots of confusing twists and turns. Here is an **AMAZING** maze at Leeds Castle in England.



- ✦ With the help of Princess, Adriadne, brave Prince Theseus was successful at defeating the Minotaur in the Labyrinth! He saved the boys and girls!



- ✦ Have you ever played with a marble maze like this? You have to tilt the board from side to side to get the marble to move around. Your challenge will be something like this.



Challenge Roundup for **Minotaur's Labyrinth**

CHALLENGE #1

Brainstorm ideas for your labyrinth with your tribe.

Sketch it on your planning slate. Think about making it easy for the marble to roll in some places, but add obstacles and dead ends to make it trickier in others. How will you use your Minotaur clip art to make your labyrinth extra exciting? Can you think of booby traps to add to the mix?

CHALLENGE #2

Build your labyrinth.

Mark the Start clearly. Be sure to create paths using the straws so the marble does not fall off the board. There should be one entrance and one exit. You can bend the straws to make corners. Don't forget to add Minotaur boobytraps if you take a wrong turn! Be sure to have a way to catch the marble at the end.

CHALLENGE #3

Play for Greek Coins in the Labyrinth Tournament.



Cut up the coins on the paper. Try out other tribe's labyrinths and let them try out yours. Award coins when people complete your maze and earn coins when you complete other mazes.

Have fun!





Real Life Connection for **Temple of Trouble**



In *Raiders of the Lost Ark* Indiana Jones ventures into the jungles of South America searching for a golden statue. Unfortunately, he sets off a series of deadly traps doing so. Miraculously, he escapes.



Did you know? Indiana Jones is a professor of archeology at a university in Connecticut. He has been protecting the past since he was a boy.



Indiana Jones has one weakness.

He hates snakes!



In this famous scene, a boulder is released and Indiana runs for life. He narrowly avoids being squashed.



Challenge Roundup for **Temple of Trouble**

CHALLENGE #1: *Build your Tribal Temple of Trouble!*

- ❖ Fill it with snakes, vines, and booby traps – just like in the Indiana Jones movie. Add your own creative traps like spiders and TNT. Be sure to brainstorm your ideas together on your tribal planning slate before beginning to build.
- ❖ Make a statue using clay and place it on a platform in the center of the temple.
- ❖ Add an escape ladder for Indiana to get out.



CHALLENGE #2: *Make a Boulder Roll Around at Least 3 Sides of the Temple*

- ❖ Fold the sentence strips in a V (along the middle line) to keep the ball from rolling off the sides. You can also fold it up around the edges to form a U.
- ❖ Start the boulder roll high and slant it just enough for **gravity** to take over and the ball begins to move on its own. Keep the track slightly slanted all the way around to keep the boulder moving. Remember your challenge is to get around 3 (or even 4!) sides so you don't want to use up all the "hill power" too quickly.
- ❖ Think hard about how you can get the boulder to roll around the corners (this is the trickiest part!). Will you cut and fold to create the corners? Will you add on an extra piece? Will you let the ball fall to a lower track? There is no one right way to do it – so test a few different ways and be creative!
- ❖ Use a cup as a treasure chest to catch the ball at the end.



CHALLENGE #3: *Present your Boulder Roll to the Class!*



Real Life Connection for **Dinosaur Park Putt Putt**



Jurassic Park tells the thrilling story of a dinosaur park. Scientist John Hammond recreates species that have long been extinct. He makes a big park where they roam free for the world to come and see them – Jurassic Park.



Did you know...?
Dinosaur means 'terrible lizard'.
They existed during the Jurassic Period which started 200 million years ago.



While all dinosaurs look scary, some were **Herbivores** or plant-eaters. The Brachiosaurus was an herbivore. The first dinosaurs seen in Jurassic Park are these gentle giants. You will watch this scene in your class today.



Some of the dinosaurs in Jurassic Park are not so nice. They are **Carnivores** or meat-eaters. The Raptor and the T-Rex are some of the scary carnivores in the movie. The T-Rex was every dinosaur's worst nightmare!





Challenge Roundup for **Dinosaur Park Putt Putt**

CHALLENGE #1

Brainstorm Ideas for Your Dinosaur Themed Golf Hole. What animals would you like to include? What features and obstacles would you like to add? Where will you place the hole? How can you use the items in your treasure chest to create your golf hole? Use the **Mini Golf Ideas Sheet** for inspiration!

CHALLENGE #2

Lay Out Your “Golf Green” on the Floor. Put painter’s tape around it to keep it down.

CHALLENGE #3

Set Up Your Golf Hole on the Green. Use a large plastic cup as the hole and secure it in place. Be sure to add the Dinosaurs and obstacles! **Will your hole be an herbivore (sweet and easy) or a carnivore (hard and scary)?**

CHALLENGE #4

Tee Time! Present Your Golf Hole to the Class. Play the Other Tribe’s Holes and let them play yours!





Real Life Connection for **Dinosaur Park Putt Putt**



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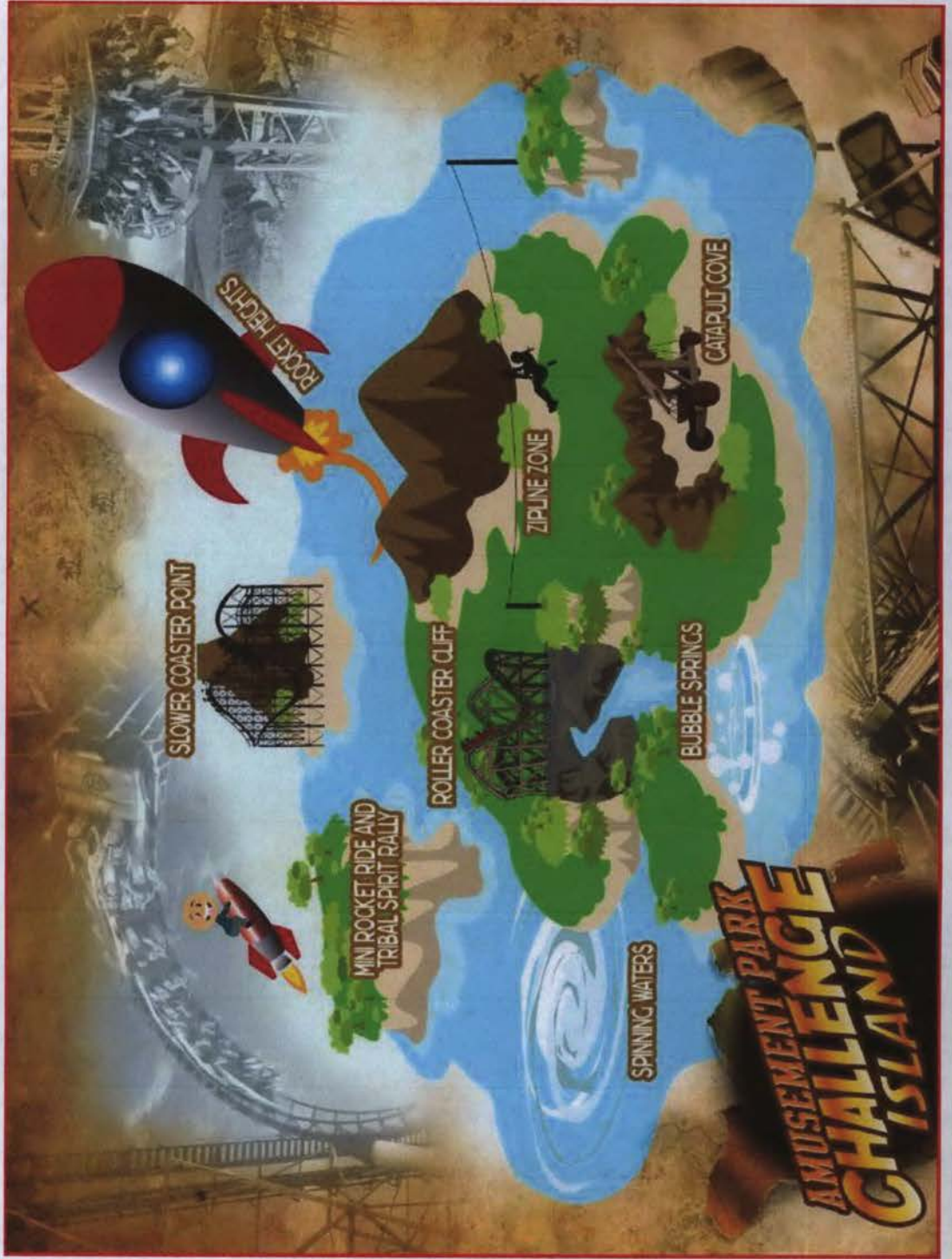
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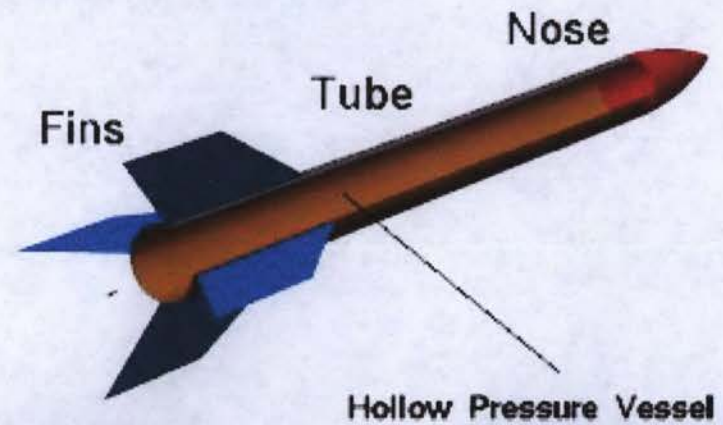
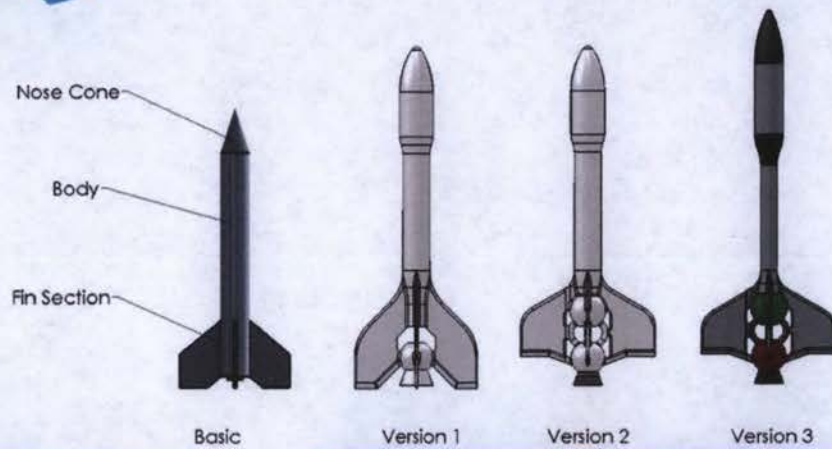


Amusement Park Island





Real Life Connection for **Rocket Heights**





Challenge Roundup for Rocket Heights

CHALLENGE #1

Build the Launcher

Follow the teachers' directions to make a launcher out of a 2-liter soda bottle

CHALLENGE #2

Build the Rocket

Use the paper cylinders as the body of your rocket. Add a nose cone and fins. Be sure no air is able to escape!

CHALLENGE #3

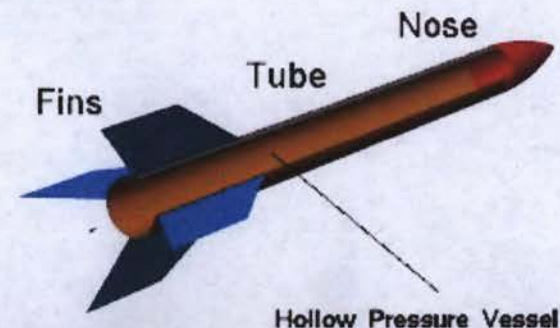
The Test Launch

Launch your rocket and look for ways you can improve it. Go back and make the changes in time for the official launch!

CHALLENGE #4

The Official Launch

Select one rocket to enter. You get two launches so make them good! Measure your distances and record them on your slate. You get one sticker for every foot your rocket travels.





Thematic Unit: Mythology Island
Lesson Number: 7
Lesson Name: Poseidon's Seas
Lesson Length: 1 Hour
Difficulty Level: Moderate to Hard



Lesson Specific STEAM and Cross Curricular Standards and Objectives:

- Students will learn about the characterization of Poseidon from Greek Mythology.
- Students will learn about how the geographical location of Greece made the god of the seas especially meaningful to the ancient Greeks.
- Tribes will use creative and critical thinking skills to “make the most” of Poseidon’s Nautical “Temper Tantrums” by creating waterproof boats that can be powered by a hurricane (aka “Poseidon’s Fury)
- Students will learn of the designs of ancient Grecian boats called Triremes, and incorporate elements into their own boat designs
- Students will generate and compare multiple possible solutions to the problem.
- Students will identify and manipulate variables to create the best possible models.
- Students will use measurement to Collect Information and Evaluate Performance.
- Students will follow the engineering process through brainstorming ideas, planning designs, testing and revising with their tribes.
- Students will participate in the acts of Invention and Innovation, Troubleshooting and Experimentation in constructing their boats.
- Tribes will compete in two categories: Boats that get to the end the fastest and Boats that reach the end in the least number of squirts.

Helpful Tips:

- It's easier to do this activity outside if possible but not required. If you do set it up inside, put down a camping tarp and lay the racetrack on top of it.
- Some of my teachers like to bring a rolling cooler with them to transport the water back and forth and to empty it out at the end.
- Encourage students to test spraying the water at the boat and at the water below it. Often the latter is the more effective method but it depends on the boat design.
- Allow tribes to make multiple boats. The wet materials can't be reused so I let kids take them home in plastic sandwich bags if they want to.
- Be sure spectators stay back from the water track to give squirters ample room to move down it.
- Be sure squirters don't lean in on the track because it can narrow the lane and make it more difficult to get down it.

Modifications for Younger Children: Younger kids love this activity but can get literally water logged easily. They also have a tough time assembling a sail. So encourage them to build their boats from a limited array of light materials like tinfoil and Styrofoam then help them direct their squirts toward the bottom of the boat, powering it from behind.

Safety Measures: Reduce the risks of slips and falls by making clear rules about the handling of the spray bottles. Only the racers may handle the bottles and water can only be sprayed toward the boats in the track. Any spills should be cleaned up immediately with a towel.

Suggested Music: Little Mermaid's Under the Sea and Part of Your World

Field Trip Themes: This popular field trip works best during the warmer months. The Poseidon connection makes it excellent ELA/cross curricular choice.

Note: No myth to read this week as the focus is on the characterization of Poseidon and the connection to ancient Greek civilization. They have also already heard one of the most famous myths of Poseidon in the Athena story and have met some of his ferocious offspring in the monster lesson.

Wacky Vocabulary:

Poseidon: The Greek God of the Seas and part of the big 3 along with brothers Zeus and Hades. Known to have a nasty temper which showed itself in the form of hurricanes and other water storms.

Trident – A 3-pronged spear and the symbol of Poseidon

Hurricane – A storm with a violent wind – Poseidon’s Fury!

Trireme – An ancient Greek boat with sails and oars that were designed to survive really bad weather at sea.

Buoyancy – The ability to float.

Pre Prep and Set up:

- Get squirt bottles at Home Depot and write “Poseidon’s Fury” on them in permanent marker.
- Set up racetracks outside if possible.
- If indoors, clear a space or use a hallway. Put down first a tarp first and lay the racetrack on top of it.
- Fill Spray Bottles with water and track with water. Bring a rolling cooler with water if it makes it easier.
- Fill a small tub for each tribe to test their boats and put on their workspace.



MATERIALS:

Per Class:

- **Poseidon’s Seas Challenge Roundup Poster**
- **Poseidon’s Seas Real Life Connection Poster**
- Water Track from Mayflower Harbor (may be purchased here from the Boy Scouts <http://www.scoutstuff.org/bsa/crafts/raingutter-regatta/track/raceway-regatta-inflatable.html#.VdERz1NViko>)
- Electric Air Pump for Inflation
- Tarp for under track
- Pitchers
- Towels
- 4 Generic Household Squirt Bottles with “Poseidon’s Fury” written on them in permanent marker



Per Tribe:

- Small Tub of Water (referred to in Challenge roundup as the Tribal Sea)
- Fresh supply of Duct tape
- 4-6 12 by 12 pieces of tinfoil
- 8 straws
- 4 Styrofoam plates
- 4 Styrofoam cups
- 1 Cocktail Umbrella per tribe member (optional but they LOVE these)



- Small sections of discarded foam track from roller coasters if available (a few inches in length. They float so can be used but not buy a new one just for this)
- 10 Jumbo Craft Sticks
- Plastic Dollar Store tablecloths in tribal colors, kids can cut off pieces from it to make waterproof sails.
- Ball of clay (pieces can be use to keep masts in place)
- Towel
- 1 copy of **Poseidon's Fury trial sheet**

Classroom Set Up

- See pre-prep
- Cover any computers etc. in the room with plastic sheeting.

LESSON

- Seat children with their tribes and pick one tribe to beat the Ceremonial Drums to open the lesson.
- *Today our Challenge is based on **Poseidon**, god of the seas. He was one of the big 3 along with his two brothers. Who were they? (Zeus and Hades).*
- *Poseidon's symbol was the **trident** or a 3-pronged spear. The trident is used still today to represent things related to the water and sea.*
- **Refer to Real Life Connection Poster.**
- *One thing you can say about Poseidon is that he was a moody guy. The Greeks believed that when he was happy, the waters were as calm as a bathtub. Which was good news for the sailors of Greece!*
- *But when Poseidon was angry – watch out! He might unleash his fury by using his trident to stir up a dangerous hurricane or typhoon!*
- *Ancient Greek sailors made sacrifices to try to keep Poseidon happy. They threw big festival parties in his honor.*
- *But just in case that didn't work, they designed ships that could survive really bad weather at sea.*
- *These boats were called **Triremes**. What do you notice about the designs? Let students share observations.*
- *Of course the boats are also made of **Buoyant** materials – materials that float.*
- **Demonstrate** in a tub of water how some of the items in the treasure chest are buoyant. Toss in a popsicle stick, a straw, a piece of tinfoil.
- *They also had to be constructed from waterproof materials. A paper sail wouldn't work in a hurricane! Point out that plastic tablecloths and tinfoil are waterproof.*
- *Triremes were long and narrow so they could move swiftly. Their sails were low and wide (placed horizontally rather than vertically) to help keep the boats balanced.*



POSEIDON'S SEAS REAL LIFE CONNECTION

Poseidon was a moody guy. On his good days, he did cool stuff like create horses out of sea foam. On his bad days, he caused Typhoons and Hurricanes.



This is a scene from *The Odyssey*, written by the Greek poet Homer. Poseidon is stirring up trouble for the hero, Odysseus, who is trying to sail his boat home from the Trojan war.

Ancient Greek sailors made sacrifices to try to keep Poseidon happy. But just in case, they designed ships that could survive really bad weather at sea. These boats were called **Triremes**. What do you notice about the designs?



CHALLENGES

- *Today's tribal challenge is to design boats that will not only survive Poseidon's storms but be powered by them, too!*
- *Hold up the squirt bottle of Poseidon's Fury. This is what you will be using to power the boat!*
- *You will be using a test sheet like this, to make your boats as fast as possible and to move down the entire track with the least number of squirts.*
- **Go over Challenge Roundup Poster**



POSEIDON'S SEAS CHALLENGE ROUNDUP

Can you build a boat that can not only survive Poseidon's fury, but also successfully sail in it?!

Challenge #1: Design a boat that is waterproof and can float in your Tribal Sea. The boat should be less than 4 inches across to fit on Poseidon's Raceway so use your ruler!

Challenge #2: Add one or more sails to your boat that will allow it to move when squirted with Poseidon's Fury. Get ideas from the real life connections poster.

Challenge #3: Do 3 Test Runs on the Poseidon Raceway and keep track of results on test sheet. Switch out these jobs for each round: Boat captain, Water Squirter, Seconds Counter, Squirts Counter (For time, have a tribe member count 1-Poseidon, 2-Poseidon until you get to the end.)

Challenge #4: Name your boat and take it down to Raceway when your teacher beats the drum. You will have one competition for speed and one for the least squirts. Good luck!



SQUIRT BOTTLE RULES

- Fill the bottle before the race. No refills.
- Squirt ONLY at the boat in the water.
- Try to use the least squirts possible!



Poseidon's Seas Boat Testing Sheet

*Make improvements after each test. Can you improve each round?

Test #	Time in Seconds from Start to Finish (Counting 1-Poseidon, 2- Poseidon,...)	Number of Squirts from Start to Finish
1		
2		
3		

***Switch out these jobs for each round: Boat captain, Water Squirter, Seconds Counter, Squirts Counter.

CLOSING TRIBAL COUNCIL:

- About 45 minutes into your hour-long class ask tribes to clean up their areas and report to the CI Water track for the big Poseidon Showdown.
- Each tribe should select their best boat design and one child to be their squirter.
- Hold the race like a bracket, but also focus on different kinds of successes like speed, least number of squirts, creativity, sportsmanship.
- Congratulate all groups on a job well done and award stickers.
- Allow students to take home boats as desired in Ziploc bags.

Thematic Unit: Mythology Island
Lesson Number: 5
Lesson Name: Minotaur's Labyrinth
Lesson Length: 1 Hour
Difficulty Range: Moderate to Hard

Lesson Specific STEAM and Cross Curricular Standards and Objectives:

- Students will use creative, critical thinking, and top tier metacognitive skills to create marble labyrinths (mazes).
- Students will learn about the culture of Ancient Greece.
- Students will listen to the Ancient Myth of the Minotaur and apply elements into their projects.
- Students will learn about and “use” Ancient Greek coins.
- Students will follow the engineering process through brainstorming ideas, planning designs, testing and revising when creating their labyrinths.
- Students will apply geometric principles to their designs
- Students will explore the connected physics concepts of velocity and tilt and utilize them in their designs.
- Students will participate in the acts of Invention and Innovation, Troubleshooting and Experimentation
- Students will generate and compare multiple possible solutions to the problem.
- Students will identify and manipulate variables to create the best possible models.
- Students will use measurement to collect information and evaluate performance.
- Students will present their designs to the group and try other tribe's labyrinths, earning Greek coins as they go.

Tip: Although tempting, try not to get too caught up in what we as adults think a labyrinth should look like. I was pushing for clean maze-like lines but what the kids came up with was much different –wide open spaces where they marble rolls free. And that was just fine!

Modifications for Younger Children: Younger kids can get a bit scared of the Minotaur so play him up as a big tough teddy bear! Outline the poster boards completely with straws prior to class so the marble does not go flying off of the board. Then they can just add the straws to the middle to create a maze feel.

Music Suggestion: Monster Mash, Werewolf in London

Field Trip Themes: We did this field trip around Halloween.

Wacky Vocabulary:

Labyrinth – A life-size maze made up of confusing paths and passages. It has only one way in and one way out.

Minotaur– A mythological creature with the head of a bull on the body of a man.

Tilt– to cause something to lean or slant.



Pre-Preparation:

- Watch the Minotaur Labyrinth Project Videos on FMT to get a feel for what project looks like.
- Make a sample marble maze
- Prepare the maze board for each tribe taping a poster board to the foam board.
- Copy Minotaurs and Maze sheets
- Write words on Wacky Vocabulary Chart
- Pack tribal treasure chests



MATERIALS

CI Staples

Per-Class Materials:

- Prepared base boards
- **Minotaur's Labyrinth Real Life Connection Poster**
- **Minotaur's Labyrinth Challenge Roundup Poster**

Per-Tribe Materials (Stored in Advance in Tribal Baskets):

- 1 prepared maze board
- 15 Plastic smoothie straws (like the ones at the right. I got them at Publix for \$1)
- 4 dixie small paper cups
- Several cotton balls
- 1-2 sentence strips
- Scotch Tape/ sticker strips
- **Minotaur Sheets**
- **Coin Sheets**



Per Child Materials:

- Maze Sheet

Set-Up

- Standard Seating Arrangements

LESSON

Opening Tribal Council

- Put out mazes for kids to work on as they arrive. Beat the Ceremonial Drums to open the lesson.
- *Today's challenge takes place on the island of Crete at the Minotaur's Labyrinth.*
- *Some of you might remember the Minotaur from the Percy Jackson books or movie. Let kids share what they know.*
- Go over **Wacky Vocabulary**
- Go over the **REAL LIFE CONNECTION POSTER**

Minotaur's Labyrinth Real Life Connection



The Minotaur was Half Man/Half Bull. He lived in a labyrinth under King Minos'

A labyrinth is a life-sized maze with lots of confusing twists and turns. Here is an **AMAZING** maze at Leeds Castle in England

With the help of Princess, Adriadne, brave Prince Theseus was successful at defeating the Minotaur in the Labyrinth! He saved the boys and girls!



Have you ever played with a marble maze like this? You have to tilt the board from side to side to get the marble to move around. Your challenge will be something like this!



- **Read the Myth of the Minotaur:**

The Myth of Minotaur's Labyrinth adapted by Challenge Island

Once upon a time, a long time ago, there lived a king named Minos. King Minos lived on a lovely island called Crete. He had everything he wanted – a beautiful family, a grove of olive trees and a pet Minotaur he kept in a maze. He was a bit of a bully and he regularly sent his navy to attack the tiny village of Athens, across the sea.

The king of Athens got completely fed up with these attacks and offered King Minos a deal. If he would not attack Athens for 9 years, Athens would send 7 boys and 7 girls for King Minos to go into the maze to play with the dreaded pet, the Minotaur.

King Minos took the deal.

For nine whole years, King Minos kept his word. And now it was time for the King of Athens to keep his. Everyone in Athens was worried.

Prince Theseus of Athens knew the importance of keeping your word. But, he was also quite sure that it was wrong to send small children to hang out with a monster. Prince Theseus told his father (the king) that he was going to Crete as the seventh son of Athens. He was going to conquer the Minotaur.

"The Minotaur is a terrible monster! What makes you think you can conquer it?" cried his father.

"I'll find a way," Theseus replied gently. "The gods will help me." His father begged him not to go. But soon Theseus and six other Athenian boys and seven Athenian girls sailed towards Crete.

When the prince and the children arrived on the island of Crete, King Minos and his daughter, the Princess Ariadne, came out to greet them. Late that night, she wrote Prince Theseus a note and slipped it under his bedroom door.

Dear Theseus (Ariadne wrote)

I know a trick or two that can help you conquer the Minotaur BUT if I help you, you must promise to take me away from this tiny island. I am SOOOO bored.

Meet me by the gate to the Labyrinth in one hour.

Yours very truly, Princess Ariadne

Prince Theseus slipped out of the palace and waited patiently by the gate where he met Princess Ariadne. She was carrying a sword and a ball of string.

"Hide these inside the entrance to the maze. Tomorrow, when you enter the Labyrinth, wait until the gate is closed, then tie the string to the door. Unroll it as you move through the maze. That way, you can find your way back again. The sword, well, you know what to do with the sword," she laughed.

Theseus thanked the princess for her kindness. "Don't forget, now," she cautioned Theseus. "You must take me with you when you leave!"

The next morning, Prince Theseus and the Athenian children, were sent into the maze. The door was locked firmly behind them. Following Ariadne's directions, Theseus tied one end of the string to the door. He told the children to stay by the door and to make sure the string stayed tied so the prince could find his way back again. The children hung on to the string tightly, as Theseus entered the labyrinth alone.

It wasn't long before brave Theseus had conquered the monstrous beast. He followed the string back and knocked on the door.

Princess Ariadne was waiting. She opened the door. Without anyone noticing, the Prince, the Princess and the children of Athens ran to their ship and sailed safely away.

CHALLENGES

- Today your tribe will be building a labyrinth. The minotaur's labyrinth had only one way in and one way out and was very complex with lots of twists and turns. Today you will be making a Marble Maze Labyrinth.
- Show the Minotaur Clip Art Sheets. Explain they can use them to make booby traps throughout but that the goal should be to get out of the labyrinth safely!
- At the end of class, we will have a Labyrinth Tournament where you can win Greek Coins. Show them the Greek Coin Sheet.

Go over Challenge Roundup Poster



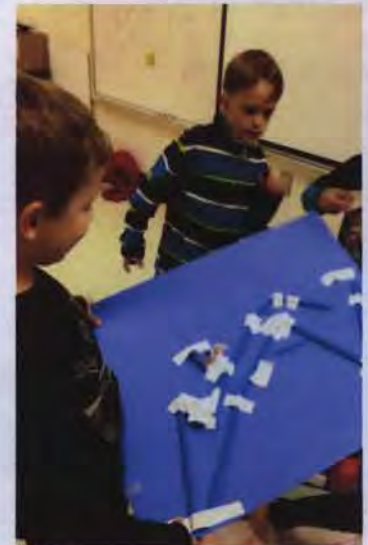
The Minotaur's Labyrinth

Challenge #1: Brainstorm ideas for your labyrinth with your tribe. Sketch it on your planning slate. Think about making it easy for the marble to roll in some places, but add obstacles and dead ends to make it trickier in others. How will you use your Minotaur clip art to make your labyrinth extra exciting? Can you think of booby traps to add to the mix?



Challenge #2: Build your labyrinth. Mark the Start clearly. Be sure to create paths using the straws so the marble does not fall off the board. There should be one entrance and one exit. You can bend the straws to make corners. Don't forget to add Minotaur boobytraps if you take a wrong turn! Be sure to have a way to catch the marble at the end.

Challenge #3 Play for Greek Coins in the Labyrinth Tournament: Cut up the coins on the paper. Try out other tribe's labyrinths and let them try out yours. Award coins when people complete your maze and earn coins when you complete other mazes. Have fun!



- Take a few minutes to go through the materials in the tribal treasure chests and share your examples of finished labyrinth. **Note that the straws can bend to make corners. Also point out that the sticky tapes are the best way to attach the straws to the board. They can use sentence strips to stop the marble falling off the edge of the board.**
 - Tribes should sketch their ideas on their tribal planning slates before beginning.
 - They should be encouraged to test their labyrinth and make adjustments
 - You can also reward the most creative designs etc.
 - Allow tribes to present their labyrinths and talk about challenges they faced.
 - Tribes can enjoy test driving other tribes' labyrinths.

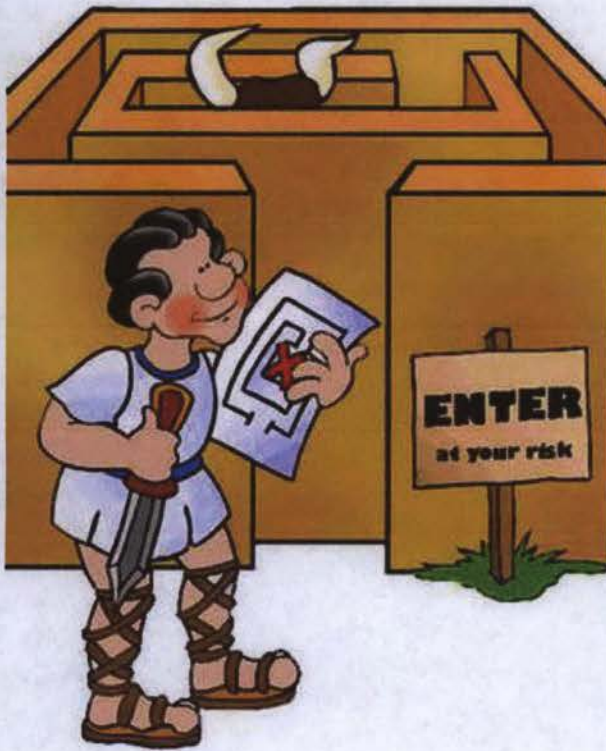
Closing Tribal Council TRIBAL COUNCIL

- Students should return to their seats for Tribal Council.
- *What was the best part of the labyrinth your tribe built?*
- *What would you like to have changed?*
- *What was something a member of your tribe did today to help you?*
- *How could your tribe improve for next week?*
- *If someone wanted to open a labyrinth factory what advice would you offer?*
- Congratulate all groups on a job well done. Tell them their final challenge of the day is to cleanup their areas.
- Award stickers based on design and cooperation and cleanup.

- Invite one tribe to beat the Ceremonial Drums to close the lesson.

GREEK COINS FOR MINOTAUR'S LABYRINTH







Thematic Unit: Hollywood Island

Lesson Number: 7

Lesson Name: Temple of Trouble

Lesson Length: 1 Hour

Lesson Specific STEAM and Cross Curricular Standards and Objectives:



- Students will **learn about gravity.**
- Students will **learn about velocity.**
- Students will **learn about acceleration**
- Students will **follow the steps of the engineering process to design a course that takes a ball around a 90 degree corner.**
- Students will learn about the **career of an Archaeologist.**
- Students will **learn about ancient cultures** as they relate to the movie.
- Students will **use artistic and creative skills to design the inside of their Temple of Trouble.**
- Students will **use artistic and creative skills to create booby traps.**
- Students **will use public speaking and communication skills to present their Temples of Trouble** to the rest of the class.



Modifications for Younger Children: The corners are the most challenging part. Premake them for little ones or provide direct assistance during the challenge.

Music Suggestion: Indiana Jones Soundtracks

Field Trip Themes: This is Archaeological field trip would be great for classes learning about careers and/or holding a career day. It works in with the study of ancient cultures and the scientific concepts of velocity and acceleration.

Birthday Parties: This makes a perfect birthday party for adventure-loving kids.

Wacky Vocabulary:

Archaeologist– Someone who examines ancient places and objects to learn about the past. Indiana Jones is an archaeologist in the movie.

Velocity – Speed.

Acceleration – The rate at which speed increases.

Pre-Preparation:

- Make a model before the lesson to give the students a good idea of how the boulder roll should work.
- Write words on Wacky Vocabulary Chart

MATERIALS

CI Staples

Per Class Materials:

- Hollywood Island Map
- Provided Indiana Jones Clip and a means to show it (computer, smartboard etc.)

Per-Tribe Materials:

- **Temple of Trouble Real Life Connection Poster**
- **Temple of Trouble Challenge Roundup Poster**
- Envelope sticker strips/scotch tape
- 6 24 inch sentence strips (like those pictured from Lakeshore Learning)
- One square box at least 18 inches by 18 inches by 18 inches
- One soft foam golf ball
- 10 Pipe cleaners.
- 10 Cotton balls
- Construction paper to cut out snakes and other scary stuff
- Green yarn or ribbon (for snakes and jungle creepers)
- 3 small Dixie cups
- 15 small popsicle sticks
- Ball or Stick of modeling clay
- Party streamer to decorate the temple. (roots and creepers)
- Optional artsy craftsy stuff for booby traps



Set-Up

- Standard Seating Arrangements
- Ample table space for each group to use as a work area.

LESSON

Opening Tribal Council

- Invite one tribe to beat the tribal drums and kick off the lesson.
- Call Students attention to the **Temple of Trouble Real Life Connection Poster**.

- Today we are going to watch a clip from Raiders of the Lost Ark. The star of the movie, Indiana Jones is an **archaeologist**. His job is to study ancient objects. In this movie, he goes to South America in search of an ancient gold statue that is about to fall into the wrong hands.
- The trouble is that the statue is protected by traps. As we watch the clip, let's see how many traps you can find?
- Watch the movie clip. Elicit some answers – snakes, collapsing temple triggered by removing the statue, darts from the walls, the boulder. Focus on the boulder roll.
- The boulder is released and gravity makes it roll. Indiana has to run very fast to avoid being squashed because the **velocity** (or speed) increases as it moves down through the cave. The longer the slope the faster the boulder moves – this is its rate of **acceleration**. As long as there is nothing to stop the boulder, or cause friction, it gets faster and faster!
- You and your tribe are going to make a temple. It will have a snake pit in the center with the golden statue on a pedestal and a boulder roll around the outside.. Using an example you built at home go over challenges.

Temple of Trouble Challenge Roundup

Challenge 1: Build Your Tribal Temple of Trouble!

- Fill it with snakes, vines, and booby traps – just like in the Indiana Jones movie. Add your own creative traps like spiders and TNT. Be sure to brainstorm your ideas together on your tribal planning slate before beginning to build.
- Make a statue using clay and place it on a platform in the center of the temple.
- Add an escape ladder for Indiana to get out.



Challenge 2: Make a Boulder Roll Around At Least 3 Sides of the Temple.

- Fold the sentence strips in a V (along the middle line) to keep the ball from rolling off the sides. You can also fold it up around the edges to form a U.
- Start the boulder roll high and slant it just enough for **gravity** to take over and the ball begins to move on its own. Keep the track slightly slanted all the way around to keep the boulder moving. Remember your challenge is to get around 3 (or even 4!) sides so you don't want to use up all the "hill power" too quickly.
- Think hard about how you can get the boulder to roll around the corners (this is the trickiest part!). Will you cut and fold to create the corners? Will you add on an extra piece? Will you let the ball fall to a lower track? There is no one right way to do it – so test a few different ways and be creative!
- Use a cup as a treasure chest to catch the ball at the end.



Challenge 3: Present your Boulder Roll to the Class!



CLOSING TRIBAL COUNCIL

- What did you learn about gravity, velocity and acceleration today?
- What was the best trick or technique you figured out today?
- Were you successful at your challenges? • Was one easier than the other? How and why?
- Did your tribe work as cooperatively as they could? What could you do differently next time?

- Congratulate all groups on a job well done and award stickers for design and success.
- Be sure to award cleanup and cooperation stickers too.
- Invite one tribe to beat the Ceremonial Drums to close the lesson.

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Thematic Unit: Hollywood Island

Lesson Number: 3

Lesson Name: Dinosaur Park Putt Putt

Lesson Length: 1 Hour

Lesson Specific STEAM and Cross Curricular Standards and Objectives:

- Students will **learn about dinosaurs** and the role they played in the original Jurassic Park movie.
- Students will differentiate between **Carnivorous dinosaurs and Herbivorous dinosaurs.**
- Students will **consider a hypothetical world where dinosaurs and humans coexist.**
- Students will learn about the **STEM related career of Paleontologist.**
- Students will **use creative and critical thinking skills to design and build** a mini golf course that includes holes with varying degrees of difficulty.
- Students will follow the **scientific process through brainstorming ideas, planning designs, testing and revising.**
- Students will use **hand eye coordination** to play mini golf.

Modifications for Younger Children: Tape the cup in place in advance and let the children add a few obstacles.

Music Suggestion: Jurassic Park Soundtrack

Field Trip Themes: This is perfect for dinosaur related life science curriculum.

Birthday Parties: Making your own Putt Putt golf course is a perfect party activity.

Wacky Vocabulary:

Herbivore – Animal who only eats plants

Carnivore – animal who eats meat.

Jurassic Period– An era that started about 200 million years ago when Dinosaurs roamed the earth.



Pre-Preparation:

- Cut Green Plastic Tablecloths in Half
- Assemble Golf Clubs with a 2-foot piece of ½ inch diameter PVC pipe and a T connector.
- Write words on Wacky Vocabulary Chart
- Pack tribal treasure chests
- Tape Green Tablecloths on the ground with painters tape so each tribe has a space to work in.

MATERIALS

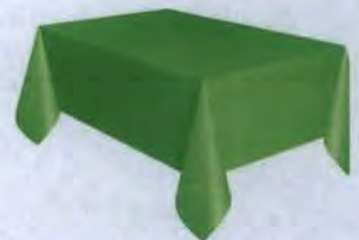
CI Staples

Per Class Materials

- Hollywood Island Map
- Provided Jurassic Park Video Clip and a means to show it (computer, smartboard etc.)
- Stash of Recycled Materials like Magazines, Books, Cans, Anything else from home that might be used on the golf holes.
- Green and Blue Streamers for Tribes to Use if Desired

Per Tribe Materials:

- **Dinosaur Park Real Life Connection Poster**
- **Dinosaur Park Challenge Round Up Poster**
- **1 Dinosaur Coloring Sheet Packet**
- **Dinosaur Park Golf Hole Inspiration Sheet**
- **1 Dinosaur Golf Score Card**
- At Least 1 Golf Club made from a 2 -foot PVC pipe with a T-connector at the end. (Hint: I got a 10-ft ½ inch diameter pipe and had the guy at Home Depot cut it into 5 equal pieces)
- 1 Roll of Painters Tape (No duct tape due to floor taping)
- At least 1 Foam Golf Ball
- 1 Ball of Modeling Clay
- ½ of a 108 inch Green plastic tablecloth from Dollar Store
- 3 Red Solo Cups
- 3 Styrofoam Cups (kids can punch the bottom out to make tunnels)
- 5 Small Dixie Cups



- 3 Sentence Strips
- 2 Paper Plates
- 4 File Folders
- 2 Paper Bowls
- Optional Recycled Materials
- Optional Plastic Dinosaurs

Set-Up

- Clear areas and tape down a piece of green for each tribe to use for their putt putt hole.
- Set up a sample hole in the front of the room.
- Put Dinosaur coloring sheets out on tables for kids to get started on as they arrive.

LESSON

Opening Tribal Council

- Invite one tribe to beat the tribal drums and kick off the lesson.
 - *Welcome to Dinosaur Park Putt Putt! First we are going to watch a small clip of a film called 'Jurassic Park'. (Some children will have heard of this film and as thanks to the recent blockbuster sequel, Jurassic World.) In the film a scientist has found a way of recreating real dinosaurs and he decides to open up the park for everyone to come and see them.*
 - *Some of the Dinosaurs in Jurassic Park are herbivores. That means they are plant eaters. The giant but gentle Brachiosaurus is an example of an herbivore. You will see them in the video clip.*
 - *Some of the animals in Jurassic Park were carnivores. The vicious Tyrannosaurus Rex (also known as a T-Rex) is an example of a carnivore.*
- SHOW THE CLIP
- Ask students if they think dinosaurs and humans can live together? Why? Why not? Look at the real life connections and show the scenes from the film.
- Explain that dinosaurs are so fascinating that many Putt Putt Golf courses are themed around them. Say that today we are going to turn our classroom into a Dinosaur Park Putt Putt Golf Course and every tribe will be responsible for making a hole.
- *Is your tribe going to make your Putt Putt hole an Herbivore (easy and sweet) or a Carnivore (hard and scary)?*
- Go over the **Challenge Roundup Poster**.



- Point out the **Mini Golf Hole Idea Sheets** and how they work.
- Go through the Bags and show the students the materials that they may use for their golf holes. Tell them they can use their plastic dinosaurs and coloring pages to play up the dinosaur theme.
- Show them the putter and the ball. Tell them they must share these items.

Challenges:

CHALLENGE #1: Brainstorm Ideas for Your Dinosaur Themed Golf Hole. What animals would you like to include? What features and obstacles would you like to add? Where will you place the hole? How can you use the items in your treasure chest to create your golf hole? Use the **Mini Golf Ideas Sheet** for inspiration!

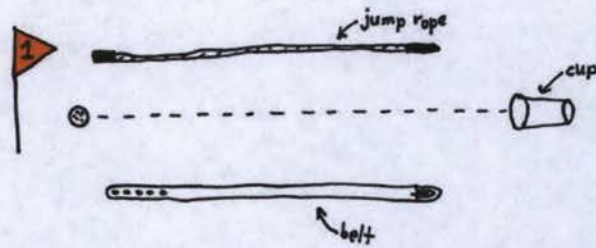
CHALLENGE #2: Set Up Your Golf Hole on the Green. Use a large plastic cup as the hole and secure it in place. Be sure to add the Dinosaurs and obstacles! Will your hole be an herbivore (sweet and easy) or a carnivore (hard and scary)?

CHALLENGE #4: Present Your Golf Hole to the Class. Play the Other Tribe's Putt Putt Holes

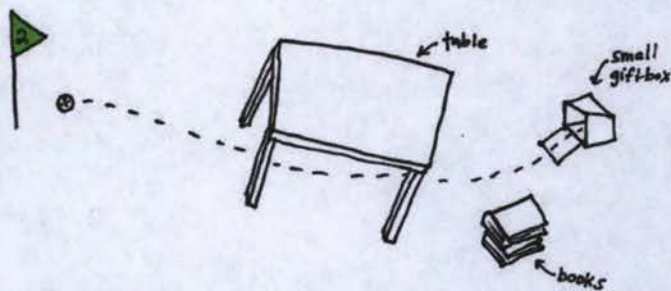
- About 15 minutes before the end of class let the tribes tell everyone about their golf holes.
- Tell them to use their **Score Cards** and Open the course for play.

make your own mini golf course (holes 1-4)

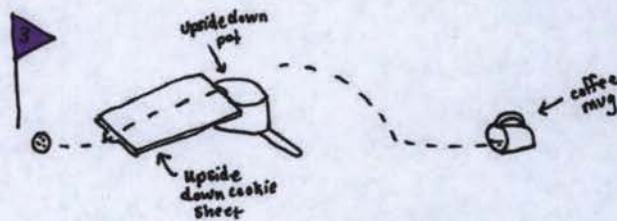
1. the straight shot



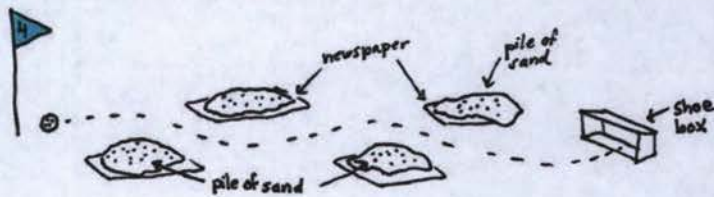
2. tunnel time



3. jump shot

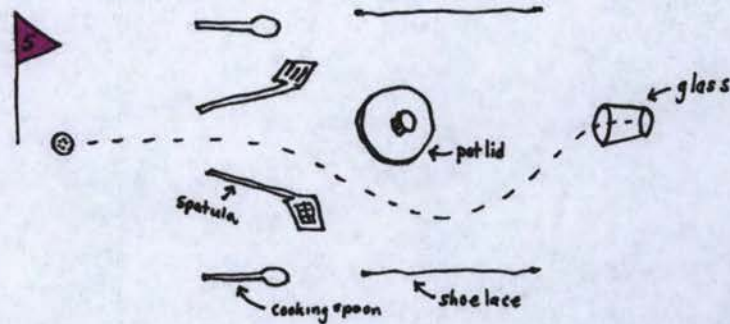


4. snake the sand traps

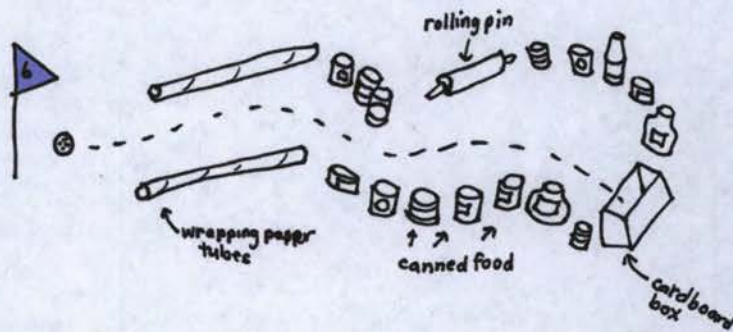


make your own mini golf course (holes 5-7)

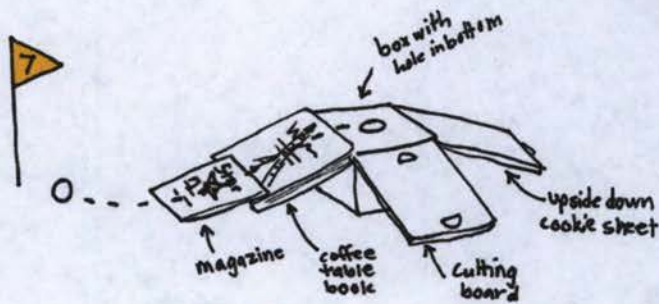
5. Pick a Path



6. tin can alley



7. King of the Hill





Real Life Connection for **Dinosaur Park Putt Putt**



Jurassic Park tells the thrilling story of a dinosaur park. Scientist John Hammond recreates species that have long been extinct. He makes a big park where they roam free for the world to come and see them – Jurassic Park.



Did you know...?
Dinosaur means 'terrible lizard'. They existed during the Jurassic Period which started 200 million years ago.



While all dinosaurs look scary, some were **Herbivores** or plant-eaters. The Brachiosaurus was an herbivore. The first dinosaurs seen in Jurassic Park are these gentle giants. You will watch this scene in your class today.



Some of the dinosaurs in Jurassic Park are not so nice. They are **Carnivores** or meat-eaters. The Raptor and the T-Rex are some of the scary carnivores in the movie. The T-Rex was every dinosaur's worst nightmare!





Discover Park Park



Discover the beauty of Park Park, a beautiful area with many trails and scenic views. It's a great place for a walk or a run.

Discover the beauty of Park Park, a beautiful area with many trails and scenic views. It's a great place for a walk or a run.



Discover the beauty of Park Park, a beautiful area with many trails and scenic views. It's a great place for a walk or a run.



Discover the beauty of Park Park, a beautiful area with many trails and scenic views. It's a great place for a walk or a run.





Challenge Roundup for **Dinosaur Park Putt Putt**

CHALLENGE #1

Brainstorm Ideas for Your Dinosaur Themed Golf Hole. What animals would you like to include? What features and obstacles would you like to add? Where will you place the hole? How can you use the items in your treasure chest to create your golf hole? Use the **Mini Golf Ideas Sheet** for inspiration!

CHALLENGE #2

Lay Out Your "Golf Green" on the Floor. Put painter's tape around it to keep it down.

CHALLENGE #3

Set Up Your Golf Hole on the Green. Use a large plastic cup as the hole and secure it in place. Be sure to add the Dinosaurs and obstacles! **Will your hole be an herbivore (sweet and easy) or a carnivore (hard and scary)?**

CHALLENGE #4

Tee Time! Present Your Golf Hole to the Class. Play the Other Tribe's Holes and let them play yours!



Challenge Reading for Dinosaur Park Part Four



CHALLENGE 1
 Read the text and answer the questions. Write your answers in the spaces provided.
 The first dinosaur to be named was the Dinosaur. It was named after the Greek word 'dinos' which means 'terrible' and 'saur' which means 'lizard'. So the name means 'terrible lizard'.

CHALLENGE 2
 Read the text and answer the questions. Write your answers in the spaces provided.
 The first dinosaur to be named was the Dinosaur. It was named after the Greek word 'dinos' which means 'terrible' and 'saur' which means 'lizard'. So the name means 'terrible lizard'.

CHALLENGE 3
 Read the text and answer the questions. Write your answers in the spaces provided.
 The first dinosaur to be named was the Dinosaur. It was named after the Greek word 'dinos' which means 'terrible' and 'saur' which means 'lizard'. So the name means 'terrible lizard'.

CHALLENGE 4
 Read the text and answer the questions. Write your answers in the spaces provided.
 The first dinosaur to be named was the Dinosaur. It was named after the Greek word 'dinos' which means 'terrible' and 'saur' which means 'lizard'. So the name means 'terrible lizard'.

NAME: _____ TRIBE _____



Score Card

Hole	Par				
1					
2					
3					
4					
5					
6					
7					
8					
9					
Total					

Thematic Unit: Amusement Park
Island

Lesson Number: 6

Lesson Name: Rocket Heights

Lesson Length: 1 Hour



Disneyland's Tomorrowland 1960's

Objectives:

- Students will understand the parts of a rocket: cone, body, and fins, and their role in rocket flight.
- Students will use air pressure to launch a rocket
- Students will apply these concepts and the steps of CI totem pole to conquer challenges related to spinning tops.

Skills Reinforced: Cooperation, Planning, Following Multi-Step Directions, Design, Creative Thinking.

Wacky Vocabulary:

Rocket – A cylinder shaped aircraft that can go great distances and heights.

Launch – To send a rocket into flight using a force.

Nose Cone – The pointy tip of the rocket that helps it fly farther and faster.

Fins – The pieces on the tail of the rocket that help it fly straighter and faster.

Pre-Preparation:

- Try building rockets and launchers at home.
- **Make 20 paper cylinders by wrapping 8 ½ x 11 paper around PVC pipe and taping it with clear tape. Like the large straw slipped over the small straw in the mini rocket challenge, cylinders should fit snugly over the PVC pipe but be able to move freely off when launched.**
- Make 20 copies of *Rocket Cone and Fins template* on cardstock
- Write words on Wacky Vocabulary Chart.
- Pack tribal treasure chests.

MATERIALS

Per-Class Materials:

CI STAPLES

Yardsticks

Per-Tribe Materials:

For Launcher

- One empty 2-liter plastic soda bottle
- 3 feet of clear flexible vinyl tubing ½ inch inner diameter by 3/8 inch outer diameter (should be able to fit into the PVC pipe easily)
- Duct tape
- About 2 feet of PVC pipe with 1/2 inch diameter

For Rocket

- 5 paper cylinders (pre-made by teacher to fit snugly around PVC pipe)



Developing launch system

Thematic Unit: Amusement Park
 Island
 Lesson Number: 6
 Lesson Name: Rocket Heights
 Lesson Length: 1 hour

Objectives:

- Students will understand the parts of a rocket, cone, body, and fins, and their role in rocket flight.
- Students will use air pressure to launch a rocket.
- Students will apply these concepts and the steps of CI to create jobs to

conduct challenges related to spinning tops.
Skills Reinforced: Cooperation, Planning, Following, Multi-Step Directions, Design, Creative Thinking

Wacky Vocabulary:

- Rocket** - A spinning shaped aircraft that can go great distances and heights.
- Launch** - To send a rocket into flight using a force.
- Nose Cone** - The pointy tip of the rocket that helps it fly farther and faster.
- Fins** - The pieces on the tail of the rocket that help it fly straighter and faster.

Pre-Preparation:

- Pack tribal treasure chest.
- Write words on Wacky Vocabulary Chart.
- Make 20 copies of Rocket Cone and Fins template on cardstock.
- Move freely off when launched.
- cylinders should fit snugly over the PVC pipe but be able to slipped over the small straw in the mini rocket challenge.
- PVC pipe and taping it with clear tape. Like the large straw.
- Make 20 paper cylinders by wrapping 8 1/2 x 11 paper around PVC pipe and taping it with clear tape.
- Try building rockets and launchers at home.

MATERIALS

For-Class Materials:
 CI STAPLES
 Yardsicks

Per-Table Materials:
 For Launcher

- One empty 2-liter plastic soda bottle
- 2 feet of clear flexible vinyl tubing 1/2 inch inner diameter by 3/8 inch outer diameter. (should be able to fit into the PVC pipe easily)
- Duct tape
- About 2 feet of PVC pipe with 1/2 inch diameter

For Rocket

- 2 paper cylinders (pre-made by teacher to fit snugly around PVC pipe)

- Scissors
- Clear Tape
- 5 copies of **Rocket Tip and Fins Template** (run on cardstock)
- Mini Marshmallows to put on tips for safety.
- **Rocket Ride Real Life Connections Card**
- **Nasa Air Rocket Card**

Per Student Materials:

Amusement Park Island Passport
Goggles

Set-Up

- Standard Seating Arrangements
- Ample table space for each group to use as a work area.
- Designate a an area for launching outside or in a long, low-traffic hallway. Make a launching line with masking tape or a piece of string.



LESSON

Opening Tribal Council

- Invite one tribe to beat the tribal drums and kick off the Mega Rocket Ride lesson.
- *How many of you have ever gone on a space or rocket ride at an amusement park? i.e. Space Mountain, Buzz Lightyear Ride at Disney.*
- Take out Rocket Ride Real Life Connection Cards. *Rockets and space are often parts of Amusement Parks because people have always been fascinated with them.*
- Take out **Rocket Ride Real Life Connection Cards**. *In 1955, when Disneyland first opened, people were especially excited about rockets. (This was, after all, before Neal Armstrong walked on the moon!) The main attraction was a giant rocket called the Moonliner. It was even taller than Cinderella's Castle. But it didn't fly like yours will!*
- To build your rockets today, you need to know the meanings of some words. Go over the **Wacky Vocabulary**.
- *A few weeks ago you made Mini Rocket Rides. Who can tell me how we did it? That's right you made rockets out of straws and used air from a water bottle to power them. Today you are going to use the same general idea of air rockets, but the both the rockets and launchers will be bigger and more powerful.*
- Go over **NASA Air Rocket Cards**.
- *Your tribe will be getting stickers based on how well you follow directions, how well you work together and how far your rocket goes at the launch.*

Challenges

Challenge #1: Build the Launcher (10 min)



- Scissors
 - Clear Tape
 - 5 copies of Rocket Tip and Fin Template (run on cardstock)
 - Mini Marshmallows to put on tips for safety
 - Rocket Ride Real Life Connections Card
 - NASA Air Rocket Card
- Per Student Materials:
 Amusement Park Island Passport
 Goggles

Set-Up

- Standard Seating Arrangements
- Ample table space for each group to use as a work area
- Designate an area for launching outside or in a long, low-traffic hallway. Make a launching line with masking tape or a piece of string.

LESSON

Opening Tribal Council

- Invite one tribe to beat the tribal drums and kick off the Mega Rocket Ride lesson.
- Allow many of you boys and girls on a space or rocket ride at the amusement park. Be Space Mountain, Buzz Lightyear Ride at Disney.
- Take out Rocket Ride Real Life Connection Cards, Rockets and space or planet cards of Amusement Park because people have the best experiences at the park.
- Take out Rocket Ride Real Life Connection Cards. In your minds, the rocket is an object, people love to launch rockets, rockets launch rockets. This was after all, before Neil Armstrong looked on the moon, the first rocket was a model rocket called the Model Rocket. It was an early rocket called the Model Rocket. But it did not fly like yours will.
- To build your rockets today, you need to know the meanings of some words. Go over the Wacky Vocabulary.
- A few weeks ago you made Mini Rocket kids. Who can tell the how the first rocket was made? Rockets are made out of string and used to launch a paper boat to show that they can use the sun's power. What if they had the power to use the sun's power and more power?
- Go over NASA Air Rocket Cards.
- Your time will be getting rockets built on how well you follow directions and how well you work together and how you enjoy each part of the launch.

Challenges

Challenge #: Build the Launcher (to win)

- *Building the launcher can be a bit tricky so we are going to go through this part of the challenge together.*
 - *Slip the clear bendable tube about 2 inches into the bottle. Tape it there with duct tape. Seal it well so no air can escape.*
 - *Slip the other end of the bendable tube about a 1/2 inch into the white tube. Tape them together with duct tape.*
 - *Blow into the tube. Do you feel or hear air escaping? Reseal those parts with more duct tape.*
 - *Place an X on the middle of the bottle to be sure you stomp on the right place when the launching time comes. Stepping on the ends will crack the bottle and break your launcher.*
 - *Once your launcher is sealed and ready, put it aside.*

Challenge #2: Building the Rockets (15 min) (Tribes may work independently on this challenge after your initial explanation.)

- *You will need to add fins and a nose cone to your rocket body (paper cylinder). You may use the templates on the handout or create your own on the back of the paper. The heavier paper will help your rocket fly as well as possible.*
- *Sketch your rocket designs on your tribal slates before building!*
- *Be sure your rockets are airtight by blowing into them. Even a little bit of air escaping can stop your rocket from working.*
- *Be sure to put a marshmallow on the tip to keep it safe and help your rocket fly.*
- *Your tribe can make more than one rocket. You will go with the most successful one for your launch.*

Challenge #3: The Test Launch (5-10 min)

- **Call tribes over for a test launch. Have them use their own launchers. Remind them to only stomp on the X in the middle of the bottle.**
- **ALL STUDENTS MUST REMAIN BEHIND THE LAUNCHING LINE FOR SAFETY.**
- **All Students should wear goggles in case of a stray rocket.**
 - *Think: Did your rocket fly straight? Did it fly far? Was air leaking out of either the launcher or the rocket?*
 - **Allow 10 minutes for tribes to make revisions**

Challenge #4: The Official Launch (10 min)

- **Tribes should select one rocket to use in their launch. They should report to the launching area with that rocket, their launcher, and a slate and dry erase marker.**
- **Give each tribe two launches, following safety precautions.**
- **Measure the distance each rocket travels with the yardstick and have students record their tribe's distances on their slate. The higher distance will be used for points.**

Closing Tribal Council

- *What did you learn about rockets and rocket-building today? If you were hired to build a rocket ride at an amusement park, what would you do?*

- *Do you think it sounds fun to be a rocket designer? Why or why not?*
- *What aspect of your rocket creations today makes you feel the proudest? Why?*
- Congratulate all groups on a job well done and allow each tribe to place their stickers on the chart. Award 1 sticker per foot traveled, plus clean up points.
- Invite one tribe to beat the Ceremonial Drums to close the lesson

Rocket Heights Ride Challenge Roundup Card

Challenge #1: Build the Launcher. Follow the teachers' directions to make a launcher out of a 2-liter soda bottle

Challenge #2: Build the Rocket. Use the paper cylinders as the body of your rocket. Add a nose cone and fins. Be sure no air is able to escape!

Challenge #3: The Test Launch. Launch your rocket and look for ways you can improve it. Go back and make the changes in time for the official launch!

Challenge #4: The Official. Select one rocket to enter. You get two launches so make them good! Measure your distances and record them on your slate. You get one sticker for every foot your rocket travels.

- Invite one tribe to lead the Ceremonial Drums to close the session.
- Congratulate all groups on a job well done and allow each tribe to place their stickers on the chart. Award 1 sticker per foot traveled, plus clean up points.
- It is important that you make sure that you feel the excitement of your work. You should be a "rocket" in your own right.

Rocket Heights Ride Challenge Roundup Card

Challenge #1: Build the Launcher. Follow the teachers' directions to make a launcher out of a 2-liter soda bottle.

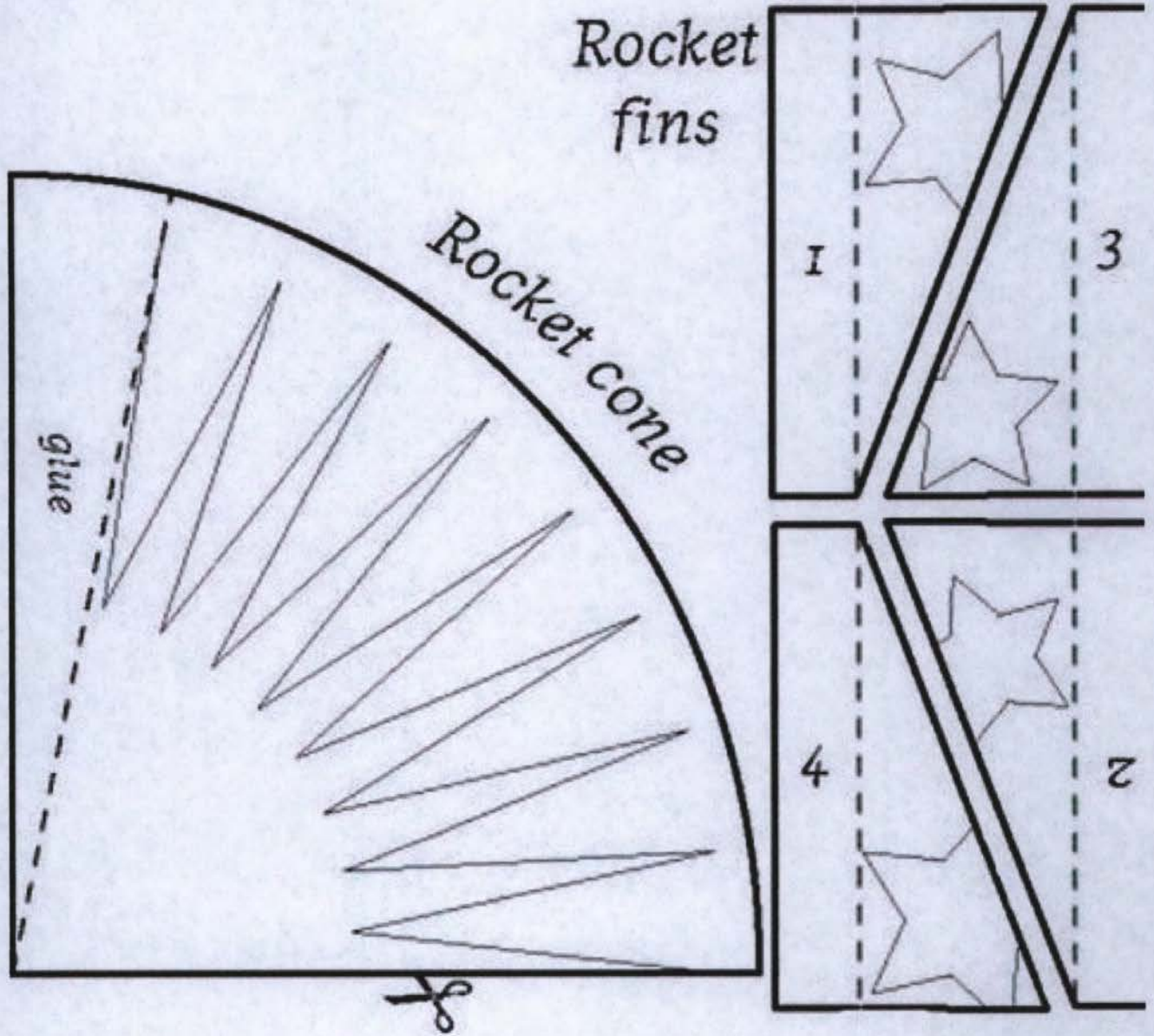
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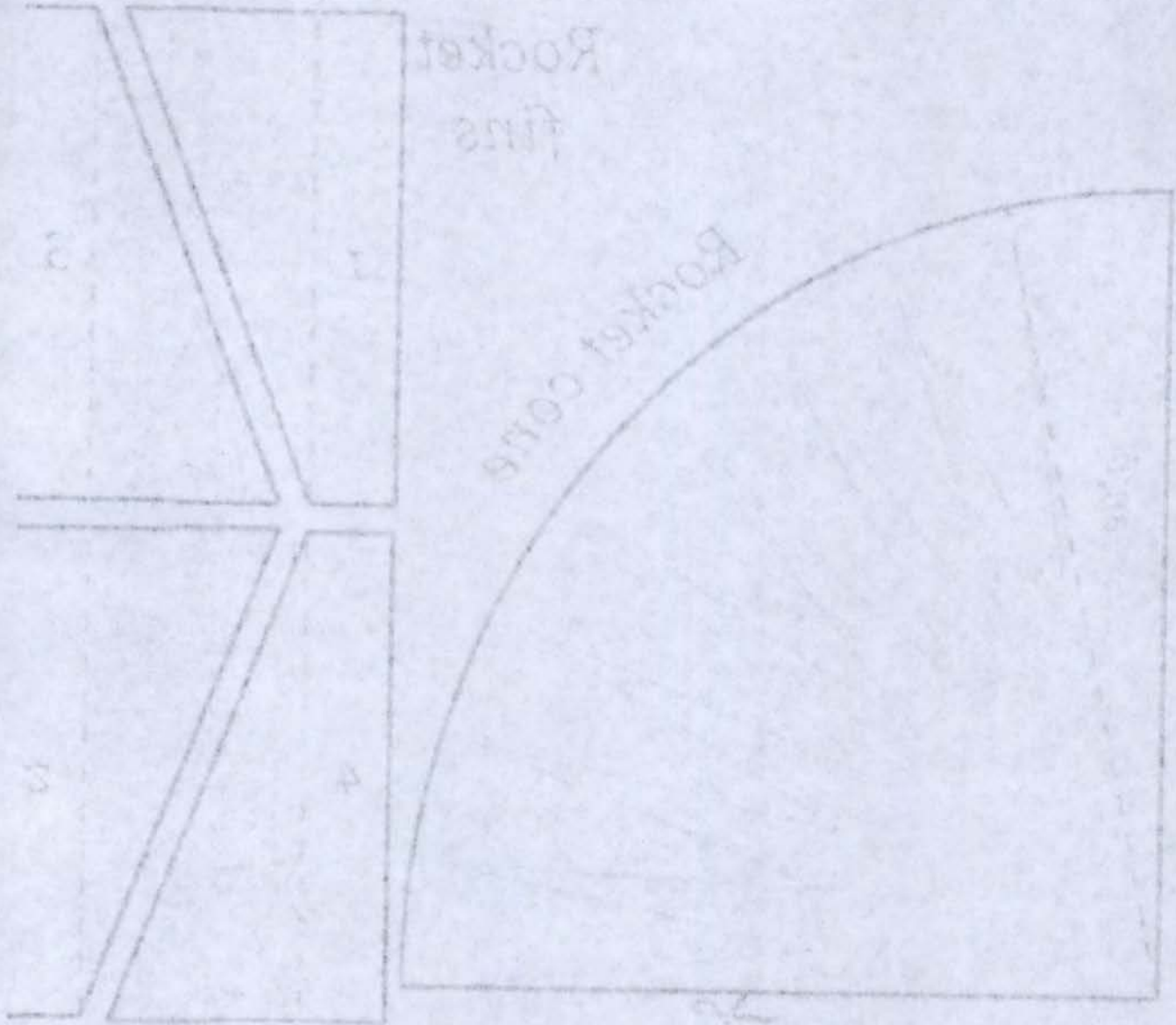
ROCKET NOSE CONE AND FINS

Use these templates to make a nose cone and fins for your rocket, or make your own using the back of this paper.



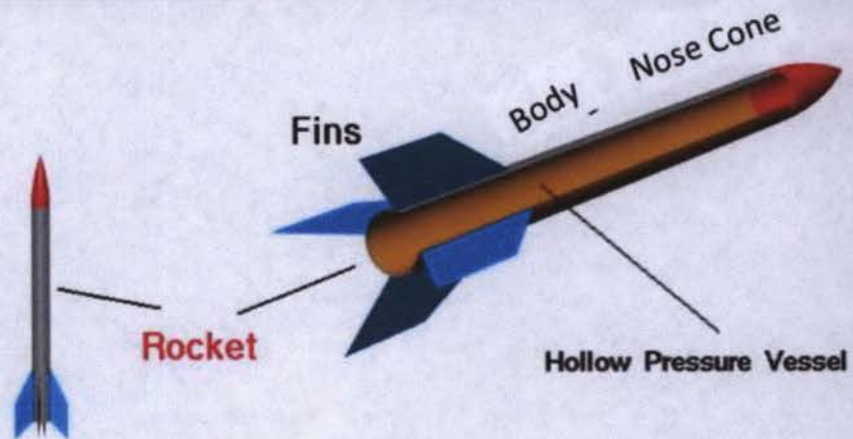
ROCKET NOSE CONE AND FIN

Use these templates to make a nose cone and fins for your rocket, or make your own using the back of this paper.

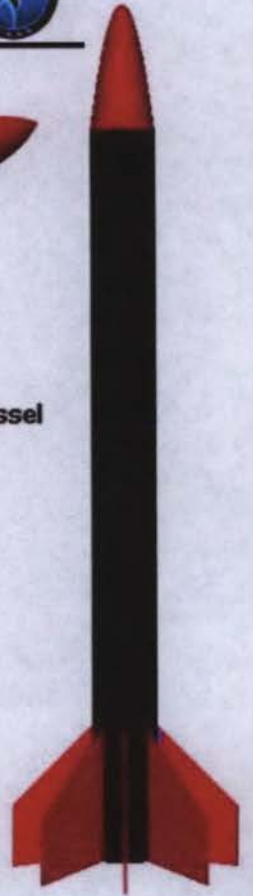
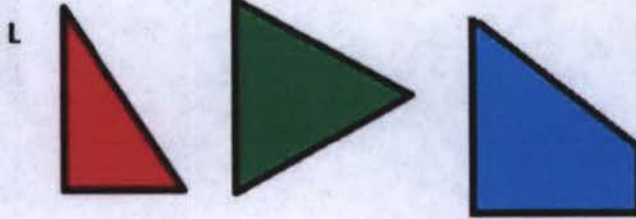




Air Rockets



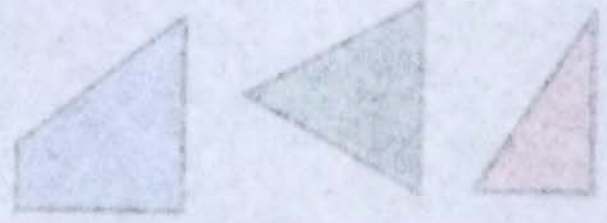
Possible Fin Designs



Air Rockets



Possible Fin Designs



Thematic Unit: Amusement Park Island
Lesson Number: 6
Lesson Name: Rocket Heights
Lesson Length: 1 Hour



Disneyland's Tomorrowland 1960's

Objectives:

- Students will understand the parts of a rocket: cone, body, and fins, and their role in rocket flight.
- Students will use air pressure to launch a rocket
- Students will apply these concepts and the steps of CI totem pole to conquer challenges related to spinning tops.

Skills Reinforced: Cooperation, Planning, Following Multi-Step Directions, Design, Creative Thinking.

Wacky Vocabulary:

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Fins – The pieces on the tail of the rocket that help it fly straighter and faster.

Pre-Preparation:

- Try building rockets and launchers at home.
- **Make 20 paper cylinders by wrapping 8 ½ x 11 paper around PVC pipe and taping it with clear tape. Like the large straw slipped over the small straw in the mini rocket challenge, cylinders should fit snugly over the PVC pipe but be able to move freely off when launched.**
- Make 20 copies of **Rocket Cone and Fins template** on cardstock
- Write words on Wacky Vocabulary Chart.
- Pack tribal treasure chests.

MATERIALS

Per-Class Materials:

CI STAPLES
Yardsticks

Per-Tribe Materials:

For Launcher

- One empty 2-liter plastic soda bottle
- 3 feet of clear flexible vinyl tubing ½ inch inner diameter by 3/8 inch outer diameter (should be able to fit into the PVC pipe easily)
- Duct tape
- About 2 feet of PVC pipe with 1/2 inch diameter

For Rocket

- 5 paper cylinders (pre-made by teacher to fit snugly around PVC pipe)



Figure 1. Rocket launch setup.

Thematic Unit: Assessment Task
 Lesson Number: 6
 Lesson Name: Rocket Heights
 Lesson Length: 1 hour

Objectives:

- Students will understand the parts of a rocket: cone, body, and fins, and their role in rocket flight.
 - Students will use air pressure to launch a rocket.
 - Students will apply these concepts and the steps of CT to learn how to conduct challenges related to spinning tops.
- Skills Reinforced:** Cooperation, Planning, Following Multi-Step Directions, Design, Creative Thinking

Key Vocabulary:

- Rocket** – A cylinder-shaped object that can go great distances and heights.
- Launch** – To send a rocket into flight using a force.
- Nose Cone** – The pointy tip of the rocket that helps it fly further and faster.
- Fins** – The pieces on the tail of the rocket that help it fly straighter and faster.

Pre-Preparation:

- Try building rockets and launchers at home.
- Make 20 paper cylinders by wrapping 8 1/2 x 11 paper around PVC pipe and taping it with clear tape. Like the large straw slipped over the small straw in the mini rocket challenge, cylinders should fit snugly over the PVC pipe but be able to move freely off when launched.
- Make 20 copies of Rocket Cone and Fins template on cardstock.
- Write words on Vocabulary Chart.
- Pack tribal treasure chests.

MATERIALS

Per-Class Materials:
 CT STAPLES
 Yardssticks

Per-Tribe Materials:
 For Launcher

- One empty 2-liter plastic soda bottle
- 2 feet of clear flexible vinyl tubing 3/8 inch inner diameter by 3/8 inch outer diameter (should be able to fit into the PVC pipe easily)
- Duct tape
- About 2 feet of PVC pipe with 1/2 inch diameter

For Rocket

- 2 paper cylinders (pre-made by teacher to fit snugly around PVC pipe)

- Scissors
- Clear Tape
- 5 copies of **Rocket Tip and Fins Template** (run on cardstock)
- Mini Marshmallows to put on tips for safety.
- **Rocket Ride Real Life Connections Card**
- **Nasa Air Rocket Card**

Per Student Materials:

Amusement Park Island Passport
Goggles

Set-Up

- Standard Seating Arrangements
- Ample table space for each group to use as a work area.
- Designate a an area for launching outside or in a long, low-traffic hallway. Make a launching line with masking tape or a piece of string.



LESSON

Opening Tribal Council

- Invite one tribe to beat the tribal drums and kick off the Mega Rocket Ride lesson.
- *How many of you have ever gone on a space or rocket ride at an amusement park? i.e. Space Mountain, Buzz Lightyear Ride at Disney.*
- *Take out Rocket Ride Real Life Connection Cards. Rockets and space are often parts of Amusement Parks because people have always been fascinated with them.*
- *Take out **Rocket Ride Real Life Connection Cards**. In 1955, when Disneyland first opened, people were especially excited about rockets. (This was, after all, before Neal Armstrong walked on the moon!) The main attraction was a giant rocket called the Moonliner. It was even taller than Cinderella's Castle. But it didn't fly like yours will!*
- *To build your rockets today, you need to know the meanings of some words. Go over the **Wacky Vocabulary**.*
- *A few weeks ago you made Mini Rocket Rides. Who can tell me how we did it? That's right you made rockets out of straws and used air from a water bottle to power them. Today you are going to use the same general idea of air rockets, but the both the rockets and launchers will be bigger and more powerful.*
- *Go over **NASA Air Rocket Cards**.*
- *Your tribe will be getting stickers based on how well you follow directions, how well you work together and how far your rocket goes at the launch.*

Challenges

Challenge #1: Build the Launcher (10 min)



- Scissors
 - Clear Tape
 - 2 copies of Rocket Tip and Pin Template (run on cardstock)
 - Mini Marshmallows to put on tips for safety
 - Rocket Ride Real Life Connection Card
 - NASA Air Rocket Card
- Per Student Materials:
 Arrangement Park Island Passport
 Glasses

Set-Up

- Standard Seating Arrangements
- Ample table space for each group to use as a work area
- Designate an area for launching outside or in a long, low-traffic hallway. Make a launching line with masking tape or a piece of string.

LESSON

Opening Tribal Council

- Invite one tribe to best the tribal drums and kick off the Mega Rocket Ride lesson.
- A. Arrangements for this lesson are in space for rocket ride at an arrangement point. i.e. Space Mountain, Buzz Lightyear Ride at Disney.
- Take out Rocket Ride Real Life Connection Cards. Roll cards and space out after parts of new words. Kids discuss by topic, topic, topic, topic.
- Take out Rocket Ride Real Life Connection Cards. To help when launching first of new words, explain to students that rockets are used to get things up into the sky. This is how they get things up into the sky. The most common way to get things up into the sky is by using rockets. Other things that get things up into the sky are balloons, blimps, and airships.
- To build your rockets today, you need to know the meanings of some words: Go over the **Wacky Vocabulary**.
- A few weeks ago you made your Rocket Rides. Who can tell me how you did it? That's right, you made rockets out of straw and used different water bottles to power them. Today you are going to use the same general idea of air power, but the body of the rockets and the way they blow and move is different.
- Go over **NASA Air Rocket Cards**.
- You're going to be designing a rocket that will get you to the moon. Questions: How will you work together and launch your rocket across the launch?

Challenges
Challenge #1: Build the Launcher (10 min)

- *Building the launcher can be a bit tricky so we are going to go through this part of the challenge together.*
 - *Slip the clear bendable tube about 2 inches into the bottle. Tape it there with duct tape. Seal it well so no air can escape.*
 - *Slip the other end of the bendable tube about a ½ inch into the white tube. Tape them together with duct tape.*
 - *Blow into the tube. Do you feel or hear air escaping? Reseal those parts with more duct tape.*
 - *Place an X on the middle of the bottle to be sure you stomp on the right place when the launching time comes. Stepping on the ends will crack the bottle and break your launcher.*
 - *Once your launcher is sealed and ready, put it aside.*

Challenge #2: Building the Rockets (15 min) *(Tribes may work independently on this challenge after your initial explanation.)*

- *You will need to add fins and a nose cone to your rocket body (paper cylinder). You may use the templates on the handout or create your own on the back of the paper. The heavier paper will help your rocket fly as well as possible.*
- *Sketch your rocket designs on your tribal slates before building!*
- *Be sure your rockets are airtight by blowing into them. Even a little bit of air escaping can stop your rocket from working.*
- *Be sure to put a marshmallow on the tip to keep it safe and help your rocket fly.*
- *Your tribe can make more than one rocket. You will go with the most successful one for your launch.*

Challenge #3: The Test Launch (5-10 min)

- *Call tribes over for a test launch. Have them use their own launchers. Remind them to only stomp on the X in the middle of the bottle.*
- **ALL STUDENTS MUST REMAIN BEHIND THE LAUNCHING LINE FOR SAFETY.**
- *All Students should wear goggles in case of a stray rocket.*
 - *Think: Did your rocket fly straight? Did it fly far? Was air leaking out of either the launcher or the rocket?*
 - *Allow 10 minutes for tribes to make revisions*

Challenge #4: The Official Launch (10 min)

- *Tribes should select one rocket to use in their launch. They should report to the launching area with that rocket, their launcher, and a slate and dry erase marker.*
- *Give each tribe two launches, following safety precautions.*
- *Measure the distance each rocket travels with the yardstick and have students record their tribe's distances on their slate. The higher distance will be used for points.*

Closing Tribal Council

- *What did you learn about rockets and rocket-building today? If you were hired to build a rocket ride at an amusement park, what would you do?*

Guiding the launchers can be a tricky exercise, but you can help through the part of the challenge.

• Sit the floor available (about 2 inches from the bottle) and place them with the tape. Seal (and) so no air can escape.

• Sit the other side of the available tape about 12 inches into the same tape. Tape them together with any tape.

• Position the tube. Do not feel the need to seal the tube with tape.

• Place an X on the middle of the bottle to be sure you stop on the right place when the launch time comes. Staying on the side will make the bottle and launch your launcher.

• Once your launcher is sealed and ready, you are ready.

Challenge #2: Building the Rocket (15 min) (Tribes may work independently on this challenge after your initial explanation.)

• You will need to use the data from your rocket body paper together. You may use the templates on the handout or create your own on the back of the paper. The teacher will help your rocket fly as well as possible.

• After your rocket design on your tribulation paper building the two rockets are similar to the same size. Even a 100% of the rocket can also work from working.

• Because of a modification on the tin to keep it safe and help you work.

• Your team can make the rocket one rocket. You will go with the best possible for your launch.

Challenge #3: The Test Launch (5-10 min)

- Call tribes over for a test launch. Have them use their own launchers.
- Remind them to only stop on the X in the middle of the bottle.
- ALL STUDENTS MUST REMAIN BEHIND THE LAUNCHING LINE FOR SAFETY.
- All students should wear goggles in case of a stray rocket.
- Think of your rocket in students' (and) the way you launch can affect the launch of the rocket.
- Allow 10 minutes for tribes to make revisions.

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- Tribes should select one rocket to use in their launch. They should report to the launching area with that rocket, their launcher, and a slate and dry erase marker.
- Give each tribe two launches, following safety precautions.
- Measure the distance each rocket travels with the yardstick and have students record their tribe's distances on their slate. The higher distance will be used for points.

Closing Tribal Council

What did you learn about rockets and rocket launching today? How were you able to build a rocket that is an excellent work, which would you

- *Do you think it sounds fun to be a rocket designer? Why or why not?*
- *What aspect of your rocket creations today makes you feel the proudest? Why?*
- Congratulate all groups on a job well done and allow each tribe to place their stickers on the chart. Award 1 sticker per foot traveled, plus clean up points.
- Invite one tribe to beat the Ceremonial Drums to close the lesson

Rocket Heights Ride Challenge Roundup Card

Challenge #1: Build the Launcher. Follow the teachers' directions to make a launcher out of a 2-liter soda bottle

Challenge #2: Build the Rocket. Use the paper cylinders as the body of your rocket. Add a nose cone and fins. Be sure no air is able to escape!

Challenge #3: The Test Launch. Launch your rocket and look for ways you can improve it. Go back and make the changes in time for the official launch!

Challenge #4: The Official. Select one rocket to enter. You get two launches so make them good! Measure your distances and record them on your slate. You get one sticker for every foot your rocket travels.

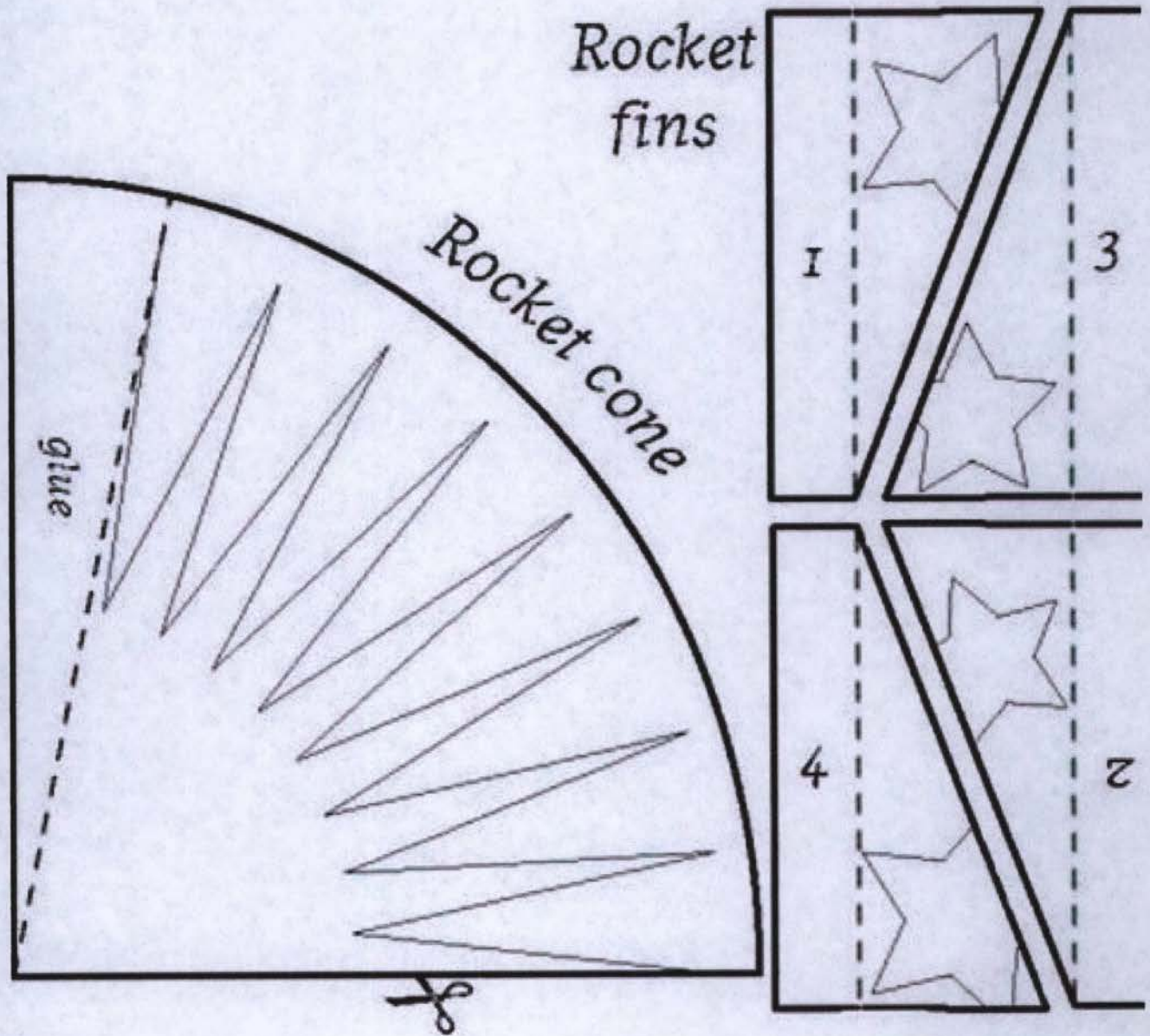
- Invite one rube to beat the Centennial Drama to close the lesson.
- Congratulate all groups on a job well done and allow each rube to place their stickers on the chart. Award a sticker per foot traveled, plus clean up points.
- By now, the rube should be able to explain the science behind the rocket launch. Ask the rube to explain to the class how the rocket launch works. The rube should be able to explain the science behind the rocket launch.

Rocket Heights Rube Challenge Roundup Card

- Challenge #1: Build the Launcher. Follow the teachers' directions to make a launcher out of a 2-liter soda bottle.
- Challenge #2: Build the Rocket. Use the paper cylinders as the body of your rocket. Add a nose cone and fins. Be sure no air is able to escape!
- Challenge #3: The Test Launch. Launch your rocket and look for ways you can improve it. Go back and make the changes in time for the official launch!
- Challenge #4: The Official. Select one rocket to enter. You get two launches so make them good! Measure your distances and record them on your slate. You get one sticker for every foot your rocket travels.

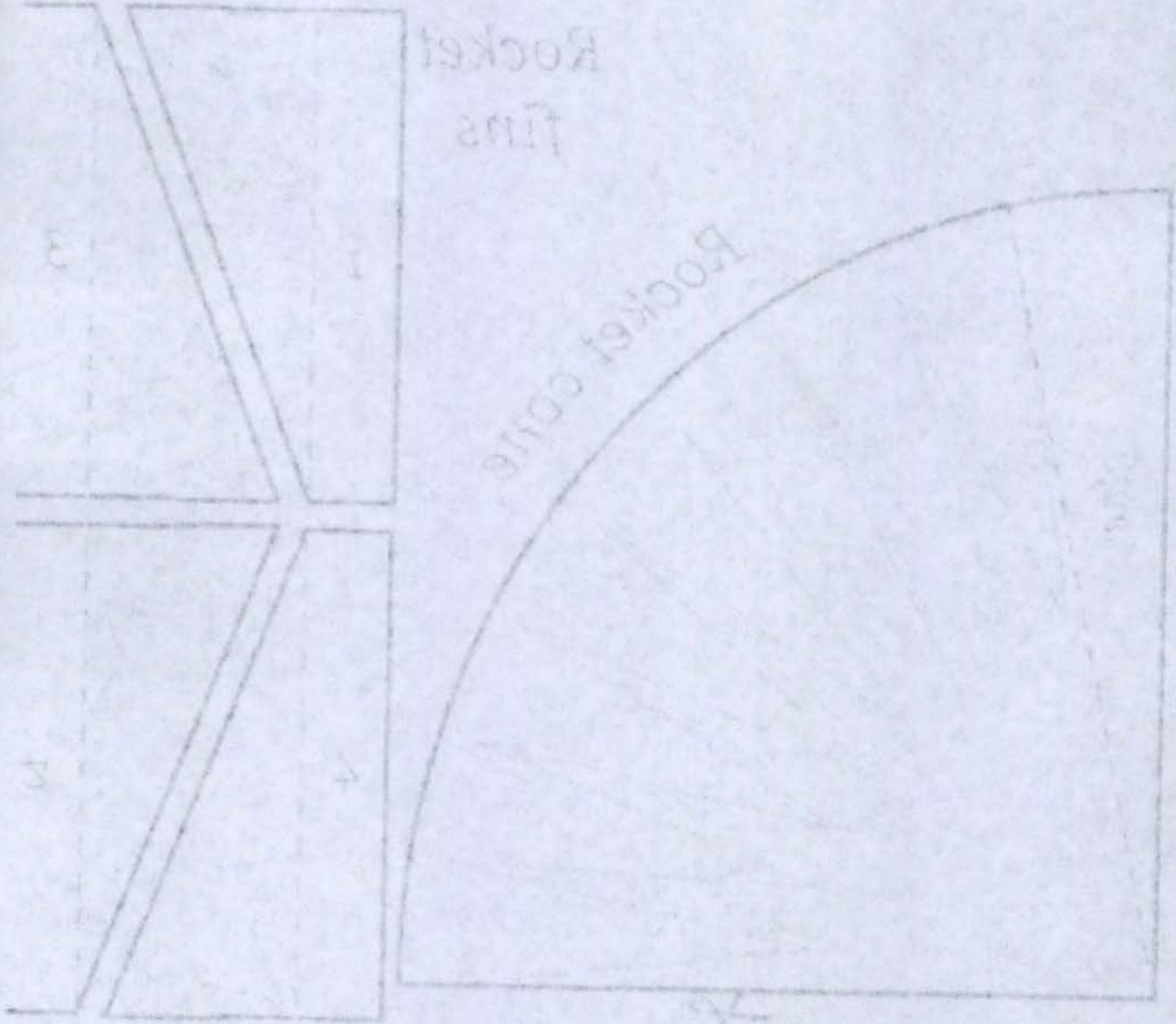
ROCKET NOSE CONE AND FINS

Use these templates to make a nose cone and fins for your rocket, or make your own using the back of this paper.



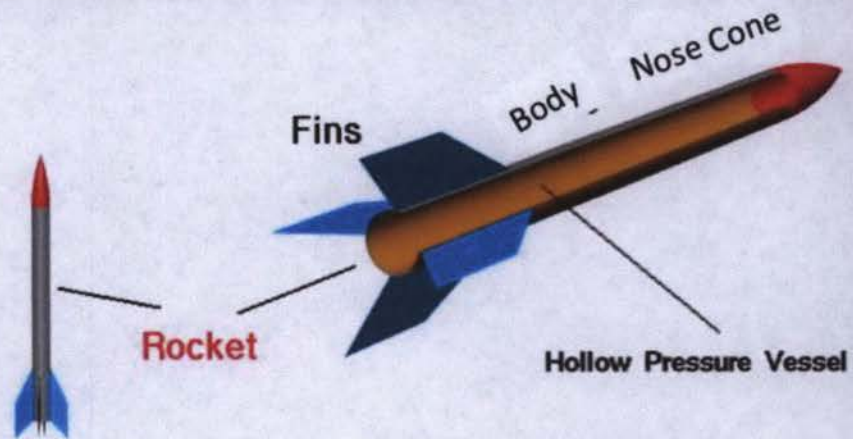
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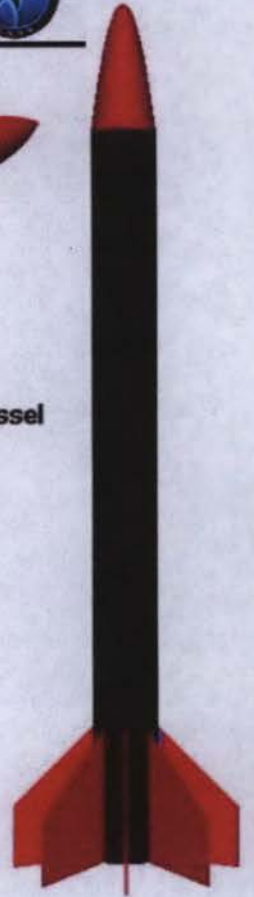
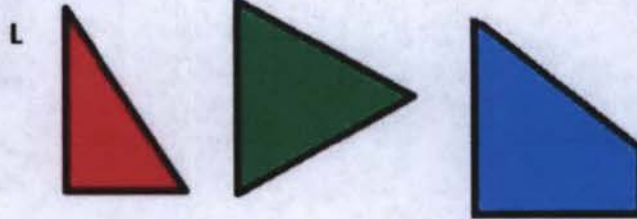




Air Rockets



Possible Fin Designs



Air Rockets



Possible Fin Designs







HOLLYWOOD





35



MINI ROCKET RIDE AND
TRIBAL SPIRIT RALLY

SLOWER COASTER POINT



ROCKET HEIGHTS



MINI ROCKET RIDE AND
TRIBAL SPIRIT RALLY

ROLLER COASTER CLIFF



ZIPLINE ZONE



BUBBLE SPRINGS



CATAPULT COVE



SPINNING WATERS



AMUSEMENT PARK
CHALLENGE ISLAND



Temple of Trouble

Hollywood Island

Dear Parents,

Today the children learned about ancient cultures and the job of an archaeologist as it related to the movie character, Indiana Jones. They also discovered the meaning of gravity, acceleration, and velocity. The tribes used artistic and creative skills to design a Temple of Trouble with booby traps inside. They also followed the steps of the engineering process to design a course that took a boulder (ball) around a 90 degree corner on the outside of their temple. We had a ton of fun with our Temples of Trouble!

Please ask your child about the following **Wacky Vocabulary** from today's lesson:

- ⚙️ **Archaeologist**— *Someone who examines ancient places and objects to learn about the past. Indiana Jones is an archaeologist in the movie.*
- ⚙️ **Velocity** — *Speed.*
- ⚙️ **Acceleration** — *The rate at which speed increases.*

We look forward to more fun next time at Challenge Island!

www.challenge-island.com



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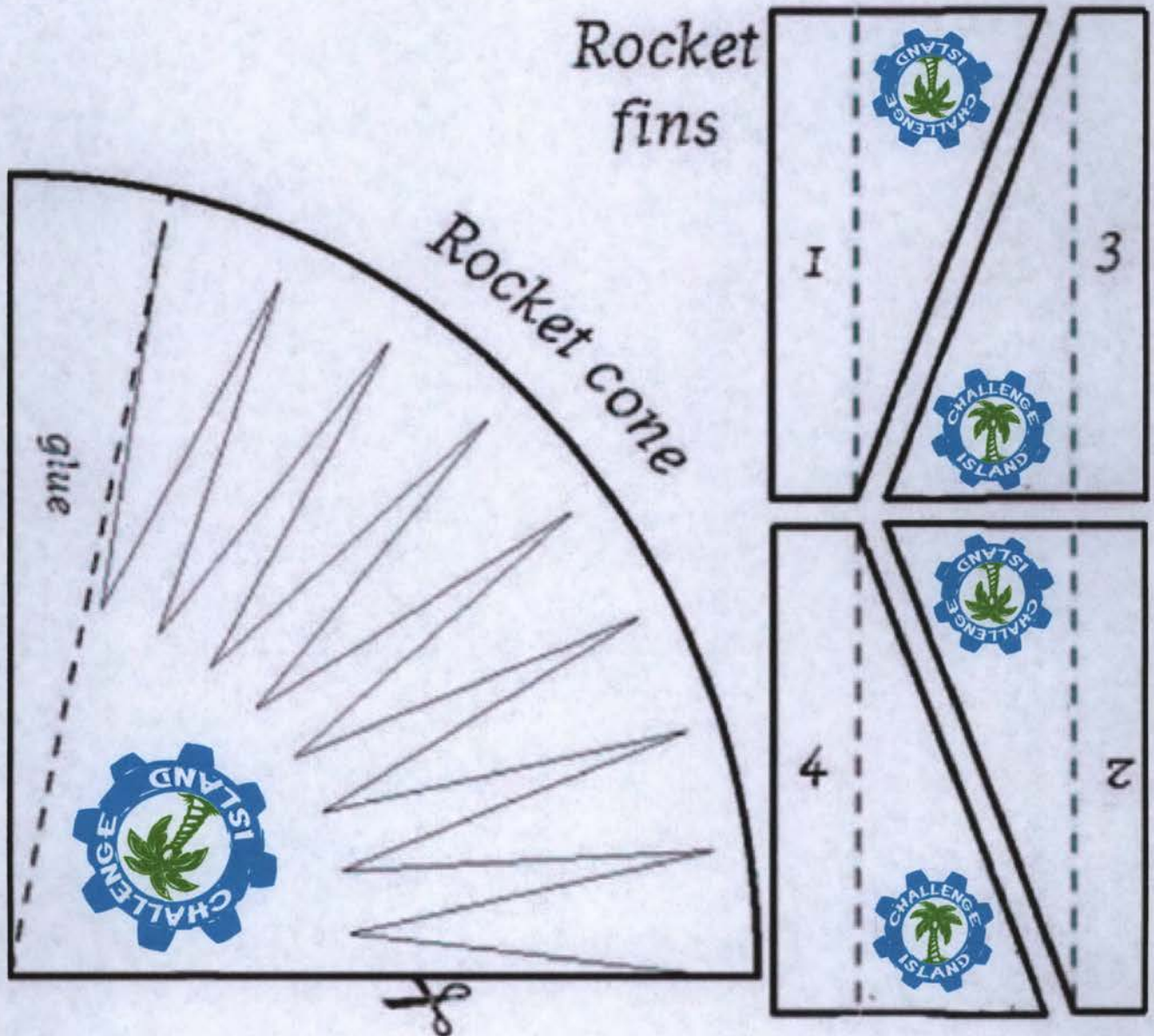
www.challenge-island.com



Rocket Heights

Rocket Nose Cone and Fins

Use these templates to make a nose cone and fins for your rocket, or make your own using the back of this paper.





Poseidon's Seas on Mythology Island

Today your tribe member visited the Mythology Island destination of Poseidon's Seas!. The tribes discovered the Trireme and objects that have buoyancy! Don't let Poseidon's Fury sink your vessel!

Go ahead! Ask you tribe member about The following **Wacky Vocabulary** from today's challenge!

- **Buoyancy**- The ability to float
- **Hurricane**- Storm with a violent wind!
- **Poseidon**- Greek God of the seas with a nasty temper
- **Trident**- A 3-pronged spear and symbol of Poseidon
- **Trireme**- An ancient Greet boat designed to withstand strong weather.

Challenge-island.com/boise



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Challenge-island.com/boise





Minotaur's Labyrinth on Mythology Island

Today your tribe member visited the Mythology Island destination of Minotaur's Labyrinth. The tribes discovered the Minotaur and constructed their own Labyrinth challenging other tribes!

Go ahead! Ask you tribe member about The following **Wacky Vocabulary** from today's challenge!

- ⚙️ **Labyrinth**- A life-size maze of confusing paths and passages. Only one way out and one way in!
- ⚙️ **Minotaur**- A mythological creature with the head of a bull and the body of a man
- ⚙️ **Tilt**-to cause something to lean or slant

Challenge-island.com/boise



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Challenge-island.com/boise





Goofy Emoji Golf

Score Card

Hole	Par				
1					
2					
3					
4					
5					
6					
7					
8					
9					
Total					



Goofy Emoji Golf

Score Card

Hole	Par				
1					
2					
3					
4					
5					
6					
7					
8					
9					
Total					



Dinosaur Park Putt Putt

Hollywood Island

Dear Parents,

Today the children learned about dinosaurs and the role they played in the movie, Jurassic Park. The tribes learned about carnivorous and herbivorous dinosaurs and the scientists who study them, paleontologists. Their challenge was to design and build a Jurassic Dinosaur mini golf course with varying degrees of difficulty. We had a perfect putt putt experience at Dinosaur Park!

Please ask your child about the following **Wacky Vocabulary** from today's lesson:

- ⚙ **Herbivore** – Animal who only eats plants.
- ⚙ **Carnivore** – Animal who eats meat.
- ⚙ **Jurassic Period**– An era that started about 200 million years ago when Dinosaurs roamed the earth.

We look forward to more fun next time at Challenge Island!

www.challenge-island.com



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www.challenge-island.com



Rocket Heights

Amusement Park Island

Dear Parents,

Today your child visited Challenge Island's Rocket Heights. The challenge was to build a launcher and a rocket. The tribes developed an understanding for the use of air pressure to launch a rocket and used this knowledge to launch their own rocket. We had a blast at Challenge Island today!

Please ask your child about the following **Wacky Vocabulary** from today's lesson:

- ✧ **Rocket** – A cylinder shaped aircraft that can go great distances and heights
- ✧ **Launch** – To send a rocket into flight using a force
- ✧ **Nose Cone** – The pointy tip of the rocket that helps it fly farther and faster
- ✧ **Fins** – The pieces on the tail of the rocket that help it fly straighter and faster

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Chatcolab ALL LAB Party/Event Planning

Planning is the key to a successful event of any type, but always remember the importance of a GOAL *before* you attempt to PLAN.

Your GOAL is your 'WHY'. What is the purpose of your event and what is your *desired outcome*? Why are you putting the effort into bringing people together? Here are some possible reasons:

a banquet	campfire fun	burn off energy	enjoy nature
a social mixer	fundraiser	entertain	instruct
to convince (sales)	share ideas	share talents	to inform

...or any combination of the above and many others

What are some of the purposes of activities or events you have helped plan (or would like to)?

Now you are better prepared to start brainstorming ideas for a PLAN. But having a framework to your plan and your brainstorming can prevent a creative tornado! The most important elements to keep in mind start with the basic Ws.

For **WHOM & WHY** is your event being held? Consider ages, activity levels, abilities, and interests, and *desired outcome*. Be sure to pace each activity and the entire time span to an appropriate level.

WHERE will your activity take place? What facilities are available, and what are the strengths and weaknesses of each possibility? Consider WHO you are targeting as your audience, and what their needs may be.

WHEN will your event take place, taking into consideration your audience (and the Chat schedule).

WHAT forms of activities will help you reach your *desired outcome*? This target will help you focus efforts and stay on track. (Another important element of WHAT regards your budget – know what it is before you dream too big or too small.)

As your planning group starts to put ideas into a format, there are important needs to keep in mind; these main ones come to mind:

1. **Pace** your activities, interspersing higher energy followed by less energy output. As you approach the closing of your program plan for ways to keep enthusiasm and joy high but with a calmer physical activity level.
2. Plan **transitions** from one activity to the next. If one circle game is followed by a line dance, build in a way to flow the people into the next grouping. Consider the changes needed when using chairs or tables, one group or small groups, etc.
3. **Post an outline** of the order of things and **who will be leading out** on each activity. Involve all committee members in leadership roles when possible. (Here at Lab is the BEST place to try something new and outside of your comfort zone. You will never have a better chance to fledge into new leadership skills).
4. **Over-plan** on purpose. This will allow you to 1.) skip an activity if it feels wrong based on participation, or 2.) continue a bit longer if time and situation calls for it. Your planning group may want to discuss ahead of time which things might be the first to go or which ones are the most important to complete considering your desired outcome.
5. A party or any event **needs a beginning, a middle and an end**, just like a good book. Plan activities that will welcome people as they arrive. Plan several activities in the middle that will keep people engaged and move the pace along appropriately. Plan a Signature or closing to your evening. This could be a simple ceremony such as sharing a poem or thought, singing a song, revisiting the purpose of the evening in some way. A Signature can include refreshments, with prior planning.
6. Clean up is part of the event... for the committee! Remember to include this in your plans.
7. Self evaluation makes it all worthwhile. What went right? If something didn't work well, what might have been done differently? Celebrate your success! Do this as a committee

PROPER PRIOR PLANNING PREVENTS POOR PERFORMANCE

PROPER PRIOR PLANNING PREVENTS POOR PERFORMANCE

WHO & WHY Keep in mind your *desired outcome*.

WHEN will your activity take place?

WHERE will your activity take place? What facilities are available?

HOW will you publicize your event?

WHAT forms of activities will help you reach your *desired outcome*? Know what your budget is before you dream too big or too small. BUDGET can include resources – i.e. talents and skills within your planning group - as well as finances.

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2. Plan **transitions** from one activity to the next. If one circle game is followed by a line dance, build in a way to flow the people into the next grouping. Consider the changes needed when using chairs or tables, one group or small groups, etc.
3. **Post an outline** of the order of things and **who will be leading out** on each activity. Involve all committee members in leadership roles when possible. (Here at Lab is the BEST place to try something new and outside of your comfort zone. You will never have a better chance to fledge into new leadership skills).
4. **Over-plan** on purpose. This will allow you to 1.) skip an activity if it feels wrong based on participation, or 2.) continue a bit longer if time and situation calls for it. Your planning group may want to discuss ahead of time which things might be the first to go or which ones are the most important to complete considering your desired outcome.
5. A party or any event **needs a beginning, a middle and an end**, just like a good book. Plan activities that will welcome people as they arrive. Plan several activities in the middle that will keep people engaged and move the pace along appropriately. Plan a Signature or closing to your evening. This could be a simple ceremony such as sharing a poem or thought, singing a song, revisiting the purpose of the evening in some way. A Signature can include refreshments, with prior planning.
6. Clean up is part of the event... for the committee! Remember to include this in your plans.
7. Self evaluation makes it all worthwhile. What went right? If something didn't work well, what might have been done differently? Celebrate your success! Do this as a committee

PROPER PRIOR PLANNING PREVENTS POOR PERFORMANCE

PROPER PRIOR PLANNING PREVENTS POOR PERFORMANCE

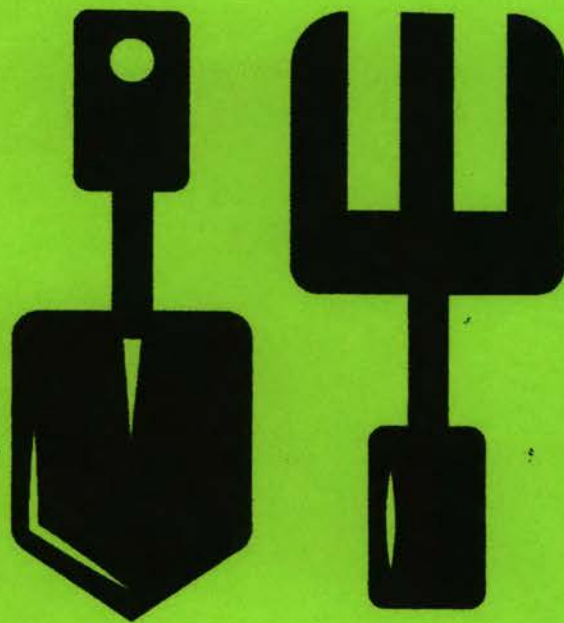
WHO & WHY Keep in mind your *desired outcome*.

WHEN will your activity take place?

WHERE will your activity take place? What facilities are available?

HOW will you publicize your event?

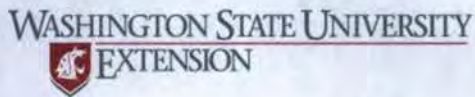
WHAT forms of activities will help you reach your *desired outcome*? Know what your budget is before you dream too big or too small. BUDGET can include resources – i.e. talents and skills within your planning group - as well as finances.



Section C

Four Day In-Depth Workshops

Extreme Forestry - Mike Jensen
Lacto-Fermentation - Jennie Salyer
Orienteering - Lee Hannibal
SoulCollage® - Jackie Baritell



Extreme Forestry Adventure 2017

Program Contact: Mike Jensen, County Director

(509) 447-6452 • mike.jensen@wsu.edu

Mike Jensen, WSU Extension Associate Professor and 4-H Youth Development Faculty, explains the project this way:

We are losing our connection to the historical contribution of forestry and logging in the establishment of communities, their economic development, and prosperity. The Forest and Logging legacy project helps us to connect and learn from the past, experience high tech forestry and logging systems today, and plan for how forestry and logging will shape our future. We will take learning to the field and provide active participation and experiential learning of historic and modern forestry and logging skills. You will have fun learning these new skills and be able to take this model home and share with others. See how 4-H "Rocks" and Logrolls!

You will have fun as we explore together the legacy of forestry and logging in our Pacific Northwest. We will experience, conceptually and physically, what it took to be successful in the forest and on the river drives. We will launch from the "roots" of early forestry and logging to today's modern and high tech forestry and resource utilization systems. We will look to the future, and dream what forestry and logging will bring to our local communities and economies. (Activities: logrolling, 2 man buck sawing, peavey log rolling, match split, wildlife activities, forestry games, initiatives, flying drones, robotics, hiking and more.)

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Dear Participants and Parents, Welcome to the 4-H Extreme Forestry Adventure Project. You will experience Forestry and Logging through the exploration of the past, a focusing on the present and training an eye toward the future. You will be actively engaged in activities and experience forest and logging activities from both the past and present. You may have heard about experiential activities before, but in case you haven't, let me explain what we're all about. Simply put, an experiential activity is an activity that physically and mentally challenges you. In all these activities, safety is the primary concern. Each of our facilitators has gone through extensive training on how to safely facilitate these activities.

Challenge By Choice

In all activities, we practice a policy of Challenge by Choice. Throughout the day it is up to the participant to choose to what degree they are going to challenge themselves. Although we encourage participants to expand their level of comfort, we always support them in choosing their own level of involvement.

Purpose

Our philosophy at 4-H Extreme Forestry Adventure Project is more than just a recreational thrill ride, we believe that it is an educational tool that can help a group develop a wide variety of skills, including trust, team-building, goal-setting, appropriate risk-taking, and communication skills, to name just a few. Each experience in the project is as different as the groups that use it.

Participation

In order to participate, you must:

1. Complete the "Release & Consent/Medical History Form" and return it to your group leader
2. Wear all personal protective equipment requested by facilitators
3. You must also pass a swim test for water based activities.
4. You must be at least 8 years old
5. Wear a swim suit for water activities that is appropriate for the water conditions (rash guards are suggested for logrolling activities)
6. Follow all instructions provided by lifeguards and facilitators

Evaluation

WSU Extension is regularly evaluating the effectiveness of our programs. As a participant in 4-H Extreme Forest Adventure Project you may be asked to complete a short written survey. All survey responses will be anonymous, and you will not be identified in any way. If you have any objections to participating in such evaluations, please contact our office prior to arrival at the program. Youths are

not required to participate and choosing not to will not affect your participation in this or future Extension programs. Please ask your group leader or instructor if you have any questions.

**Sample Program Outline (Activities will take place out of doors rain or shine)
Forest and Logging Legacy Agenda (Subject to change)**

Day 1

- **Setting the Stage**
 - Experiential learning
 - Project Planning
 - Ages and Stages
- **Intro to Forestry**
- **Activities**
 - Build a Tree
 - Board Games
 - Environmental impacts
 - Adaptations
 - Jamaquack
 - Possum
 - Observations
 - Adopt a tree
 - Build a Biltmore stick
 - Hike to Experience the Forest from the Trees
 - Log rolling – ground school

Day 2

- **Connect to the Past**
 - History of Logging
 - Skill set of loggers
 - Job descriptions
 - Life in logging Camp
 - Logging tools
 - Saws that sing
 - Axe me questions
 - Skill Development
 - Saws
 - Crosscut
 - Bow
 - Chainsaw
 - Peavee/Cant/Log Wrench
 - Axemanship
 - Felling
 - Bucking
 - Logrolling Intro
 - Let's roll



Day 3

- **Measuring the forest and trees**
 - Tools of the Foresters
 - Describe a tree

- By the numbers
- Know your tree
- Measure distance
- Observations
- Firewise Concepts
 - Wildland Fire Basics
 - Tools and Techniques
 - PPE
 - Structural
 - Wildland
 - Fire Shelters
 - Become part of the crew
 - Build a line
 - Firewise assessment

Day 4

- Future of forestry
 - What will forestry and logging look like in 2050?
 - Environmental conflict
- Forest and Logging Olympics
 - Teams and Challenges



***The Extreme Forest Adventure Project is a compilation of 4-H Forestry Activities being developed, and adapted to supplement the National 4-H Forestry Project. For more information or to be part of this educational adventure, please contact Mike Jensen, Associate Professor, WSU Extension in Pend Oreille County.**

Logrolling Safety

1. Logrolling is a very safe sport. Just like all other outdoor adventure sports, you must follow certain precautions to ensure your safety and skill building in the sport.
2. Please note: Falling into the water is a frequent and fun occurrence when learning to log roll.

Key Log Safety

1. Minimum depth of water is 2 feet

2. The area should be clear of all underwater obstructions, debris and rocks.
3. The key log should be perpendicular to all structures, dock, or pool edge
4. 10 feet should remain free of obstructions in each direction

Participants Safety Requirements

1. Do not jump on log
2. Do not dive off the Key Log
3. Do not jump from Key Log to Key Log
4. Do not link Key Logs together
5. Stand only in the traction areas of the Key Log
6. Do not stand on the stripes, smooth areas of the log or training wheels.
7. Do not try to reach for the dock or deck when falling off the key log
8. Beginner logrollers should roll with people of similar weight and strength
9. Not spectator or participants should stand along the sides of the Key Log

All facilitators will be trained to the Key Log training standards as provided in the Key Log instruction manual. All facilitators will be trained to a minimum First Aid/CPR/AED certification. An emergency plan will be developed for each use of the 4-H Forestry and Logging Legacy Experiential Project Activities.

As with all 4-H Water activities a certified lifeguard will be present and actively guarding all logrolling activities and participants.

Handouts

Logging Lingo

Reference

- 4-H Eco Stewardship Program:
http://www.nifa.usda.gov/nea/family/res/pdfs/4_h_database/eco_stewards_rev09.pdf
- 4-H Forestry Project (Burilson) : <http://4hforestryinvitational.org/training/unitA.pdf>
- 4-H Logging Forestry & Legacy Project: <http://ext100.wsu.edu/pendoreille/wp-content/uploads/sites/16/2009/12/4-H-News-and-Views-for-April-23-2014.pdf>
- 4-H Outdoor Adventures Project: <http://www.4-h.org/resource-library/curriculum/4-h-outdoor-adventures/project-overview.html>
- 4-H Recreation Leaders Handbook (Ohio): [http://www.ohio4h.org/sites/drupal-ohio4h.web/files/RecreationLeaderHandbook2010%20\(1\).pdf](http://www.ohio4h.org/sites/drupal-ohio4h.web/files/RecreationLeaderHandbook2010%20(1).pdf)

- Aldo Leopold Foundation: www.lep.org
- Crosscut Saw (You Tube): <https://www.youtube.com/watch?v=q3Ry-d0Ptis>
- Environmental Education: www.councilforee.org
- Environmental Education: www.naaee.org
- Fiddlehead Forest School (Washington):
http://depts.washington.edu/uwbg/education/Youth/nature_preschool.shtml
- Fire Ecology Curriculum (FS):
http://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5107845.pdf
- Forest Legacy Program (Forest Service):
<http://www.fs.fed.us/spf/coop/programs/loa/aboutflp.shtml>
- Forest Legacy Program (Montana):
<http://fwp.mt.gov/fishAndWildlife/habitat/wildlife/programs/forestLegacy.html>
- Forest Legacy Program (Oregon):
<http://www.oregon.gov/ODF/privateforests/pages/forestlegacy.aspx>
- Forestry Activities (Preschool): <http://www.anshome.org/index.php/nature-programs/children-family/audubon-nature-preschool>
- Forestry Funding (Preschool | Oregon): <http://www.ecotrust.org/new-funding-for-farm-to-preschool-programs-in-oregon/>
- Idaho State Forestry Contest Manual: <http://www.idahoforests.org/img/pdf/Full-2013-FC-manual.pdf>
- Log Rolling (You Tube): https://www.youtube.com/watch?v=FOeHB_RrSRs
- Logger Days (Kids Events): http://darbyloggerdays.com/?page_id=17
- Logging Sports (Youth): <http://www.crsalmonfestival.com/logger's.htm>
- Project Learning Tree (Idaho): <http://www.idahoforests.org/plt1.htm>
- Project Learning Tree: www.plt.org
- Project Wet: www.projectwet.org
- Project Wild: www.projectwild.org
- Society of American Foresters: <http://www.safnet.org/>

For more information please contact:

Mike Jensen, Associate Professor
 WSU Extension Pend Oreille County
 Office: 509-447-6452
 email: mike.jensen@wsu.edu

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Science, Tech, Math › Animals & Nature

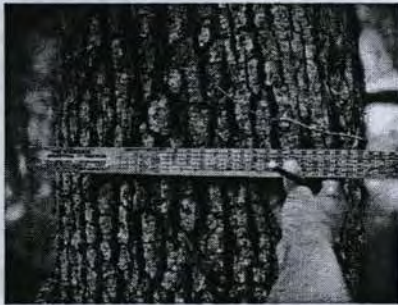
The Amazing Biltmore Stick and Cruiser Tool

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by Steve Nix
Updated April 15, 2017

01 | WHAT IS A BILTMORE OR CRUISER STICK?

of 04



(Michigan Technological University)

The "Biltmore stick" or cruiser stick is an ingenious device used in cruising and measuring trees and logs and to estimate lumber. It was developed around the turn of the century based on a principle of similar triangles. The stick is still very much a part of a timber owner's tool kit and can be purchased at any forestry supply center. You can even make your own.

This scaling tool is a straight wooden stick, similar in appearance to a yard stick. The Biltmore stick is graduated for direct readings of tree diameters and heights. The stick allows you to measure the diameter at a point 4.5 feet above stump height and also the merchantable height in terms of 16-foot logs from a distance of one chain (66 feet). With these two measurements, the board foot volume of the tree may be determined. The actual volume table is printed on the stick.

This step-by-step feature will take you through the entire process of using a cruiser stick. You will be shown how to determine tree height, diameter and total merchantable volume.

02 | HOW TO MEASURE TREE DIAMETER WITH A BILTMORE STICK

of 04

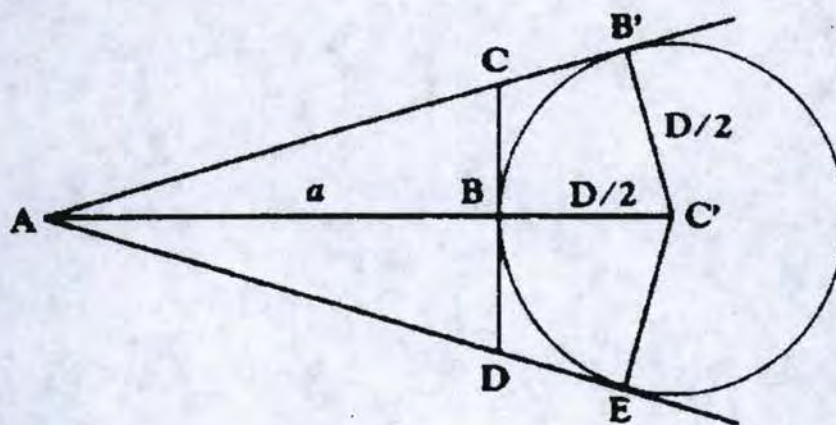


Figure 12 The Biltmore Scale



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distance (25") from the observer's eye. Read the diameter directly from the "Diameter of Tree" side of the stick.



Co.



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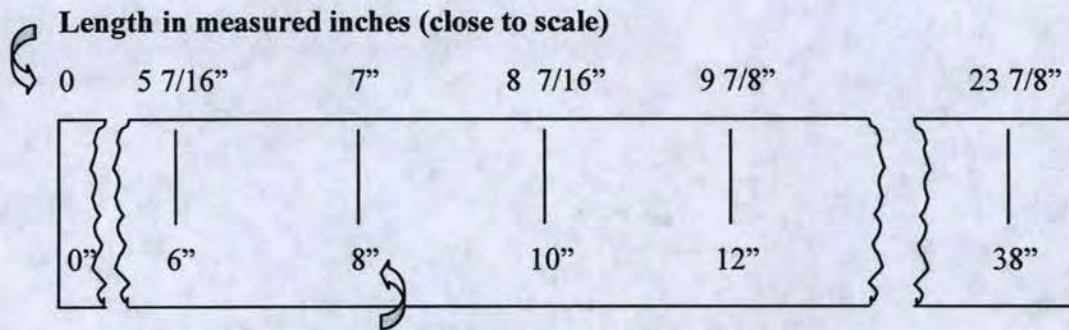
Terms of Use

Building a Biltmore Stick

At first glance, a Biltmore Stick may look like a yardstick, but a closer look will turn up major differences. You can, however, use a yardstick to make your own Biltmore Stick!

Step 1: Cut two strips of paper that are large enough to cover the flat sides of the yardstick (approximately 2" by 36" in size).

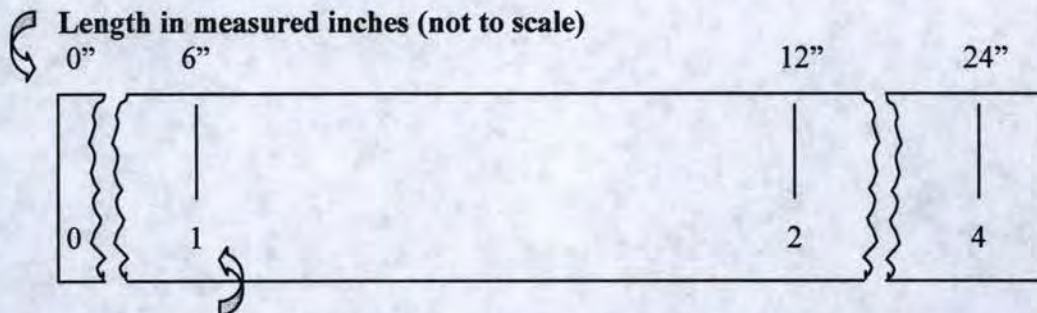
Step 2: On one strip of paper, measuring from the left end (which would be zero), make marks at the lengths listed below. Next to each of these marks, write the corresponding Biltmore equivalent number for tree diameter.



Biltmore equivalent (used to measure tree diameter)

Length Marks	Biltmore Equivalent
5 and $\frac{7}{16}$ "	6" in tree diameter
7	8
8 and $\frac{7}{16}$	10
9 and $\frac{7}{8}$	12
11 and $\frac{3}{16}$	14
12 and $\frac{7}{16}$	16
13 and $\frac{11}{16}$	18
14 and $\frac{7}{8}$	20
16	22
17 and $\frac{1}{16}$	24
18 and $\frac{1}{8}$	26
19 and $\frac{1}{4}$	28
20 and $\frac{3}{16}$	30
21 and $\frac{1}{8}$	32
22 and $\frac{1}{8}$	34
23	36
23 and $\frac{7}{8}$	38

Step 3: On the second strip of paper, measuring from the left (zero) end, make marks at the lengths listed below. Next to each of these marks, write the corresponding Biltmore equivalent number.



Biltmore equivalent (used to estimate the number of 12' logs of timber that might be obtained from a tree)

Length Marks	Biltmore Equivalent
6"	1 - 12' log
12"	2 - 12' logs
18"	3 - 12' logs
24"	4 - 12' logs

Step 4: Tape or glue the two strips of paper onto different sides of the yardstick. You now have a Biltmore Stick very similar to the ones used by professional foresters. Go have fun measuring! (Don't forget to stand 50 feet away from the tree when you are measuring for the 12' logs.)

Chart for Determining Board Feet of Lumber Within a Standing Tree

	Tree Diameter													
	12"	14"	16"	18"	20"	22"	24"	26"	28"	30"	32"	34"	36"	38"
1 - 12' log	20	40	60	80	110	140	180	230	280	330	390	450	520	590
2 - 12' logs	40	70	110	150	200	250	320	400	470	560	670	770	880	1000
3 - 12' logs	50	90	150	210	270	360	460	560	670	790	930	1080	1270	1410
4 - 12' logs		110	180	250	340	450	570	700	840	990	1170	1350	1580	1780

(For example: A 20" diameter tree with 2 ½ - 12' logs would have approx. 235 board feet of lumber in it.)

What is a Ozobot?

Supplies

- Ozobots (1 per group of about 3 students), charged
- Blank white paper, a few per group
- Markers in colors, black, red, light blue, and light green (Ozobot Markers are recommend, but alternative markers such as Sharpie's wide chisel tip or Crayola classic markers), one set per group
- Printouts of Handout #1 and #2, one each per group, also have extra copies case students mistake
- Printout of OzoCodes reference chart, one per group
- Optional: Printout of lesson PDF, one per group

What to do

Goal: Understanding of functions Ozobot can perform. This being the smallest robot of its kind there are many different movements and commands that Ozobot can perform.

1. Ozobot Drives on lines
 - You can draw a line on many different surfaces and Ozobot will follow the lines
 - Example draw a black line on a white piece of paper. Turn Ozobot on by pressing the button on the side. Place Ozobot on the line and watch Ozobot go
2. How to take care of Ozobot: It may happen that Ozobot starts behaving strangely. For example, Ozobot may stop to being able to follow lines. To prevent this from happening, do the following maintenance every time you start playing with Ozobot or whenever you change your location or type of paper. (Ozobot User Portal)
 - a. Calibrate: Ozobot's sensors which are very sensitive to the surrounding light. So much so that, if the paper changes or if you go closer to the window it will affects how Ozobot sees.
 - Use and follow the instructions included in this lesson to calibrate your Ozobot
 - b. Clean the wheels: With the Ozobot being very small, so just a little bit of dust or grease can get into the drivetrain. To clean the wheels you do not want to use water or cleaning supplies as this will ruin the hardware in the Ozobot. To clean the Ozobots wheels you just need to take a clean white sheet of paper and move the wheels gently back and forth on the paper.
 - c. Charge the battery: Ozobot's motor is fueled by a tiny battery inside the robot (just like the batteries from a cell phone but way smaller). When the Ozobot starts to blink red then the battery needs charging soon.
3. Ozobot can see color: Continue drawing lines with different color segments: blue, green, red. Let Ozobot drive on these lines and see how Ozobot reads those colors and the LED in the Ozobot's dome shines that color.
4. Are there other line following robots?
 - Have participants look up and see if they can find any other robots that can do the same functions as an Ozobot.

Ozobot Activities:

1. You can give commands to Ozobot: In handout #1 you will be able to command the Ozobots speed. Using the OzoCode sheet, watch as the Ozobot picks up the colors variations as it, determines the command.
2. Aside from commanding the Ozobot on its speed you can make the Ozobot change direction. Using handout #1 use the correct commands to get the Ozobot down the lines
3. Let put it all together, using handout #2 help the Ozobot make it around the circle.

Reflect

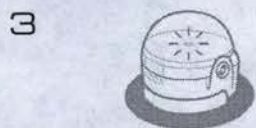
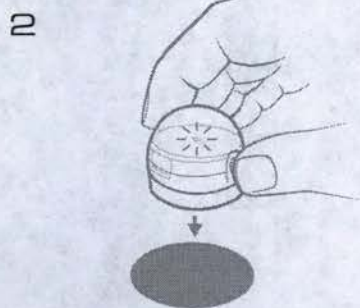
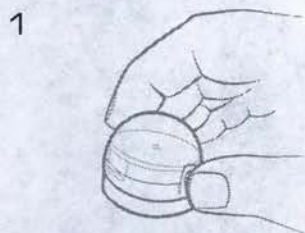
- How would you rate your overall knowledge of Ozobots?
- How do you think this technology can be used?
- What are some of the key movements that and Ozobot can perform?
- What are some different activities that you could perform with an Ozobot?
- How comfortable would you feel teaching this to someone who's never used an Ozobot?

Apply

- How can you incorporate the Ozobot into your daily education?
- How can using technology help you be more successful in school?
- How does following instructions help you complete a task successfully?

References

"Ozobot user portal." Ozobot user portal. Accessed January 17, 2017.
<http://portal.ozobot.com/lessons/detail/basic-training-1>.



Prepare Ozobot for Play!

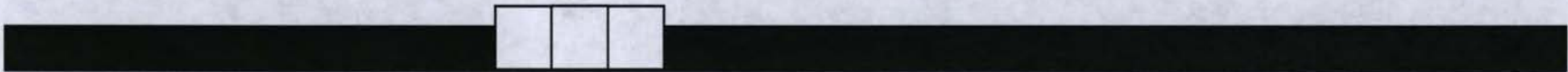
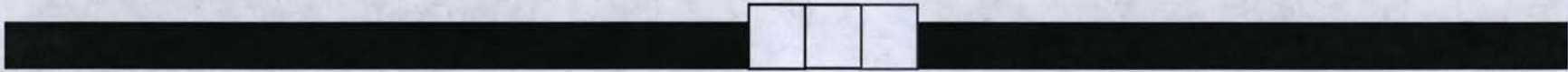
Before you begin, you need to calibrate your Ozobot! You should calibrate often, especially if Ozobot starts acting odd. When in doubt, calibrate!

Place Ozobot Here

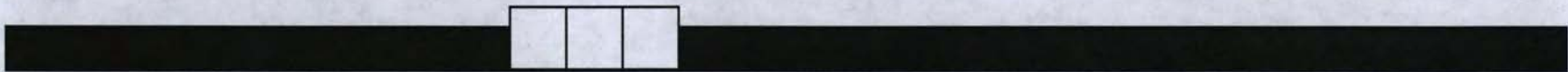
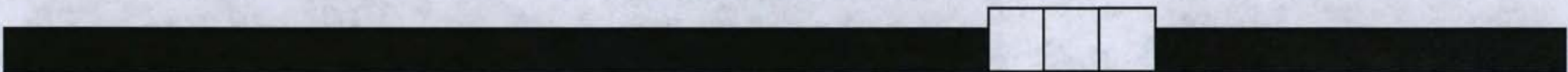
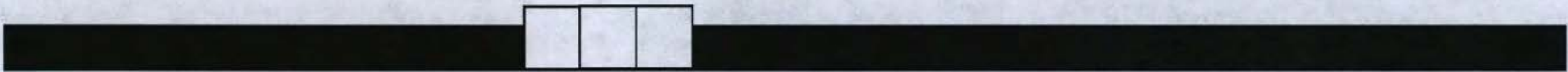


1. Hold down the power button on Ozobot for 2 seconds until the LED light turns white.
2. Place Ozobot in the middle of the black dot above.
3. Ozobot will then blink blue, move forward, and then blink green.
4. When Ozobot blinks green, it means that it has successfully calibrated. Start over if Ozobot blinks red.

CHANGE SPEEDS ON THE FIRST 3 LINES (Use the Ozo Command sheet to help the ozobot go different speeds)



CHANGE DIRECTIONS: ON THE LAST THREE LINES (Use the Ozo Command sheet to help the ozobot go different directions)



Handout #2



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Unmanned Aircraft Systems

The U.S. Forest Service is highly interested in new technologies and believes there is potential to use Unmanned Aircraft Systems (UAS) to support a host of natural resource management activities, including forest health protection, wildfire suppression, research, recreational impacts, and law enforcement. The agency has been exploring the potential to use UAS for several years, and it has tested different UAS platforms during wildfires, prescribed fires, and in other natural resource management settings.



U.S. Forest Service policy stipulates that UAS must be considered the same as manned aircraft, in terms of acquisition, approval and carding of pilots and aircraft, inspections, maintenance, avionics, training, and operations. However, the agency currently does not have a formal UAS program in place, which is needed to ensure appropriate, safe, and cost-effective use of UAS. The U.S. Forest Service has chartered an interdisciplinary UAS Advisory Group to develop guidance for the use of UAS and associated technologies to support operational needs throughout the agency.

The UAS Advisory Group has been tasked with several items, including conducting a thorough review of agency policy, making policy recommendations, completing a risk assessment, and developing a strategic plan. After the UAS Advisory Group has completed these tasks, U.S. Forest Service leadership will determine the future of a UAS program for the agency.

U.S. Forest Service UAS Policy

Forest Service Manual (FSM) 5713.7 (<https://www.fs.fed.us/im/directives/dughtml/fsm5000.html>)

Unmanned Aircraft System (UAS) must be considered the same as manned aircraft, in terms of acquisition, approval and carding of pilots and aircraft, inspections, maintenance, avionics, training, and operations. All FSM 5713.7 and FSH 5709.16 references to manned aircraft include UAS.

Any Forest Service leased, contracted, or owned UAS will require a Certificate of Authorization (COA) from the FAA before operation. COAs will be coordinated through the Forest Service Technical Contact as identified in the National Aviation Safety and Management Plan.

Use of other agency UAS which have approved COAs will require prior approval from the Washington Office Assistant Director, Aviation. Aircraft and pilot approval for cooperator UAS will adhere to existing cooperator aircraft and pilot approval policy in FSM 5712.4 and 5713.43.

Hobby or Recreational Use of UAS on National Forest System Lands

(https://www.fs.fed.us/sites/default/files/styles/fs_width_0848px/public/legacy_files/media/2015/25/Draft_UAS%20Fire%20Safety_web_sm.jpg)



(https://www.fs.fed.us/sites/default/files/styles/fs_width_0848px/public/legacy_files/media/2015/25/Draft_UAS%20Fire%20Safety_web_sm.jpg)

The Federal Aviation Administration (FAA) has regulatory authority over all airspace, including recreational use of airspace by model aircraft (See FAA Advisory Circular 91-57). The U.S. Forest Service does not have the authority to establish any additional regulations regarding where UAS can or can't be flown.

Individuals and organizations that fly UAS on National Forest System lands must follow FAA guidance – FAA guidance stipulates that UAS not interfere with manned aircraft, be flown within sight of the operator and be operated only for hobby or recreational purposes. The FAA also requires model aircraft operators flying UAS within five miles of an airport to notify the airport operator and air traffic control tower. The FAA's model aircraft provision apply only to hobby or recreation operations and do not authorize the use of model aircraft for commercial operations. For more information, watch the "Know Before You Fly" video <https://www.youtube.com/watch?v=XF5Q9JvBhxM&feature=youtu.be> and visit the Know Before You Fly Website at <http://www.knowbeforeyoufly.org/>

Individuals and organizations that fly UAS for hobby or recreational purposes may not operate them in areas of National Forest System lands that have Temporary Flight Restrictions (TFRs) in place, such as wildfires, without prior approval from the U.S. Forest Service.

The FAA provides guidance on "Flights Over Charted U.S. Wildlife Refuges, Parks, and Forest Service Areas". Per this guidance, federal laws prohibit certain types of flight activity and/or provide altitude restrictions over "designated Forest Service Areas." UAS are considered to be "mechanized" equipment and cannot take off and land in designated Wilderness Areas (<https://www.fs.fed.us/recreation/programs/cda/wilderness.shtml>) on National Forest System lands.

Click here for additional information about responsible use of UAS on National Forest System land. (<https://www.fs.fed.us/science-technology/fire/unmanned-aircraft-systems/responsible-use>)

Individuals or organizations that do not comply with FAA guidance in flying UAS on National Forest System lands will be reported to the FAA.

Unmanned Aircraft Systems - Privacy, Advisory Group, UAS Frequently Asked Questions (<https://www.fs.fed.us/science-technology/fire/unmanned-aircraft-systems/privacy>)

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Don't Let Your Camp Go to Pot: Impacts and Policy Challenges of Legalized Marijuana on Youth Camps

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Don't Let Your Camp Go to Pot: Impacts and Policy Challenges of Legalized Marijuana on Youth Camps

Mike Jensen

January 2017

Marijuana is now legal for recreational use in seven states (Alaska, California, Colorado, Massachusetts, Nevada, Oregon, and Washington) and Washington, DC. It is still a federal offense to possess, transport, grow, or sell marijuana. Extension faculty who work with 4-H Youth Development programs are funded under the United States Department of Agriculture, and it is not legal for faculty or staff to advocate or provide education that would support the cultivation, distribution, or use of marijuana.

Each state and many school districts collect information through the Healthy Youth Survey, which helps to show the trends in both use of and perception about substances such as marijuana. For example, the data for a small county (less than 10,000) population in northeast Washington State indicates strong trends in greater access to marijuana and lowered perception of harm due to the use of marijuana and marijuana products (Washington State Department of Health, 2016). In western Oregon these trends are the same and show alarming increases in the eighth and 11th graders who were surveyed. The problem is widespread, regardless of the area's demographics.

Another disturbing trend is the increase in potency of marijuana. New plant technologies have increased the main active ingredient, delta-9-tetrahydrocannabinol (THC), which causes the hallucinogenic effects of today's marijuana. To summarize, marijuana is more readily available, is more potent, and is perceived as not being a detrimental risk by users. This creates the perfect storm for marijuana to show up at your camp, especially if you are in one of the legalized recreational marijuana states.

People use marijuana for a number of different reasons. Some users may want to feel better physically, improve their self-esteem, or may want to fit in with their drug-using peer group. The effects of marijuana on each individual may vary based on genetics, the age that they begin using, other drugs they use, and more. Repeated use of marijuana can lead to addiction. Research shows that nine percent of those who use marijuana become addicted. Research also shows that for marijuana users who began usage in their teens, the percentage rises to 20 to 50 percent among daily users. Whatever their reason, there are negative consequences to the drug use. Marijuana contains more than 400 chemicals, including THC. The amount of THC in marijuana determines the strength or potency and the effects. The potency of marijuana has been increasing since the 1980s (National Institute of Drug Abuse National Institute of Health, 2014).

An increase in auto accidents and fatalities is linked to marijuana use (Kilmer, 2016). Marijuana affects a number of physical and cognitive skills required for safe driving. These skills include alertness, concentration, coordination, and reaction time. These same skills are required of staff and volunteers to keep campers safe. Marijuana also has negative impacts on attention, memory, and learning, especially if it is used often. Research has shown a reduction in IQ of frequent teen marijuana users.

High doses of marijuana can cause psychosis or panic while users are high. Some users experience an acute psychotic reaction that can include disturbed perceptions and thoughts of paranoia. A known link between marijuana use and lasting mental illness also exists (National Institute of Drug Abuse National Institute of Health, 2014).

Marijuana at Camp

How will marijuana affect your camp and camp policies? It is illegal for anyone under the age of 21 to use or possess marijuana or marijuana products. It is illegal to use marijuana in any public spaces. Make sure you check your current state statutes regarding marijuana use for your area. Staff policies should prohibit the use of marijuana during camp and off hours. The effects of marijuana on judgment and decision-making can last up to days after use. Depending on the user, marijuana may be detected many days after use. Some organizations have instituted random drug screening before and during camp. Check with your legal counsel and state statutes before instituting any drug-testing policies.

Campers could conceivably bring marijuana into camp in the form of edible "infused" products. These may look like normal cookies, candies, brownies, or even hot sauces. An incredible array of edible infused products can be purchased in marijuana stores and dispensaries or made at home. Many of the edibles will not be distinguishable from the normal goodies campers or staff bring to camp.

In addition to edibles, there are marijuana concentrates. Concentrates can be oils, waxes, and shatters (wafer thin pieces that break). Oils can be "vaped" in e-cigarettes or added to foods; waxes or "budder" can be applied like lip gloss or lip balm. New products are being developed and may also eventually end up at camp.

The use or possession of marijuana by workers, vendors, or guests to your camp is another potential issue. Policies should be clearly communicated to all. Signage, contracts, and orientation to your camp rules should all reflect your policies on marijuana and other substances.

A final but less common marijuana issue is the illegal growing of marijuana on camp properties. Some camps receive notice from local, state, or federal law enforcement agencies of illegal growing operations on their properties. These illegal marijuana crops may even be guarded or booby-trapped. Consult your legal advisors to protect your camp properties and especially leased properties.

In any case, child, adolescent, and family therapist Bob Ditter noted that camp directors' attitudes are central to maintaining safe camp environments. He said, "Taking a firm stance on having a weed-free camp has nothing to do with one's personal views about marijuana. It has to do with maintaining a community based on trust with parents and with the utmost concern for the campers. 'Kids first' is a motto every camp should adopt, and that includes making sacrifices that permit you to be a part of this special, indeed sacred, place for children. Camp directors need to say exactly that to their staff during orientation every summer" (2014).

Camp Policies Related to Marijuana

Policies that may need to be reviewed to limit marijuana impacts on camps include:

- General staff and camper policies
- Specific staff on- and off-duty policies
- Approved camper supplies list
- Contract language for vendors and workers at camp to comply with camp policies (developed with your legal counsel)
- Expectations for camp visitors, including parents or other guests (see Sample Policy Language for more information)

Language for each of these should be in concert with camp policies for possession, use, and being under the influence of marijuana, alcohol, tobacco, and other drugs or substances.

Many of us have seen a dramatic increase in food sensitivities and food allergies at camp. In an effort to limit camper exposure to foods others bring that may cause allergic reactions, and to limit the potential for edible infused marijuana products from entering, camps may want to prohibit campers and staff from bringing outside food into camp. All food would come from the camps' food service or the camp store.

Another option is to allow staff only to bring snacks in original, sealed containers. However, someone experienced with marijuana edibles will need to examine all such food, because packaging can be deceptively similar to conventional products.

Medical Marijuana

Twenty-five states and US districts have medical marijuana laws:

Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Guam, Hawaii, Illinois, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, New York, New Jersey, New Mexico, Oregon, Rhode Island, Vermont, and Washington.

Medical marijuana may create issues pertaining to employment at camp and reasonable accommodations for staff and campers. For more information on the legalities of medical marijuana and employment at camp, visit ACAcamps.org/resource-library/publicpolicy/medical-marijuana-and-camps (American Camp Association, 2016).

Fortunately, most youth and adults do not use marijuana. Even better news is that new research conducted by Jason R. Kilmer, PhD, at the University of Washington, indicates that kids who believe their parents think it is wrong for them to use recreational marijuana tend not to use it. Results additionally show that kids who believe their community norm is not to use also don't use (Kilmer, 2016). The camp community norm can be a powerful influence on youth. Make sure your camp norm helps to deter use of recreational marijuana and marijuana products. Camp directors can best help campers and counselors by engaging them in meaningful dialogue about the role drugs play in our general society and the factual impacts that drugs have on the health and wellbeing of individuals. Adolescent counselor Stephen Gray Wallace (2007) also suggested a number of simple yet effective strategies for steering youth in a positive direction and away from the perils of marijuana and other drugs, including:

Paying attention to how campers are feeling and finding activities for them to do that will both stimulate and challenge them.

Promoting positive risk-taking to build confidence and self-esteem.

Teaching campers and counselors how to set and achieve personal goals.

Encouraging campers and counselors to find and socialize with a peer group that does not engage in the use of marijuana or other substances.

Being a good role model.

As legalization of marijuana in other states continues to gain favor, the perception of risk declines, availability of high-potency marijuana increases, and there is a greater risk of marijuana, marijuana concentrates, and infused products making their way to your camp. Many counties have drug prevention education and community coalitions that can provide educational information and additional community partnerships that can work with your camp staff and volunteers. Check with your community mental health services, health department, or sheriff 's department for more information and educational opportunities.

Sample Policy Language

Here is an example of a new Alcohol and Drug Policy adopted by Washington State University Extension 4-H Youth Development Programs (2016):

WSU Extension 4-H Youth Development Program Policy prohibits the possession, use, or distribution of illicit drugs, controlled substances, marijuana, marijuana products, electronic cigarettes, or alcohol at any 4-H related event involving youth. The WSU Extension 4-H Youth Development Program strictly enforces state of Washington laws regarding alcohol and does not tolerate the illegal use, possession, or sale of intoxicating beverages, minors in possession, furnishing alcohol to minors, possession of open containers, driving under the influence, and exhibiting unruly or intoxicated behavior. In addition, WSU Extension 4-H Youth Development Program does not permit any form of advertising of tobacco, marijuana, or spirit or beer products, including clothing, at any 4-H-related event involving youth.

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American Beaver

Castor canadensis

Geographic Range

Beavers are found throughout all of North America except for the northern regions of Canada and the deserts of the southern United States and Mexico.



Kingdom: Animalia
Phylum: Chordata
Subphylum: Vertebrata
Class: Mammalia
Order: Rodentia
Suborder: Castorimorpha
Family: Castoridae
Genus: *Castor*
Species: ***Castor canadensis***

Habitat

Beavers live in lodges, of which there are three types: those built on islands, those built on the banks of ponds, and those built on the shores of lakes. The island lodge consists of a central chamber, with its floor slightly above the water level, and with two entrances. One entrance opens up into the center of the hut floor, while the other is a more abrupt descent into the water. The lodge, itself, is an oven-shaped house of sticks, grass, and moss, woven together and plastered with mud. Over the years, repair and elaboration leads to an increase in hut size. The room inside may measure 2.4 m (8 ft) wide and up to 1 m (3 ft) high. The floor is blanketed with bark, grass, and wood chips. The pond lodge is built either a short way back from the edge of the bank, or partly hanging over it, with the front wall built up from the bottom of the pond. The lake lodge is built on the shelving shores of lakes. To ensure adequate water depth surrounding the lodge, beavers dam streams with logs, branches, mud, and stones.

Food Habits

Beavers eat bark and cambium (the softer growing tissue under the bark of trees). Their favorites include willow, maple, poplar, beech, birch, alder, and aspen trees. They also eat water vegetation, as well as buds, and roots. Cellulose, which usually can not be digested by mammals, is a major component of their diet. Beavers have microorganisms in their cecum (a sac between the large and small intestine) that digest this material. In zoos, beavers are fed yams, lettuce, carrots and "rodent chow."

Behavior

Beavers usually live in family groups of up to 8 related individuals called colonies. The younger siblings stay with their parents for up to 2 years, helping with infant care, food collection, and dam building. Beaver families are territorial and defend against other families. One method is territory marking. This is done by making mud piles around the edges of a territory, and then by depositing anal and castoral secretions on these piles. Beavers will also warn others of danger by slapping their tails against the water, creating a powerful noise. This, however, is not always effective, as older beavers will often ignore the warning slaps of younger members of the colony. Beavers are primarily nocturnal. They are only occasionally seen during the day, usually around dusk. Beavers travel good distances from their homes to find food. If they find a good source, they build canals to the food source as a way to float the food back to their lodges. Logs and twigs are often stored underwater for winter feeding. Beavers build dams to slow down the flow of water in streams and rivers and then build stable lodges for shelter. The dams are engineered according to the speed of the water; in slow water the dam is built straight, but in fast water the dam is built with a curve in it. This provides stability so that the dam will not be washed away.



Tree cut by Beaver

Beaver Run



Fig. 2. Beaver tracks

Coyote

Canis latrans

Geographic Range

Coyotes are native to the Nearctic region. They are found throughout North and Central America. They range from Panama in the south, north through Mexico, the United States, and Canada. They occur as far north as Alaska and all but the northernmost portions of Canada.

Habitat

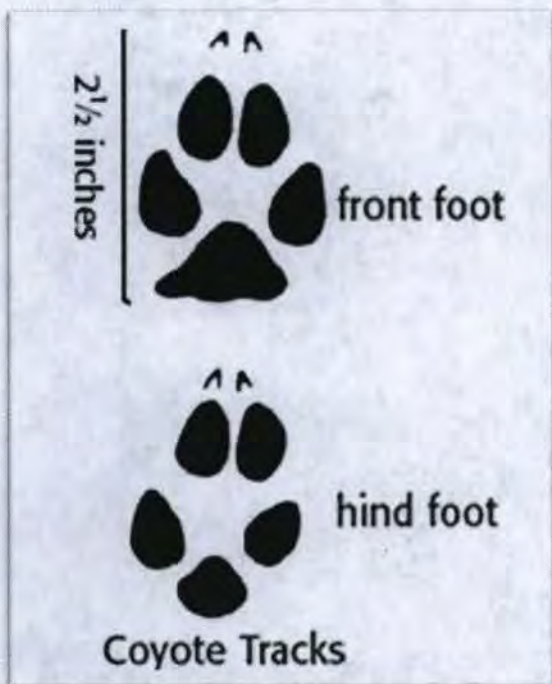
Coyotes are extremely adaptable and use a wide range of habitats including forests, grasslands, deserts, and swamps. They are typically excluded from areas with wolves. Coyotes, because of their tolerance for human activities, also occur in suburban, agricultural, and urban settings.



Kingdom: Animalia
Phylum: Chordata
Subphylum: Vertebrata
Class: Mammalia
Order: Carnivora
Suborder: Caniformia
Family: Canidae
Genus: *Canis*
Species: ***Canis latrans***

Behavior

Coyotes are less likely to form packs than are wolves. Hunting, which takes place around the den, is done individually, in pairs, or in family units depending on prey availability. Coyotes are essentially nocturnal but can occasionally be seen during daylight hours. Although coyotes are capable of digging their own burrows, they often enlarge the burrows of woodchucks or badgers and use these as their dens. Dens are used year after year. There are several entrances to a single den. Coyotes leave their dens to defecate and urinate. Coyotes are capable of running at speeds up to 65 km/hr and they can jump distances of up to 4 m.



Coyote Scat

Food Habits

Coyotes are versatile in their eating habits. They are carnivorous; 90% of their diet is mammalian. They eat primarily small mammals, such as eastern cottontail rabbits, squirrels, mice and occasionally eat birds, snakes and large insects. They prefer fresh meat, but they consume large amounts of carrion. Part of what makes coyotes so successful at living in so many different places is the fact that they will eat almost anything, including human trash and household pets in suburban areas. Plants eaten include leaves of balsam fir and white cedar, sasparilla, strawberry, and apple. Fruits and vegetables are a significant part of the diet of coyotes in the fall and winter months. Coyotes hunt animals in interesting ways. When on a "mousing" expedition, they slowly stalk through the grass and sniff out the mouse. Suddenly, with all four legs held stiffly together, the coyotes stiffen and pounce on the prey. Hunting deer, on the other hand, calls for teamwork. Coyotes may take turns pursuing the deer until it tires, or they may drive it towards a hidden member of the pack. The average distance covered in a night's hunting is 4 km.

Eastern Cottontail

Sylvilagus floridanus

Geographic Range

The eastern cottontail has the widest distribution of any *Sylvilagus*. It is found from southern Manitoba and Quebec to Central and northwestern South America. In the contiguous United States, the eastern cottontail ranges from the east to the Great Plains in the west.

Habitat

Historically, the eastern cottontail inhabited deserts, swamps and hardwood forests, as well as rainforests and boreal forests. Currently, the eastern cottontail prefers edge environments between woody vegetation and open land. Its range of habitats includes meadows, orchards, farmlands, hedgerows and areas with second growth shrubs, vines and low deciduous trees.

Kingdom: Animalia
Phylum: Chordata
Subphylum: Vertebrata
Class: Mammalia
Order: Lagomorpha
Family: Leporidae
Genus: *Sylvilagus*
Species: ***Sylvilagus floridanus***



Behavior

Eastern cottontails are solitary animals, and they tend to be intolerant of each other. Their home range is dependent on terrain and food supply. It is usually between 5 and 8 acres, increasing during the breeding season. Males generally have a larger home range than females. The eastern cottontail has keen senses of sight, smell and hearing. It is crepuscular and nocturnal, and is active all winter. During daylight hours, the eastern cottontail remains crouched in a hollow under a log or in a thicket or brushpile. Here it naps and grooms itself. The cottontail sometimes checks the surroundings by standing on its hind legs with its forepaws tucked next to its chest. The cottontail is a quick runner and can reach speeds up to 18 miles per hour. Eastern cottontails are short-lived; most do not survive beyond their third year. Enemies include hawks, owls, foxes, coyotes, weasels and man.

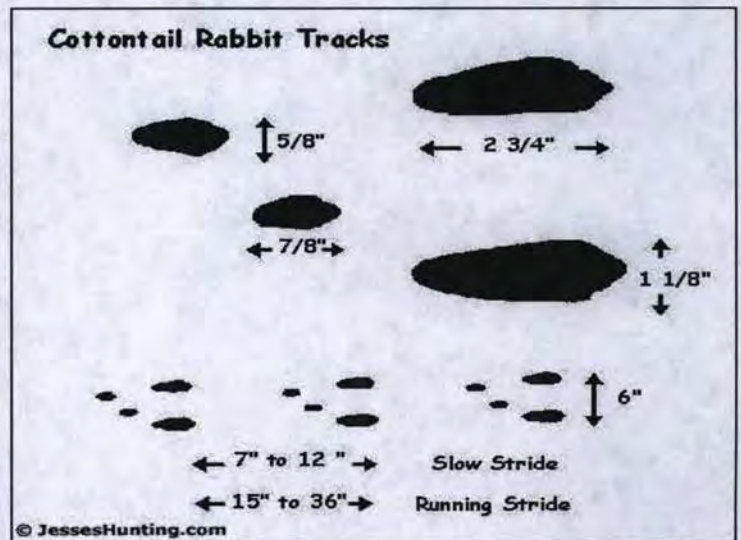


Food Habits

The eastern cottontail is a vegetarian, with the majority of its diet made up of complex carbohydrates and cellulose. The digestion of these substances is made possible by caecal fermentation. The cottontail must reingest fecal pellets to reabsorb nutrients from its food after this process. Their diet varies between seasons due to availability. In the summer, green plants are favored. About 50% of the cottontail's intake is grasses, including bluegrass and wild rye. Other summer favorites are wild strawberry, clover and garden vegetables. In the winter, the cottontail subsists on woody plant parts, including the twigs, bark and buds of oak, dogwood, sumac, maple and birch. As the snow accumulates, cottontails have access to the higher trunk and branches. Feeding activity peaks 2-3 hours after dawn and the hour after sunset.



Branch Browsed by Rabbit



Raccoon

Procyon lotor

Kingdom: Animalia
Phylum: Chordata
Subphylum: Vertebrata
Class: Mammalia
Order: Carnivora
Suborder: Caniformia
Family: Procyonidae
Genus: Procyon
Species: Procyon lotor



Habitat

Raccoons are extremely adaptable, being found in many kinds of habitats and easily living near humans. They require ready access to water. Raccoons prefer to live in moist woodland areas. However, they can also be found in farmlands, suburban, and urban areas. Raccoons prefer to build dens in trees, but may also use woodchuck burrows, caves, mines, deserted buildings, barns, garages, rain sewers, or houses. Raccoons can live in a wide variety of habitats from warm, tropical areas to cold grasslands.

Geographic Range

Raccoons are found across southern Canada, throughout most of the United States, and into northern South America. They have been introduced to parts of Asia and Europe and are now widely distributed there as well.

Food Habits

Procyon lotor is omnivorous and opportunistic. In some habitats plants provide a larger percentage of a raccoon's diet than animals do. Plant foods vary from fruits to nuts, including wild grapes, cherries, apples, persimmons, berries, and acorns. Where available raccoons may also eat peaches, plums, figs, citrus fruits, watermelons, beech nuts, and walnuts. In some areas, corn is the most important item in their diet. Raccoons consume more invertebrates than vertebrates. Crayfish, insects, rodents, frogs, fish, and bird eggs are all possible components of a raccoon's diet. Raccoons have adapted to include trash and other food available in suburban and urban areas in their diet. Some raccoons eat carrion from roadkilled animals. Raccoons travel in straight lines between their dens and rich food patches.

Behavior

Raccoons are nocturnal and seldom active in the daytime. During extremely cold, snowy periods raccoons have been observed sleeping for long periods at a time, but do not hibernate. Their metabolic rate and temperatures remain constant during these times and they live off of their fat reserves, potentially losing as much as 50% of their body weight. Primarily a solitary animal, the only real social groups raccoons form are that of mother and young. Occasionally a male may stay with a female for a month prior to breeding and until after the birth of their young. Their common gait is a shuffle like walk, however, they are able to reach speeds of 15 miles per hour on the ground. Raccoons climb with great agility and are not bothered by a drop of 35 to 40 feet. As well as being excellent climbers, raccoons are strong swimmers, although they may be reluctant to do so. Without waterproof fur, swimming forces them to take on extra weight. Raccoons don't travel any farther than necessary; they travel only far enough to meet the demands of their appetites. In a Virginia mountain hollow, resident raccoons traveled between 0.75 and 2.5 km per night, with males traveling slightly farther during fall, winter, and spring, and females traveling longer during summer, when they are foraging with and for their young. Population densities vary widely with habitat type. In wet, lowland areas, such as marshes, intertidal areas, and flood plains, densities averaged 50 per square kilometer. In agricultural areas and hardwood forests, densities were up to 20 per square kilometer and, in suburban areas, up to 69 per square kilometer. The highest density recorded was 400 per square kilometer in a Missouri marsh. Rabies may substantially impact population densities, with populations doubling in density during times of low rabies incidence.



Raccoon Scat



Raccoon Tracks

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Lacto-fermentation

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What is Lacto-fermentation?

Lacto-fermentation is a traditional method of food preservation developed to preserve foods. Through this process healthy bacteria, lactobacilli, is added and encouraged to grow. The lactobacilli give off lactic acid, which is a natural preservative that inhibits the growth of putrefying bacteria.

This process allows foods to become more nutrient-rich. While canning kills the enzymes in the food, making it "dead", lacto-fermentation adds enzymes to food, making it more alive. Lacto-fermentation can also be used to "re-activate" foods that have been canned.

Benefits of Lacto-fermentation

- 1) Help to kick-start the digestive process
- 2) Aid digestion by adding enzymes to the process
- 3) Increase vitamin levels
- 4) Produce natural antibiotics and anti-carcinogenic substances
- 5) Help to maintain regular blood pressure and heart rate
- 6) Help to break down fats in the liver
- 7) Maintain a healthy level of acidification in the body
- 8) Help promote the growth of healthy bacteria throughout the intestine

What will You need for Fermentation

- 1) The **vegetable, fruit or beverage** you would like to ferment.
- 2) **Time:** usually 2-3 days or more
- 3) **Temperature:** between 68-72 degrees F
- 4) **Sea Salt:** high quality, fine, (best brand- Grain and Salt Society Celtic Sea Salt)
- 5) **Whey:** from whole milk, plain yogurt or raw milk
- 6) **A wide mouth mason jar**, quart size with a 2 piece lid (a 2-quart jar for beverages)
- 7) **A one cup liquid measure**
- 8) **Measuring spoons**
- 9) **A cutting board and chef's knife.**

How to Lacto-Ferment Vegetables

Cut or Chop enough vegetables and spices to fill a quart jar.

Fill the quart jar with the vegetables/spices.

Add 4 tablespoons of whey and 1 tablespoon of sea salt. **Stir.**

Push the vegetables down with your clean fist or other sized utensil. (I use the plunger of my food processor).

If liquid does not cover the vegetables, **add** pure water at room temperature to cover. Be sure to leave about one inch of room between the top of what you are fermenting and the top of the jar.

Put the lid on tightly.

Place the jar on the counter out of direct sunlight and away from any heating or air conditioning vents, in a place where the temperature is consistently 68-72 degrees.

After 2-3 days at room temperature, **check** to see if your vegetables are "done" by pressing down the center of the lid. When the lid is tight, the process is done and you may place the jar in the refrigerator. **Store** in 40 degrees or so- a root cellar, a small refrigerator kept on "warm", or the top shelf of your refrigerator. **EXCEPTION:** fermented ketchup or mustard. Simply put the ketchup or mustard in the refrigerator after 2 or 3 days at 68-72 degrees.

Note: You may use salt if you do not have whey; however, whey will contribute additional digestive enzymes to the process, and decrease the amount of salt needed. If you choose not to use whey, add an additional tablespoon of salt to the recipe. Most vegetables will last for several months in the refrigerator if unopened.

How to Lacto-Ferment Fruits

- 1) **Cut** up enough fruits and spices to fill a quart jar. If you are using stone fruits, (peaches, nectarines, plums), score, core, and peel them first.
- 2) **Fill** the quart jar with the fruit, up to the neck.
- 3) **Mix** 4 tablespoons of whey and 2 teaspoons of sea salt with about 1 cup of water. Stir.
- 4) **Push** the fruit down with your clean fist or other utensil (meat pounder/food processor plunger).
- 5) **Add** the whey and salt mixture. Be sure liquid covers the fruit.
- 6) If liquid does not cover the fruits, add pure water at room temperature to cover.
- 7) Be sure to leave about one inch of room between the top of what you are fermenting and the lid of the jar.
- 8) Put the lid on tightly.
- 9) Place the jar on the counter out of direct sunlight and away from any heating or air conditioning vents, in a place where the temperature is consistently 68-72 degrees.
- 10) After 2-3 days at room temperature, **check** to see if your fruit is "done" by pressing down the center of the lid. When the lid is tight, the process is done and you may place the jar in the refrigerator. **Store** in 40 degrees or so- a root cellar, a small refrigerator kept on "warm", or the top shelf of your refrigerator.
- 11) Fermented fruit and preserves should be eaten within two months of making. (The high sugar content of fruits will cause those that are lacto-fermented to turn to alcohol after that time. Strawberries cannot be fermented because they turn to alcohol too quickly.)

How to Ferment Beverages

- 1) **Fill** a 2-quart jar $\frac{1}{3}$ full with chopped up fruit or vegetables or berries, or a combination of them.
- 2) **Add** $\frac{1}{2}$ cup whey, and then fill to the shoulder of the jar with pure water. (Alternatively, add 1 tablespoon sea salt and $\frac{1}{4}$ cup whey and then fill with water.)
- 3) **Stir** and put the lid on tightly.
- 4) **Leave** at room temperature for 2-3 days. **Refrigerate.**

Notes: Some lacto-fermented fruits and vegetables may get bubbly. This is natural. Harmless white spots or foam may appear on the top of your pickling liquid. Simply remove with a spoon. Fermentation is an anaerobic process. Too much oxygen will ruin

the vegetables or fruit. Therefore, do not open the jar until the process is over, and do not leave too much space between the food and the lid of the jar.

Recipes

How to make Quick Whey

1 quart good quality plain organic whole yogurt, (Strauss)

1 strainer, preferably cone shaped

Cheese cloth or lint free towel

2 cup liquid measure or bowl to fit strainer

- 1) Place strainer in liquid measure. **Line** with 2 layers of cheesecloth or tea towel.
- 2) **Spoon** yogurt into strainer. Whey will drip into the liquid measure and yogurt cheese will remain in the cheese cloth.
- 3) Leave on the counter to strain for 12-36 hours. The longer you drip, the firmer the cheese. One quart of yogurt will yield 2 cups of whey and 1 cup of yogurt cheese. Store the whey and the cheese in a glass jar in the refrigerator. Whey will last up to 6 months in the refrigerator.

Veggies

Sauerkraut-time: 3 days minimum

Makes 1 quart

1 med cabbage-green, red or a combination

1 tbsp caraway seeds

1 tbsp sea salt

4 tbsp whey (or an additional tbsp of salt)

Optional: diced peeled apples, finely grated carrots, green onions, or anything else you would like to add

- 1) **Shred** cabbage very fine and place in a large stainless steel bowl.
- 2) **Add** all other ingredients, and **pound** with meat pounder for 10 minutes, or until the cabbage is translucent and very limp.
- 3) Place ingredients in wide mouth ball jar, leaving one inch space from the top. **Be sure the liquid covers the cabbage, and leave one inch space from the top. Seal tightly.**
- 4) Put up on the counter for 3 days. Then place in cold storage.

Note: Sauerkraut will keep for a month or so after opened. It will get better with age - so try to wait a month or so before opening.

Kimchi

Makes 2 quarts

1 napa cabbage

1 bunch of green onions

3 carrots

1 bunch of radishes

1 tbsp fresh ginger, grated

4 cloves of garlic

4 chili peppers (mild or spicy, depending on taste preference)

2 tbsp sea salt

8 tbsp whey

- 1) Thinly **slice** all the vegetables and mix with salt. Ginger and carrots may be grated smaller.
- 2) Place into jars, pounding down to release juice.
- 3) **Add** whey over the top.
- 4) **Seal** tightly.
- 5) Set in room temperature place to ferment for 2-3 days without opening.
- 6) Transfer to fridge after that and enjoy now or later.
- 7) Left unopened, last months in fridge, but once you open them - use within a couple of weeks.

Pickles - time: 2-3 days

Makes 1 quart

6-8 pickling cucumbers or 2 regular cukes to fill a quart jar

Fresh dill, about 1 tbsp chopped

3-4 cloves of garlic, peeled and chopped

1 tbsp sea salt

4 tbsp whey (or one more tbsp salt)

1 cup room temp filtered water or more to cover

- 1) **Slice** pickling cucumbers lengthwise and fit into jar, (or cut regular cukes into rounds and do the same.)
- 2) **Mix** the rest of the ingredients and pour over the cukes. **Be sure the liquid covers the cabbage, and leave one inch space from the top. Seal tightly.**
- 3) Put up on counter for 2-3 days and then place in cold storage.

Dilly Carrots - time: 4-7 days

Makes 1 quart

6 medium carrots, peeled and cut into sticks

1 tbsp whey

1 tbsp sea salt

1 tbsp chopped fresh dill, or 1 tsp dried

3 cloves of garlic, quartered (optional)

Filtered water

- 1) Place the carrot sticks into a quart mason jar and add the rest of the ingredients, shaking gently to settle the carrots if needed.
- 2) Fill to within one inch of the top with filtered water.
- 3) Cover tightly and allow to sit at room temperature for 4-7 days; you can try them at 4 days and see if you want them to be more sour or not, to get them more sour/soft leave them out at room temperature longer.
- 4) After fermenting at room temperature, keep in your fridge- they last for months.

Note: Because the carrots are more dense, they take longer to ferment than other lacto-ferments like sauerkraut or pickles. They also stay crunchier.

Condiments

Lacto-fermented Salsa

Makes 2 quarts

8 medium tomatoes, peeled, seeded and diced (or 3 cans of diced tomatoes)

3 medium onions

6 large or 12 small chili peppers, hot or mild

12 cloves of garlic, peeled and crushed

1 bunch of cilantro, chopped or 2 tbsp dried

2 tsp dried oregano

Juice of 2 lemons

2 tbsp sea salt

8 tbsp whey

Filtered water as needed

- 1) To peel the tomatoes, bring a pot of water to boil. Make a shallow "X" on the bottom of each tomato with a knife, just cutting through the skin. Place tomatoes in boiling water and boil for 3 minutes, or until skins appear loose. Remove with a slotted spoon and allow to stand until cool. Peel with fingers.
- 2) Chop tomatoes, discard seeds and place in a bowl.
- 3) Peel and dice onions (can use food processor).
- 4) Remove seeds of chilies under running water and dice (be careful to avoid burns, use gloves if necessary).
- 5) Mix chopped vegetables with remaining ingredients besides the water.
- 6) Pack firmly into quart sized mason jars, adding filtered water if the juice does not cover the vegetables.
- 7) Salsa should be at least 1 inch below the top of the jar.
- 8) Seal tightly and allow to sit at room temperature for 1 day before transferring to the fridge.

Ketchup

Makes 1 quart

3 cups of organic tomato paste

¼ cup of whey

1 tbsp sea salt

½ c maple syrup

3 cloves of garlic, mashed

½ cup of fish sauce, Thai or homemade (make sure no MSG or TVP if store bought)

- 1) **Whisk** all ingredients together in a large bowl.
- 2) Put in a wide mouth ball jar, with at least one inch space from the top. Seal tightly.
- 3) Put up on counter for 2-3 days at 68-72 degrees.
- 4) Then place in cold storage. Will keep for a month or so after opened.

Fruit

Apple Chutney

Makes 1 quart

Apples, chopped; to fill a quart jar (6 or so)

Juice of 2 lemons

2 tbsp honey

2 tbsp whey

½ c. raisins

2 inches of hot chili pepper, fresh and deseeded

1 tsp fennel seeds

1 tsp cinnamon

1 tsp cloves, ground

- 1) **Mix** all ingredients.
- 2) Place in jar.
- 3) **Pack** gently to start to release the juices.
- 4) If needed, add filtered water to cover the fruit.
- 5) **Seal** tightly and leave at room temperature for 2 days.

- 6) Transfer to the refrigerator for up to 2 months.
- 7) **Discard** the chili pepper after the 2-day fermentation at room temperature

Beverages`

Lemon punch

Makes 2 quarts

Juice of 6-8 organic lemons

1/3 cup sucanat

1/4 cup whey

1 tbsp sea salt

1 tsp nutmeg

Water to fill

- 1) Place all ingredients in wide mouth ball jar, with at least one inch space from the top. Seal tightly.
- 2) Put up on a counter for 2-3 days at 68-72 degrees. Then place in cold storage. Will keep for up to 3 months or so after opened.

Tonic - beet kvass

Makes 2 quarts

3-4 medium beets, scrubbed and chopped coarsely

1/4 cup whey

1 tbsp sea salt (or 2 tbsp salt and no whey)

Water to fill

- 1) Place all ingredients in wide mouth ball jar, with at least one inch space from the top. Seal tightly.
- 2) Put up on a counter for 2-3 days at 68-72 degrees. Then place in cold storage. Will keep for up to 3 months or so after opened. Will get better with age; store up to 1 year unopened in the refrigerator.

SoulCollage® Building Blocks

Mariabruna Sirabella, LMFT

- Soul-Tending is sacred work.
- A deck is the celebration of one's Soul; no two decks are alike.
- Creating meaning is more important than creating "beauty"; meaning IS beauty.
- Intuition works better than thinking.
- Keep it simple.
- Images can be found everywhere in abundance.
- There is no such thing as a "wrong" card.
- Each card hosts only one Neter, one energy or presence.
- The name and the suit give a card its own unique voice and place.
- The *I Am One Who...* exercise is essential.
- Each card becomes more alive every time it is consulted.
- It is in the readings that the cards give their greatest gifts.
- Every card, except the three Transpersonal cards, contains Light and Shadow.
- The three Transpersonal cards do not speak.
- Practice, practice, practice = synchronicities and depth.
- Respect the "SoulCollage® Principles" and "SoulCollage® Guidelines".

Hints (Not Rules!) for Creating SoulCollage® Cards

Seena B. Frost

It is not important for the picture to be technically or aesthetically satisfying, but merely for the fantasy to have free play and for the whole thing to be done as well as possible.....a product is created which is influenced by both conscious and unconscious, embodying the striving of the unconscious for the light and the striving of the conscious for substance.

~ C.G. Jung, *Portable Jung*, p. 290

- 1) Each card should represent one energy, one of your guides, allies, or challengers. Often this means there is one primary image on a card with supporting symbols.
- 2) Have all your cards the same size and shape so they can be held in a deck, and so you will not recognize who a card is from its back. Be consistent in the material used for the base... such as mat board, or something thick enough not to warp.
- 3) Do your first cards by collaging directly on your blank card so you have a sense that *less is more*.
- 4) Both left brain and right brain are involved. In the case of some images, you will know what the energy is from the start. More often you will not consciously know what the meaning is, and that's okay too. Hang out in the "Don't Know Mind" and watch what is manifesting. Sometimes much later, in readings, the message bubbles up.
- 5) You can collage on your cards either vertically or horizontally, whichever way fits your images.
- 6) Take time to carefully cut out an image and put it on a new background. Use sharp scissors or an exacto blade on a cutting board.
- 7) If you choose to include the background that is already around your image, tearing it out instead of cutting can make a vibrant and interesting edge.
- 8) Sometimes, though not usually, you may want to use a picture exactly as it is, with no collaging. In SoulCollage® this is okay. It is for your personal use.
- 9) It's better not to collage words on to your card as it defines and limits the intuitive wisdom that the card may give you in the future. If there are some words as part of an image you may want to cover them up with another image.
- 10) There are many kinds of glue. Use really good, archival glue sticks. Rubber cement works OK but may cause headaches. *Yes* glue is good. Eventually glue your pieces down well. You can use a brayer to smooth them down. As you construct you may want to fasten down very lightly. Use a frame the size of your card to help organize your images. Sometimes just part of a very large image will work well on your card, and the frame can help you see what part.

(Continued)

- 11) Eventually put backings according to suits on your cards after you have discovered in which suit they belong. (Difficulty in distinguishing between Committee and Council is the main problem people experience. Wait to glue on backings until you are sure of the distinction between these two. The backings can be wrapping papers that complement each other. Make sure the pattern on the paper is such that you will not recognize what card it is from its backside. Also don't put writing or quotes on the back. Use a journal for that. If you don't want to do backings you can use stickers to distinguish the suits. (Some SoulCollagers never mark the backs of their cards with the suits at all, and that is okay too!) Back the Source card and the other two transpersonal cards, if you have them, with yet another pattern.
- 12) It is better not to decorate cards with sequins, feathers, etc., as you will want cards to lie flat so you can shuffle them and spread them out for readings. Also don't have pieces that stick out off the edge of the card, creative as that may be.
- 13) Putting a permanent finish on cards is always an issue. Cards represent parts of our Soul and are ever capable of transforming, so we want them to be accessible and able to reflect change. You may want to paste on top of an image later on, or add new images. Never discard cards; we can't discard parts of ourselves. But some cards that no longer have any energy for you, or seem to be irrelevant or repetitive of other energies, can be put away in a reserve deck. Then, if and when that ally or challenger resurfaces, you can locate it and put it back in the deck. Some people cover their cards with a light acrylic varnish so the edges don't come up. Another good solution is these thin, plastic bags that exactly fit the card. They protect well, look fine, and can easily be slipped off for reworking.
- 14) Find a box or container for your cards so they can be carried easily. But have a place in your home where cards can be displayed. Find a daily way to honor your guides, and work with them. Draw from your deck. Journal. This is Soul work, and not to be tucked away and forgotten for weeks.
- 15) Finally, even after you've made a hundred cards and think you are playing with a "full" deck, watch for images that grab you, and find time to create new cards...or add to current ones. Let it be your personal and living SoulCollage® Deck!

SIGNE (SEENA) FROST

1932 - 2016 [Obituary](#) [Condolences](#) [Gallery](#)



Signe (Seena) Frost
Feb. 15, 1932 - Jan. 13, 2016
Watsonville

Signe (Seena) Frost, 83, a long-time resident of Watsonville, CA passed away peacefully on January 13th at home with her family at her side. Seena's health had declined over the past year and she was recently diagnosed with ALS (Lou Gehrig's disease).

Seena was born in Lock Haven, PA in 1932 to Florence (Bramming) and George Culbertson. She had two siblings, Robert and Vivian, and the family moved to La Jolla, CA in 1942 where Seena attended The Bishop's School for Girls. Seena received a Bachelor of Arts from Pomona College in Claremont, CA in 1953 and a Master's of Divinity from Yale Divinity School, New Haven, CT, in 1956.

Seena married fellow Yale classmate Edward Frost in 1955 and had four children while the growing family moved first to Malad City, ID then to San Jose, CA following Ed's service as a Presbyterian minister. In San Jose, Seena met her first group of supportive and inspirational women through the Stone Church. The women in the 'Ironing Club' all gathered and raised their children together while supporting each other and doing the weekly ironing.

In 1964, the family moved to Watsonville, CA where Ed was called to serve as minister of the United Presbyterian Church. There, Seena kept busy, mothering her four children, playing an active role in the church, becoming an artist and cultivating her garden, which includes 55 rose bushes. At the church, Seena was instrumental in nurturing a more contemporary 'Early' worship service and in starting the down ministry of the 'Merry Meddlers.' She formed many lasting friendships with other local artists and hosted many memorable events, such as the annual Frost Family candle-dipping party at Christmas.

Seena returned to school and received a Master's in Psychology from Santa Clara University in 1976 and was licensed as a marriage and family therapist in 1977. She served as the director of the Family Services Association of Watsonville from 1977-1985 and again from 1996-2001. During this period, she created many close bonds

with other local therapists and with the members of one on-going women's circle that met weekly for 20 years. As a seeker, Seena nurtured her own personal and spiritual growth while training to serve others through countless retreats and trips to Esalen, Tassajara, Asilomar and others, and she completed a transformational three-year training with Jean Houston in New York in 1989 learning about and exploring the Human Potential Movement. She continued to meet bi-annually with a group of women from this training for 25 years, drawing inspiration and support from them as the seed for her most enduring project, SoulCollage®, was planted and grown.

In 2001, Seena's first SoulCollage® book was published. Her subsequent book, SoulCollage® Evolving, was a Silver Medal winner in the 2011 Nautilus Book Awards for titles that contribute significantly to conscious living and positive social change. To date, more than 2,600 Facilitators have been trained to teach the SoulCollage® process representing 39 countries and the book has been translated into multiple languages.

Seena had an amazing gift for creative expression and she maintained a daily practice of meditation, journaling and writing haikus that continued to her last days. She was an accomplished painter, sculptor, poet, writer, gardener, teacher, mentor, mother and friend. She will be greatly missed by her family and friends all over the world.

Seena leaves behind her four children: Jennifer Frost of Watsonville, Paul Frost (and wife Cindy) of La Selva Beach, Meg Frost Gorny (and husband Douglas) of Pacifica and Sarah Frost of Seaside; her four grandchildren: Devin Bhattacharya, Luke Frost, Carrie Frost and Joseph Gorny; and her life-long friend, Edward Frost.

A celebration of Seena's life will be held on Saturday, January 23rd, at 2:00pm, at the United Presbyterian Church of Watsonville, 112 E. Beach Street, Watsonville, CA. In lieu of flowers, please send contributions to Children International, Ocean Conservancy, or the [charity of your choice](#).

SoulCollage®- The One and the Many *Interpreting Your SoulCollage® Card*

*Open your eyes and look at your SoulCollage® card for a moment.
Really, really look at it. Admire it. Hold it to your heart and bless it if you like.
It is a beautiful expression of some part of your self. Honor it. Respect it.*

You are going to use your imagination and your intuition to interpret your card. In order to answer the questions below, pretend that you are actually *entering* the image. *Become* the main figure in the image, even if it is a flower, a tree, or a big yellow box. *Become it*. You are going to speak as if you *are* the image.

These are the questions to ask your card:

1. Who are you?

I am the one who..... I am the one who..... I am the one who.....

2. What do you have to give me?

What I give you is..... My gift to you is.....

3. What do you want from me?

I want you to..... I want you to know that.... I want you to remember that...

4. Is there anything else you want to say to me today?

What I have to say to you today is this:

Ask your partner to read your words back to you. Sometimes new insight is gained as you hear your statements in someone else's voice.

If you would like feedback from your partner, you may ask them for it now. They might notice something about the card that you have not be aware of.

Spend a few moments reflecting on what the core essence of this card is for you. You might know at this time which SoulCollage® suit it belongs to in your deck..... or you might not. If you don't know yet, that's okay. The answer will become clearer to you in time.

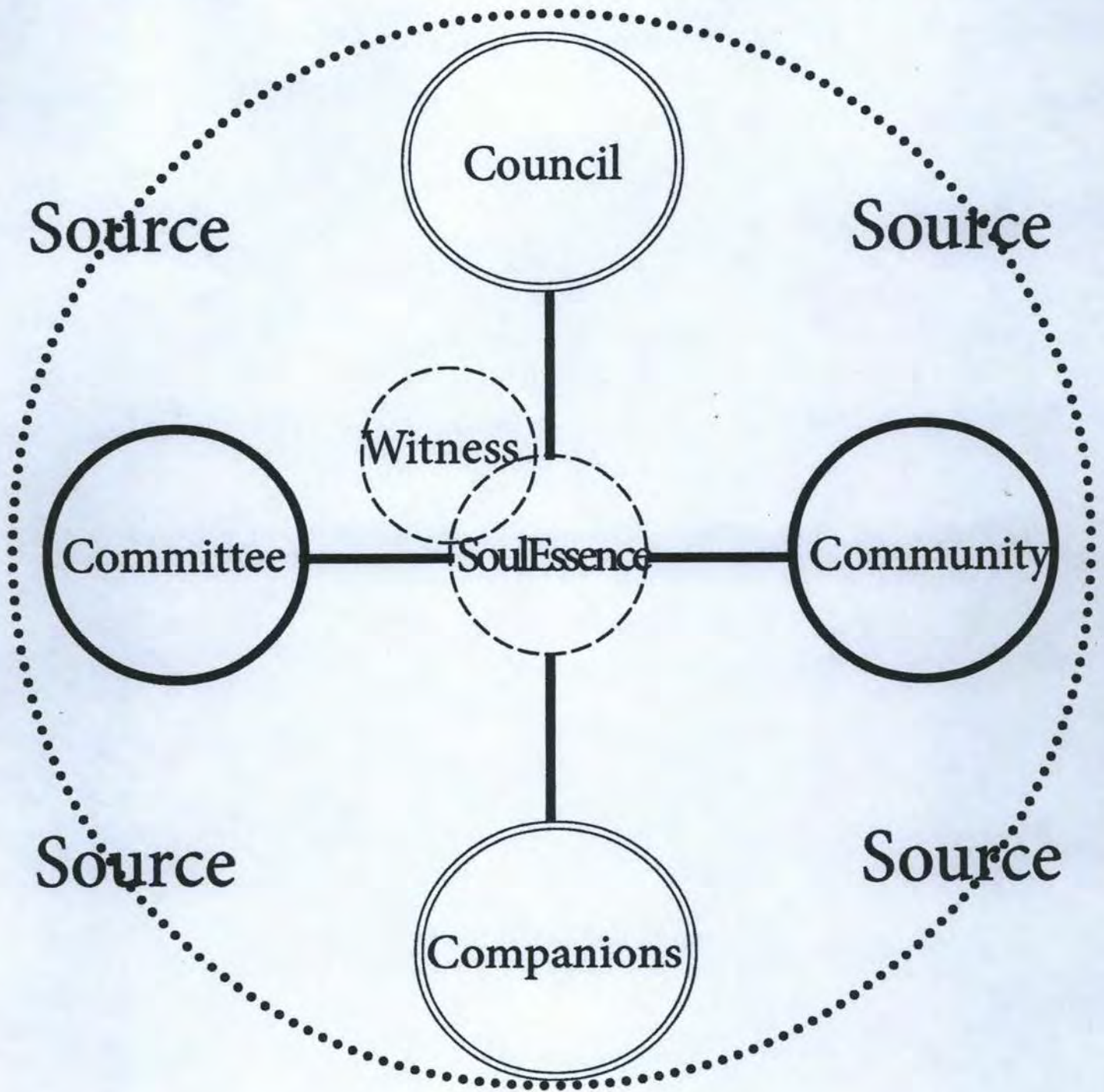
Try doing this exercise in your journal, and notice which method allows you to go deeper into your card's meaning for you.

By Anne Marie Bennett, www.KaleidoSoul.com

The SoulCollage® process was created by Seena Frost and is described in her book:

SoulCollage: An Intuitive Process for Individuals and Groups.

A Diagram of the Suits of a SoulCollage® Deck



Source: The Unmanifest, the Mystery, Ground of Being, the Divine
Soul Essence: Each person's unique spark of Source, divine potential
Witness: Our Self that observes what is; nonjudgmental consciousness
Committee: Our many inner personality parts, our ego, our character
Community: Our guiding sentient beings, teachers, loved ones, pets
Companions: Animal guides imagined in our body's energy centers
Council: The archetypes who guide and challenge us personally, and who are active also in the collective consciousness of the planet

Sharing SoulCollage® Before You Have Taken the Training

There could come a point when you who are reading this book decide to join the growing community of SoulCollage® Facilitators which now reaches around the world. You may want to introduce SoulCollage® to friends, groups you are currently a part of, your work place, or clients if you are a clinician. Of course you can do this sharing without attending a week-end SoulCollage® Facilitator Training, but if you do that, we ask that you name your workshop something other than SoulCollage® . . . and that you don't call yourself a "SoulCollage® Facilitator." These names and workshop titles are reserved for people who have taken the Facilitator Training. Instead, please say that your presentation "is based upon SoulCollage® as developed by Seena B. Frost and presented in her book SoulCollage® Evolving, and have the book available to show them.

The Side Effects of Having Fun with SoulCollage®

Mariabruna Sirabella, LMFT

- **Acceptance of what is**
Once we see it we cannot deny it. This is equally true for strengths, dreams, and disavowed parts of ourselves. Acceptance is the first step towards integration and allows access to mental, psychic, and emotional energy previously wasted in self criticism or in denial.
- **Accessing and trusting intuition**
Creativity, in whatever form, engages our intuition and stimulates self-expression. But only dialogue weaves awareness and eases subsequent access to what creativity has brought to the surface. The mind elaborates on what it already knows; imagination and intuition venture into the unknown. As we experience this gift through time we come to trust our ability to intuit and appreciate the benefits of seeking and receiving guidance from within.
- **Accessing inner resources**
Images make tangible and accessible what is often in the psyche inchoate and ephemeral and only dimly perceivable. Because the images on our cards are alive and develop alongside with us, the insights that occur in their making are not static and rigid, but continue to be useful and fresh over the course of time.
- **Accessing outer resources**
This is naturally done in the dialogue with our Community Netters. Furthermore, awareness of our multiplicity and of our changing needs gives us permission to wisely access the environment and our community to receive solace and support. The realization of our life work requires continuous interfacing with the outer world, whether it be with food, information, tools, or people. When we are aware of what we need and of how we can best meet that need, this makes asking, receiving, and giving easier.
- **Awareness**
The totality of our deck, regardless of how small it might still be, reveals and clarifies the patterns of our individual psychic structure. It is a magnificent sight. Images also have the power to bring to the surface unconscious materials not readily accessible to the thinking mind, which in turn can recognize and integrate the significance of this newly gained information and expand our self-knowledge.
- **Balancing strengths and shortcomings**
This is the gift of *Shadow* work which SoulCollage® makes easier and non-threatening. Rather than becoming polarized in the "either/or" we can step into an attitude of "both/and" and embrace both the luminous and the darker "many" aspects of our nature and find the right balance in a given situation.

- ***Making decisions; resolving inner conflicts***

The potential of SoulCollage® for healing becomes obvious when we use our cards to address an inner conflict or explore core unresolved issues. We can simultaneously and visually access both sides of the issue, and we can summon the mediating aspects of our inner world to bridge the split.

- ***Organizing the main functions (feeling, thinking, sensing, acting)***

Although we are constantly operating at all these levels simultaneously, we often are unaware of the interactions between the various functions. Our personality also tends to privilege one over the others. When we are aware of which function is leading, and develop our ability to switch from one to another appropriately, this allows us to organize ourselves more efficiently and more pleasantly whenever we have a task to complete or a challenge to overcome. With awareness, we can bring kindness to our vulnerable spots.

- ***Identifying the source of outer conflicts***

In working with interpersonal situations, private or professional, our SoulCollage® cards identify the actual source of conflict and bring to the table common points of view and unexpected resources that can support reaching a viable outcome.

- ***Sharing one's internal process***

SoulCollage® cards can be a wonderful diagnostic tool in a therapeutic process and a powerful anchoring device for "corrective experiences" and newly gained insights. The cards help us share ourselves with friends and family at a deeper level than the usual ego-driven social contacts. The cards may facilitate dialogue for couples and are useful organizational tools to "envision" and brainstorm, as well as to build and strengthen teamwork.

Self-Care after a Workshop Experience of Opening and Exploration

The SoulCollage® experience with which you have just engaged may have dropped a stone into the waters of the unconscious mind and it may bring many more ripples to the surface. The ripples could go on for some time. They may be especially strong during the first week after the group ends. Even if you don't think you feel too opened, we recommend that you give yourself as quiet a time as you can for integration and not schedule anything extra beyond your regular tasks.

Your experience is to be honored so we suggest not talking about it lightly or you may feel diminished by the telling. Be careful with whom and how you discuss any experiences or insights that feel sacred to you. Please respect that other people's experiences are confidential and not yours to relate.

You may have experienced a generalized opening and expansion of the feeling realm. As with any opening that is beyond the usual range there is often a reflexive contraction to the expansion before the feelings settle into a more consistent mode. You may have all sorts of feelings for a few hours or a day or so after the group ends. These feelings may include increased energy and openness, vulnerability and rawness, happiness or sadness. If you are feeling these kinds of signals of change, we suggest you try to spend some time alone or with good friends or working with your SoulCollage® cards — something that feels like it is the right nurturing thing for you to do for yourself at this time. If you are not sure what you need, try suggestions from this list or visit your therapist. It is all part of the rebalancing until a new equilibrium is established.

Nurturing Ideas

SoulCollage®

Use this SoulCollage® process that you have been attracted to and in which you have been trained. Grab some magazines and tear out images that attract you if you feel like it. Honor the ideas you had in the workshop or training by following through with some of them. Do readings for yourself to help you with your personal direction.

Write in Your Journal

Do some writing about your SoulCollage® cards, perhaps especially the ones that you made or that came up for you during the reading. Let the cards speak to you by writing from them about whatever is coming up for you. Or just write randomly in your journal. Just start writing, don't worry about grammar, jump subjects mid-sentence, or write whatever you want until the energy feels satisfied.

Meditation

Sitting meditation can help to create a feeling of safety while the feelings or images pass through. Just follow the breath as best you can. You can close your eyes or leave them open and pick a visual focal point, something pleasant, such as a flower or leaf perhaps, and keep the vision softly focused there while breathing slowly.

Exercise

Walking, running, swimming, or exercise classes help to change the body chemistry towards more positive energies. Often you will not actually *want* to do this, but the doing, just moving the body, can change the feelings, especially anger and depression.

Baths and Showers

Warm baths with oils or bath salts are wonderful for comfort and relaxation of the body. Take as many as you want.

Time Alone

Time by yourself is essential at times. Be sensitive to when you really need to nourish yourself by stopping the action for a while.

Naps or Sleeping More than Usual

Sometime the best integrative intervention is to let yourself sleep. Sometimes you may want to sleep more than usual after an intense time. Often this may be the psyche's way of taking a break, recouping after a big outlay of energy, and also a way of performing integrative tasks below the conscious level.

Calming Music

Play soothing music for yourself. Use headphones, perhaps.

Eat Grounding Food

Grounding foods such as the heavier foods: honey, meat protein, and root vegetables help rebalance the body after an intense "mountaintop" or "personal exploration" experience.

Friends

Talking to a good friend makes a real difference. Time alone is sometimes a good thing, but isolation can be hard, especially after the connections made during the group experience. Seek out more good experiences of connecting with people if you find yourself feeling isolated.

Nature

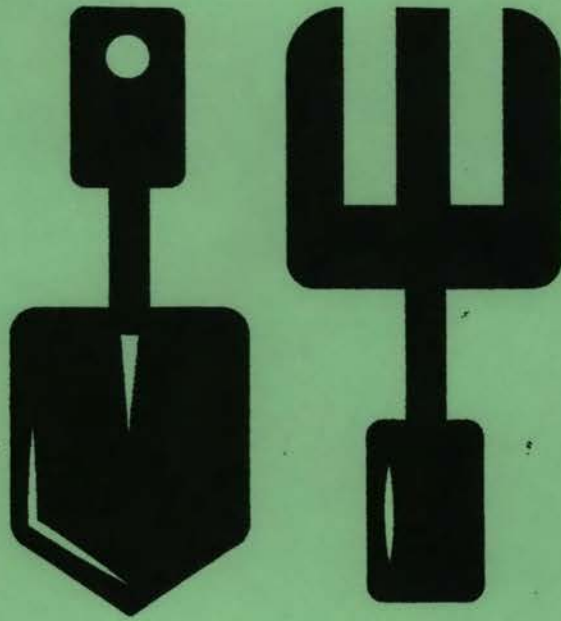
Walking in nature, concentrating on trees, plants, and animals creates balance and connection.

Therapy

If you have a therapist, make an appointment as a follow-up sometime soon after the group. Call her/him as necessary. You might take your new SoulCollage® card(s) to the session.

Support

Perhaps you can ask for and receive support from the group members. Make phone contact by mutual arrangement with each other. Perhaps there are online groups where those doing or facilitating SoulCollage® offer support to each other in professional and emotionally supportive ways.



Section D

**Three Day In-Depth
Workshops**

Appliqué - Susan Sacco

RU Game - Janell Marmon

Building Organizations with Parliamentary Procedure -

Jim Connors

Planting Seeds of Leadership

Junior Master Gardener Program - Kevin Laughlin

APPLIQUE FUN

Shared by Susan Sacco

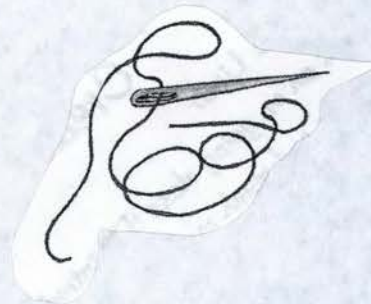
Creating an applique is fun. Anything goes. You can transfer applique on to any surface. You can find great applique patterns from coloring books, pictures or greeting cards. Many quilt stores also have patterns to buy.

I actually started by doing gift bags. I made fun envelopes for gifts and then transfer them to tea towels and sweat shirts.

Today most of my applique is either done for tea towels or for the wonderful applique quilts I do.

By using your own ideas, your work will be unique.

Enjoy and have fun learning about some different ways to applique



APPLIQUE`ING

There are a number of methods for appliqueing

Hand Applique

One of the most often used stitches for appliqueing is the blind stitch. It cannot be seen after the appliqueing is complete.

Blanket Stitch

This stitch may be hand stitched or machine stitched. It is usually used on raw fabric applique.

Decorative Stitch

This stitch is done by machine. Any fun stitch may be used to make your applique come alive.

Freezer paper Applique

Individual templates without seam allowances are cut from freezer paper. The freezer paper template is pinned shiny side up to the wrong side of applique fabric. A ¼ inch seam allowance is added when cutting the fabric around freezer paper template. With the tip of a hot iron, turn seam allowance to the back of piece to fuse with the freezer paper. This anchors the seam allowance and creates a smooth folded edge to follow when stitching to the background fabric.

Lightweight fusible applique

Patterns are traced on lightweight fusible paper. Fusible patterns are then transferred to fabric pieces. Next, they are cut out leaving no seam allowance. Paper is peeled off and each pattern is now ironed onto background to create a pleasant picture.

This method usually uses **Steam A Seam 2** or **Wonder Under**.



Lightweight Interfacing

Patterns are drawn on interfacing. They are now come out. Pieces are put on right side of fabric and stitched around pattern. When cutting out you leave a ¼ inch seam. Cut a small plus sign in back of interfacing and turn piece, inside out. Place on background and hand stitch with blindstitch.

Raw edge Applique

You have made a table runner or a quilt and you want to add raw edge applique to it. This is done by adding squares, circles, or triangles. The pieces of fabric are often cut the size of block seams. If you wash quilt the raw edges fray. If you choose not to wash, it also will be a nice outcome.



RAW BIAS STEMS

Line up fusible web with stem fabric, and fuse into place.

Line up 45 degree line on a 6`` by 24`` ruler with bottom edge.

Cut on diagonal. Fabric to the left of cut can be used for stems.

Turn ruler over. Move ruler over 3/8`` from diagonal cut. Cut again

Cut 3/8`` strips as needed.

Cut several and keep stored in plastic bags until needed.

I love doing this kind of stem. When cut on the bias you can have your stem on the curve.

FINISHED BIAS STEMS

Do not use fusible web. Cut fabric on bias 1 1/4`` wide. Fold strip in half. Place raw edge to inside curve of stem placement. Sew 1/4` seam. If your stem curves to the left, sew stem in place from top down. If stems curves from right sew stem from bottom up. Fold bias strip back over raw edge and press flat. Tack into place. Use a thin needle to tack. 10 or 11 straw needle or a 10 to 12 sharp. When tacking you sew away from yourself and just catch fabric so stitches are hidden.

When doing appliqué you can embellish with many things. You may use buttons, beads and many different kinds of stitches.



French Knots

- 1 use one strand of #8 pearl cotton or two or three strands of embroidery floss. Bring the needle up through fabric at the point you want to make the knot to be.
- 2 Wind the floss or thread around needle two or three times. May make these knots smaller or larger by the amount of times you wind thread around needle.
- 3 Hold thread tight around needle. Insert the needle close to where you came up through fabric. Hold knot tight while doing this.
- 4 Make as many knots as you like and then tie off in back.



Satin Stitch

This stitch is done by placing thread very close together. You may lengthen or shorten this stitch simply by taking smaller stitches. Use two to three strands of floss.



Stem Stitch

- 1 Work from left to right, take regular small stitches along line to be sewed.
- 2 Emerge the thread on the left side of the previous stitch. A good stitch for flower pistils.



There are many varieties of games, including themed games. The first games involved dice, but the first board game was Senet, a game that was played more than 5000 years ago. The most recent games are more strategy driven, but strategy has always been a strong component in not only game playing but in game building.

Growing the Seeds: Sharing!

Start with.... Your first name. Where you're from. Your favorite game. Two rules in playing that favorite game.

Today's Gamification Challenge:

Tools: 1 bag of "game pieces", 1 board, markers

Task: You and your team have 30 minutes to build and come up with rules for a playable game using only the materials you are provided. In your rules you must: collaborate and agree on a name for the game (which must appear on the game board); determine together all elements that include the four main elements – in specific language so that the players understand who they are, the rules, and the Victory Condition.



Game Evaluation:

Each team must play at least two other games (until time is called). All team members must be actively involved either as players and/or as observers, taking notes, and completing the team evaluation. Everyone "plays" at some point. Take turns evaluating, and playing!

Recap:

How are games rated generally?

What did you learn about collaboration in today's game build?

What works? What didn't work?

What was the biggest challenge for your team and how did you solve it? If you didn't, what did you do?

What would you do differently to make this work better in your club or group?

Quote of the Day, Take Away of the Day

Growing the Seeds – R U Game?

Game Play & Recreation

Imagine the world of playfulness, of extending that carefree aspect of childhood to the life we live every day, beyond age 10 or 12.

"Play is a portable tool that is about interaction rather than about things," Miguel Sicart in Play Matters.

What are the different types of games you now or have played? Let's survey:

Cards	Letter Games	Board Games
Dice/Jacks	Lawn Games	Digital Games
Jump Rope	Water Games	Chess/Checkers
Sports	Travel Games	Conversation Games
Singing Games	Pen/Pencil Games	Strategy Games
Guessing Games	Cooperative Games	Video Games

What do all of these have in common? How are they different?

A game, any game, consists of four main elements:

A goal (called a victory condition)

A game world (board, field, table, screen)

Rules (order of operation to organize play)

Players (of course!)

Let's apply that theory to the games you said you played in the survey.

Day 1 – What's in a game?

Rock/Paper/Scissors/Shoot

Building from the Ground Up

Board Games require the following in addition to the four basic "tools of the game" above:

1. Counters or pieces moved or placed
2. May be based on strategy or chance

Day 2 – Mixing it Up

Color Blind Picks

Part of the challenge of cooperation in groups – no matter if it's a corporate management team, a room of game designers, or a 4-H group trying to figure out their next fund raiser - is that team members have to learn to communicate and work together effectively to meet their goals and deadlines.

What kind of a team member are you?

What role do you usually take on a team?

Today's Challenge:

Think about how many different games require working together. Name some!

Today's game challenge is in four parts, like playing four levels in a video game to beat the high score or escaping the whipping cream in your face for a board game. You'll have to move through a set of four challenges (the game world) to meet the Victory Condition, which this time is a timed race that is also going to measure your accuracy and skill. Even though you can sort of already see what's going to happen, as you know there are rules and roles that players take on as part of their team.

Tools:

1. Thinking Hats worksheets
2. Your bandanas (which travel from Florida easier than hats)
3. Teamwork!

Task:

Solve the challenges beginning with the corresponding number that matches your team number. If there are more teams than spots, one team will wait to fill in the first challenge when the 15 minutes are up.

1. The right team member needs to read the task before you end the game world and begin.
2. The right team member has to make sure everyone knows his or her correct role.
3. Everyone **ONLY** can do what your *Thinking Hat* color says is your main part in solving the challenge. Everyone takes part somehow!
4. You only have 15 minutes to solve the challenge; once the whistle goes off, and the monitor has checked your build and progress, you put everything back as you found it when you arrived, and move to the next position (go up a number).
5. No cheating! That's against the rules of every game.

6. Have Fun!
7. Your team has five minutes to read and understand the roles that you've chosen in solving the challenges today.
8. When you hear the second whistle, your time is up. On the whistle, let the games begin!

Recap/Evaluating the Challenge:

Yes, the challenge was to complete the task (or solve it) within the given amount of time, but it was also to ***Hold onto Your Hat!***

Rate the challenges as a team from easiest to most challenging. Use a rating of 1-10, with ten the most challenging.

What did *Thinking Hats* make you realize about working together?

What did your role in *Thinking Hats* help you realize about your own group style?

Play Matters! How important is collaboration as a part of this creative game playing?

How else could *Thinking Hats* be used in team building/collaboration training?

Six Thinking Hats (six heads are better than one) – #gameafyit

Team Name: _____

Team Moto: _____



What suggestions and ideas do we have?

Your task is to be the idea person – your nature is to voice your opinion and think of the possible solutions.

*Trade the puzzle piece with another group to make sure we are successful.
Jen had a good idea to have a focus group.*



What are the key facts?

Your task is to be the list maker, the list checker making sure that you have the tools and supplies, and picturing the end result.

*We need 4 note cards, masking tape and...
We can make a lot of these quickly by...*



What are the good things about it?

Your task is to track and voice the positives. You are the cheerleader, the voice of excitement and possibilities.

*Everyone loves using their imagination.
We can do this project easily, here are YouTube instructions!*



How do we feel about it?

You reflect the combined feeling of the group dynamic, process and the end result.

*We all think that this idea is really cool and should be able to do it within the time we have.
We're such a good team; we all know what needs to be done and click!*



What things will we need to think about?

Your task is to manage the process and keep things moving along, keeping your eyes on the goal and being time keeper.

*We have four minutes left, what needs to be done?
Also, we need to test the design to make sure that it works before adding more to it.*



What problems might we have?

Your task is to see potential obstacles/challenges and help the group to see and solve them before they become road-blocks.

*Constructing this might be difficult because we don't have a clear common idea of what the animal looks like for all of us.
The judges might not think the design works.*

Day 3 - Escape Chatcolab

Escape Rooms are live-action, team-based (collaborative) games where players discover clues, solve problems, and accomplish tasks that allow them to escape with the "room's" challenge solved or a specific goal (victory condition) met.

Required for playing are the following:

1. A setting (game world)
2. A back story (what's happened to now to create the problem to be solved) - may be introduced by the game master or written down for players to read - if planning this for your club/group, you could also create a creative video or recording with sound effects, setting the action
3. Players (4-6 traditionally, but some rooms are built for 12 people)
4. A game master (the provider of clues, rules, and the timekeeper)
5. Rules for the game
6. Props (things that will help you create the scene, and aid the team in meeting their goal to Escape!

What happens during play is this:

1. Players explore the game world (the room) looking for clues
2. There are usually numbers, symbols, or pictures on the walls but no guide to understanding why they are there. The goal for the game creators is to make it challenging, and to get/keep the players working together as they search for and work to solve the clues provided.
3. The first part of the mystery is the search - through pockets, under chairs, on pictures, in drawers, in pockets of clothing, etc. Teams that communicate well call out what they find and have one person organize the clues. A puzzle or series of numbers, for example may have instructions hidden somewhere else in the room. The clues need to be put together to help the team solve that part of the mystery.
4. Clues and solutions are chronological - one solution of one puzzle leads to something else - another type of clue that needs to be solved and so on, until teams can escape the game world. Hints should be left, or provided by game master when the team gets stuck.

Examples of Escape Room Themes from Around the World:

Castle Secrets - Vancouver, Edmonton, Seattle
The Haunted Cabin - Seattle,
American Revolution - Portland
Arcade - Portland
Contagion - Idaho Falls
Mis-Spelled - Idaho Falls
The Great Game Workshop - Boise
The Lost City - Boise
Alice in Wonderland - Salt Lake City, St. George
Treasure Island - Salt Lake City, St. George
Escape Room Montana - Belgrade
365 - Solve a Year's worth of puzzles - Minneapolis
Mr. Dupree's Office - Minneapolis

Cinema - Lakeland
Epidemic - Tampa
Room of Riddles - Amsterdam
The Da Vinci Room - London
Mine Escape - Johannesburg (South Africa)
Streets of the Vatican - Rome

Whole Group Brainstorm:

What do you think (or know) these room themes are about? On a paper, write down 2 or three ideas of each of the following. What is the possible:

- Game World?
- Victory Condition?
- Clues?
- Props that would be needed?

Collaborative Teams - In today's games, there is rarely a single person who comes up with a game idea and takes the game from concept to production. It takes a team with varied skills, ideas, and ways of thinking to create a game. Today's team formation is going to be mixed up a bit. Today we're going to line up by birth date not counting the year. We'll start with today's date.

Birthday Day Mix and Match!

Today's Challenge - Building a Plan for an Escape Room 60 minutes to meet the challenge!

Tools: Planning sheets, poster board, markers, puzzle pieces, paper, and pencil.

Rules: Everyone helps with the collaboration from brainstorming and creating your theme to creating the storyboard and coming up with clues. You may break off for short periods for no fewer than two (2) members to work on one of the clues, but everyone needs to stay in the loop, just as you would trying to escape a room, and know what everyone's doing to add to the game's sequence within the allowed time. At the end, you should have a backstory, chronological clues, victory condition, and theme name/description.

Your Victory Condition: You have *3 minutes only* to present your completed game at the end of today's session. One group member *only* will present the game name, your short description, and three of the clues that lead to the victory condition for players. Don't forget the demographic and difficulty level, along with the number of players!

R U Game!

Sources for Escape Room Ideas:

<https://games.breakoutedu.com> (where your forms originated - you can build games to submit to them!)

<https://lockpaperscissors.co/escape-room-puzzles>

<http://www.realityisagame.com/archives/3109/tips-on-designing-room-escape-games/>

<https://www.pinterest.com/explore/escape-room-puzzles/>

<https://lockpaperscissors.com>

<https://5thstreetescaperoom.com/make-your-own-at-home-escape-room/>

<https://escaperoomtips.com/design/escape-room-puzzle-ideas>

<http://thelogicescapesme.com/diy/creating-a-mini-escape-game/>

<https://www.pinterest.com/pin/216665432050906031/>

<https://www.quora.com/What-are-puzzle-ideas-for-real-escape-rooms>

R U Really Game?

It's time to take back some of our collaborative leadership games to your club or organization, and to improve on and adapt them! That's the real Victory Condition in collaboration and gaming - you become the game master and everyone else is building, working together, and learning what their leadership and collaboration super power really is!

GAME ON!

Today's Quotes/Take Away? How could you use the Escape idea in your future leadership experience?

Back-Story: There's a locked box in the room. Why are people trying to open it? Think of the story as a script that the Game Master could read to introduce the game to the group about to play. It can be a few sentences to a few short paragraphs. Many games have a story and a logical progression. You have a tablet to use in writing the story and its chronological order. If not a structured story, having a defined theme can help with the creation process. Think about some of the games we brainstormed about at the beginning of today's session. You can use different things that connect to your demographic, your club, curriculum topics, favorite movies, books, geographical places, historical events, etc. for inspiration as well. Begin BRAINSTORMING (but remember to have someone watch your time)!

Lock Combinations: What codes will open the locks on the box?

- 3-Digit Lock** - 3 Numbers
- 4-Digit Lock** - 4 Numbers
- ABC Lock** - 4-5 Letters for the ABC Multilock
- Directional Lock** - 5 Directions for the Directional Multilock
- Key Lock** - Where is the key hidden?

Setup Instructions: List the steps that a facilitator needs to do in order to set up the game. You can test your instructions by having someone else try to set up your game. You'll quickly figure out how they need to be improved.

<i>STEPS</i>	
<i>1</i>	

2	
3	
4	
5	
6	
7	
8	
9	
10	

Reflection Questions: When the game concludes, we encourage the use of Reflection Cards to have a debrief with the participants. Please include 5 questions related to your game that could be asked in a discussion.

<i>QUESTION</i>	
1	
2	
3	
4	
5	

Tags or Keywords: You may have selected a subject area above, but there is likely a subset of content that your game covers. For example, if you selected "History" a keyword could be Teddy Roosevelt or anything else more specific. Please separate each word with a comma. (Example - "Teddy Roosevelt, Rough Riders, etc." or if you chose "4H" you might use Head, Heart, Hands, Health.)

Additional Requirements: Some games require unique common items. If your game relies on any additional items, please list them below and explain their use.

Official Game Template

Creating a good game usually takes thoughtful and careful planning. While each game designer may approach the process differently, Breakout EDU created this template and brainstorming document to help you start the process of designing games. It has been revised for Chatcolab.

Game Name: What is the name or title of the game you are designing? Come back to this!

--

Game Designers: Your Group Names

--

Content Areas: What is subject or content areas of your game? Ex. Puzzle, Math, History, etc

--

Recommended Ages: Who is your target audience/demographic?

--

Ideal Group Size: How many people will be able to play your game? (2 - ???)


--

Suggested Time: How long do you anticipate players needing to complete this game?

--

Brainstorm Worksheet

This guide below can serve as a visual mapping or brainstorming tool for creating your game. It can also serve as a quick reference for you or a new facilitator.

LOCK TYPE	LOCK COMBINATION	HOW WILL THEY KNOW THE COMBO?	WHERE WILL IT LEAD?
 4-Digit Lock			



3-Digit Lock



Directional Multilock



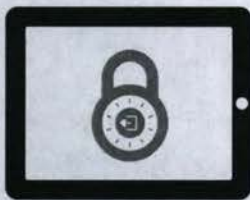
ABC Multilock

ITEM TYPE

**COMBINATION /
PURPOSE**

**WHAT WILL THEY
DO WITH IT?**

**WHERE WILL
IT LEAD?**



LOCKS App



USB Drive



Large Lock Box



Smaller Lock Box

ITEM TYPE

PURPOSE / ROLE

WHAT WILL THEY DO WITH IT?

WHERE WILL IT LEAD?



UV Flashlight



Reflection Cards

Other Item			
Other Item			

3 Digit Lock	4 Digit Lock	ABC Multi Lock	Big Box
Black Light	Directional Clue	Hasp	Hint
Invisible Ink	iPad Clue or Problem	Directional Multi Lock	Locks App
Key Lock	Combo Lock	Small Box	USB Drive

UV Pen

UV Flashlight

Reflection
Cards

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GAME ON!

Today's Quotes/Take Away? How could you use the Escape idea in your future leadership experience?

Chatcolab 2017 | Planting the Seeds of Leadership - Encounter the Junior Master Gardener Program !

Gardening is a life skill that children and adults can enjoy together that offers enjoyment, learning, and interaction with the natural world. At any age gardening provides a link to the rhythms' of the seasons and the circle of life. The Junior Master Gardener Program provides an innovative mix of horticulture, life sciences, leadership, service learning, and fun for everyone. The hands on nature of gardening and its link to water, wildlife, soils and sustainability are all fostered in this Chatcolab In-Depth workshop and supporting Tuesday garden tour and soil stewardship activity. Each session will also offer seeds of leadership from philosophical experts!

3-Day In-depth Workshop: Discover transformative ideas, knowledge, philosophy, knowledge, and humor, as seeds of leadership and gardening for your family, classrooms, & communities. SHARE in growing good kids by igniting a passion for learning, success, & service through the Junior Master Gardener education program. Gain Leadership skills you will never outgrow, complete 7 + activity based (4-H) projects using the experiential learning model. All ages welcome! So bring your hands, hearts, heads and good health ...grow your way into the seeds of leadership!

Garden Tour & Soil Stewardship - Tuesday 1:15 - 3:30: Explore problems, opportunities & projects for growing vegetables & small fruits in your home and community gardens. Join us to discover "best practices" at Twinlow Camp gardens. Gain skills in amending soil, make "Happy Dirt", and learn to identify common garden pests and diseases. Dust off your planting skills and gain some sustainable ideas for managing your garden.

Teaching Strategies: All sessions will highlight one or more key concepts from the Junior Master Gardener Curriculums. You will explore and get your hands dirty. Multiple Intelligences and Experiential teaching strategies for integrating JMG into elementary classrooms, senior programs, and youth groups will be shared.

Experiential Learning Model



Using the Experiential Learning Model

Experiential learning means students do hands-on activities, then reflect on the meaning and apply what they learned. This process helps ensure that the students learn actively and make knowledge a part of their world. It also helps students answer questions such as "Why should I learn this?" and "Now that I know this, what do I do next?"



Chatcolab 2017 | Planting the Seeds of Leadership - Encounter the Junior Master Gardener Program !

Goals: In-Depth Workshop will give participants:

- greater awareness of the Junior Master Gardener (JMG) program resources and curriculums.
- gardening seeds, resources, teaching and music ideas, to take back to their states.
- gardening leadership and risk management skills in implementing youth and adult programs.
- practical gardening techniques that work and are fun.
- ideas for home and community gardening to take back to their friends, families and states.
- ideas from 20th Century Biologists, Sociologists, on planting the seeds of leadership.

"...Consistent, significant, continuous school improvement depends on enhancing 12 aspects of the school culture: collegiality; experimentation; high expectations; trust and confidence; tangible support; awareness of new knowledge; appreciation and recognition; caring, celebration, and humor; participatory decision-making; protection of vital interests; tradition; and honest, open communication." | Good Seeds Grow in Strong Cultures; Saphier, Jon; King, Matthew | Educational Leadership, v42 n6 p67-74 Mar 1985

Learning Outcomes:

1. (Comprehension Level) Explain the integration of JMG into school, family, and youth groups.
2. (Application Level) Explain and demonstrate essential gardening techniques
3. (Comprehension Level) Distinguish between the various vegetable gardening practices
4. (Application Level) Apply various gardening, soil stewardship, and leadership techniques.
5. (Application Level) Plant seeds of leadership ideas, philosophies, knowledge and humor in an atmosphere of sharing.

Standards/Assessments:

- A. Properly explain the history and application of JMG for schools, communities and families.
- B. Demonstrate the expert and best practices in gardening
- C. Correctly demonstrate various gardening techniques.
- D. Accurately plant seeds and make happy dirt!
- E. Complete 1 or more community service/leadership projects for Twinlow Camp & Retreat Center.
- F. Demonstrate application of Seeds of Leadership ideas in the Chatcolab learning community.

Selected Activities

A. JMG Level One – Core Curricula.

More info at:

<http://jmgkids.us/curriculum/jmg-teacher-guide-youth-handbook/>

The Level One JMG curriculum is designed for grades 3-5. Youth can explore eight chapters of novel, "hands-on" activities. The program includes a study of life-skills and career exploration then culminates the JMG experience with service learning projects and recognizes their efforts with certification as a Junior Master Gardener. More info at: <http://jmgkids.us/elementary-level-1/>

- Know and Show Sombrero (pg. 4)
- Plant Parts Rap (pg. 8)
- Plant Parts We Eat (pg. 9)
- P.L.A.N.T. Needs (pg.11)
- Turn a pile a old newspaper into a stack of "plant-able" transplant pots "[Paper Pots](#)" lesson free PDF



Chatcolab 2017 | Planting the Seeds of Leadership - Encounter the Junior Master Gardener Program !

download of lesson (JMG Level 1, JMG
Teacher/Leader Guide., pg 20 [order curriculum](#))

- Gallon Greenhouse (p.21)
- Use cheap paper towels and a little school glue can help your kids learn about space requirements for plants. "[Paper Towel Gardening](#)" lesson free PDF download of lesson (JMG Level 1, Teacher/Leader Guide, pgs 165-167 [order curriculum](#))



B. Wildlife Gardener.

More information at: <http://imgkids.us/curriculum/wildlife-gardener/>

The combined resources of the National Wildlife Federation and the Junior Master Gardener Program along with the valuable input from pilot teachers and students across the country have helped to shape Wildlife Gardener into an integrated, engaging, and one-of-a-kind experience for kids.

- Far Out Feeder (pg. 55, do option of the humming bird feeders out of repurposed glass bottles)
- The Great Cover Up (pg. 88, attached)



C. Learn, Grow, Eat & Go!

More info at: <http://imgkids.us/lgeg/>

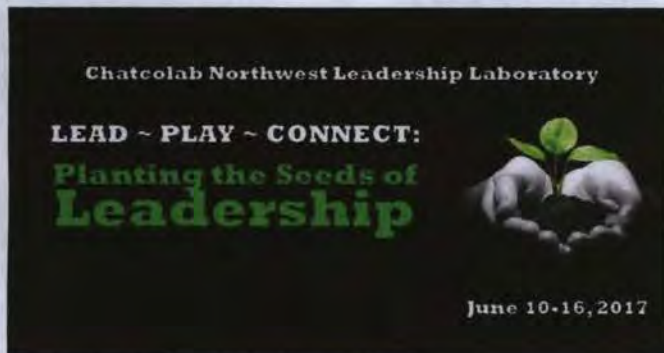
LGEG grows good kids through an interdisciplinary program combining academic achievement, gardening, nutrient-dense food experiences, physical activity, and school & family engagement.

- Paper Towel Gardening (pg. 23.)
- Greasy Grid Evaluation (pg. 84.)



Growing good kids by igniting a passion for learning, success, and service through a unique gardening education. The Junior Master Gardener program is an international youth gardening program of the university cooperative Extension network. JMG engages children in novel, "hands-on" group and individual learning experiences that provide a love of gardening, develop an appreciation for the environment, and cultivate the mind.

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Day #1: "...If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow."¹ - Rachel Carson (1907 -1964)

D. Seeds of Leadership



The seeds of leadership are in nearly everyone. Chatcolab simply provides a little fertilizer (Ideas, Knowledge, Philosophy & Humor), water, and sunshine to help

leaders grow, be transformed, and share. There's tremendous benefit in planting seeds in due season for both young and old. Chatcolab is held in late Spring or early summer, when the ability to impart change is present—when the soil is tilled and the earth is fresh and we are able to cultivate. An old Chinese proverb says the best time to plant a seed is 100 years ago; the next best time is today. We encourage each of you to plant your seeds at and after Chatcolab and reap the benefits for generations to come.



Rachel Louise Carson (May 27, 1907 – April 14, 1964) was an American marine biologist, author, and conservationist whose book *Silent Spring* and other writings are credited with advancing the global environmental movement.

Carson began her career as an aquatic biologist in the U.S. Bureau of Fisheries, and became a full-time nature writer in the 1950s. Her widely praised 1951 bestseller *The Sea Around Us* won her a U.S. National Book Award,^[2] recognition as a gifted writer, and financial

¹ Rachel Carson | Accessed 03/25/17 at: <http://www.wisdomquotes.com/topics/perception/>

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security. Her next book, *The Edge of the Sea*, and the reissued version of her first book, *Under the Sea Wind*, were also bestsellers. This sea trilogy explores the whole of ocean life from the shores to the depths.

Late in the 1950s, Carson turned her attention to conservation, especially some problems that she believed were caused by synthetic pesticides. The result was the book *Silent Spring* (1962), which brought environmental concerns to an unprecedented share of the American people. Although *Silent Spring* was met with fierce opposition by chemical companies, it spurred a reversal in national pesticide policy, which led to a nationwide ban on DDT and other pesticides. It also inspired a grassroots environmental movement that led to the creation of the U.S. Environmental Protection Agency.^[3] Carson was posthumously awarded the Presidential Medal of Freedom by Jimmy Carter.

Leadership thoughts — Rachel Carson

"... One Way To Open Your Eyes Is To Ask Yourself, What if I Had Never Seen This Before? What if I Knew I Would Never See It Again?"

"...Only within the moment of time represented by the present century has one species – man – acquired significant power to alter the nature of his world."

"...If a child is to keep alive his inborn sense of wonder without any such gift from the fairies, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in."

"Those who dwell among the beauties and mysteries of the earth are never alone or weary of life."

"The human race is challenged more than ever before to demonstrate our mastery - not over nature but of ourselves."

ACTIVITY

Interview a person who has lived in your community for 30 years or longer. Prepare a question list that includes literal and interpretive questions. Suggested questions might include:

- A. How has our community's environment changed over the time you have lived here?
- B. What was the environment of our community like when you first lived here?
- C. What changes made the greatest impact on the environment?
- D. Have the changes been for the better? Why do you feel this way?
- E. In retrospect, compare the benefits and detriments of the impact of people on the land.
- F. What would it be like to have a silent spring?

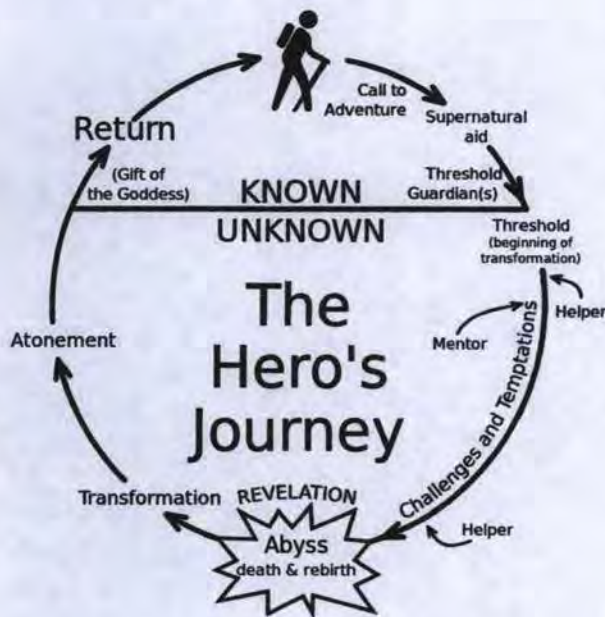
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Day #2: "...Out of perfection nothing can be made. Every process involves breaking something up. The earth must be broken to bring forth life. If the seed does not die there is no plant. Bread results from the death of wheat. Life lives on lives. Our own life lives on the acts of other people. If you are lifeworthy, you can take it."² - Joseph Campbell



Joseph John Campbell (March 26, 1904 – October 30, 1987) was an American mythologist, writer and lecturer, best known for his work in comparative mythology and comparative religion. His work covers many aspects of the human experience. Campbell's *magnum opus* is his book *The Hero with a Thousand Faces* (1949), in which he discusses his theory of the journey of the archetypal hero found in world mythologies. Since the book's publication, Campbell's theory has been consciously applied by a wide variety of modern writers and artists. His philosophy has been summarized by his own often repeated phrase: "Follow your bliss."^[1] At the time of his

² Joseph Campbell | Accessed 03/25/17 at: <http://www.azquotes.com/quote/874277>

death, Campbell was in the midst of working upon a large-format, lavishly illustrated series entitled *Historical Atlas of World Mythology*. This series was to build on Campbell's idea, first presented in *The Hero with a Thousand Faces*, that myth evolves over time through four stages:

- **The Way of the Animal Powers**—the myths of Paleolithic hunter-gatherers which focus on shamanism and animal totems.
- **The Way of the Seeded Earth**—the myths of Neolithic, agrarian cultures which focus upon a mother goddess and associated fertility rites.
- **The Way of the Celestial Lights**—the myths of Bronze Age city-states with pantheons of gods ruling from the heavens, led by a masculine god-king.
- **The Way of Man**—religion and philosophy as it developed after the Axial Age (c. 6th century BC), in which the mythic imagery of previous eras was made consciously metaphorical, reinterpreted as referring to psycho-spiritual, not literal-historical, matters. This transition is evident in the East in Buddhism, Vedanta, and philosophical Taoism; and in the West in the Mystery cults, Platonism, Christianity and Gnosticism.

The Way of the Seeded Earth

Early agrarian societies - Beginning in the fertile grasslands of the [Levant](#) and the Fertile Crescent of Mesopotamia in the Bronze Age and moving to Europe, the practice of agriculture spread along with a new way of understanding mankind's relationship to the world. At this time the earth was seen as the Mother, and the myths focused around Her life-giving powers. The plant and cultivation cycle was mirrored in religious rituals which often included human sacrifice, symbolic or literal.^[40] The main figures of this system were a female Great Goddess, Mother Earth, and her ever-dying and ever-resurrected son/consort, a male God. At this time the focus was to participate in the repetitive rhythm the world moved in expressed as the four seasons, the birth and death of crops and the phases of the moon. At the center of this motion was the Mother Goddess from whom all life springs and to whom all life returns. This often gave Her a dual aspect as both mother and destroyer.

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Leadership Thoughts from Joseph Campbell

"...We must let go of the life we have planned, so as to accept the one that is waiting for us." ³

"...The goal of life is to make your heartbeat match the beat of the universe, to match your nature with Nature."

"...Your sacred space is where you can find yourself again and again."

"...A hero is someone who has given his or her life to something bigger than oneself."

ACTIVITY

The idea of the hero is a theme in all media – books, music, art, even video games! American author Joseph Campbell is best known for his work with the myths of the world and how they connect us. Borrowing from James Joyce, he applied the term "monomyth" to refer to the pattern that myths around the world typically follow. His basic argument is that heroes in all cultures share a pattern that is predictable and recognizable.

Guiding Questions | How is a seed a hero? What makes a hero? | Where do we find heroes? | What are examples of hero seeds of leadership in your life? How are heroes in books different from heroes in real life? in the natural world? in mythology? | What is the journey of the hero and how does this archetype manifest itself in your community?

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³ https://www.brainyquote.com/quotes/authors/j/joseph_campbell.html

Day #3: "...Bearing Fruit- Are you sowing seeds that bear fruit? What fruits are you bearing? "Fruit" means that which originates or comes from something. It is an effect, a result. By your fruits you are known. A good leader is hard at work preparing the soil, planting the seed, weeding, watering, pruning and later reaps a harvest. We produce what we are, after our "kind." What legacy are you leaving behind in others, your team and the organization? Depending on your leadership style, you will bear lasting fruit, some fruit, diseased fruit or no fruit." ⁴



Purpose is increasingly being called the key to navigating this uncertain world we live in today. To have purpose is to give meaning to the goals we are striving to achieve. Your leadership purpose is the essence of who you are. You cannot achieve the goals that you have until you can establish your "WHY" factor. *It's your reason for doing what you are doing.*

"Why do I want to lead?"

"What's the purpose of my leadership?"

"What seeds are your sewing in the lives of those you lead?"

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⁴ [Brigette Hyacinth | Accessed 03/25/17 at: https://www.linkedin.com/pulse/10-leadership-lessons-from-nature-brigette-hyacinth](https://www.linkedin.com/pulse/10-leadership-lessons-from-nature-brigette-hyacinth)

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Wilderness
Relationship
Contingency
Marriage
Garden Ethic
Alienation
Nature Aesthetics Culture
Metaphors Mingle

Garden Tour & Soil Stewardship:

"...Seeds have the power to preserve species, to enhance cultural as well as genetic diversity, to counter economic monopoly and to check the advance of conformity on all its many fronts." ⁵ — Michael Pollan,

Michael Pollan is an American author, journalist, activist, and professor of journalism at the UC Berkeley Graduate School of Journalism. In his articles and in bestselling books such as *The Botany of Desire*, Michael Pollan has established himself as one of our most important and beloved writers on modern man's place in the natural world. A new literary classic, *Second Nature* has become a manifesto not just for gardeners but for environmentalists everywhere. Chosen by the American Horticultural Society as one of the seventy-five greatest books ever written about gardening, *Second Nature* captures the rhythms of our everyday engagement with the outdoors in all its glory and exasperation.

Second Nature's narrative chronicles Pollan's adventures as a gardener and contains a series of personal anecdotes ranging from his childhood escapades in a suburban backyard to his frustrations tilling the rocky soils of his home in Connecticut. These stories serve as a starting point for his exploration on the significance of gardens in humanity's relationship with nature. He draws upon a wide array of disciplines to examine the meaning of the American lawn, his attitudes towards the pests and weeds, even the sexual politics of the rose. All of these strands of thought fit within the overarching narrative of Pollan's adventures in the garden, and serves to stimulate thinking around the role of the garden and the act of gardening in our everyday lives.

⁵ *Second Nature: A Gardener's Education* | Accessed 03/25/17 at <http://www.goodreads.com/quotes/tag/seeds>

The garden, Pollan notes, is not merely a patch of land for growing plants and food. It is also a space full of meaning, meaning that is contingent on how we perceive ourselves, our culture, and our relationship with nature. Different generations and cultures have conflicting ideas and metaphors about what is desirable; even what is beautiful and desirable is open to interpretation.

Leadership thoughts — Michael Pollan

On gardens and children: *One of things childhood is a process of learning about the various paths that lead out of nature and into culture, and the garden contains many of these.*

On fighting critters: *It's astonishing, actually, how much anger an animal's assault on your garden can incite. It was not as if I were liable to go hungry as a result of his depredations, after all. No, this was no longer merely a question of vegetables or self-interest. This was about winning.*

On being a "green thumb": *It's easy to get discouraged, unless, like the green thumb, you are happier to garden in time than in space; unless, that is, your heart is in the verb. For the garden is never done — the weeds you pull today will return tomorrow, a new generation of aphids will step forward to avenge the ones you've slain, and everything you plant — everything — sooner or later, will die. Among the many things the green thumb knows is the consolation of the compost pile, where nature, ever obliging, redeems this season's deaths and disasters in the fresh promise of next spring.*



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ACTIVITY

Draw a picture, write a poem, song or wrap of A Garden as...A Place of Meaning and Experience; A Partnership; and A Space for Environmental Understanding.

Questions

- Do you have any vivid childhood experiences associated with gardening?
- How do you or your family members view gardening as a hobby or as a profession?
- What qualities in a garden are attractive to you?

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first experience of common ground. The earth serves as a therapeutic, a connection to the universe of possibilities to grow and change.

In the garden the elders look at a need, create environments and meet the needs of plants and people. Just hanging out in the garden teaches. P-K gardeners learn about relationships between critters, the sun, the rain and the earth. Community service and service learning comes about in later years. Here are some starter questions for youth and adults that stem from gardening with elders.

1. Pair Share - Tell me about grandma's (aunts, uncles, elders) favorite flower or garden.
2. Take some snap beans or garden peas to a senior center or church. Ask elder to tell stories about snapping beans or podding peas in their youth.
3. Bring an armload of flowers and collect some glass jars...put them on a picnic or folding table in the front yard and watch what happens with the kids in the neighborhood. Making floral arrangements to take home for self or others (mom, dad, brother, sister, neighbor, friend). This always brings light to the world in a small but special way!
4. Introduce the concept of 'Functional Habitats' with youth or adults...Where can you find a functional habitat⁷ in your neighborhood, yard, or garden. How does this all work together and why? What is the outcome? So What?
5. Vision, hope, and journey are all components of gardening. This question evokes repose in the rational

⁷ Biodiversity Conservation:

<http://www.wildfarmalliance.org/resources/BD%20Guide%20Organic%20Farmers%20.pdf>

⁸ Functional Habitats (Master Gardner Chapter):

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Grandpa's, Grandma's and Uncle George's Bouquet

Many of us grew up in a family of gardeners. Most phone calls, conversations began with how is your garden? Education, discipline, respect and awe took place at the foot of grandparents⁶, neighbors and/or friends in the garden. Responsibility, care taking, and harvest took place there too! Taste of the sweet and the bitter, the new and the old all came about. Gardens teach us about healing, self esteem, reconnects us to nature...gives us our

⁶ In Search of Our Mother's Garden: https://www.uwosh.edu/african_am/aas-100-canon-materials/walker_in_search.pdf

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and the mystical. Tell three rational or mystical pluses and three wishes in this garden?

Certain garden spaces or experiences can bring us to awareness of who we are and the relationships that shape us. A garden is a place of molding for many of us. Listening to the earth, the forest, the garden, touching it, experiencing it with all 5 senses and gaining a sixth sense about its healing energy is the "so what" of gardening with elders. It is a place where the principal of communion is explained not in word, but in experience. The radiant energy, the spirit, the light unfolds in garden spaces in the people, the sense of place and the sense of the holy!

[This activity is adapted from Polly Taylor Dennlers' Horticultural Therapy Workshop presented at the 2013 Idaho Nursery and Landscape Association Meeting in Boise, Idaho and organic activities that emerged from Kevin Laughlin, SDI Walk in the Garden Facilitators' experience and journey with gardeners over 30 years on the Northern Plains and Pacific Northwest as Cooperative Extension System faculty.]



Happy Earth (Dirt, Soil, etc)



The soil is a bio-dynamic resource from which life flows. Hidden within the elements of earth is our sense of origins, our place, our dependence on the soil beneath our feet, dug with our hands, smelled with our senses; when we unearth the truth, we find pay dirt. In medieval times dirt meant excrement, manure, fertilizer; a good gardener tended the land by spreading dirt, or soiling it. Earth (soil, dirt, etc.) is a support system, a supply network like the other elements on which we depend (air, water, sunlight).

Dakota children understand that we are of the soil and soil is of us, that we love the birds and beasts that grew with us on this soil. A bond exists between all things because they all drink the same water and breathe the same air.
~ Luther Standing Bear, My People the Sioux⁹

Over the years gardeners respond to the seasons by making changes to their land that result from harvest, compaction, movements, landscaping, building or acts of nature. The concept of "Happy Dirt" emerged from programming with preschoolers and their parents as part of the Junior Master

⁹ Suzuki, D. (1997) The Sacred Balance – Rediscovering Our Place in Nature, Prometheus Books, Amherst, New York. page 78

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Gardener Program.¹⁰ Happy dirt exposes youth to the community of life systems in order to adequately understand the integral connection we have to the larger community. When spread it inspires dreams, of plants to come, of the majesty of the planted oak seed or sweet flavor of the garden pea. A kinship at some level, with the earth is explored or exposed.

The soil is a sacred reality, a story waiting to be unfolded. Gardener's come to know the needs of their plants by feeding the soil. We become grateful for the bounty of food, flowers and fiber that the earth returns to us when we are good stewards, shepherds and servants to this resource. Over the years we learn about the value of composting, amending soils and replacing elements that we or those that have come before us have removed. Sometimes it is nature herself that brings about changes in climate, topography or place that we must respond to. Maintaining and responding to the needs of the soil, the soul of the gardener is what this activity is all about.



When we harvest we take from the soil and we need to understand how to give back. Exploitation of the soil can last only so long without renewal. So with our souls we find the same viability tested in our lifetimes and we need renewal. Happy dirt emerged from the concept of soil mixes and the composting processes. When we remove dead vines, stems, leaves and roots (plant parts) from the soil we need to return an equal amount of matter to replace the garden world order. We inherit sacred spaces to steward and shepherd as gardeners. Learning together, we become aware of giving and taking at the most basic level. Youth inherently understand this process and willingly will replace what has been taken when to two actions are connected. This social arrangement (like Community Supported Agriculture¹¹) provides a proper 'natural' relationship and teaches that basic circle of life in this activity.

The sense of the sacred restores the comprehensive union between people and the earth...it is the beginning of wisdom reflected in the face of a child! Reverence is revealed in youth very quickly when they are in the garden. Grandparents that are gardeners know this. That is why they begin or end their teaching in garden spaces, when afforded the opportunity.

To start, reflect and tell a companion about the nature of soils as the most perfect combination of air, water and mineral along with decomposing and alive organic matter. Each time a plant is removed we must learn to replace it with equal amounts of living soil, "Happy Dirt" that will feed the mystery and awe of the next plants, seeds, or trees that will take its' place.

¹⁰ Jr. Master Gardener Program: <http://jmgkids.us/>

¹¹ CSA Defined: <http://www.nal.usda.gov/afsic/pubs/csa/csadef.shtml>

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To make happy dirt one takes 1/3 of the local soil, 1/3 of local completed compost and 1/3 introduced compost and mixes it in a 5 gallon bucket. Mixing ingredients replicates what critters, the seasons, and tools can do for the soil. Depending on the type of soil,

(sand, silt, or clay) adding one or two handfuls of Rock Phosphate, Kelp or Blood Meal or an Organic Fertilizer completes the mix. Worked into the soil 4-6 inches it renews the earth from which new life will come. Ideally one has a soil test and knows what nutrients are present and what needs to be replaced. Over time grateful gardeners, farmers, ranchers and foresters come to know what their land needs as they till and tend the earth. Together with the light of the sun and water from the rain or other source we grow again in each season.

Happy earth can be used to side dress vegetables, flowers, or herbs at transplanting planting time, when dividing/replanting perennials, planting seeds or bulbs. It's just fun. With one bucket for compost (weeds, spent plants, trimmings, etc.) and the other hand with the Happy Dirt bucket, kids will remind you when you don't have both hands full! The beauty, the cycles of life are explained by this process. Youth take the plants that have completed their life cycles to the incomplete compost piles and then co-create happy dirt in discussion with the earth.

The story, the dreams of the gardeners co-create in us the fruits of our labors. We come to know the earth, kinship and gain a new respect from the ground up!

[This activity emerged from observations with youth and adults involved in youth gardening programs. Shared from Kevin Laughlin, SDI Walk in the Garden Facilitators' experience gardening with teachers, parents and 4H Leaders over 30 years on the Northern Plains and Pacific Northwest as Cooperative Extension System faculty]

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http://www.inspire21.com/sites/default/files/imagecache/lightbox/seed_syouplant_1.jpg

Video's

Planting Seeds of Leadership (STEM Video):

<http://www.bing.com/videos/search?q=seeds+of+leadership&&view=detail&mid=60E76919AE85E9F572D760E76919AE85E9F572D7&FORM=VRDGAR>

Planting Seeds of Leadership (Video):

<http://www.bing.com/videos/search?q=seeds+of+leadership&&view=detail&mid=A6DB67D3BAE5383E5353A6DB67D3BAE5383E5353&FORM=VRDGAR>

Seeds of Peace Camp (Video):

<http://www.bing.com/videos/search?q=seeds+of+leadership&&view=detail&mid=65036953FC80B4ECCDBF65036953FC80B4ECCDBF&FORM=VRDGAR>

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P.O. Box 140324 Garden City,
Idaho 83714;
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Kevin M. Laughlin, Ph.D., Idaho Master Naturalist, Gardener, Mentor, & Retired University of Idaho Extension Professor. He lives in Garden City, Idaho and is in his 7th year as an Idaho Master Naturalist with the Sagebrush-steppe Chapter in Boise. A retired University of Idaho Extension Professor & Educator, much of his career focused on volunteer leadership & community rural development. He still enjoys teaching, organizing and facilitating horticulture, gardening, & especially children's gardening programs. He is Certified as an Ecumenical Spiritual Director (2012) by Mt. Carmel Spiritual Centre & Haden Institute at Niagara Falls, Ontario. Kevin is a lifelong learner, has been a member of Chatcolab since 1983, volunteering in several roles, currently as CHAT CHAT Editor.

Holly Moore Purdy, M.A., Mom, Teacher, Writer, & Yoga Practitioner, Bozeman, Montana. She is a new mom and resident of Bozeman, Montana. She is completing yoga teacher training in yoga philosophy and asana, with an emphasis on yoga for teens and for recovery. She has taught English in Butte, Montana, grades 9-12; English grades 6-10 at Berkeley International School in Bangkok, Thailand; English grades 4-5 at De La Salle Blackfeet School in Browning, Montana; and most currently is teaching ESL online to Chinese children ages 5-12. Before she began teaching, she obtained her TEFL certification in Buenos Aires, Argentina and completed a Master of Education degree from Montana State University.

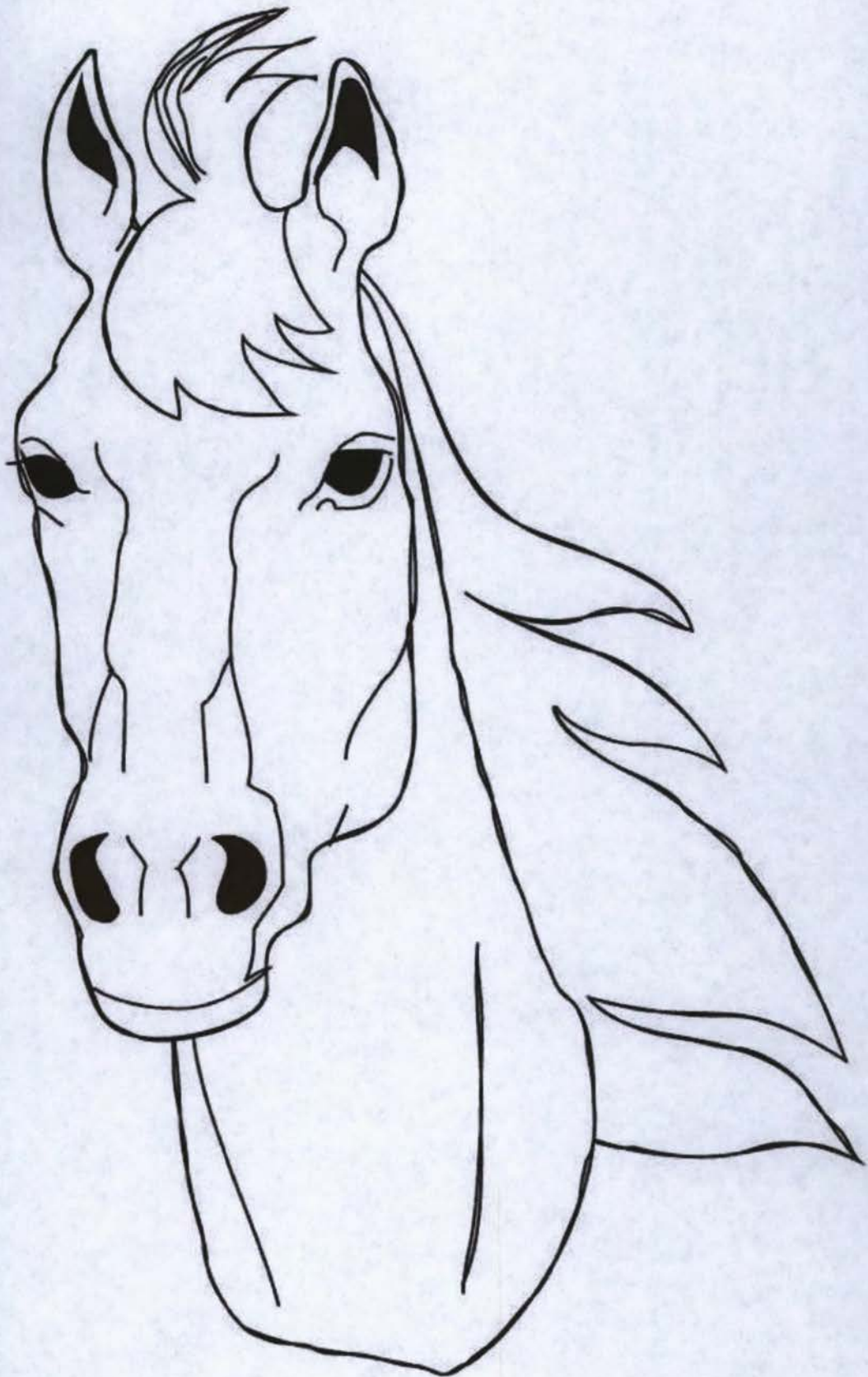
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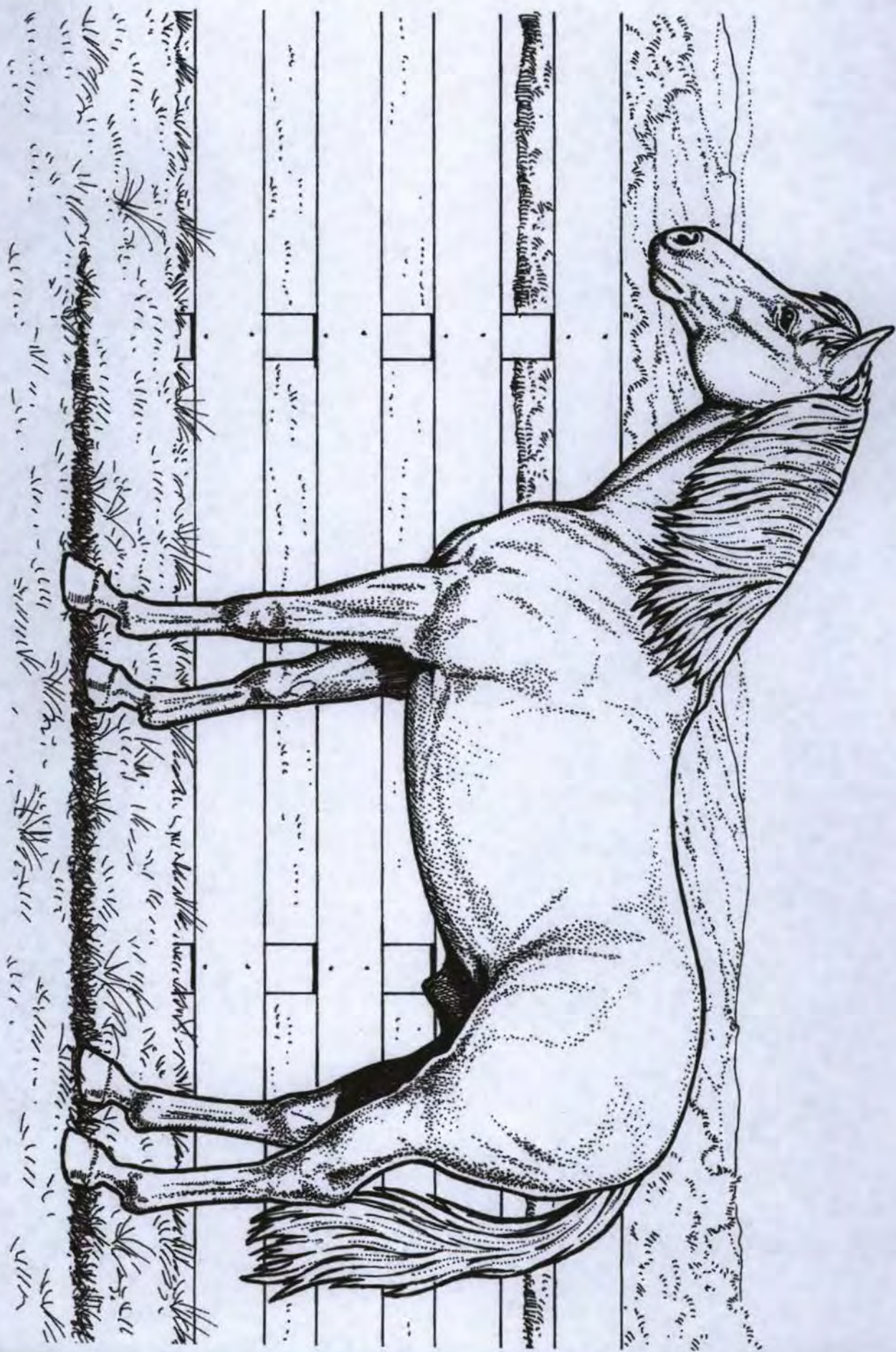


Section E

Mini Workshops

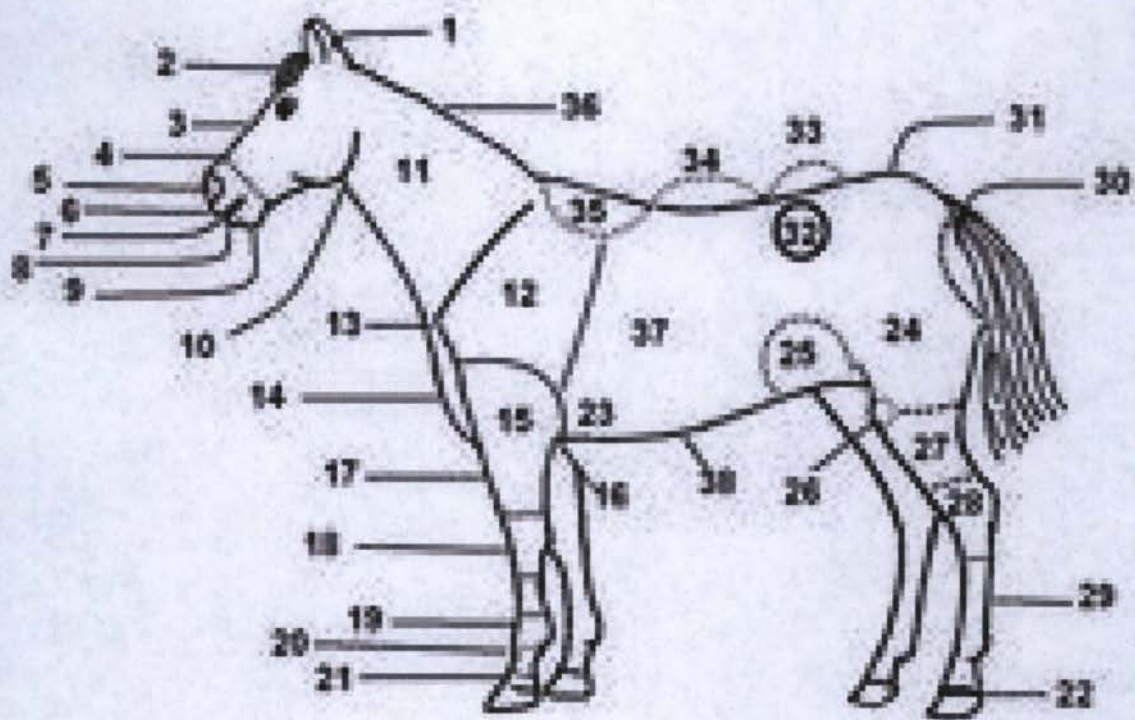
- All About Horses - Brooke Howell
- Appliqué - Susan Sacco
- Astronomy - Lee Hannibal
- Boomerangs - Dave Chandler
- Car Care Olympics - Tyler Wagner
- Cane Pole Fishing - Bevy Larsen
- Decision Making Mindsets - Jana Kemp
- Drawing - Janet Zimmerman
- EFT - Tracy Johnson
- Improve Your Swing - John Warren
- Manfunzos - Camp Staff
- Me Cards - Jackie Barritell
- Seed Packets Craft - Bevy Larsen
- Sow Whats - Bevy Larsen
- Stamp It Up - Kandyce Allers
- STEAM - Tyler Schlagenhauf
- Teddy's Rough Ride to the Top - Dan Shane
- Ukrainian Eggs - Margaret Dibble
- US Geological Survey Hydrologic Monitoring - Kevin Kerlin
- Yogo - Holly Purdy





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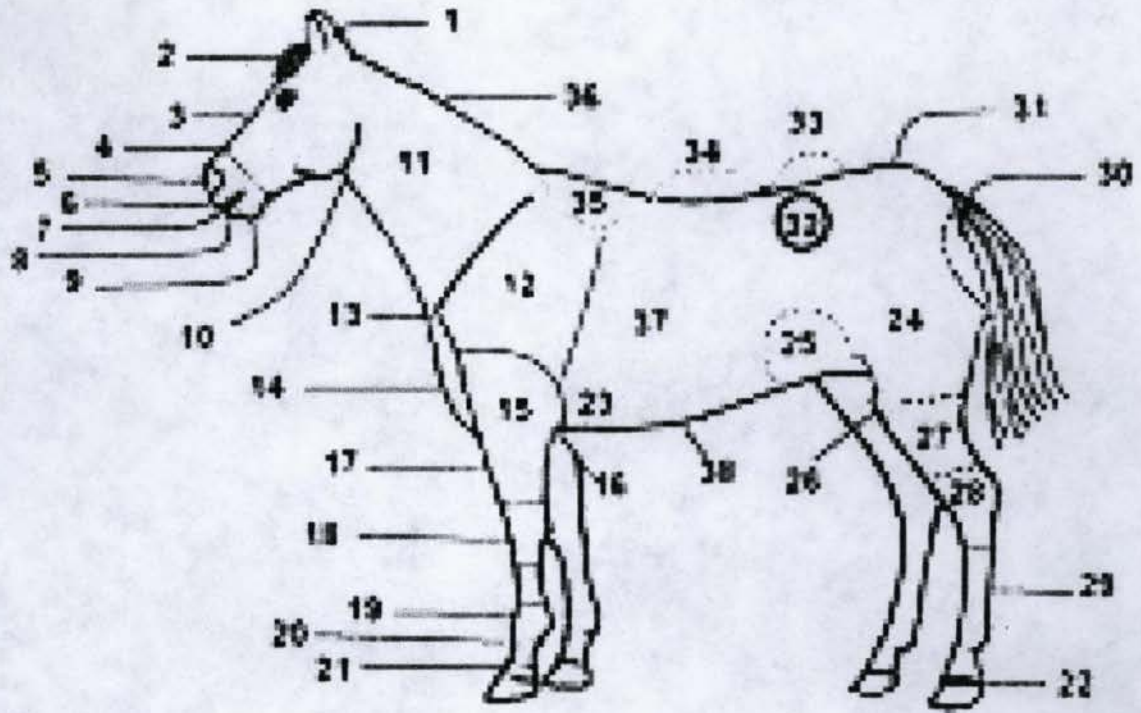
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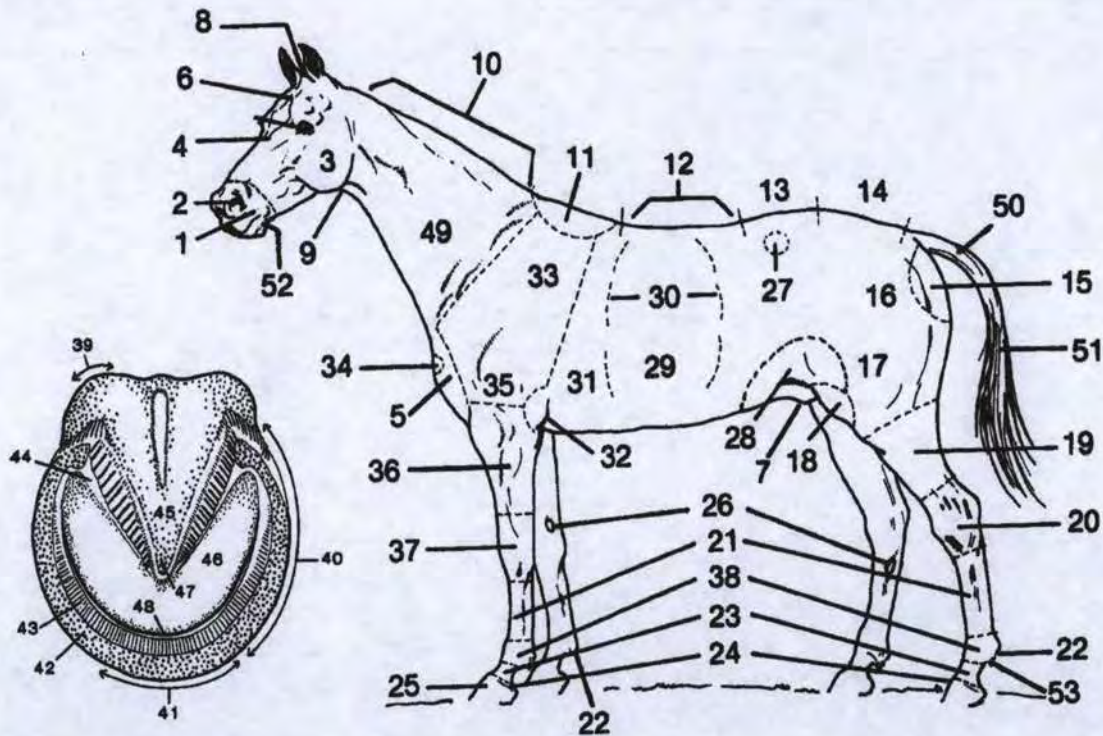
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Parts of a Horse

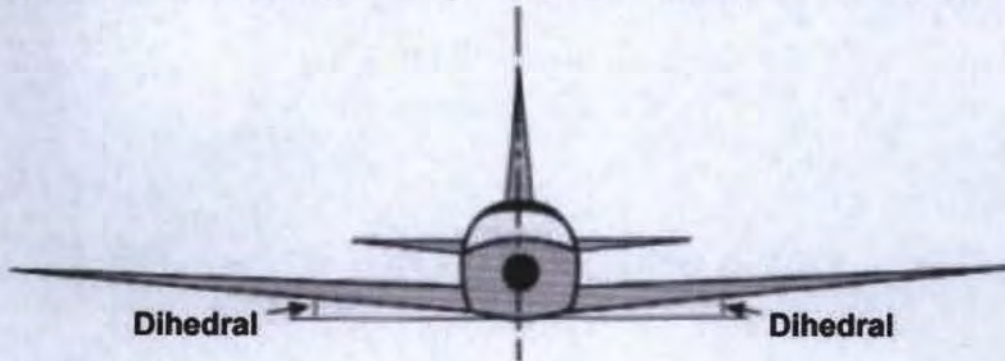


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Making and Throwing Boomerangs

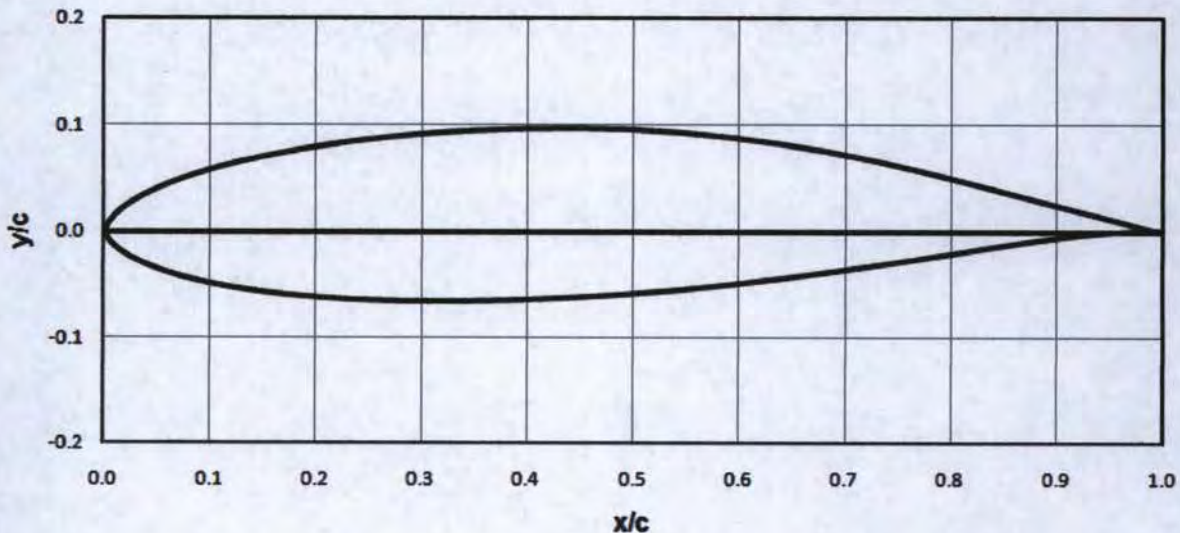
To properly tune a boomerang the "wings" or legs must have dihedral or "tumblehome" in them.



The "wings" also need to be formed into an airfoil. The leading edge of each airfoil needs to face the same way when being thrown. The airfoil produces lift as air flows over it. If a boomerang is thrown with the wings (airfoils) flat, it will produce lift away from the ground. This lift causes the boomerang to fly straight up until the force of the throw is overcome by gravity.

If a boomerang is thrown properly, with the wings vertical, the force of the throw and spin will make the boomerang fly long enough to bring itself right back to you.

S822 Airfoil



These are the forces that coalesce to make a properly formed and tuned boomerang return to the thrower:

- the force of **gravity**,
- the force caused by **lift**,
- the force of **your throw and spin**,
- the torque caused by the **uneven speed (top vs. bottom) of the wings**, and
- the force of any **wind** in the area.



**Bevy, age 9
already a seasoned
cane pole fisherman**

CANE POLE FISHING

presented by

Beverly Larsen

All ages of beginners or seasoned fishermen can enjoy cane pole fishing, one of the simplest and least expensive ways to fish. The only equipment needed is a cane pole, fishing line, a hook, a small weight, a bobber, and some bait. Starter kits can be purchased for less than \$10.

Cane poles are usually 8' - 14' long; shorter poles are easier for shorter people. The fishing line is attached to the small tip of the cane pole and, for control, should not be longer than the pole. The hook is attached to the end of the line, with the small weight attached to the line a couple of inches above the hook. "Split shot" is usually used as the weight; it is easily attached and also moveable, should the fisherman decide to try an adjustment. The bobber is also moveable, and is attached to the line above the weight, based on two factors: how deep the water is, and at what depth the fisherman thinks the fish are swimming. The combined weight of the split shot, hook, and bait should allow the bobber to sit upright on top of the surface of the water, without pulling it under at all.

Worms are the usual bait for cane pole fishing, and digging for worms can be almost as fun as the fishing itself. Put some soil in the bait can with your worms, have a few small airholes, and keep your bait in the shade. A trick I learned from my Dad is to keep your lidded bait container upside down; then every time you flip it over to get a worm out, they'll be right there! Putting the worm on the hook is a ruthless business; just poking the hook through the worm in a few places is like putting the bait on a serving platter and lowering it down to the hungry fish who will be able to eat your worm without getting hooked. Put the hook into the worm near one end, and run the hook right through the center of its long little body past the barb on the hook to help keep it on. Completely cover the hook with the worm and leave a bit of each end of the worm to freely wiggle and help attract fish. Baiting the hook is not for the squeamish; but then, nothing about fishing is, really.

Hold the rigged and baited cane pole upright in one hand and gently swing the end of the line into the water in an underhand fashion, allowing the business end of the line to meet the surface softly. (Overhand casting is NOT for cane pole fishing! An overhand cast will cause your gear to meet with the water in a disturbing plop that will scare the fish away. Overhand casting with cane poles is also dangerous for the fisherman and anyone nearby; I remember my rambunctious young cousin hooking her brother in the ear...ouch!) Your bobber should sit upright; if not, adjust it so that it does.

Now's the time to be patient, wait, and watch your bobber. When a fish is nibbling your bait, the bobber will respond. You might want to move your line ever so slightly to see if you can get the fish to take a bigger bite. Sudden and grand movement of your line will scare the fish away. Once the bobber starts bobbing, you've really got some action; pull up slightly and if there's a little resistance, you might be hooking a fish. If you think you've got something, gently lift the tip of the pole to raise the hook out of the water and see if you've got anything...including whether or not you have any worm left. Rebait if necessary. If your bobber goes under and stays under, you definitely have something! Don't ever yank the line out of the water; you might lose your catch, or you might hook yourself or someone else with your wildly flailing line. Remember: you are not expecting to catch very big fish with this method, so adjust your expenditure of energy accordingly. (If, however, you do end up with a large fish on your hook as shown by your pole being bent by the heavy load, do not try to pull it up out of the water the conventional cane pole fishing way. Instead, point your pole down and walk backwards, drawing the fish out of the water and up onto the shore...phew, what a whopper!)

To take the fish off the hook, hold the line in one hand a few inches above the fish and let the fish hang down. Make a "C" shape with your other hand around the line above the hook, pinky side down. Move your hand down over the fish, folding its pokey fins against its body, allowing you to hold the fish firmly in about the middle or slightly towards the head, depending on its size. Let go of the line and remove the hook with your free hand, remembering that there is a barb at the end of the hook. Sometimes the hook will be too far into the fish's mouth to reach, in which case needle nose pliers are handy. If you are keeping the fish, have a bucket of lake water or a stringer handy; if you are releasing it, gently put it back into the water.

The fish cannot hear you talk, so feel free to converse in normal tones with your fellow fishermen, sing a little song, or whistle a happy tune. Fish can, however, feel the vibrations of you walking on the shore or especially a dock, so tread lightly. Relax and enjoy yourself with cane pole fishing!

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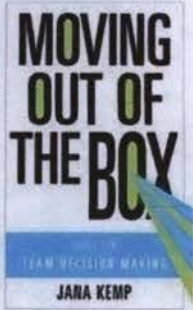
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Decision Making Mindsets

Presenter: Jana Kemp www.JanaKemp.com for ChatcoLab 2017 in Idaho



We all have moments in which we think from one of these:



Extreme Excitement



Engaged Enthusiasm



Neutral



Boxed-in



Anti-Survival

Favorite Phrases for Handling differences and/or Conflict:

The **left brain** is associated with verbal, logical, and analytical thinking. It excels in naming and categorizing things, symbolic abstraction, speech, reading, writing, arithmetic. The left brain is very linear: it places things in sequential order -- first things first and then second things second, etc. If you reflect back upon our own educational training, we have been traditionally taught to master the 3 R's: reading, writing and arithmetic -- the domain and strength of the left brain.

The **right brain**, on the other hand, functions in a non-verbal manner and excels in visual, spatial, perceptual, and intuitive information. The right brain processes information differently than the left brain. For the right brain, processing happens very quickly and the style of processing is nonlinear and nonsequential. The right brain looks at the whole picture and quickly seeks to determine the spatial relationships of all the parts as they relate to the whole. This component of the brain is not concerned with things falling into patterns because of prescribed rules. On the contrary, the right brain seems to flourish dealing with complexity, ambiguity and paradox. At times, right brain thinking is difficult to put into words because of its complexity, its ability to process information quickly and its non-verbal nature. The right brain has been associated with the realm of creativity.

As we develop our creative skills we must also develop our ability to suspend the left brain and to release the right. The ultimate goal for all of us is to approach our life and our work using a "whole" brain approach. We can't make the mistake of thinking that the left and right brains are two totally separate entities within our bodies. They are connected and do have areas of overlap. An integrated "**whole brain**" approach begins to maximize the untapped potential of the human brain.

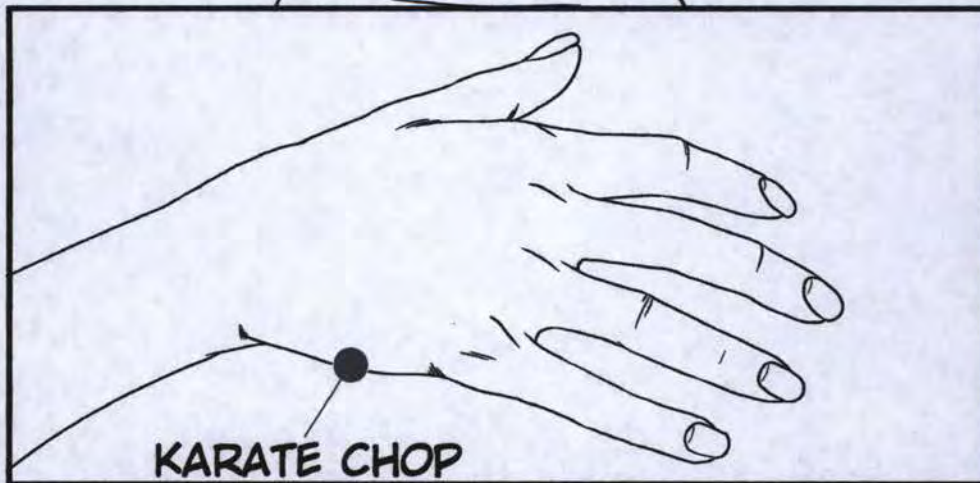
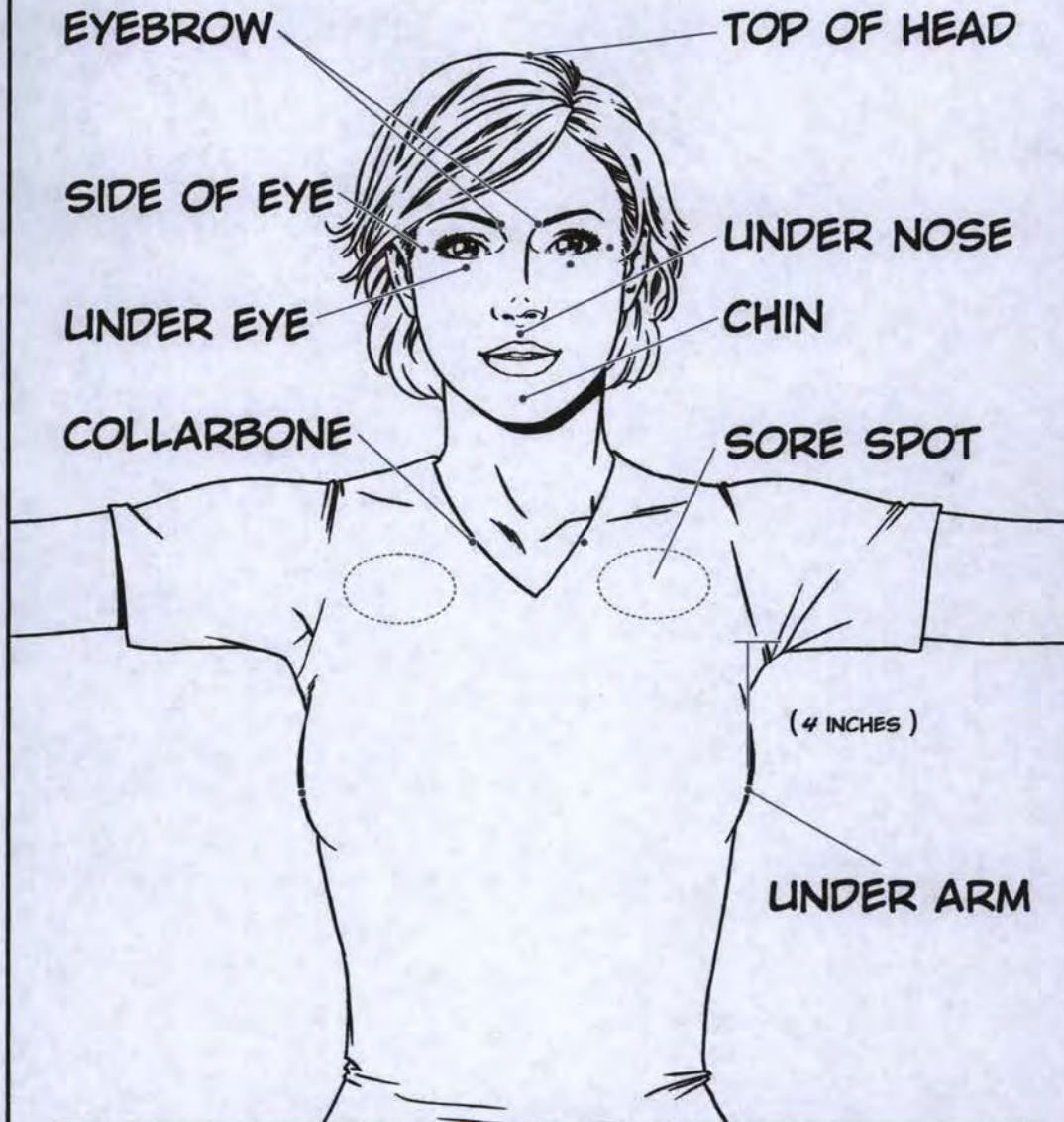
Left Brain

Linear Reasoning - Logic
Black and white
Language functions:
 Grammar and vocabulary
Convergent thinking
Concrete/directed
Mathematical
Speaking
Literal/Analytical
Pattern user
Dominates
Objective

Right Brain

Creative thinking - holistic
Color
Spatial manipulation
Facial recognition
Divergent thinking
Abstract/free
Intuition/dreaming
Drawing
Intonation/Rythm
Pattern seeker
Submits
Subjective

Tapping Points



Courtesy of www.ThrivingNow.com & www.Joy-Connection.com

Visit us for free reprint information and energy tapping tips

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JOHN'S LESSON TIPS TO REMEMBER

Grip: Different grips work, it's an individual preference. However, remember that both hands must be either in a strong position (turned to the right—for a right handed player) or weak, (turned to the left). Having one turned left and one turned right usually does not work!

Stance: Stand upright with weight centered. Bend only at the waist (don't hunch). To feel proper upright position, pull shoulder blades together keeping chin up off the chest. Butt should be out and behind the legs, not over them! At address, hands (club handle) should always be ahead of the ball, more with shorter clubs than long. Ball position is back of center with short clubs and forward of center with longer clubs. Woods and rescue (hybrids) clubs should all be well forward.

Back Swing: Take away is always initiated with the shoulders, Allow club head to move straight back low and slow (don't lift the club with the arms and hands) . Control the club path with the left side, keeping right arm and hand very relaxed throughout backswing. It's ok to let head and neck move slightly to the rear on the backswing (one or two inches) this prevents tilting forward of the head trying to keep it steady at the ball. Remember, tilting the head and shoulders toward the target on the backswing, almost always causes one to pull the head backwards on the downswing, forcing the weight to the right side instead of letting it move to the left. As the hands load (wrists cock) the left arm and club shaft should form a perfect L. Be careful to keep the right foot flat on the ground at the top of the backswing. Swaying to the outside of the right foot is a bad habit which causes many inconsistencies on the downswing.

Downswing (forward swing): Always start the downswing with the feet (feel your body weight moving off the right foot to the left foot and the right knee moving toward the left knee. Maintain the L position of the shaft and the left arm as the arms start down, (swing the L). *Keep knees relaxed + flexed as weight transfers from right to left.*

Note: With mid to short irons, the chest center line should be directly over the ball with the club handle pointing at the belly button at impact. With longer irons and woods, the chest center line remains behind the ball as the torso turns through

Use stomach and butt muscles to turn body through to the target. Turning faster is the proper way to get the clubhead moving faster—not trying to throw it at the ball with your arms and hands. Always swing to a complete high finish (right hand has released over the left and club shaft has completed its arc up and over the left shoulder). *Weight should now be on left (over a straight left leg.)*

Notes: 1. Remember The Big 3 - Rythm, Tempo, Balance. They are the secret
2. Weight transfers → inside (arches of feet) to inside.
Practice turning keeping weight on insides of each foot.

Golf Swing Fundamentals

1. Big muscles operate the small muscles!
(Shoulders move, then Arms, then Hands)
2. Body must rotate!
(The Hips, Chest, and Shoulders must turn around a center point, with the head staying at or slightly behind the ball position!)
3. Weight must transfer!
(Body weight must transfer to the inside of the Rear foot—one furthest from the target—on the backswing and to the inside of the front foot – the one closest to the target—on the Forward swing!)

Basics for Timing and Technique

1. Rhythm

This is the number of counts it takes to complete the the backswing, ie 1-2-3 or 1-2

2. Tempo

This is the speed of the rhythm! It can be fast, medium or slow. Usually, slow or medium is better than fast, to accelerate the club properly!

3. Balance

Maintaining solid contact to the ground with your Feet, (using your legs and feet properly back and through to the target, so that you finish the forward swing with the belly button, chest, and right knee facing the target, and the club shaft over left shoulder.

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SEED PACKET BIRDHOUSE

shared by Beverly Larsen

6 seed packets are used for this decorative birdhouse...2 for the front & back, 2 for the sides/bottom, and 2 for the roof. Follow the drawings below to prepare the packets. Use the flaps on the seed packets and the parts of packets you will fold in as tabs to construct the birdhouse. Use tacky glue rather than hot glue to allow time to make structural adjustments. Prepare the front and back, then use them to help judge where to clip the sides to fold to shape the bottom. Glue sides together at the center of the bottom using one of the packet flaps. Glue the front and back to the sides. Adjust as necessary so house sits squarely. Glue on the roof, leaving the overhang in the front. Poke a little spanish moss in the entry hole to "furnish" your new birdhouse.



FRONT

- > glue all flaps shut
- > fold peak at top
- > trace a quarter & cut out for the entry hole



BACK

- > glue all flaps shut
- > fold peak at top



SIDES

(make 2)

- > top flap open on both, bottom flap open on one
- > fold side edges in
- > line up side edges with back (see brackets) and clip to fold



ROOF

- > one top flap open
- > fold under about 1 inch of each bottom edge & glue to back of packet

● SEED PACKET PLANT POKE

THIS WHIMSICAL PLANT POKE IS MADE WITH 2 SEED PACKETS, A WOODEN SKEWER, CHENILLE STEMS, WOOD BEADS, SCRAP COLORED CROCHET COTTON, WIGGLE EYES, AND A TOOTHPICK.

PUSH "HAIR" INTO THE TOP OF LARGER BEAD; GLUE ON WIGGLE EYES AND DRAW SMILE WITH PERMANENT MARKER. GLUE HEAD ONTO SKEWER. PUT SMALLER BEADS ONTO CHENILLE STEM ARMS AND LEGS FOR HANDS AND FEET. WRAP ARMS AND LEGS AROUND SKEWER. GLUE SEED PACKETS ON FRONT AND BACK OF BODY. GLUE SIGN ONTO TOOTHPICK AND PLACE TOOTHPICK INTO ONE "HAND". THE SIGN COULD BE PERSONALIZED FOR A SPECIAL OCCASION OR CLUB MEETING THEME.

...other ideas...

You can make your own "seed packets" for special occasions and fill with seeds, candy, or potpourri. Use a computer or stamps, stickers, or your own art. These make great party favors, small gifts for groups of people, or promotional gimmicks.

shared by Beverly Larsen

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●
shared by Beverly Larsen

Sow Whats

plantable gift tags/greeting card enclosures
presented by Beverly Larsen

SUPPLIES

plastic container (3 or 4 cup size)
metal window screen (cut larger than top of container)
open cookie cutter or other small mold
blender
scrap paper
pointed 1/4" wooden dowel or sharpened pencil
flower seeds
rag
hole punch, string, yarn, or ribbon

1. Wrap screen tightly over opposite edges of the plastic container.
2. Place cookie cutter on screen.
3. Blend torn scrap paper with water; pour slurry into mold, tamp with finger and wooden stick.
4. Sprinkle with a few seeds.
5. Add more slurry; tamp well, especially the edges.
6. Carefully remove cookie cutter, then remove screen from plastic container.
7. Lay rag over project, invert, and carefully remove screen.
8. Place rag with project on flat surface, cover project with another part of rag.
9. Press firmly onto work surface to flatten project and blot excess water.
10. Carefully remove project from rag and lay on flat surface to dry.
11. If desired, write or draw on dry project with pencil, ball point pen, or gel pen.
12. Punch hole and insert string for gift tag.

N.B.:

Different colors of slurry can be carefully layered.

If dissatisfied with a wet project, it can be remade into slurry but just stir it in a cup...blending the seeds can damage them.

Projects can be laid on a warm electric skillet to speed drying. If the project doesn't dry flat enough, it can be carefully remoistened and reflattened.



WHERE ENGINEERING MEETS IMAGINATION

STEAM EDUCATION FOR THE 21ST CENTURY

Challenge Island is a one-of-a-kind enrichment program on the cutting edge of S.T.E.A.M. (science, technology, engineering, art, & math) education and 21st Century Learning. We take children on a unique "island" adventure where they work in collaborative tribes to take on various STEM/STEAM challenges using only the materials in their treasure chest and their creativity.

IN-SCHOOL FIELD TRIPS



Now you can take your students on an action-packed island adventure without ever leaving school grounds! Preschool, elementary, and middle school children love our Challenge Island field trips so much that they never seem to notice the hearty STEM-based curriculum and national math, science, and language arts standards that are so intricately woven into the Challenge Island experience. Simply pick a Challenge Island field trip destination that meets your school's current curricular needs, and we'll take your students on a one-of-a-kind educational journey fueled by their problem-solving savvy, critical-thinking prowess, and boundless imagination.

www.challenge-island.com

Field Trips by Topic/Standard:

- Gravity:** Egg Drop Cliffs, Roller Coaster Beach, Roller Coaster Ridge, Slowler Coaster, Anaconda Squeeze, Marshmallow Blast Mountain
- Life Science:** Jaguar's Claw, Monkey Swings, Anaconda Squeeze, Dinosaur Park
- Energy:** Blow Cart Beach, Roller Coaster Ridge, Roller Coaster Cliffs, Slowler Coaster, Catapult Cove, Pinball Wizard, Poseidon's Fury, Marshmallow Blast Mountain
- Engineering:** Treetop Towers, Great White Bridges, Tinfoil Falls, Earthquake Valley, Anaconda Squeeze, Pyramid Peak, Parthenon Party Place, Minotaur's Labyrinth, Poseidon's Fury
- History/Social Studies:** Mayflower Harbor, Roller Coaster Beach, Pyramid Peak, Pinball Wizard, Gold Rush Mountain, Parthenon Party Place, Minotaur's Labyrinth
- ELA/Greek Mythology:** Medusa's Pet Rock, Parthenon Party Palace, Minotaur's Labyrinth, Poseidon's Fury
- Momentum:** Roller Coaster Ridge, Roller Coaster Cliff, Slowler Coaster, Roller Coaster Beach
- Elasticity:** Catapult Cove, Pinball Wizard, Marshmallow Blast Mountain, Minion Lab
- Friction:** Slowler Coaster, Roller Coaster Ridge, Blow Cart Beach
- Measurement:** Treetop Towers, Great White Bridges, Roller Coaster Cliff, Rocket Heights, Catapult Cove, Earthquake Valley, Marshmallow Blast Mountain, Pyramid Peak
- Buoyancy:** Tinfoil Falls, Mayflower Harbor, Poseidon's Fury
- Simple Machines:** Medusa's Pet Rock, Catapult Cove, Monkey Swings
- Velocity:** Roller Coaster Ridge, Roller Coaster Cliff, Rocket Heights, Catapult Cove, Pinball Wizard, Minotaur's Labyrinth
- Adaptations:** Monkey Swings
- Wind Power:** Blow Cart Beach, Mayflower Harbor, Wicked Witch Twist
- Force:** Great White Bridges, Rocket Heights, Poseidon's Fury
- Air Resistance:** Egg Drop Cliffs, Rocket Heights, Blow Cart Beach
- Food Chain:** Jaguar's Claw
- Time Keeping:** Slowler Coaster, Anaconda Squeeze, Poseidon's Fury, Mayflower Harbor
- Earth Science:** Extreme Eruption Point, Earthquake Alley

boise@challenge-island.com

(208) 996-3679

www.challenge-island.com



ISLANDS

Hollywood Island: Roll out the red carpet for the Academy-Award-worthy Hollywood Island! Our STEMtastic tribes will take on challenges at star-studded destinations including Wicked Witch Twist, Wizardry Academy, and Dinosaur Park. Hollywood Island promises to be a Blockbuster hit so be sure to get your seat soon!



Time Machine Island: This session's challenges will take place on the action-packed Time Machine Island! You and your tribe will build a time machine to take you to historical destinations like Gold Rush Mountain, Pyramid Peak, and Pinball Wizard Way. This incredible island is sure to be a hit so sign up before your spot is history.



Rainforest Island: Grab your survival gear for an Amazonian adventure on Rainforest Island. You and a tribeful of friends will take on a jungle of challenges at breathtaking destinations like Jaguar's Claw, Monkey Swings, and Anaconda Squeeze. This not-to-be missed island is sure to sell out fast so

save your spot in the Rainforest today.





ISLANDS

Mythology Island: Gear up for an adventure on epic proportions on the Mt. Olympus-inspired Mythology Island! You and your tribe will travel back to ancient Greece where you'll take on myth-worthy challenges at destinations like *Poseidon's Seas*, *Parthenon Party Place*, and *Medusa's Pet Rock Playground*. This incredible island is sure to sell as fast as Zeus's lightning bolt, so sign up in a flash.

Shark Tooth Island: Get ready to chomp into some Fintastic challenges on Shark Tooth Island! You and a tribeful of friends will test your STEM savvy at action-packed destinations like *Great White Bridges*, *Blow Cart Beach* and *Ice Cream Stream*. Don't miss out on this amazing Challenge Island adventure.

Amusement Park Island: Get your ticket for our action-packed Amusement Park Island! You and a tribeful of friends will create thrill rides galore at exciting destinations like *Roller Coaster Cliff*, *Zipline Zone*, and *Spinning Waters*. Amusement Park Island promises to be the hottest ticket

round, so reserve your spot soon.





ISLANDS

Carnival Island: Come on over to the Challenge Island Fairgrounds for most STEMtastic carnival around! You and a tribeful of friends will visit action-packed destinations including Marshmallow Blast Mountain, Airshow Fields, and the Midway Arcade. Carnival Island promises to be a prize, so get your ticket today.



Volcano Island: This session's challenges will take place on the action-packed Volcano Island! You and a tribeful of friends will take on explosive challenges at hot destinations like Lava Lake Crossing, Lava Lamp Light House and Extreme Eruption Point. This awesome island is a TOTAL BLAST, so reserve your spot soon!





STEAM EDUCATION FOR THE 21ST CENTURY

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Teddy Says

"Do what you can, with what you have, where you are."

"In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing".

"Speak softly and carry a big stick and you will go far."

"If you could kick the person in the pants responsible for most of your trouble, you wouldn't sit for a month."

"Believe you can and you are half way there."

"A man who has never gone to school may steal from a freight car; but if he has a university education, he may steal the whole railroad."

"The most important single ingredient in the formula of success is knowing how to get along with people."

"People ask the difference between a leader and a boss ... The leader works in the open, and the boss in covert. The leader leads, and the boss drives."

"Every immigrant who comes here should be required within five years to learn English or leave the country."

"When they call the roll in the Senate, the Senators do not know whether to answer 'Present' or 'Not guilty.'"

"Far and away the best prize that life has to offer is the chance to work hard at work worth doing."

Recommended Reading

Mornings on Horseback by David McCullough

The Bully Pulpit by Doris Kerns Goodwin

The Rise of Theodore Roosevelt by Edmond Morris

Theodore Rex by Edmond Morris

Theodore Roosevelt by Theodore Roosevelt

All the Great Prizes by John Talliver

(Talliver was Roosevelt's Secretary of State.)

Colonel Roosevelt by Edmond Morris

Shared by Dan Shane

Theodore Roosevelt – Trivia questions

1. Eleanor Roosevelt was Teddy's A. wife, B. niece, C. cousin, D. no relation.
2. While leading the Rough Riders, Teddy was A. Major, B. President, C. Lt. Colonel, D. Private.
3. The name of the horse that Teddy rode up San Juan Hill was A. Dakota, B. Texas, C. Alabama, D. Trigger.
4. Teddy Roosevelt became the first president to win the A. Nobel Prize for Peace, B. Pulitzer Prize for literature, C. Golden Glove for boxing, D. 4H Senior Champion for large livestock.
5. Teddy's Vice-President's name was A. Sherman, B. Wilson, C. Fairbanks, D. Quinton.
6. Teddy witnessed Lincoln's A. inauguration, B. funeral procession, C. assassination, D. Tunnel completion .
7. TR could read and write fluent A. Spanish, B. Russian, C. German, D. Yiddish.
8. FDR and Teddy were both A. Assistant Secretary of the Navy, B. Vice President, C. Secretary of State, D. Rotarians.
9. Teddy graduated from A. Columbia, B. Harvard, C. Yale, D. None of these.
10. TR was blind in the left eye due to: A. falling off a horse in the Dakotas, B. boxing at the White House, C. defending his home, D. tetherball.
11. At the White House he loved to play A. golf B. tennis C. baseball D. none of these.
12. During Teddy's term as President this was built A. Oval Office, B. West Wing, C. Rose Garden, D. Presidential treehouse
13. Teddy was shot while A. campaigning for President in 1912, B. hunting accident in the Rockies, C. riding in the Badlands, D. cleaning his rifle .
14. Teddy's campaign slogan boasted: A. The New Deal, B. The Fair Deal, C. The Square Deal, D. The Let's Get Jiggy with It Deal.
15. The name Roosevelt is of this descent: A. German, B. Dutch, C. Polish, D. Vulcan.

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● USGS Education Resources for Teachers

education.usgs.gov

Discover a wealth of curricular ideas, scientific data, maps, and other resources to support biology, geography, geology, geospatial data, and hydrology!

Where Can I Find It?	What Can I Do With It?	What Does It Look Like?
<p>Educational Resources for Primary, Secondary, and University Educators and Students</p> <p>https://education.usgs.gov</p>	<p>Tap into over 130 years of USGS research in the natural sciences in the form of lesson plans and activities, maps, podcasts, online lectures, videos and animations, and much more. Browse thousands of ideas for using these resources in elementary, secondary, university, and informal education settings.</p>	
<p>Online Lectures</p> <p>https://education.usgs.gov/lectures.html</p>	<p>Bring USGS scientists directly into your classroom through high-resolution online lectures (60-90 minutes) covering topics from biology to volcanoes. Most lectures are targeted to a general audience and are suitable for grades 8 through university.</p>	
<p>Educational Animations and Films</p> <p>https://education.usgs.gov/videos.html</p>	<p>Enliven classroom presentations with this collection of USGS videos and animations for use in stand-alone lessons or lesson planning. Contents represent the broad scope of USGS science and range from 10 second animations to hour-long, award winning films.</p>	
<p>Social Media</p> <p>https://www.usgs.gov/connect/social-media</p>	<p>Keep up with USGS science through social media. Follow the USGS on Twitter, Facebook, YouTube, and Google+; subscribe to news feeds and real-time hazard alerts; listen to podcasts about current events; and get automatic updates on many science topics.</p>	
<p>Earthquake Hazards</p> <p>https://earthquake.usgs.gov</p>	<p>Did you feel an earthquake today? Check out real-time earthquake information, record your own earthquake observations, and sign up for automatic earthquake alerts. Explore links to earthquake FAQs, summary posters, ShakeMaps, historical events, preparedness, and more.</p>	

Where Can I Find It?	What Can I Do With It?	What Does It Look Like?
<p>Volcano Resources for Educators</p> <p>https://volcanoes.usgs.gov/</p>	<p>Learn about volcanoes in the United States and around the globe! Check out the Volcano Status Map for real-time information, read volcano FAQs, download educational posters and teacher guidebooks, view volcano movies, and explore additional teaching resources.</p>	
<p>Schoolyard Geology</p> <p>https://education.usgs.gov/lessons/schoolyard</p>	<p>Wish you could take more field trips? You can! Your own schoolyard is filled with features analogous to geologic concepts. Discover activities and methods for turning your schoolyard into a rich investigative experience.</p>	
<p>The Life Cycle of a Mineral Deposit</p> <p>https://pubs.usgs.gov/gip/2005/17</p>	<p>Introduce students to minerals through ten activity-based learning exercises. A teacher's guide covers basic geologic concepts; the processes of finding, identifying, and extracting mineral resources; and the uses of minerals. Includes a glossary and a list of minerals and their uses. K-12.</p>	
<p>This Dynamic Planet & This Dynamic Earth</p> <p>https://pubs.usgs.gov/imap/2800</p>	<p>Gain an understanding of the forces that shape our continents through our top-selling map (<i>This Dynamic Planet</i>) showing tectonic plates, earthquakes, volcanoes, and impact craters. Follow a link to <i>This Dynamic Earth</i>, the most referenced source on plate tectonics. Both publications are designed for classroom use.</p>	
<p>The Geologic Time Spiral: A Path to the Past</p> <p>https://pubs.usgs.gov/gip/2008/58</p>	<p>The evolution of the Earth's plants and animals is recorded in its rock layers. Download or view this poster showing a bird's-eye look at the progression of geologic time and life on Earth.</p>	
<p>Park Geology in 3D</p> <p>https://3dparks.wr.usgs.gov</p>	<p>Take a 3D or standard photography tour of the rocks and geology in over 60 national parks, national monuments, national historic sites, national forests, and other public areas. Includes photography from historical expeditions in several western locations.</p>	

Where Can I Find It?	What Can I Do With It?	What Does It Look Like?
<p>Real-Time Water Flow and Water Quality Data for Rivers Near Your School, Home, and Across the USA</p> <p>https://water.usgs.gov/education.html</p>	<p>Learn about USGS science in your watershed, and explore a wealth of very basic information about surface water, groundwater, floods, drought, water use, and water quality. There are materials suitable for all grade levels. Lessons and activities are on the back of the Water Education Posters.</p>	
<p>Water Science School</p> <p>https://water.usgs.gov/edu/</p>	<p>Dive into this interactive primer on everything you need to know about water and its crucial role on planet Earth. Includes pictures, data, maps, and tests of your water knowledge. An excellent glossary of water terms and useful links to other water sites are included. The Water Cycle portion of the site is translated into 50 languages, and the entire site is available in Spanish.</p>	
<p>Citizen Science</p> <p>https://txpub.usgs.gov/myscience</p>	<p>Contribute to regional and national scientific databases by collecting information about volcanic ash, watersheds, maps, earthquakes, phenology, and landslides. These are great projects for individuals or entire classrooms.</p>	
<p>USGS Kids</p> <p>https://education.usgs.gov/kids</p>	<p>Learn about biology in the K-6 classroom through stories, nature games, coloring pages, puzzles, and fun projects. Topics include bee population declines, climate change, dealing with wildlife, and animal sounds.</p>	
<p>North America Amphibian Monitoring Program</p> <p>https://www.pwrc.usgs.gov/naamp</p>	<p>Join a collaborative effort to monitor populations of vocal amphibians. The USGS provides coordination and database management. Regional partners recruit and train volunteers like you, to collect amphibian population data by their unique vocalizations. Grades 10 and up.</p>	
<p>North American Breeding Bird Survey</p> <p>https://www.pwrc.usgs.gov/bbs</p>	<p>Get involved by collecting data to contribute to a long-term avian monitoring program that tracks the status and trends of North American bird populations. More than 400 species are monitored. Take the Bird Quiz after exploring videos, descriptions, and bird songs. Grades 10 and up.</p>	

Where Can I Find It?	What Can I Do With It?	What Does It Look Like?
<p>Looking at the Earth</p> <p>Tracking Change Over Time http://eros.usgs.gov/Educational-Activities</p> <p>Image Gallery http://eros.usgs.gov/imagegallery</p> <p>Earthshots http://earthshots.usgs.gov</p> <p>EarthNow! Landsat Image Viewer http://earthnow.usgs.gov</p>	<p>Tracking Change Over Time: Lesson plans for teaching students how scientists use satellite images to study the changing Earth.</p> <p>Image Gallery: High-resolution, downloadable satellite images that showcase individual states and scenes of distinctive beauty.</p> <p>Earthshots: Explore before-and-after satellite images showing environmental change and introducing remote sensing concepts.</p> <p>EarthNow! Landsat Image Viewer: Watch a mesmerizing live feed of images from the Landsat satellites.</p>	
<p>Printable Maps</p> <p>https://nationalmap.gov/small_scale/printable.html</p>	<p>Do you need a simple, prepared map that you can print at home or at school?. These page-sized maps are available for the entire U.S. or for individual states, and include outline maps of the states (labeled and unlabeled), rivers and lakes, counties, presidential elections, territorial acquisitions, and much more.</p>	
<p>US Topo Quads -- Maps for America</p> <p>https://nationalmap.gov/ustopo</p>	<p>Download free, digital topographic maps through the USGS Store, along with free analytical and viewing tools. Turn individual data layers on and off. Layers include topographic contours and orthoimagery (rectified air photos).</p>	
<p>Teaching with Topographic Maps</p> <p>https://education.usgs.gov/lessons/mapresources.html</p>	<p>Discover ways to use USGS topographic maps as an effective tool to teach about topics like coordinate systems, datums, map projections, geographic names, physical features, the Public Land Survey System, and topographic profiles.</p>	
<p>USGS Store</p> <p>https://store.usgs.gov</p>	<p>Browse the Education Products section of the USGS Store to find maps, posters, and publications appropriate for the classroom. Use the Map Locator and Downloader to find and download free digital topographic maps including the new generation US Topo maps.</p>	
<p>ASK USGS - Personalized, Expert Help</p> <p>https://answers.usgs.gov/ (email form or Live Web Chat)</p> <p>or</p> <p>1-888-ASK-USGS (1-888-275-8747)</p>	<p>Access and use the best USGS resource of all — its people! Our Science Information Services (SIS) network of information specialists can help you find and use our resources and our products, whether you are an educator, a student, or an interested citizen.</p>	

From the River to You: USGS Real-Time Streamflow Information

...from the National Streamflow Information Program

This Fact Sheet is one in a series that highlights information or recent research findings from the USGS National Streamflow Information Program (NSIP). The investigations and scientific results reported in this series require a nationally consistent streamgaging network with stable long-term monitoring sites and a rigorous program of data, quality assurance, management, archiving, and synthesis. NSIP produces multipurpose, unbiased surface-water information that is readily accessible to all.

Introduction

As part of the National Streamflow Information Program, the U.S. Geological Survey (USGS) operates more than 7,400 streamgages nationwide to provide streamflow information for a wide variety of uses. These uses include prediction of floods, management and allocation of water resources, design and operation of engineering structures, scientific research, operation of locks and dams, and for recreational safety and enjoyment. These streamgages are operated by the USGS in partnerships with more than 800 other Federal, State, Tribal, and local cooperating agencies. Today (2007), nearly 90 percent of streamgages record and transmit streamflow information electronically so that streamflow information is available on the World Wide Web in real time (<http://waterdata.usgs.gov>). Most streamgages transmit information via satellite, but a few use telephone and radio telemetry.

Collecting and delivering streamflow information from the streamgage to the World Wide Web in real time by satellite involves numerous steps and the simultaneous activities of a large array of computer hardware and software. These processes work together to ensure the prompt delivery of streamflow information to many diverse users.

Collecting and Transmitting Streamflow Information

The streamflow information collected at most streamgages is stream stage (also called gage height). This is the height of the water surface above a reference level or datum. Stream stage is measured by a variety of methods including floats, pressure transducers, and acoustic or optical sensors (fig. 1).

Stage data are measured at the time interval necessary to monitor the rise and fall of a given river, typically every 15 minutes (fig. 2). These

data are stored in a data logger in the gagehouse.

On a preset schedule, typically every 1 to 4 hours, the streamgage transmits all the stage information recorded since the last transmission to a Geostationary Operational Environmental Satellite (GOES). Many streamgages have predetermined stage thresholds. When these thresholds are exceeded, the time between transmissions to the satellite will decrease from 1 to 4 hours to every 15 minutes to provide more timely data during flooding or other emergency situations.

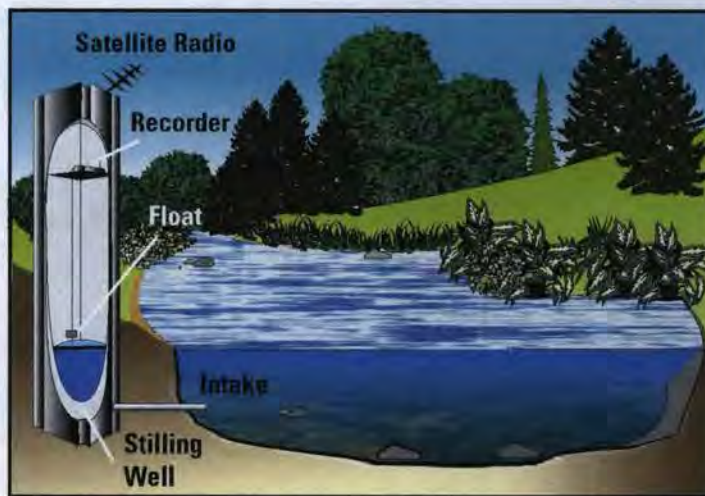
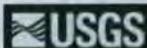


Figure 1. Stream stage is the height of the water surface above a reference level or datum. Stage can be measured by a variety of methods, including a float, as shown in this illustration.



USGS 01646500 POTOMAC RIVER NEAR WASH, DC LITTLE FALLS PUMP STA



Figure 2. Fifteen-minute stage (gage height) data showing the rise and fall of the Potomac River during a 1-week period in 2007.

Transmissions from the streamgage are sent from the GOES satellite to the National Oceanic and Atmospheric Administration's (NOAA) Command and Data Acquisition (CDA) facility at Wallops Island, Virginia. The received information is then immediately rebroadcast at much higher power to a domestic communications satellite (DOMSAT). This allows the information to be received at smaller Local Readout Ground Stations (LRGS) throughout the United States. The USGS maintains 21 LRGS systems to provide redundancy, in the event one or more systems are not operating.

Upon receipt at the LRGS, stage information is transferred almost immediately into the USGS National Water Information System (NWIS). NWIS consists of a network of more than 50 computers that collectively process all USGS water-resources data and store more than 100 years of streamflow, water-quality, and ground-water data from hundreds of thousands of sites across the country.

Processing Streamflow Information

Stream stage is an important parameter for some applications, but most users of stream information are interested in streamflow (or discharge). Because streamflow cannot currently be measured directly at the streamgage, it must be estimated from stage data. This is done using a stage-discharge rating (fig. 3). A rating is the relation between stream stage and streamflow; a rating is developed by making manual discharge measurements that cover the range of stream stage at each streamgage. Because the configuration of the stream channel at each streamgage is different, an individual rating must be developed for each streamgage. In addition, changing channel conditions require that ratings be constantly checked by making additional measurements and adjusted as appropriate (fig. 4). These checks and corrections are particularly critical during floods and droughts or other emergency situations.

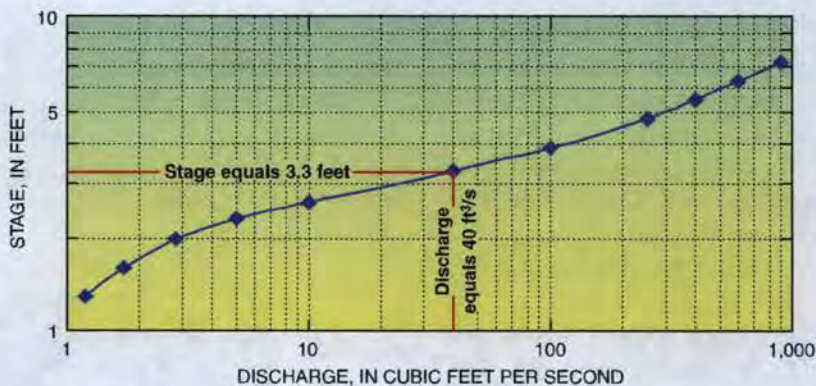


Figure 3. A rating curve relates stream stage to streamflow (discharge) through the use of manual discharge measurements. At this streamgage, a stage of 3.3 feet gives a streamflow of 40 cubic feet per second.

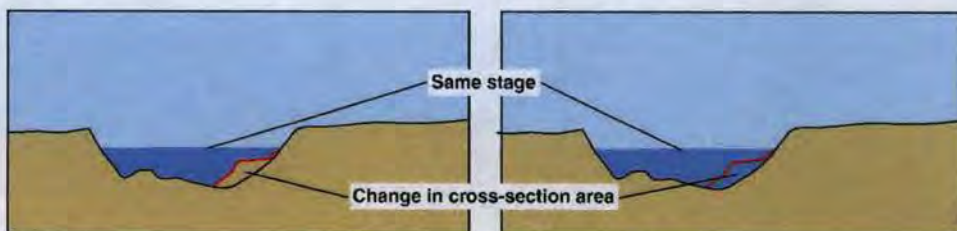


Figure 4. Because all stream channels change with time, additional manual measurements must be made to check and update the rating for each streamgage. This is particularly important during floods and droughts.

When NWIS receives stage data from an LRGS, it uses the most recent rating developed for the streamgage to convert the stream stage to streamflow. USGS hydrographers work to ensure that the stored ratings for each streamgage match the latest discharge measurements at all times so that the computed streamflow remains as accurate as possible. Redundant NWIS systems exist across the country so that data processing can continue in the event of the failure of a local NWIS computer.

Delivering Streamflow Information

After stream stage is converted to streamflow in NWIS, the information is sent to the USGS Web site delivery system NWISWeb (<http://waterdata.usgs.gov/nwis>). On the NWISWeb system, current and historical stream stage and streamflow data are available in tables and graphs (fig. 5).

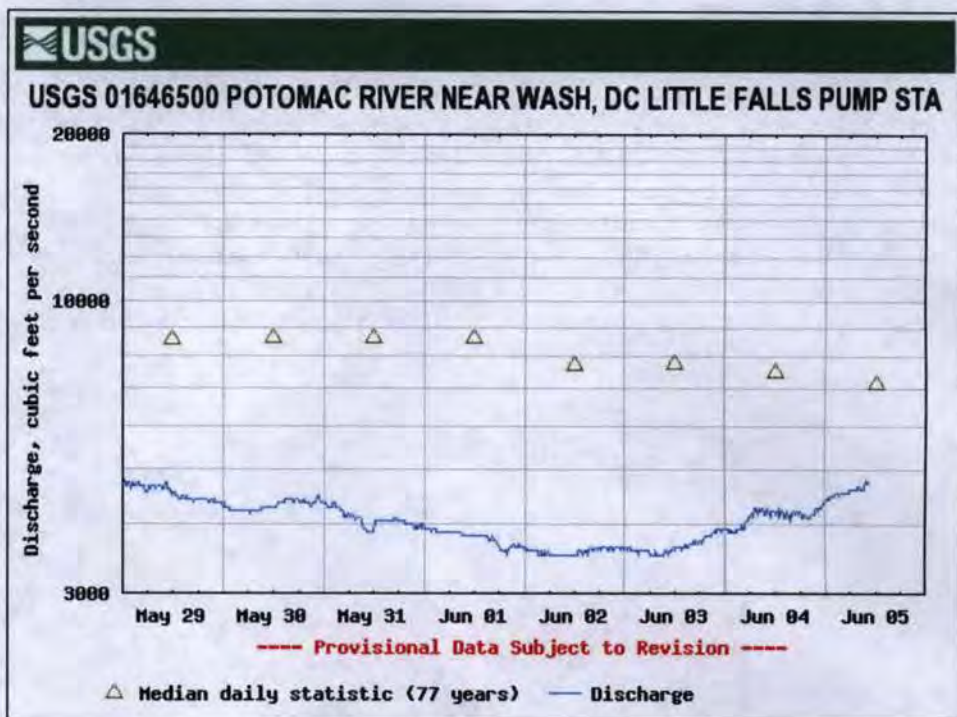
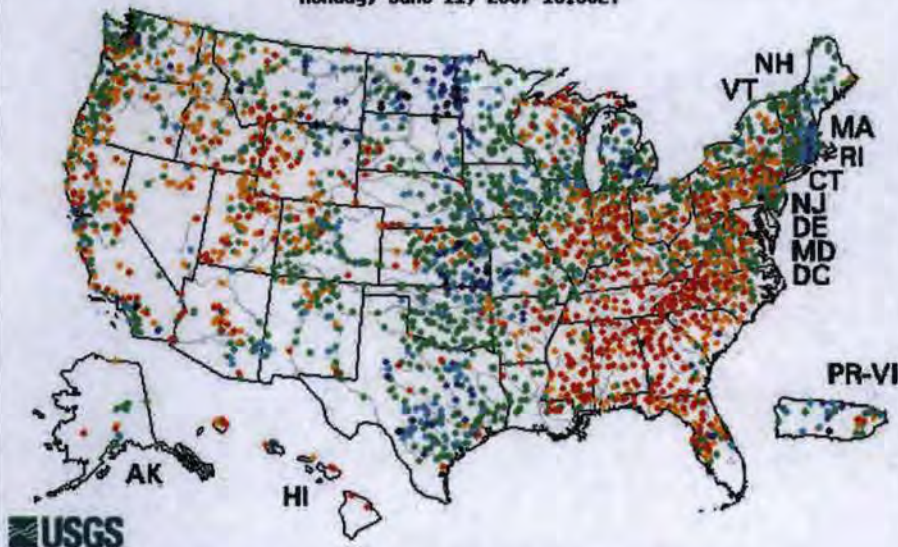


Figure 5. The streamflow (discharge) of the Potomac River in 2007 as displayed on the USGS Web site delivery system NWISWeb (<http://waterdata.usgs.gov>).

WaterWatch -- Current water resources conditions

Map of real-time streamflow compared to historical streamflow for the day of the year (United States)

Monday, June 11, 2007 10:30ET



Choose a data retrieval option and select a location on the map

List of all stations in state, State map, or Nearest stations

Explanation - Percentile classes					
●	●	●	●	●	●
Low	<10	10-24	25-75	76-90	>90
	Much below normal	Below normal	Normal	Above normal	Much above normal
					● High

In addition, the WaterWatch Web site (fig. 6) provides maps and graphs showing real-time streamflow conditions in the United States. The "WaterWatch" Web site is at <http://water.usgs.gov/waterwatch/>. Maps show current streamflow as color-coded dots for about 3,000 streamgages nationwide. The colors represent percentiles of streamflow that are calculated from historical observations for the current day of the year. Only streamgages with at least 30 years of continuous record are used; this ensures that the calculated percentiles represent historical conditions.

Figure 6. The USGS WaterWatch Web site allows users to see the status of the surface-water resources of the Nation at a glance (<http://water.usgs.gov/waterwatch/>).

All systems involved in processing USGS streamflow data have redundant capabilities to minimize the potential for loss of data access. For some systems (LRGS, NWIS, NWISWeb), this redundant capability is automatic or can be brought online within a matter of minutes if there is a failure of the primary system. For other systems

(GOES, NOAA CDA, DOMSAT), several hours may be needed to switch to the backup system (fig. 7). In addition, Federal agencies with flood warning and response missions, such as the U.S. Army Corps of Engineers and the National Weather Service, maintain separate receiving capabilities to further ensure access to USGS streamflow information.

Although most streamgages have only one satellite transmitter, many critical flood-warning streamgages have redundant telemetry systems that couple satellite telemetry with radio or telephone transmissions.

*By Joseph P. Nielsen and
J. Michael Norris*

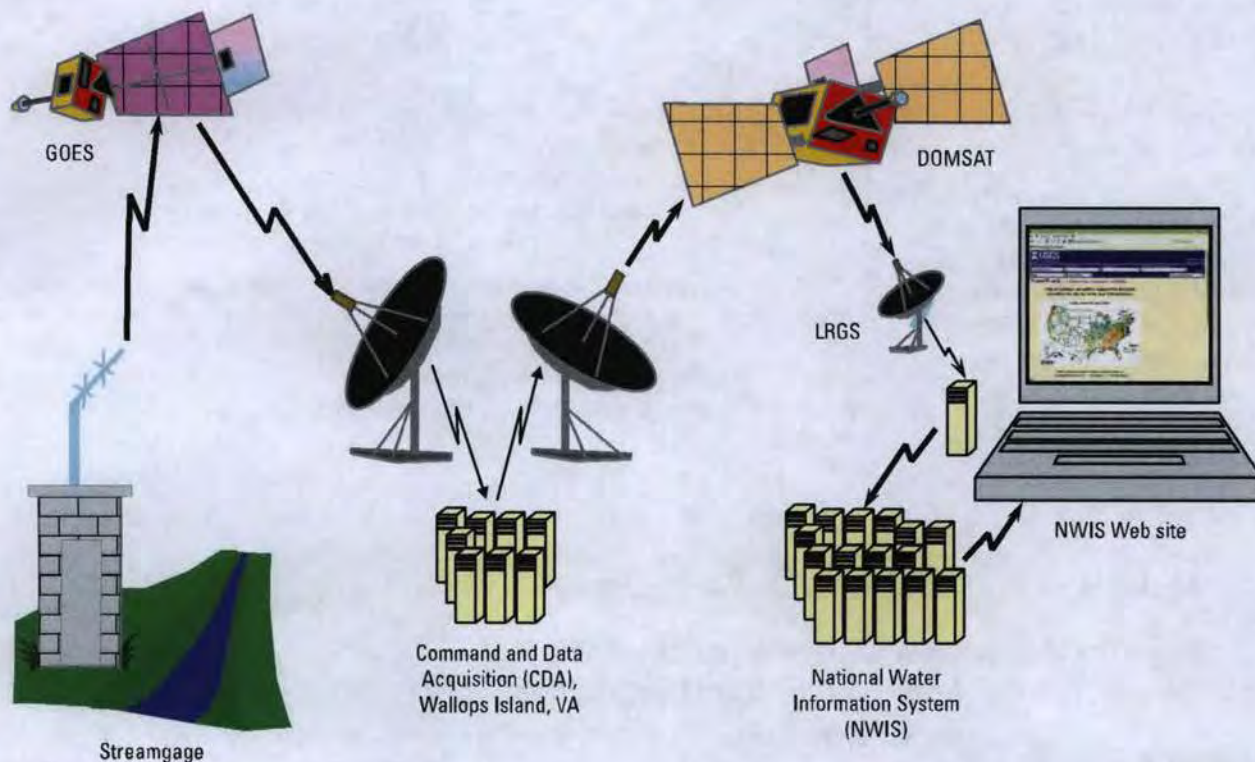


Figure 7. Streamflow information from the river to the user passes through numerous satellite and computer systems during a 10-minute period.

Need Further Information?

Water-resources programs in each State: <http://water.usgs.gov>

National Streamflow Information Program: <http://water.usgs.gov/nsip>

or contact:

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(603) 226-7847

A Primer on Water Quality

What is in the water?

Is it safe for drinking? Can fish and other aquatic life thrive in streams and lakes that are affected by human activities? What is the water quality? To answer these questions, it is helpful to understand what “water quality” means, how it is determined, and the natural processes and human activities that affect water quality.



What do we mean by “water quality”?

Water quality can be thought of as a measure of the suitability of water for a particular use based on selected physical, chemical, and biological characteristics. To determine water quality, scientists first measure and analyze characteristics of the water such as temperature, dissolved mineral content, and number of bacteria. Selected characteristics are then compared to numeric standards and guidelines to decide if the water is suitable for a particular use.

How is water quality measured?

Some aspects of water quality can be determined right in the stream or at the well. These include temperature, acidity (pH), dissolved oxygen, and electrical conductivity (an indirect indicator of dissolved minerals in the water). Analyses of individual chemicals generally are done at a laboratory.



Why do we have water-quality standards and guidelines?

Standards and guidelines are established to protect water for designated uses such as drinking, recreation, agricultural irrigation, or protection and maintenance of aquatic life. Standards for drinking-water quality ensure that public drinking-water supplies are as safe as possible. The U.S. Environmental Protection Agency (USEPA) and the States are responsible for establishing the standards for constituents in water that have been shown to pose a risk to human health. Other standards protect aquatic life, including fish, and fish-eating wildlife such as birds.

How do natural processes affect water quality?

Natural water quality varies from place to place, with the seasons, with climate, and with the types of soils and rocks through which water moves. When water from rain or snow moves over the land and through the ground, the water

may dissolve minerals in rocks and soil, percolate through organic material such as roots and leaves, and react with algae, bacteria, and other microscopic organisms.



Water may also carry plant debris and sand, silt, and clay to rivers and streams making the water appear “muddy” or *turbid*. When water evaporates from lakes and streams, dissolved minerals are more concentrated in the water

that remains. Each of these natural processes changes the water quality and potentially the water use.

What is naturally in the water?

The most common dissolved substances in water are minerals or salts that, as a group, are referred to as *dissolved solids*. Dissolved solids include *common constituents* such as calcium, sodium, bicarbonate, and chloride; *plant nutrients* such as nitrogen and phosphorus; and *trace elements* such as selenium, chromium, and arsenic.

In general, the common constituents are not considered harmful to human health, although some constituents can affect the taste, smell, or clarity of water. Plant nutrients and trace elements in water can be harmful to human health and aquatic life if they exceed standards or guidelines.

Dissolved gases such as oxygen and radon are common in natural waters. Adequate oxygen levels in water are a necessity for fish and other aquatic life. Radon gas can be a threat to human health when it exceeds drinking-water standards.

How do human activities affect water quality?

Urban and industrial development, farming, mining, combustion of fossil fuels, stream-channel alteration, animal-feeding operations, and other human activities can change the quality of natural waters. As an example of the effects of human activities on water quality, consider nitrogen and phosphorus fertilizers that are applied to crops and lawns. These plant nutrients can be dissolved

easily in rainwater or snowmelt runoff. Excess nutrients carried to streams and lakes encourage abundant growth of algae, which leads to low oxygen in the water and the possibility of fish kills.



Chemicals such as pharmaceutical drugs, dry-cleaning solvents, and gasoline that are used in urban and industrial activities have been found in streams and ground water. After decades of use, pesticides are now widespread in streams and ground water, though they rarely exceed the existing standards and guidelines established to protect human health. Some pesticides have not been used for 20 to 30 years, but they are still detected in fish and streambed sediment at levels that pose a potential risk to human health, aquatic life, and fish-eating wildlife.



There are so many chemicals in use today that determining the risk to human health and aquatic life is a complex task. In addition,

mixtures of chemicals typically are found in water, but health-based standards and guidelines have not been established for chemical mixtures.

What about bacteria, viruses, and other pathogens in water?

The quality of water for drinking cannot be assured by chemical analyses alone. The presence of *bacteria* in water, which are normally found in the intestinal tracts of humans and animals, signal that disease-causing pathogens may be present. *Giardia* and *cryptosporidium* are pathogens that have been found occasionally in public-water supplies and have caused illness in a large number of people in a few locations. Pathogens can enter our water from leaking septic tanks, wastewater-treatment discharge, and animal wastes.

How can I find out more about my water quality?

Contact your local water supplier and ask for information on the water quality in your area. The USEPA requires public-water suppliers to provide water-quality data to the public on an annual basis in an understandable format. State agencies that deal with health, environmental quality, or water resources also can provide information on the quality of your water. Additional resources can be found on the Internet at:

<http://water.usgs.gov/nawqa>
<http://www.epa.gov/safewater>

—Gail E. Cordy

● How Does a U.S. Geological Survey Streamgage Work?

Information on the flow of rivers and streams is a vital national asset that safeguards lives, protects property, and ensures adequate water supplies for the future. The U.S. Geological Survey (USGS) operates a network of more than 9,000 streamgages nationwide with more than 500 in Texas.

If you have ever crossed a highway bridge and noticed a metal structure with an antenna by the side of it, you've probably seen a USGS streamgage (fig. 1). A streamgage contains instruments that measure and record the amount of water flowing in the river or stream, or its discharge. Generally, these measurements occur automatically every 15 minutes or more frequently in times of flooding.



Figure 1. Examples of gage structures located at U.S. Geological Survey streamgaging stations.

USGS computers convert the water-level data into information about the flow of the river. The flow and gage-height data are then made available to users over the Internet at <http://water.usgs.gov/nwis/>.

How Streamflow Is Measured

Measuring streamflow in rivers or streams is similar to taking the pulse of blood flow in a human body. It is important to measure streamflow so that scientists and water managers can make informed decisions about a river's or stream's health.

Measuring streamflow generally involves several steps. These include recording continuous water levels, taking discharge measurements in the river or stream, developing a mathematical relation between stage and discharge, and then applying this relation to the continuous stage record to compute streamflow. Because it is not practical for a streamgage to

Words that have the same meaning used throughout this text:

Stream stage = gage height = water level

Streamflow = discharge = flow

Streamflow station = streamgage = gaging station = gage

continuously measure streamflow, the gage height of a stream is continuously measured. There is a strong mathematical relation between this height and streamflow and, as a result, a continuous record of streamflow can be calculated from the record of stream stage.

Measuring the relative height of streams is done many times a day through an underwater tube contained in the streamgage (fig. 2). Gas is continually pushed through the tube into the stream. As the depth of water above the tube opening increases, more pressure is required to push the gas through the tube. As the water decreases, less pressure is needed to push the gas out. This level of pressure is used to calculate the height of the water above the tube. These changes in pressure are recorded as changes in height, or stage. Stage data are measured usually every 15 minutes. When intense rainfall and runoff cause the river or stream to rise quickly, the time intervals sometimes are shorter. The time interval can be as short as every 5 minutes. These data are transmitted to a satellite on a preset schedule which is usually every 1 to 4 hours. During high water or other emergency situations, data will be sent to the satellite every 15 minutes to provide more timely data.

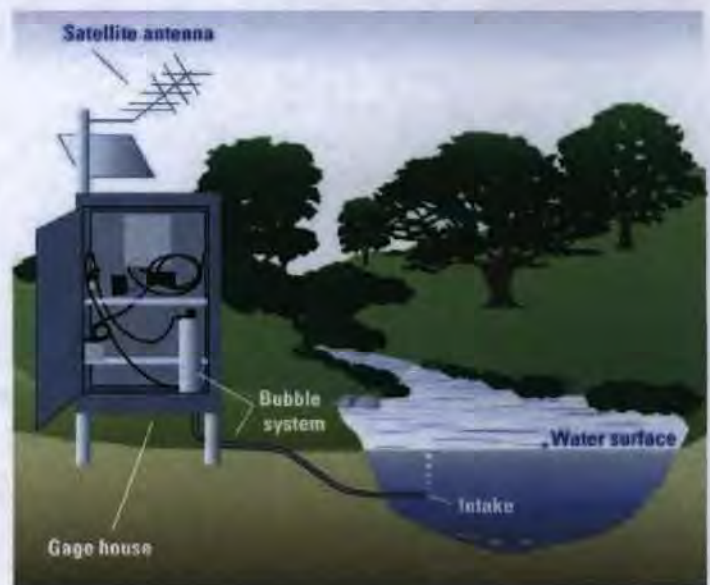


Figure 2. Diagram of a typical streamgage installation with equipment used to measure stream stage (by L.S. Coplin, U.S. Geological Survey).

The Relation of Height to Streamflow

The continuous record of stage is converted to streamflow by applying a mathematical rating curve. A rating curve (fig. 3) is a graphic representation of the relation between stage and streamflow for a given river or stream. USGS computers use these site-specific rating curves to convert the water-level data into information about the flow of the river.

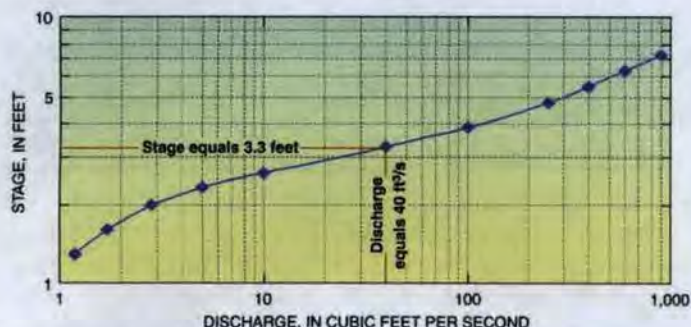


Figure 3. Example of a typical stage-discharge relation or rating curve (Nielsen and Norris, 2007, fig. 2).

The rating curve is developed from a number of physical discharge measurements collected over a period of time and over a range of stages (from low flow to flood stage). Each point on the graph represents one discharge measurement.

Streamflow is measured in cubic feet per second, which is equivalent to a box of water measuring 1 by 1 foot with a flow rate of about 7.5 gallons per second. The stage-discharge relation depends on the shape, size, slope, and roughness of the channel at each gage and is different for every streamgage. A rating curve often changes after a flood when the physical force of high water movement can change the dimensions of the streambed or stream channel. To keep the rating curve accurate and up-to-date, USGS hydrologic technicians visit each streamgage about once every 6 weeks to measure the flow directly and also measure high flows when they happen.

Making Discharge Measurements

In general, river discharge is computed by multiplying the area of water in a channel cross section (fig. 4) by the average speed, or velocity of the water in that cross section:

$$\text{Discharge} = \text{Area} \times \text{Velocity}$$

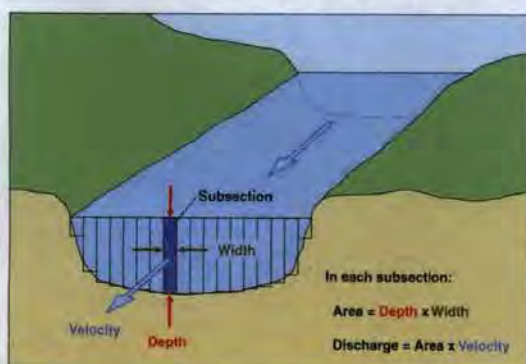


Figure 4. Diagram of a channel cross section with subsections (Olson and Norris, 2007, fig. 3).

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The most common method used by the USGS for measuring velocity is with a current meter. However, a variety of advanced equipment can also be used to sense stage and measure streamflow. In the simplest method, a current meter turns with the flow of the river or stream. The current meter is used to measure water velocity at predetermined points (subsections) along a marked line, suspended cableway, or bridge across a river or stream. The depth of the water is also measured at each point. These velocity and depth measurements are used to compute the total volume of water flowing past the line during a specific interval of time. Usually a river or stream will be measured at 25 to 30 regularly spaced locations across the river or stream.

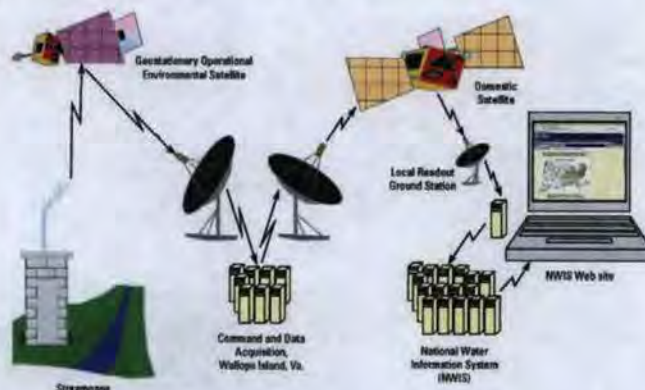


Figure 5. Diagram of how streamflow data are transferred from streamgage to the Internet (Sauer and Turnipseed, 2010, fig. 48).

Streamflow Data on the Internet

All USGS stage and streamflow information is available in near real time through the National Water Information System Web Interface (NWISWeb) for Texas (fig. 5) at: <http://waterdata.usgs.gov/tx/nwis/rt>. In addition to real-time streamgage data, NWISWeb also provides access to daily discharges and annual maximum discharges for the period of record for all active and discontinued streamgages operated by the USGS.

This information is used by the National Weather Service to forecast flooding and by emergency managers to make informed decisions to protect public safety in times of flooding.

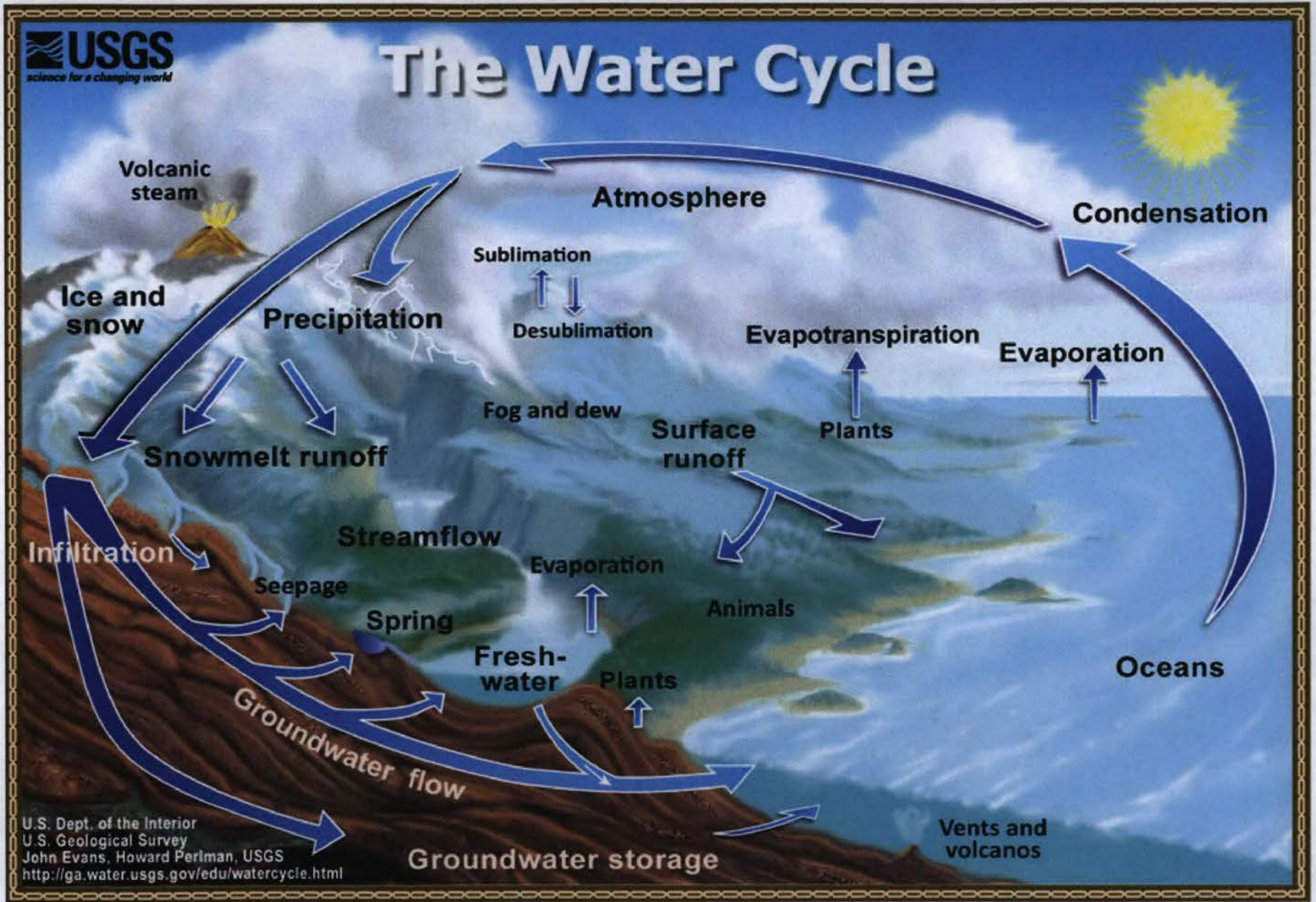
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—Dee L. Lurry

For additional information, contact

Director, USGS Texas Water Science Center
World Wide Web: <http://tx.usgs.gov/>
E-mail: gs-w-txpublic-info@usgs.gov



Yoga Workshop for Youth and Teachers: The Courage to Be Yourself

By Holly Purdy holly.moore84@gmail.com (Please reach out with questions or comments always! ☺)
June 2017

Sunday

Put mats in a circle and have students begin on their backs as you read the following and open class.

Theme: Connecting with Yourself

Opening/Closing Quote to be read while doing savasana at beginning and end of class

Parker Palmer Quote: "Only as we are in communion with ourselves can we find community with others." (p. 92).

As you move through the poses today think about how you can be more gentle and caring towards yourself. Think about how you feel now and pause throughout your day to reconnect with yourself and how you are feeling and allow those feelings to be, without judgment.

Breath work: Langhana and Brahmna Breath Read/Explain: These two different ways of breathing are useful tools both for better understanding how the breath and the body are interconnected, and for actively regulating your own energetic state. In a Langhana breath, the inhale is taken freely and the exhale is slow and extended. This is a calming breath. In a Brahmna breath, the inhale is slow and controlled, with a free exhale. This is an energizing breath.

1. Ask your students to spend a few moments breathing in and out through their nose. Then tell them that they are going to practice two different ways of breathing and that each one brings a different type of feeling to the body.
2. As you introduce the breath practice, ask them to notice how their bodies feel when they start breathing in different ways.
3. For the first practice, Langhana Breath, tell the class to take a full breath in at their own pace. Then very slowly, gently and with control exhale through their noses. Try this a few times. Let them know that the exhale should be much longer than the inhale. After they have the chance to feel this breath, practice it with a count. For example, saying the words *inhale one, two; exhale one, two, three, four.*
4. After about a minute, go back to a normal breath and ask the class to notice how they are feeling.
5. The second practice will be the Brahmna Breath. Introduce it in the same way, but asking students to inhale a long slow inhale, and then exhale at their own pace. This time the inhale will be longer than the exhale, and you may count *inhale, one, two, three, four; exhale, one, two.*
6. After about a minute ask the students to notice if these two breath practices felt different in their bodies. Have students come to seated.

Check-in worksheet: Hand out the check-in worksheets, journals, and pencils. Have students put their names on their worksheets and inside their journals. Encourage students to fill out the first page of the worksheet and give them time to do so. Explain that mindfulness and breath and being in touch with feeling and body are a big part of yoga. We will continue to work on the worksheet during the week.

Warm-up/Practice for the day (See table below)

Savasana (15 minutes) : Play Yoga Nidra <http://littlefloweryoga.com/blog/yoga-nidra-deep-relaxation-for-children>

Monday

Theme: "Connect with Yourself "

Opening/Closing Quote to be read while doing savasana at beginning and end of class

Parker Palmer Quote: "If I am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge" (p. 3). As you move through your poses think about really allowing yourself to be comfortable with who you are because there is no one else in the world like you and that's a beautiful thing.

Breathwork: same as Sunday

Check-in worksheet next page

Warm-up (See table below)

Further Poses/Activities:

- Eagle with hug- strength and love
- Warrior 3 with leg raises and airplane arms and hug- stability and mindfulness
- Warrior 3 with partner
-
- Legs up the wall



Revisit Parker Palmer Quote and finish with yoga nidra



Tuesday

Theme: "Focus, Attention, and Present Moment"

Opening/Closing Quote to be read while doing savasana at beginning and end of class

Parker Palmer Quote: "We cannot see what is 'out there' merely by looking around. Everything depends on the lenses through which we view the world. By putting on new lenses, we can see things that would otherwise remain invisible."

Meditation calls us to truly see what is all around us with careful attention and non-judgment. It helps us to slow down, relax, and see our lives through a more attentive and compassionate lens.

Breath work: Balloon Breath

Check-in worksheet next page

Warm-up (See table below)

Further Poses/Activities:

- Boat with movement
- Partner boat
- Locust
- Bow
-



Revisit Parker Palmer Quote

End with this meditation: Yoga Nidra Meditation as found in *Yoga for Teens* (Schenk) on pages 71-74.

After Meditation Journal/Discussion: Use writing when you get overwhelmed and struggle to get a hold of your thoughts. Just write your thoughts down. Let them all out. This will help you to feel more clear minded and at ease. For 5 minutes, write down all thoughts that come into your head; no judgment or eye toward editing just write any and everything as it comes into your head. Think about your thoughts as if they are clouds in a clear blue sky. Notice the clouds and write about them with judgment or anxiety. Let them flow out.

Lastly, your homework is to more carefully watch those "clouds" as they enter your "blue sky." Notice if you have any habitual negative thinking. Bring to mind and write down one word or phrase you can come back to every time you catch yourself having any kind of habitual negative thinking.

Wednesday

Theme: Compassion and Loving Kindness

Opening/Closing Quote to be read while doing savasana at beginning and end of class

Opening Quote: I love myself. I approve of myself. Say this to yourself over and over again throughout your practice today and throughout your day and week and remainder of your month.

Breath work: Heart and Belly Breath

Warm-up

Further Poses/Activities:

- Partner tree
- Partner seated forward fold
- Bridge
- Wheel
- Lying down twist
- Legs up wall



End with this meditation:

Loving-kindness meditation-

- Bring to mind one person who you love deeply and that they are sitting before you with an incredible problem and deep, deep suffering. Bring to mind the feeling of wanting to help them, wanting to alleviate their suffering. Sit with that and visualize it deeply, visualize their presence and the feeling of their problem and your desire to alleviate their suffering.
- Then extend that wish to alleviate suffering to all your family and friends
- Then extend that feeling to all people in MT
- Then to all people in the US and surrounding countries
- Then to all in the world
- Then to all beings, from the smallest insects to the beings flying in the sky. ALL beings.

Teach and do all things in your life with this feeling in your heart to be of greatest benefit to all beings.

After Meditation Journal/Discussion: I love myself. I approve of myself. In your journal write: I love myself, therefore... finish this sentence in as many ways as you possibly can.

Thursday

Theme: Yoga in Action

Opening/Closing Quote to be read while doing savasana at beginning and end of class

Parker Palmer Quote: "Good teaching cannot be reduced to technique, - good teaching comes from the identity and integrity of the teacher."

Likewise, we cannot achieve or create great things when we are not our very most true and authentic self. Putting our greatest goodness into the world demands us to be truly and unforgivingly who we are. Our best work and true contentment comes about through authenticity, individuality, and knowing our personal gifts and then using those gifts in service to those around us.

Breath work: Back to Back Breath

Warm-up (See table below)

Further Poses/Activities:

- Chair pose
- Partner chair pose facing forward and then backward



- plank
- side plank
- partner plank



After Meditation Journal/Discussion:

We cannot achieve or create great things when we are not our very most and authentic self. Putting our greatest goodness into the world demands to be truly and unforgivingly who we are. Our best work and true contentment comes about through authenticity, individuality, and knowing our personal gifts and then using those gifts in service to those around us.

true
us

What are your "gifts"? How can you use those gifts in service to others? Create a goal for service/volunteerism in which you can use your gifts and individuality in service of others.

Warm Up




Briefly speak about yoga etiquette: Please remain silent during class unless asked to speak during the warm-up poses or you can raise hand if you have question. Breath should be in and out through your nose, so seal those lips. Pay attention to yourself throughout class; forget about what others around you are doing unless you are working on a partner or group

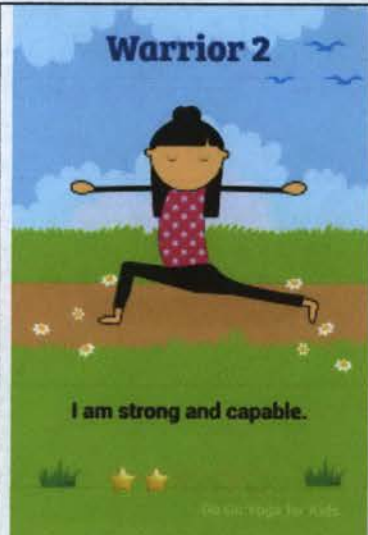
pose. Yoga is about your relationship with yourself. Always do your best but NEVER do anything that causes any pain. Be very gentle with your body.

Before starting the below poses and script, move through 3 half sun salutations and then 3 full sun salutations.

Then move them into child's pose and tell them they can always rest here if they would like to during any part of class.

Get students into the poses below and then provide the script. Have students hold each posture for 3 breaths and if they would like to they can repeat each affirmation silently to themselves or whispered while holding the posture.

What You Say	What You Do	Pose Picture
I am quiet and still.	Mountain	
I am rooted and balanced.	Tree (Right Foot)	
I am strong.	Warrior 1	
I am fierce.	Warrior 2	



I am kind.

Triangle



I am playful.

Frog



I am my best self today!

Leap Into Air



I am rooted and balanced.

Tree (Left Foot)



I am strong.

Warrior 1



I am fierce.

Warrior 2



I am kind.

Triangle



Triangle Pose

I am playful.

Frog



I am my best self today!

Leap Into Air



Summary

It doesn't take a lot to be able to teach a very simple yoga class. Here are some tips for teaching a yoga class:

- Bring mats for students
- Wear comfortable clothing that you can easily move around in (there is no specific "yoga" clothing necessary)
- Greet everyone and make it a point to remember students' names; ask about students' general experience with yoga and if they have any injuries
- Keep it secular
- Music is always optional and not necessary
- Review basic yoga etiquette and tell your students that they should NEVER do anything that hurts their body. Yoga is about being gentle, present, and breathing (most importantly). Let them know that they can always rest in child's pose or on their back.
- Structure your class to begin and end with relaxation and meditation, either in simple seated, child's pose, or lying down
- Warm-up your students by doing gentle stretches and then increase in intensity as the class comes to a "climax"
- Plan your poses in advance and while teaching make sure to demonstrate the poses and provide a simple dialogue for getting students in and out of the poses. Side note: Hands-on adjustments are generally not necessary, unless you are a very experienced teacher.
- Use simple, assertive language. Say: verb + body part + direction (Place your right foot in between your hands)

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Checking-in Worksheet

When I feel **HAPPY**, what do I feel?

Drawing Space:

My Body: _____

My Breath: _____

My Belly: _____

My Face: _____

When I feel **FRUSTRATED**, what do I feel?

Drawing Space:

My Body: _____

My Breath: _____

My Belly: _____

My Face: _____

When I feel **EXCITED**, what do I feel?

Drawing Space:

My Body: _____

My Breath: _____

My Belly: _____

My Face: _____

When I feel **ANGRY**, what do I feel?

Drawing Space:

My Body: _____

My Breath: _____

My Belly: _____

My Face: _____

When I feel **SAD**, what do I feel?

Drawing Space:

My Body: _____

My Breath: _____

My Belly: _____

My Face: _____

When I feel **NERVOUS**, what do I feel?

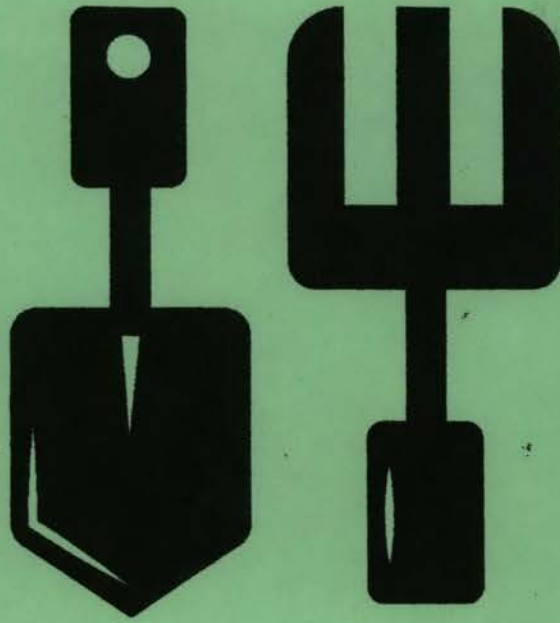
Drawing Space:

My Body: _____

My Breath: _____

My Belly: _____

My Face: _____



Section F

Miscellaneous

Odds & Ends

Potpourri

A Garden to Plant

Shared by Jean Baringer

Peas (p's)

politeness
peace ———
|
patience ——— promptness

Beets (Beat)

the odds
|
the heat - keep cool
|
the rush - be early
|
your expectations

Turnip (Turn up)

with a smile
|
with enthusiasm ——— with new ideas
|
for important meetings

Lettuce (Let us)

work together
|
put best foot forward
|
respect one another ——— share talents

Squash

negativeness
|
bullies ——— gossip ——— criticism




Chatcolab

CERTIFICATE OF COMPLETION

proudly presented to

HOLLY MOI PURDY

For 22.5 Hours of Leadership Training
At Chatcolab Northwest
Leadership Laboratory



**Completion Date
June 16, 2017**

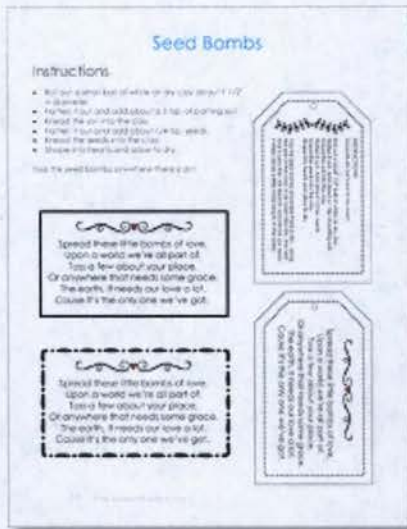


**Lead-Play-Connect:
Plant Seeds of
Leadership
2017**



2017 Vice Chairperson





[Download Now!](#)

Instructions for Seed Bombs

NOTE: If the clay is a firmer variety you will need to add in a few drops of water to help you knead and shape it.

- Roll a small 1 1/2" ball of white air dry clay.
- Flatten it out and add a scant 1 tsp. of potting soil.
- Knead the soil into the clay.
- Flatten it again and add approximately 1/4 tsp. seeds.
- Knead the seeds into the clay.
- Shape into hearts and allow to dry.

Toss the seed bombs anywhere appropriate where there is dirt. The next time it rains it will dissolve.



How to Make Seed Bombs and Help Spread Pollinator Habitat

The insects, birds, and bats that pollinate the world's plants are crucial to the health of Earth's various ecosystems. Without them, much of the farmed and wild flora that humans and other animals depend on for food, air, and shelter would die off, and that, suffice it to say, would not be good for anyone. Unfortunately, many of these important species—collectively known as pollinators—are under threat, in large part due to habitat loss.

The good news is you can help by creating more of the habitat they need to survive! All you have to do is plant more of the wildflowers and other native plants that pollinators love to pollinate. One of the easiest and most fun ways to do this is by making and distributing seed bombs—little balls of clay, soil, and seeds that can be tossed anywhere flowers are likely to grow.

Here's SCA's step-by-step guide for making and planting seed bombs.

SUPPLIES NEEDED

- **Natural clay** – you can find this at most stores that carry art supplies
- **Top soil** – pick this up at any gardening shop
- **Regionally appropriate seeds** – see step one below for advice on how to find these
- **A bowl of water** – you probably have a pretty good idea of where to find this
- **A work surface** that you don't mind getting a little dirty

1 Choosing the Right Seeds

It's important to choose seeds from plants and wildflowers that are native to your region. The wrong plants—plants from other regions—could cause problems for your local ecosystem, whereas the right plants—those that grow naturally in your area—will strengthen the local ecosystem and provide healthier and more attractive habitat for the pollinators you're trying to help. Check [this region-by-region list](#) of native plants to find some that will work, then either order seeds online or acquire them at your friendly neighborhood gardening store. Pay special attention to native milkweeds, as those will attract monarchs and other butterflies.

2 Gather Your Supplies

Once you have your native plant seeds, gather them and your other supplies—Natural clay, top soil, and a bowl of water—on a surface that you don't mind covering with dirt. You should probably also go ahead and throw on some clothes that you're not worried about getting dirty.

3 Forming the Ball

Take a small lump of clay and combine it with some soil in whatever ratio is necessary for everything to stick together and form a quarter-sized ball. If it's too dry, add a little bit of water. The mixture should be damp, but not dripping wet.

4 Adding the Right Number of Seeds

Add just a few seeds and use your fingers to thoroughly work them into the clay and soil mixture. Really stick with only 3 to 5 seeds per ball, because if you add too many they won't have enough soil and clay to grow. If you're working with large seeds it's OK for them to end up near the ball's core. If you're working with smaller seeds, try to keep them nearer to the surface.

5 The Finishing Touch

Roll the ball between your palms until it forms a nice, smooth, quarter-sized sphere and... Voila! You have yourself a seed bomb. Time to set it aside and repeat these steps until you have enough seed bombs to share with all your conservation-minded friends and family members.

6 Planting Your Seed Bomb

When you're distributing your seed bombs, try to toss them onto well-lit patches of soft dirt where there aren't already a lot of other plants, as that's where they really tend to thrive. If you want to plant them in a grassy part of your yard, scratch up the dirt a bit before you set them down.

That's it! You now know everything you need to know to make and distribute native plant seed bombs, so why not grab some friends or family members and get started? The resulting native plants and wildflowers will strengthen the local ecosystem and provide habitat for important pollinators, so the more you make the better!

and even a new industry to learn.

Type-A to the bone, I've always wanted control over a situation.

When I was seven years old I took a trip in the middle of a teeth-chattering Montana winter with my grandparents to our cabin in the wilderness. We had plans of eating our picnic food that Grandma and I had carefully prepared while sitting next to the fire and playing our favorite card game involving pennies.

Imagine my surprise when after a major snow storm, ten feet of snow greeted us when we arrived and blocked our way into the cabin. "This doesn't fit my picture," I told Grandma.

Fast-forward eighteen years, and here I am at the age of twenty-five. During another winter trip (this time for New Year's) to my family cabin, my then-boyfriend and I sat next to each other in the car driving and talking about our goals for the upcoming year.

I had a really big one (find a new job) and one that I thought would be easy (learn to adapt to change). Little did I know that the seemingly hard one (getting a new job) would come easier than I thought, and the little easy-peasy one would be the biggest struggle I faced this year.

The one thing I can tell you about my resistance to change is that it feels like surrendering to a lack of control. It's very similar to letting go in many ways, which I feel goes hand in hand with a resistance to change.

Many people often want to cling to the past, even if it's lonely and makes us cry, because it feels more comfortable than doing the thing that scares us so much: letting go and embracing the change that enters our lives.

This hasn't been easy. As I write this it's something I struggle with. There are good days and very bad days. And that feeling of giving up on a past that I held so dearly feels like surrendering to failure. But I've learned to deal with it by doing one very simple thing: I plant seeds.

What is planting a seed? It's the simple act of setting something into motion that will help you create the life you want to lead. It's taking a moment of sorrow and realizing that you can use it to fuel you.

Now whenever I feel the surge of anxiety about my new life or start imagining my ex with someone new, I immediately make a physical change.

I get up and write a card to my mom telling her how much I love her. I research networking events on the web, and then I actually go to them. I send e-mail interview requests to people I want to feature on my website.

I call that friend of a friend who says they want to hang out and show me how sparkling Los Angeles, my new home, really can be. I turn my pain into time spent planting seeds for the life I want to lead.

And even though planting a whole garden can seem daunting and full of anxiety in itself, all you have to do is start by planting one seed. And keep adding another one here and there. Take care of those seeds, and before you know it, a little leafy green thing will greet you one day.

Or, in real life, you will have a success at your job or a cute guy will give you a compliment. Nothing is more exciting than seeing your seed turn into something that blooms.

Here are a few things to keep in mind as you start planting seeds in your own life:

1. Seeds take time to grow.

A whole garden isn't created over night, and neither is a dream life.

But, by focusing on the positives, and seeing the little seeds that start to peek out from the earth in the form of something new, we can start to see the progress we are making in our journey to start living the life we've always wanted.

2. Seeds must change to grow.

A seed can't stay a seed forever. When cared for with nourishing soil, rays of sunlight, and water, they change shape and start to become whatever it is they were meant to be.

To really experience positive change, you too, must let go of your past and embrace the transformation that's about to take place. Have confidence knowing you will take on a better form, even if it takes time.

3. When a seed flowers, everyone recognizes its beauty.

After a seed undergoes a transformation and takes on a new form, everyone appreciates it for whatever it has to offer, whether it's a smile-inducing sunflower or a crisp carrot.

2/17/2017

How Planting a Seed Can Change Your Life

Each seed has something new, something more to contribute. And how did it get to this point? With time and a transformative change.

Go out there and start planting seeds in your life, no matter how hard or pointless it may seem right now. With a little time, patience and hard work, what now seems like an empty dirt plot will be filled with beauty and growth.

Just like a beautiful flower attracts butterflies, your life will be a magnet to the right kind of people that will truly make it one worth living.

Photo by DanBoot

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



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 wind UP 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!

From: **Julie Tims** jltmtngirl@gmail.com
Subject: FW: THE YEAR 1915
Date: October 21, 2015 at 8:25 PM
To: Julie Tims jltmtngirl@gmail.com

The year is 1915 –
One hundred years ago.
What a difference a century makes!

Here are some statistics for the Year 1915:

The average life expectancy for men was 47 years.
Fuel for cars was sold in drug stores only.
Only 14 percent of the homes had a bathtub.
Only 8 percent of the homes had a telephone.
The maximum speed limit in most cities was 10 mph.
The tallest structure in the world was the Eiffel Tower.
The average US wage in 1910 was 22 cents per hour.
The average US worker made between \$200 and \$400 per year...
A competent accountant could expect to earn \$2000 per year.
A dentist \$2,500 per year.
A veterinarian between \$1,500 and \$4,000 per year.
And, a mechanical engineer about \$5,000 per year.

More than 95 percent of all births took place at home ...
Ninety percent of all Doctors had NO COLLEGE EDUCATION!
Instead, they attended so-called medical schools, many of which were condemned in the press AND the government as "substandard."
Sugar cost four cents a pound.
Eggs were fourteen cents a dozen.
Coffee was fifteen cents a pound.
Most women only washed their hair once a month,
And, used Borax or egg yolks for shampoo.
Canada passed a law that prohibited poor people from entering into their country for any reason.

The Five leading causes of death were:

1. Pneumonia and influenza
2. Tuberculosis
3. Diarrhea
4. Heart disease
5. Stroke

The American flag had 45 stars ...
The population of Las Vegas, Nevada was only 30.
Crossword puzzles, canned beer, and iced tea hadn't been invented yet.
There was neither a Mother's Day nor a Father's Day.

Two out of every 10 adults couldn't read or write
And, only 6 percent of all Americans had graduated from high school.

Marijuana, heroin, and morphine were all available over the counter at local corner drugstores.

Back then pharmacists said, "Heroin clears the complexion, gives buoyancy to the mind, regulates the stomach, bowels, and is, in fact, a perfect guardian of health!"
(Shocking?)

Eighteen percent of households had at least one full-time servant or domestic help...
There were about 230 'reported' murders in the ENTIRE U.S.A. !
I am now going to forward this to someone else without typing it myself.
From there, it will be sent to others all over the WORLD all in a matter of seconds!

It is impossible to imagine what it may be like in another 100 years.

Planting the Seeds: Create

Design a new Seeds Card. Create a new card for this game based on something you are involved in or love about Chatcolab.

HIDE THE CARD: Let someone else continue to play on their own creativity!



Planting the Seeds: Create

Upcycle.

Transform a used object into a piece of art, or repurpose it for something useful. Give your creation to someone along with this card!



Planting the Seeds: Connect

Give this card to someone wearing
the last item on the list. (Add an
item to the list before you hand
them this card.)

a hat _____



Planting the Seeds: Connect

Give this card to someone who
makes you smile.

Hand this card to the first person you see
who - for whatever reason - makes you
smile.



Planting the Seeds: Create

Cook up a new recipe. No, you can't really cook it at camp, but you can come up with and write down the recipe ingredients and directions for how it should be made.

WHEN YOU DO: Share your recipe with someone else, along with this card. Challenge them to play along!



Planting the Seeds: Create

Coin a new word or phrase. Invent a word or phrase and then write it down in the space below, along with a short definite. Use it in conversation with someone, then give them this card.



Planting the Seeds: Grow

Learn to say the following phrases in a foreign language you don't already know from someone else at camp.

How are you today? Where do you live?

WHEN YOU DO: Greet one person with these greetings and pass this card to them.



Planting the Seeds: Grow

Write a Chat Dictionary for the day.

Think of one new word you learned today, or a new meaning for a familiar word learned at camp. Write the word and meaning here, then pass on the card.



Planting the Seeds: Create

Find something in nature that could be used as a pattern in applique. Draw it.

SHARE IT: Find someone in the applique class and share your idea with them along with this card.



Planting the Seeds: Create

Create a new pose for Larks or stamp or draw with the Late Night group.

SHARE IT: Show someone your creation, and pass this card to them to play along.



Planting the Seeds: Engage

Take a selfie with a total stranger. Be sure to introduce yourself with them and exchange a fact about yourself.

WHEN YOU DO: Hand them this card.



Planting the Seeds: Engage

During a conversation, whenever you would say the word "can't," instead say "plant." Whenever you would say the word "know" say the word "sow".

If you manage to say either the word plant or sow at least five times in a conversation, give them this card and see if they plant do it too!



Planting the Seeds: Care

Give someone the gift of your time and friendship. Find someone you don't know at camp and take time to get to know them. Pass it along!

WHEN YOU DO: Hand them this card.



Planting the Seeds: Care

Get someone's meal for them instead of them having to stand in line.

WHEN YOU DO: Hand this card to the person to their right, thanking them for paying \$0.00.



Untitled Event

May 10, 2017
7-10pm

The Location
1234 Main Street, Anytown, State ZIP
www.example.com

Thank Praca
4021 First Street
Anytown, State ZIP

Planting the Seeds: Surprise

Leave this card on the seat in the dining hall.

IF FOUND: Take the card and leave it on another chair at the next meal.



Planting the Seeds: Surprise

Leave this card in a different area in camp from where it was found. Write the location where you are leaving it below.

IF FOUND: Take card and leave it in a new location at camp.



Planting the Seeds: Surprise

Leave this card on the seat in the
dining hall.

IF FOUND: Take the card and leave it on
another chair at the next meal.



Planting the Seeds: Surprise

Leave this card in a different area in
camp from where it was found. Write
the location where you are leaving it
below.

IF FOUND: Take card and leave it in a new
location at camp.



Planting the Seeds: Connect

Give this card to someone who fits this description.

1. Twice or half your height.
2. Twice or half your age.

When you find someone who matches the description, hand them this card. No repeats.



Planting the Seeds: Connect

Give this card to someone who reminds you of a superhero. Have them guess which one, then tell them which one and why.

When that person had received the connection, they should guess by description who sent the card, completing the connection. They get three guesses and can ask three questions.



Planting the Seeds: Engage

Get this card signed by one of the onsite leaders or board members. No repeats.

WHEN YOU DO: Pass it along to someone else.



Planting the Seeds: Engage

Play a board game with a stranger from a different generation. Tell them your favorite memory of playing a game with someone else.

Give this card to the first person who plays with you!



Planting the Seeds: Engage

Challenge someone to a duel, a contest of arm wrestling, rock-paper-scissors, etc. You choose the game.

IF YOU ARE VICTORIOUS: Hand them this card.



Planting the Seeds: Engage

GAME ON! Play a full camp game of tag, by tapping someone on the shoulder and telling them they're it. Then hand them this card. No tag backs!



Planting the Seeds: Connect

Give this card to someone who shares your middle name.

Don't have a middle name. No worries! Yours is now "Marie" or "Daniel". Once they've received the card, they need to give it to someone who has that as a first name.



Planting the Seeds: Connect

Give this card to someone born between the 10th and 16th of any month.

Give this card to someone you do not directly know whose birthday is on one of these dates. Bonus points if it is that day of the month when the card is given to them.



Planting the Seeds: Connect

Give this card to someone who shares your middle name.

Don't have a middle name. No worries! Yours is now "Marie" or "Daniel". Once they've received the card, they need to give it to someone who has that as a first name.



Planting the Seeds: Connect

Give this card to someone born between the 10th and 16th of any month.

Give this card to someone who you do not directly know whose birthday is on one of these dates. Bonus points if it is that day of the month when the card is given to them.



CHATCOLAB 2017 WORKSHOP EVALUATION

Name of Workshop:

Presenter:

Date:

Presenter's knowledge of subject: 1 2 3 4 5 circle one
low → to → high

Clarity of presentation: 1 2 3 4 5 circle one
low → to → high

Workshop met my expectations: 1 2 3 4 5 circle one
low → to → high

I will use what I learned in this workshop -
personally
with others
not at all

What I liked best:

Suggestions for improvement:

Other comments:

Like Seeds on the wind
our intentions
spread far and wide
unfurling their power
as they go
until they find the
environment
balanced just right
for our dreams
to take root and begin
to grow.

---Cristen Rodgers

Every thought is a
seed, if you plant
crab apples, don't
count on
harvesting Golden
Delicious.

1000038

22 in x 28 in

55.9 cm x 71.1 cm



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TAKE A BREAK
& SMELL
THE FLOWERS



Mandy
Hall
2017 freepik.com





Finally.... World Peas

CHAT CHAT SUMMER NEWS

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Summer 2017

Seeds Planted!

Chatcolab
NORTHWEST LEADERSHIP LABORATORY



Proposals for 2018...

Chatcolab is seeking excellent workshop proposals for 2018 by **September 1, 2017!** Why not check out our web site and consider offering a Scout, 4-H, Outdoor, Recreation, Cooperative Extension or Leadership program for 2018! This multigenerational leadership laboratory takes place June 9-15, at Twinlow Camp near Rathdrum, Idaho. Review the 2017 workshop descriptions on the web site (and dream!) <http://www.chatcolab.org/>

Chatcolab is a seminal one time experience or lifelong learning path for volunteers, early career professionals or graduate students with new ideas to SHARE with a multigenerational audience. You gain leadership, recreation, and group process skills. Please encourage one or more "leaders" to submit a proposal to this 70th edition. Thank you!



Who attended 50 Years at Lab in 2017?



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Calendar...

September 1st, Proposals Due to Betsy...

September 8 & 9th | Fall Board Meeting in Boise, Idaho

June 9-15, 2018! 70th Chatcolab, "Transitions and Traditions - It's About Time..." Twinlow, in Rathdrum, Idaho

WEB Site: www.Chatcolab.org



Check us out on facebook:

[Chatcolab: Northwest Leadership Laboratory](#)

Remember to add yourself or invite a friend to join our email list. For the most up to date news: [CLICK HERE TO SIGN UP](#)



Chatcolab NEWS...

New Board Members-2018 Chatcolab:

Marianne Burton 2020 Chair Sequim, WA
Dave Chandler 2020 Great Falls, MT
Jen McFarland 2020 Portland, OR
Tyler Schlangerhauf 2019 (Completing term for member who had to drop), Boise, ID

Alternate Board Members:

Kim Maes Cheyenne, WY
Lee Hannibal Rathdrum, ID
Chris Beasley Seattle, WA
Holly Purdy Bozeman, MT
Liz Hull Pleasant Valley, UT
Ann Easterly Oregon City, OR

Teen Reps: Shania Nelson & Vivienne Fink

Honorary Board Members:

Bob Beasley, Seattle, WA
Jean Baringer, Conrad, MT
Michael Early, Merlino, OR
Terry Webber, Viola, ID

Other appointed positions:

Bob Carver - Treasurer,
Kevin Laughlin - CHAT CHAT Editor

- **Mission Completed!** Thanks to Mike Early, Oregon; Alana Hastings, Montana; & Nel Carver, Idaho who completed their three year commitment on the board in 2017. Volunteers run and manage Chatcolab...without them there is no us.
- **Thank you! Thank you!** A big thank you to 2017 alternates Chris Beasley, Ann Easterly and Jackie Baritell who stepped in and helped carry out several of the 2017 lab duties.
- **In-Memorial?** If you are aware of any past Labbers in ill health or passing away, the Chat board would like to know, please help us help others by SHARING!
- **Chatcolab Archives:** Issues '49 through 95 (45 years) so far are now available from the University of Idaho. Will try to get the rest to them as soon as possible. We are missing 2003 & 2010 completely. Also 2011, 2012, & 2013 are just the information we put in before Lab. No class material. If anyone would like to donate any of these, as they won't be returned, they will remain part of the Chatcolab Archive

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at the University of Idaho. Maybe someone will be able to fill in what is missing. Go to:

<http://digital.lib.uidaho.edu/cdm/search/collection//searchterm/Chatcolab/field/all/mode/all/conn/and/cosuppress/>

- **Winners! Congratulations** to Connie Moore of Shelby, MT and Tracy Johnson of Great Falls, MT. received the return scholarships of \$100 each to be applied to their 2018 registration.
- **A Few Fun Facts:-** 2017 Chatcolab - 75 participants - 19 of those youth | 11 States represented - Idaho, Montana, Utah, Washington, Oregon, Wyoming, New Mexico, California, Michigan, Florida, & Arizona.

Chatcolab membership represents people in all walks of life - counselor, teacher, extension educator, 4-H leader, pilot, carpenter, senior center director, homemaker, principal, college professor, business persons, bus driver, golf pro, musician, retirees, waitress, scientist and much, much more.

What did we all have in common? - Interest in learning & improving leadership skills and SHARING what we have learned with others in our families, organizations, and communities. Remember to celebrate this great goodness in your community...and in yourself today!



Chatcolab 2017 Summer Board Meeting Set for September 8 & 9th AGENDA...All Are Invited!

Friday evening we'll meet at dinnertime. The main topics will be brief committee reports from evaluations of the 2017 Lab; scholarships; marketing; program planning for 2018.

Three Board representatives (chairman, program chair and marketing chair – Marianne, Betsy, Jen) are attending the Idaho Non-Profit Conference the three days prior to the Board meeting. They will be reporting, in brief, what they gained during the conference sessions.

Saturday will be a time to consider traditions and transitions – what ideas to include and what new trends we want to incorporate. One factor in our decisions on fees will be the menu during camp. There was plenty of input about needs in that area.

Next up is the fun of creating a schedule that fits our interests, according to the evaluations, available presenters, and a tentative schedule that works. Larks to late night owls, and all possibilities in between, we get to bring together the best people and sessions. Somewhere in the middle of the day will be a break from all the thinking as we stop for lunch. It is a chance to connect with others, take in the Boise sunshine, maybe go to Art in the Park and deepen friendships.

By Saturday evening we will be wrapping up the details of at-lab committees, i.e. name tags, etc. Those committees can include any willing person whether new to Lab or who has been coming forever. **If you would like to participate, please let the board know.**

Sunday morning there might be a final wrap up, if needed, breakfast for the road, and a farewell to travelers... until we meet again at Twinlow next June.

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Come to the Board Meeting and Do... Art in the Park, September 8th-10th, 2017



Boise Art Museum's *Art in the Park* is widely recognized as one of the premiere cultural events in the Northwest. This open-air festival, held on the weekend following Labor Day each September, provides visitors of all ages and interests with the opportunity to meet more than 250 artists and purchase their works. During the three-day event, Boise Art Museum presents a variety of contemporary arts and crafts along with an exceptional array of live entertainment, park performances, wonderful food and hands-on activities for children. More info at:
<http://www.boiseartmuseum.org/art-in-the-park/>



My Home is in Montana...But I always come to Chatcolab!

Montana friends, 4-H, Extension, and Montana State University go back to the first Chatcolab experience of SHARING in 1949. One of our Treasure State labbers quietly celebrated 50 years of attendance in 2017. A MSU Graduate (1963) and former 'Home Agent' Jean Lois (Stephens) Baringer has been 'Making the Best Better' and SHARING for most of us on the Chatco path informing, supporting, cheering, mentoring, and filling in where needed.

In Conrad, Montana Jean is married to "Jack" Robert Baringer, also MSU Graduate (1961) in Agriculture, retiring as MSU Pondera County Agent. She has two children Jeff and Jennifer, five grandchildren and one great grandchild and counting.

Jean worked as MSU County Extension Agent for 3 years in Philips County [Malta] and went back to school to get a Master's Degree at MSU in Child Development. Raising a family took over, worked for Schwan's Frozen foods for 10 years. Along the way she was a 4-H leader for 15 years, a 50+ member of Eastern Star, active in church women's activities, choir, and have played hand bells for over 20 years. Handcrafts, traveling in the motorhome, being secretary, teaching program planning and selecting family groups, at Chatcolab is a highlight of what she has had to SHARE!

Thanks Jean! You are THE BEST!

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It is Berry Season ...just preserve them right, right!

Toni Gwin, South Bend, Washington

Yummy, little wild blackberries. Pie, Pie, Pie, love me some pie! Cobbler, cobbler cobbler! Yay, blackberries!!! Wild or domesticated, fresh berries can be a big summer treat. But how to keep those that you don't right away eat? Fresh berries can be preserved for long-term storage by canning, freezing, and dehydrating. Before deciding which method to use for preserving fresh berries, it is best to determine how you plan to use them.

Berries can be canned whole, as fruit spread, as syrup, or as pie filling. Berries can be pre-treated with sugar or syrup before freezing, or processed without pre-treatment prior to freezing. For dehydrating, berries can be dried whole, as slices, or as fruit leather. You can learn the essential steps for preserving fresh berries through the processes of canning, freezing, and dehydrating.

Check out WSU Extension Bulletin FS233E, Preserving **Berries** found at:

<http://extension.wsu.edu/clark/wp-content/uploads/sites/36/2014/04/FS233E.pdf>



August Preparedness Pointer: Revisit Your First Aid Kit

When was the last time you checked the items in your first aid kit? It's important to regularly go through your first aid kits and replenish used or expired supplies. If you don't have a first aid kit, this is the perfect time to buy or create one. August's Preparedness Pointer includes a detailed list of the basic items every first aid kit needs.



To view the full pointer, visit:

<https://adacounty.id.gov/.../Revisit%20Your%20First%20Aid%20K...>

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The Art of Leadership

You are a member of an Idaho non-profit when you join Chatcolab. Nel Carver is our current registered agent with the Idaho Secretary of State.

This year the Idaho Non-Profit Center conference occurs right before our Chatcolab 2017 Summer Board planning meeting. **So, why not register for both?** You can fill your leadership toolbox on Thursday & Friday and then plan the 70th lab! SHARE, say Wahoo, explore, learn lots, and be in the City of Trees! Also both are a tax write off!!!

The **Idaho Statewide Nonprofit Conference**, organized by the Idaho Nonprofit Center will take place from 7th September to the 8th September 2017 in Boise, at the Riverside Hotel. The conference will cover areas like: We Are an Association of Forward-looking Nonprofit Leaders Who Come Together to Share Knowledge, Solve Problems, Pursue Common Interests, and Serve the Public Good.

The Idaho Non-profit center has great resources for you to learn with. More info at: <https://www.idahononprofits.org/>

Register at:

<https://inc.memberclicks.net/conference>

Pre-Conference - Wednesday, Sept. 6:

This year, INPC is also including training sessions the day before Conference on Wednesday, September 6th. Registrants will choose one out of the four sessions to attend. An informal networking happy hour will follow directly after the training at the Riverside Hotel bar. **Topics include**

- board responsibilities
- engaging millennials
- community impact
- strengthening leadership within your organization

Keynotes:

<https://www.idahononprofits.org/keynote-speakers>

Tony Bridwell - Thursday, Sept. 7

Terry Gurno - Friday, Sept. 8

Tracks & Breakout Sessions:

<https://www.idahononprofits.org/breakout-sessions>

Breakout Sessions will be held on both Thursday (9/7) and Friday (9/8) this year. Stick with one track or mix and match. There is a topic for everyone to build their toolbox and bring back to their organization. Different "Table Talks" each day will inspire & gratify!

- Telling Your Story
- Finding Funds
- Developing the Future
- Helping Hands (Volunteers)
- New Tools



Join us in BOISE:

<http://boise.org/>

<http://boise.org/meet/meeting-planner-guide>

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Chatcolab 2017 Poem LEAD- PLAY-CONNECT

"Planting Seeds of Leadership"...

Nel Carver, Moscow, Idaho

From Yoga at the crack of dawn
We sang, danced and drew,
Playing golf upon the lawn,
Learned about horses too.
Chatcolab was amazing.
Made some paper with some seeds,
Having fun with late star gazing,
Even pulled some noxious weeds.
Learned Teddy was cool
Cut and pasted,
Had a lake instead of a pool,
Not a minute to be wasted.
What fun we had,
Sailing to enjoy and tapping to do,
Telling stories till time for bed.
And laughter and shouting, Yahoo!
Planning an activity
Our time was short, so much to do,
Making bowls of kimchi.
Also waxed and dyed an egg or two.
Building our own game,
We ate and then we ate some more,
Learning everybody's name.
Sang by the fire and cooked a s'more.
Making Soulcards© from materials galore,
We checked the water quality,
Visiting the costume store,
Felt we had won the lottery.



Using the compass to find our way,
With fishing and sharing in the shade,
Everyone had their say.
Great decisions were made,
We ran the meetings, Parli Pro,
Some STEAMED along and all Connected,
Sang, re, me fa so, la, ti, Do.
Finding leadership skills and tips as
expected.
Then appliqué stitched and sewn
Changed a tire, fixed a flat,
Planted seeds and know we've grown.
Escaping rooms as quick as that.
We picked our tree and rolled a log,
Great presenters to be congratulated,
Some one tried to catch a frog.
2018 CHATCOLAB # 70, anticipated.

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My First Chatcolab...

Holly Moore Purdy, Bozeman, Montana

"So, what the heck is Chatcolab, anyway?" This is something you may be wondering if you've yet to attend. The thing I found is that Chatcolab is many things. To put it in a nutshell, Chatlab is a week-long, educational, personal journey and unplug from the busy world. It's a week of cabin-camping in the beautiful mountains of northern Idaho while sharing in leadership and community. It's a safe space to present your ideas and expertise and to hear that of others. It's a compassionate learning environment with an audience and community of all ages. As a first-time labber and presenter in 2017, I'd like to share some of my own experiences and

insights into this wonderful experience known as Chatcolab.

Let me start from the end and work my way back. On the last night of Chatcolab, there is this really feel-good, fun community night, where a presentation is played with photos and videos from the week. We all gathered in the "Old Lodge" to watch the collaborative slideshow and reminisce about all the fun and learning we'd had throughout the week. After the video played, all the camp participants and presenters of all ages got up in a circle and were asked to choose one word that described our experiences from the week. My immediate choice was the word "renewal," and let me tell you why I chose that word.

I ultimately decided to attend Chatcolab because a very dear family friend had been on the board and had been presenting there for years and he roped me into teaching morning yoga classes to the participants. I was fresh off my 200-hour yoga teacher training and was hungry to share my new trade with others in any capacity I could. Of course I was a bit nervous, because I had yet to teach a yoga class to anyone since becoming certified, but I went with it, and was reassured that my audience would be incredibly welcoming and open to whatever I had to offer.

It turned out to be an incredible learning experience, as I was able to share my love of yoga with camp-goers who were so receptive of me and my teaching. This is Chatcolab: it's a place where one can share their ideas in a receptive and nonjudgmental community of people. And to boot, I was able to get a large chunk of CEUs (Continuing Education Credits) toward my Montana Teacher License through Montana Office of Public Instruction for both

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presenting and attending the many and diverse workshops offered.

So, why was Chatcolab about renewal for me? As mentioned, it's a nice way to unplug from the hectic, fast pace of life that most of us experience on a daily basis. It was a lot like I remember summer camp as a kid: cabin dorms, shared meals in the meal hall, tons of activities and workshops, nightly "parties" (put on by one of the many groups to which you are assigned), lots of nature, walks, stargazing, and time for self reflection and friendship in the good old-fashioned way. An additional component of feeling renewed was my ability to share yoga and to express myself creatively. Admittedly I was feeling sort of stuck before attending, and I left feeling space and expansion in my heart, mind, and soul. Opening our creative energy and sharing in that of others invites renewal and refreshes our spirits; we must fill our own cup before we can fill the cups of others. Chatlab gave me a place to take a step back from "me" mind and shift to "community" mind, which is key to coming back to our own true nature. And thus, at Chatcolab I rediscovered parts of myself that had been dormant: the creative, childlike, carefree and centered parts of myself that I so love.

Thanks Chatcolab and I'll see you next year!



Creativity In the R U Game at Chatcolab...

Jenell Marmon, Winter Haven, Florida



Theodor Geisel once wrote,

... "Think left and think right and think low and think high. Oh, the thinks you can think up if only you try!"

As a first year labber, I thought a great deal before coming to Chatcolab. About the direction to take in developing a three-day class that took off on some of the lessons I use in my computer game design classes. What would fit, I wondered? Thinking left and right, low and high, was exactly the process I took to develop three lessons that I hoped would be fun, but also could be replicated for participants in their own clubs, schools, and communities at home.

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What I wasn't prepared for was the something that so often delights me in my school-year gamers - the **"thinks"** that came out of those three days and the minds and creativity of those who participated. To say I was impressed... is an understatement.

I'd come prepared with a balance of "theory" and presentation, mixed with hands-on opportunities - building board games out of bags of this and that, while concentrating on rules of the game, participating in a series of challenges that got everyone out of their chairs and using their brains in different ways. Finally building,... mentally and on **"paper escape rooms"** - America's most recent fad in **"gaming."** When the audience ages shifted, theory and presentation took a backseat to fun - but after all, isn't that what game play is all about anyway?

Kevin Laughlin gave me some good advice on day one of camp when I was asked and responded to the question "how many are needed to have the class" and I said ten to twelve. **"Be flexible,"** Kevin suggested. **"We never know exactly how many will come."** I took that as permission to be flexible in numbers, but in other ways as well.



At times I had to check myself and remind myself to be in teacher mode. I took pictures, had fun watching the creativity flow, and saw interaction that was a delight! I hoped that the balance was good for all. I hoped all enjoyed the experience, as much as, I was in leading it.

A colleague, Dr Ward, who is the administrator at the Arts high school on my campus often says that it isn't so much dance, jazz, film, creative writing, or one of the other majors offered at the school that are taught, but the **"development of creative minds"** that is the ultimate lesson.



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It is what's most important, and Dr. Ward is right. The same is true for Chatcolab. What came out of time spent in "R U Game", Jen's presentations, Jackie's card class, Tyler's STEAM and others was not so much the physical presence of a game, an activity, or a personal work of art, but it was and is the spark of creativity that we all need in our lives, or all long to embrace, and ultimately find at Chatcolab. Creativity and our search of it, our embrace of it, helped us all grow at the 69th lab.

I'm thankful for the opportunity, and for the family of labbers who'll be the reason I'll be "game" next year as well to return, learn, and "think" some more!

LEADERSHIP Moments...



Jen McFarland, Portland, Oregon

Planting A Leadership Garden of Self-Awareness, Gratitude & Collaboration

April 24, 2017 – Rapid Planning

As I board the plane to DC, everything is a blur.

10 days ago, I'd celebrated my last day at the [City of Portland Revenue Division](#). I'd worked there for nine years, but I never felt like I fit in. The final three years there were particularly brutal, working in a position that was equal parts stress, anxiety, and boredom.

The job was like an ill-fitting suit with a scratchy collar. When the collar started to choke me, I decided to go even though the future was largely blank and unknown.

About a year ago, recruiters started calling relentlessly. I built a website to help me find a new job. When friends started asking me to build (and

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fix) their business websites, Foster Growth was born. I ignored the recruiters after that.

And now it's do or die time for [Foster Growth](#).

But I can't think about that now. Today, I have an itch that needs scratching. Six or seven months ago I'd applied to speak at a weeklong summer camp for adults and children.

Not only was my proposal accepted – somehow, I was the lead presenter. But I chose not to think about that. It freaked me out.

What the heck is a [Chatcolab](#)? And why did I fail to plan the event until a week before the materials are due?

In that moment, I deeply lamented my lack of curiosity and planning amidst the 50-60 hour weeks I'd put in to balance my job and fledgling company.

With a deadline of April 30, I armed myself with leadership books and in-flight internet to plan a 5-day leadership workshop.

June 6-9, 2017 – Amalgamation

After submitting the worksheets and citations to Chatcolab on April 30, I'd spent the past month sitting with the workshop I'd created.

It suddenly became clear why it was time to leave the City. The leadership principles and values described in my workshop – self-awareness, gratitude, collaboration – differed greatly from many of my leadership experiences there.

It also differed from many of the principles I learned while getting my [Master of Public Administration in Leadership & Management](#).

I realized that what I was interested in was a [21st Century Leader](#). What does 21st century leadership look like? When I attend local networking events (e.g., [Women with Moxie](#) or [eWomen Network](#)) women business owners often speak from a heart-

centered place of abundance, collaboration, and gratitude.

I needed the spirit of Portland women business leaders to come through at Chatcolab.

It was not lost on me that these women entrepreneurs are either Millennials or the mothers of Millennials. Millennials are deeply committed to leaders who value self-awareness, listening, and teamwork.

I also needed FUN. Adults know how to have fun, right? Right???

I decided to combine my experiences as a [camp counselor](#) with the soft skills from my leadership workshop - self-awareness, gratitude, and collaboration.

I spent the week finalizing a detailed plan filled with activities that I'd hoped would get people up and moving while at the same time reinforcing important leadership concepts.

Thank God for [YouTube](#), [Joann Fabric](#) and [Dollar Tree](#).

Things were really starting to come together.

June 10-16, 2017 – Planting Seeds: A Leadership Garden

When I arrived at Chatcolab, I realized my workshop embodied the spirit of an outdoor leadership laboratory. My aspirational goals, fuzzy concepts, worksheets, and activities were completely untested.

I was also immediately faced with the reality I'd pushed to the back of my mind – I was the lead presenter.

We were staying in the only lakefront cabin with a private bathroom. Everyone knew who I was and wanted to help me or know more about me.

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I also learned that there were no prisoners at this workshop – if people hated it, they could leave at any time. Oh man. On the 5th day I could be all alone. ... Although I was fairly certain my husband would stick it out. Sigh.

And yet, I felt quietly at ease.

There were no sleepless nights.

And I didn't feel like I was working. I noticed that during the planning too. Everything just seemed to make sense. Like I was doing what I supposed to be doing. This feeling confused me because I'd rarely felt this way during the past nine years.

That's not to say that things didn't go wrong.

I wasn't really prepared for an age range from 30-96. When I stood in front of everyone the first day I truly wasn't sure how it would work.

There were the activities that people had done before.

There was the time I accidentally left the music on after the activity finished.

There wasn't always enough time for a full debrief after group activities.

There were people who wanted me to talk more.

I did my best to take it all in stride. I was constantly experimenting and tweaking my approach.

Suddenly, there was only one day left. This mostly perfect week was coming to an end.

Only one more session.

Throughout the week, I'd asked everyone to contribute to a gratitude jar. On small pieces of paper everyone at camp wrote down what they were thankful for – at camp and beyond. My intention was to use the gratitude jar to create group projects at the end. It tied into the other concepts we'd explored such as listening, reflection, trust, and collaboration. I thought it was a fitting end to the week.

Until I didn't.

I was exhausted. I stared out at the lake. It felt like it was staring back at me, beckoning me to tell it what was next. I closed my eyes and took a deep breath. I wanted to completely abandon my plans for the last day.

I beat away the self-doubt. Was it hubris? Was I too consumed in my own curiosity? Or was I beginning to learn and understand the beautiful people I'd connected with for the past few days?

I stayed up late completely overhauling my plans for the last day. I decided that to emerge as great 21st century leaders we needed to understand the generations leading up to today. And what better audience to understand generational differences, than a group ages 30 to 96?

I think the thing that most struck me was the impact the media had on every generation – except for Dolly, 96, the sole representative of the Greatest Generation. Dolly could've easily spoken about WWI, Great Depression, or other 'global' experiences taught in history books. Instead, when asked about her formative experiences, she shared what it was like growing up in rural Montana. She personalized a question that many of us chose to generalize. I'll never forget what Dolly shared that day. I will never forget the room as Dolly spoke. You could hear a pin drop in there.

After the session, people were buzzing about generations.

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I was so glad I changed things up.

As a trainer, I am still reflecting (lamenting) what could've been:

- Option 1: sticking with the gratitude jar as the ending; or
- Option 2: leading off the entire training with the generational piece and using it as the framework around the challenges we have stepping into a 21st century leadership model that reflects and supports the values of Millennials (Generation Y and Z); or
- Option 3: the generational training at the end was a perfect wrap-up.

For Chatcolab, I'd stick with Option 3. In the future, I'd likely restructure the content to fit Option 2.

Now What?

It's now two months after Chatcolab 2017.

Chatcolab shook things up. I am changed. My business is changed.

I've really appreciated seeing activities I led at Chatcolab being used in classrooms. It's truly awesome to have that hope fulfilled.

I'm still sorting out *how* Foster Growth is changing - and more importantly - how to articulate the ways my business will evolve in the coming months and years. One thing is certain: I realized how much I enjoy speaking and learning from groups.

I'm beginning to understand and believe I can make a positive impact to more than one person at a time.

I'm giving myself grace. I only recently realized leadership is my passion. It's simmering and slowly infusing itself into my business while I continue to build the business I have - helping small and medium-sized businesses create websites and show up big online.

So many changes on the horizon - I can't wait!

Whatever Happened to the Gratitude Jar?

The gratitude jar is still intact in my office. I can't bear to take off the wrapping, which will transform it back to a plain, white bucket.

It's impressive to see the gratitude and awareness on display.

Children grateful for friends and family. Adults grateful for camp and nature.

All I asked was for people to pause. Take time out. Reflect on your life's joy and abundance.

And people did just that.

Now that I am back in my "normal life" I understand the challenges I face remembering gratitude. It's hard to remember abundance when we're constantly reminded of scarcity, not only in the media, but within ourselves - what we have versus what we want (money, time, etc.).

That's when I stop, pause, breathe, and recognize that although I'm still planting my leadership garden; my life is already blooming with abundance.

I hope the same for you!



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He Planted Best Practices in Parli-Pro & Leadership at Chatcolab!

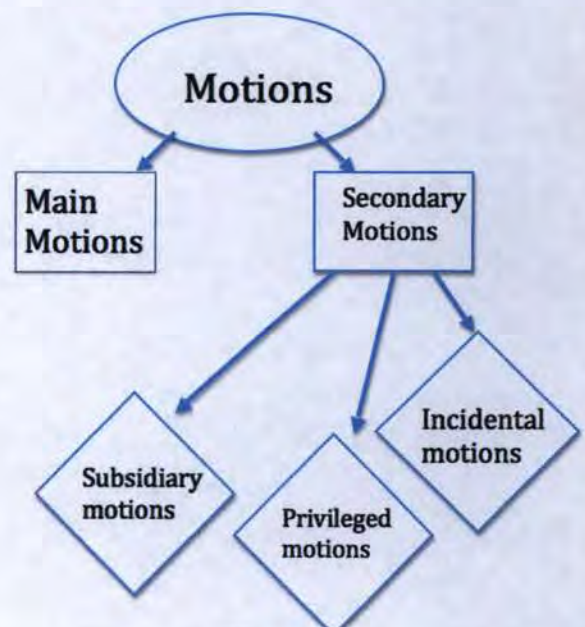
James J. Connors, Moscow, Idaho

Parliamentary Procedure: Knowledge, Engaged Citizens...

Have you ever sat in a meeting and been frustrated with the way it was being run? Where you ever elected to an office but didn't know what your duties included? Have you ever been assigned to a committee only to find out that no one knows what the committee has been assigned to do, when it needs to report, or who is the chair of the committee? If you have had any of these experiences you could probably benefit from learning parliamentary procedure skills. Community organizations, town councils, county commissions, school boards, church councils, and youth organizations have used parliamentary procedure in their meetings since the founding of this country.

However, parliamentary procedure is a skill set that many people don't possess. **Many organizational members, officers, or committee chairs have a limited knowledge of parliamentary procedure.** As a result, many organizations do not run very efficiently. This can result in frustration on the part of the membership and officers which could lead to reduced participation, declining membership, and even the death of an organization.

Parliamentary procedure is an area where a little knowledge can go a long way. Any member of an organization should take the responsibility to learn and practice parliamentary procedure skills. Every member should master common parliamentary knowledge including organizational bylaws, meeting agendas, main motion, rules of debate, methods of voting, etc. Business in organizations is introduced using the main motion. This motion must be seconded, is debatable, and requires a majority vote to pass. Members are allowed to debate each debatable motion 2 times for a maximum of 10 minute each time, although most organizations have much more conservative debate rules. [Fig #1]



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A set of seven subsidiary motions help an organization handle and dispose of the main motion. These include the motions to Postpone Indefinitely, Amend, Commit, Postpone Definitely, Limit or Extend Limits of Debate, Previous Question (Close Debate), and Lay on the Table. One of the most widely used subsidiary motions is the motion to Amend. This motion helps an assembly perfect a main motion and put it in an acceptable form prior to voting. A main motion needing more study can be referred to a committee. The motion to Commit can send the motion to a special committee or a standing committee that has been established in the organization's bylaws.

Every member should obtain and read a copy of the organization's bylaws. The Bylaws is an official document that outlines the basic structure of an organization. It should contain articles relating to the organization's Name, Object, Members, Officers, Meetings, Executive Committee, Committees, Parliamentary Authority, and Amendment.

In 2004, *Robert's Rules of Order Newly Revised - In Brief* was published. This small book can help those individuals who are unfamiliar with parliamentary procedure to learn valuable skills used in every organization. **New to meeting rules? Get the best introduction:**

The rules you need in a meeting
MADE SIMPLE AND EASY!

A STEP-BY-STEP GUIDE TO THE
RULES FOR MEETINGS OF YOUR
CLUB, CIVIC, OR CHARITABLE
ORGANIZATION

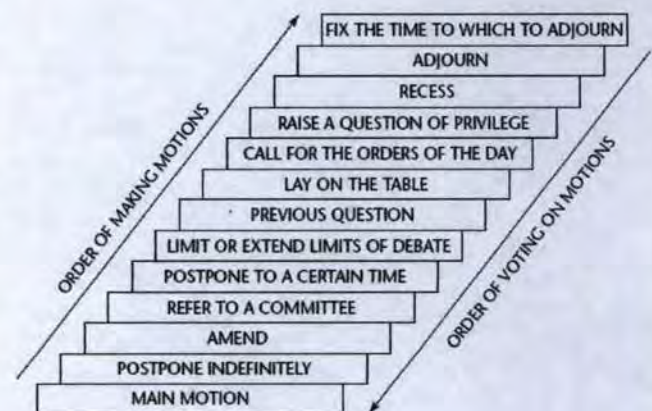


GOING TO A MEETING? WANT TO
KNOW HOW TO TAKE PART? LEARN QUICKLY AND
EASILY! THIS SHORT, SIMPLE

BOOK INCLUDES:

- Sample dialogues to get you confidently through motions, nominations, elections, votes, debate, amendments, and more
- Invaluable tips for keeping meetings orderly and on track
- A chapter answering the most frequently asked questions

For those individuals seeking a more advanced knowledge of parliamentary procedure, the 11th edition of *Robert's Rules of Order Newly Revised* is the book to get. This complete parliamentary authority is a must for organizational officers, committee chairs, or individuals serving as parliamentarians for organizations.



[Fig. #2]

Most organizations could benefit from the services of a parliamentarian. A parliamentarian is an individual with a comprehensive knowledge of parliamentary procedure who helps an organization run orderly and efficient business meetings. A parliamentarian can be a member of the group or an outside person who serves as a professional parliamentarian. The larger your organization, the more likely it could benefit from working with a parliamentarian.

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If you are one of the millions of Americans who is involved in a club, organization, church council, school board, or governmental body, you need to know basic parliamentary procedure skills. You can learn parliamentary procedure through books, websites, parliamentary procedure organizations, 4-H clubs, or FFA chapters. A knowledge of parliamentary procedure can benefit any individual who is actively involved in an agricultural or community organization. Parliamentary Procedure truly is a skill everyone can use.

Figure #1 & #2 Accessed 07-21-17 at:
<http://parliamentaryprocedurelesson.weebly.com/lesson-1--2.html>

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University of Idaho

Agricultural and Extension Education provides agricultural education and leadership services through fundamental knowledge of and skills in educational programming, learning dynamics and developing technologies that enhance the lives of Idaho citizens. We provide instruction in: Agricultural, Extension and experiential education, Youth organizations, Leadership development and Instructional design and methods.

Juggle Your Time to Shine at Work and Be a Great Parent

Ian Moss, MindTools, Inc.

"It was the best of times, it was the worst of times, it was the age of wisdom, and it was the age of foolishness." –

Charles Dickens, "A Tale of Two Cities."

The first half of **my** tale is from the days after the birth of my son, in what I now realize was an age of foolishness.

Robert was born late on a Friday night, at a point in my career where my schedule involved putting in long hours, even on Saturdays. A while after Robert's arrival, I headed home from the hospital to reflect on this joyous time as a new parent, and to sleep.

I awoke a few hours later to the telephone ringing. It was my manager. One of the team had called in sick. He was desperate. Could I come into work? I pointed out that this was far from ideal. But, such was the pressure I felt from him, combined with my eagerness to please, that I agreed.

However, I felt that I had neglected one of my first duties as a parent, that I had let down my partner, and that I had failed to assert myself. The phrase "act in haste, repent at leisure" could never be more true.

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Work-Life Balance

My actions stuck with me for a long time. I look back at the event as one of my worst times at work and an even worse one as a parent. I could rationalize things by seeing that I was swamped in a macho culture. But I still struggled to forgive myself.

For many years after Robert's birth, my work-life balance was heavily weighted in favor of work: the long hours continued; the feeling of guilt at being a largely absent parent grew; and my resentment toward my career and place of work increased too.

Moving the clock forward about 15 years, I found myself in an age of wisdom. Well, at least, an era of increased enlightenment. I was in a new workplace, on a team managed by Flora, a stressed workaholic but, also, a great manager of people and a brilliant colleague.

Flora seemed like the sort who was wed to the job and who would continue to be so forever. But, within a short time, she was both married (to Nathan) and expecting her first child.

New Role as a Parent

There was much speculation in the office about how Flora would cope with her new arrival. Her thirst for work had shown no signs of diminishing during pregnancy. But, those who doubted Flora's ability to combine her role of new mom with that of dynamic boss were soon silenced. Flora returned to her role a few months after the birth of Kirsty with the same gusto.

While Flora's enthusiasm and work ethic remained, the long hours were gone and, so it seemed, was the stress. They had been replaced by a new efficiency, calmness and productivity. Sure, there were one or two frantic calls to the nursery or to Nathan when things were running late at the office.

But, by and large, Flora handled the transition with aplomb. She achieved a [work-life balance](#) that she was happy with by knowing what she wanted and by being assertive.

Now, our situations differed insofar as I was at the beginning of my career. Flora, on the other hand, was a bit older and a bit nearer the top of the hierarchy. But this story does illustrate big changes in the work environment in a relatively short space of time. And it also highlights the starkly different approaches that Flora and I took.

Changing Culture and Priorities

First, the work landscape and culture. These elements have transformed since the 1990s, when Robert was born. Organizations are more flexible and amenable to the demands of the labor force, particularly in areas such as paternity leave. The culture is far less

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patriarchal and, thus, the pressure to be the dominant male has diminished somewhat.

But, my main failing in trying to deal with the arrival of children was ignoring its potential impact, and not assessing what I really wanted from the situation. If Mind Tools had been around at this time, I could have made good use of its resources. [Time management](#), [assertiveness](#) and setting [personal goals](#) are key areas to look at when trying to manage this kind of personal transition.

They are skills that Flora was able to call on with ease, seemingly. She [negotiated a good deal](#) for both her and the organization. And she quickly turned a "not enough hours in the day" situation into an example of excellent time management.

She's also a pretty good mom!

Accessed July 19, 2017 @:



<https://www.mindtools.com/>



Labbers learning about Forestry Bots at 2017 Lab. Thanks, Mike Jensen and WSU Extension!

Great Leadership Tools

Kevin Laughlin, Garden City, Idaho

- **Doodle** simplifies scheduling | The scheduling tool you'll actually use. **SHARE** a date for a meeting 2x faster!
More info at: <http://doodle.com/>
- **WELD** (Western Extension Leadership Development) offers expert training, book reviews, ideas and best practices from Extension. Explore **Knowledge** at: <http://www.unce.unr.edu/weld/>
- The **Idaho 4-H Leadership Portfolio** for the 4-H Leadership project. Learn more about developing your own leadership style and improving your leadership skills. Enhance Leadership **Philosophy** at: <https://www.uidaho.edu/.../Idaho-4-H-Leadership-Portfolio-pdf>.
- **10 Things You Could Create.** Instead of an E-Learning Course. Great **Ideas** at: <https://community.articulate.com/articles/10-things-to-create-instead-of-an-e-learning-course>
- **Laughter Is Good Medicine.** A practical Lesson from Oregon State University. Gain knowledge about the benefits of **Humor** in life and wellness at: <http://extension.oregonstate.edu/fcd/vprograms/fcelessons/fcepdffiles/laughterteacher.pdf>

As far as we can discern, the sole purpose of human existence is to kindle a light in the darkness of mere being — CG Jung

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Chips from the Chair

Marianne Burton, Sequim, WA

It's about time to start creating our 70th Chatcolab! I love our 2018 theme: "Traditions & Transitions – It's About Time..." You may ask 'About time for what?' I would say, about time to look back to the best of what has happened before, embrace where we are now, and build on those for the possibilities for our future. Chat has always been a 'laboratory', a space to try new ideas and techniques, to build experience and confidence as leaders, to explore changing trends and technologies (I am certain that 50 or 60 years ago that meant something very different than it does today!).

Traditions come and go. I remember when we were woken each morning – more like torn from our sheets – by the tom-tom and war cry of Dwight Wales at our cabin doors. After being reproduced by typewriter and mimeograph, the notebook was assembled on a 'book walk' the last night of camp, sometimes into the wee hours of the morning. A recent tradition has been to bring your spouse, children or grand children to Lab with you.

Don Clayton was among the first labbers. Thirty years later he was still sharing the story

of 'Maximillian, the 3,333rd 1/3 Rabbit'. He had a way of making the story always new. One foot firmly planted in tradition and history, he had at the same time a very clear vision of a future of new ideas, philosophies and skills.

There has always been and continues to be the threads of sharing ideas, humor, philosophy, friendship and much more that weave together our past and present, and lead us into the coming years.

Creativity has always been a tradition at Chatcolab, creativity which leads in many directions at evening activities, day outings to sing at an assisted living center or hike Indian Cliffs, workshops of age-old skills and emerging crafts and techniques – anything from challenge games to stained glass or beadwork were at a time 'new' ideas.

So we continue as we explore and embrace the best of what is new in our world. Building community through wholesome activities, the use of non-profit organizations to further education and service in our home towns and states, better understanding of the ecology of man and the natural world, the needs of families and the generations that comprise them, and much more have come in to the Chatcolab program in recent years.

I wonder if we realize the precious growth experience we have in a 70 year old non-profit, a (501c) 3 which was started humbly in 1948 with a great purpose. Seven decades later that great purpose is as relevant as ever, if not more so. It's about time that we let others know about the fertile ground that is Chatcolab!



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Philosophy of Chatcolab

Chatcolab Leadership Laboratory is designed as a stimulating experience for people who are interested in learning leadership! Held in a recreational setting, it is fun and exciting. This is a unique experience for youth leaders, senior center staff, youth development professionals (teachers, students, Extension, and 4-H), church leaders, camp counselors, ANYONE!!

The Lab is a group living experience in which there is an exchange of ideas and techniques in the field of leadership and recreation. The lab is a retreat from daily routine. Group unity flows as individuals develop together in work and play. Major emphasis is placed in joy and fellowship. New knowledge and abilities gained through the sharing of creative activities lead to mental, emotional and spiritual growth. As a result of lab experience individuals recognize opportunities for good living...By Sharing One's Self Freely.

The Spirit of Chatcolab Northwest Leadership Laboratory

- This is a sharing camp, with no distinctions of leaders from campers, pupils from teachers.
- This is a fellowship separated from any sponsoring institution and self-perpetuating by some process of democracy.
- Goals must be for the enrichment of life and not merely to add skills and information to already busy folk.
- This recreation Laboratory would invite attendance from diverse vocations and never seek uniformity for its campers.
- Those who gather assume cooperation in complete sharing as a way of life.

Goals for 2018 Chatcolab

- A. For all Chatcolab participants to gain new knowledge and leadership abilities through the sharing of creative activities that lead to mental, emotional and spiritual growth.
- B. For all Chatcolab participants to experience, gain skills and a greater awareness of the "2018 Theme" in their own lives, in their family and in their communities
- C. For all Chatcolab participants to enrich their lives using all aspects of the camping facility, especially the natural environment.

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Greetings Chatcolabbers...

Twinlow is a camp and retreat ministry of the Pacific Northwest Conference of the United Methodist Church. We offer year round programs for young people and adults.

Our Mission is to be sanctuaries of Christian hospitality, renewal, and learning within God's natural world. Sanctuaries that celebrate diversity, inspire love and service, and fulfill our special partnership with local churches in nurturing disciples and spiritual leaders.

We love hosting Chatcolab and our partnership with the Pacific Northwest Leadership Laboratory for over 10 years now.

Ponder sending your Adult Youth Leaders to our Annual ELEVATE Retreat. This year scheduled for October 19 – October 21. Autumn is beautiful and you will see colors at their peak!

We continue to work on the directors' house and will Thank you for your consideration in supporting this project. More information on this project and how to donate can be found at:

twinlow.org/give/donations/

Kristen "Moonie" Moon - Guest Group
Coordinator/Program Coordinator

Tyler Wagner - Camp Director,
22787 N. Twinlow Road, Rathdrum, ID 83858 •
(208) 352-2671 • office@twinlowcamp.org
Web: <http://twinlow.org/>

<https://www.facebook.com/twinlow.camp>

The CHAT- CHAT Newsletter Submission Deadline is:
October 15, 2017; April 15, & August 15, 2018.

Send your contributions of 300 words +/- , pictures, or ideas; or best practices about leadership, recreation, or your Chatcolab experiences past, present, or future; interviews with former labbers; ATTACHED as a Word document to Kevin Laughlin, CHAT CHAT Editor:

kevinlaughlin@peoplepc.com or mail to:
P.O. Box 140324 Garden City, Idaho, 83714

GEM of Gems, Past Labs!

Check out this Quote in 1997 Lab book.

"The potential in all of us to grow and become is tremendous.

Our task will be to create experiences and environments that lead participants to learn about themselves and others, try out new behaviors and lay the foundation for change.

We're going to break down barriers, plant seeds for growth, and fertilize with fun.

Let's play and let the learning happen."

Kirk Weisler, describing All Lab General Session, Chatcolab 1997

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Chatcolab Executive Board Contact Information 2017-2018

Chair (2020): Marianne Burton, 153 Beeson Rd. Sequim, Washington, 98382 | cnmneburton@hotmail.com

Vice Chair (2018): Preston Sorensen, 3188 N 400 W. Pleasant View, Utah 84414 | 801-529-2727 | preston-sorensen@hotmail.com

Program Chair (2019): Betsy Carver, 6220 Robertson Road, Boise, Idaho 83709 | 208-968-0797 | betsy@betsycarver.com

Secretary(2019): Randee Sorensen, 3188 N 400 W. Pleasant View, Utah 84414 | 801-529-2727 | momotwins3@gmail.com

Member (2018): Valarie Duffy, 11180 Ripley Ct., Boise, Idaho, 83713 | 208-901-4517 | Duffy425@yahoo.com

Member(2020): Jen McFarland, 2739 SE 79th Ave , Portland, Oregon, 97206 | 480-287-4585 | jmcfarland@fostergrowthpdx.com

Member (2020): Dave Chandler | 228 Riverview Dr. W. Great Falls, Montana, 59404 | 406-761-3983 davechandler@hotmail.com

Member (2018): Doug Owsley, 3313 W Dewey St, Boise, Idaho 83703 | | 208-353-7062 | dowsley@hotmail.com

Member (2019): Tyler Schlangerhauf, 5523 W. Edson St. Boise, Idaho 83705 | 208-996-3679 | boise@challenge-island.com

Member(Alt): Kim Maes,3304 Sheridan St., Cheyenne, WY 82009| 307-635-2435 | rsvp_kmaes@vcn.com

Member(Alt): Chris Beasley, 6231 22nd Ave NE, Seattle, Washington, 98115 | 206-523-1876 | bobbeasley@live.com

Member(Alt): Lee Hannibal,20717 Pinehurst, St., Rathdrum, ID, 83858 | 208-640-1304| leehannibal@yahoo.com

Member(Alt): Holly Moore-Purdy, 1133 N. Pinecrest Dr. Bozeman, MT, 59715 | 406-471-7677 | holly.moore64@gmail.com

Member(Alt): Liz Hull, 3188 N. 400 W., Pleasant Valley, UT, 84414 |801-388-4358 | momotwins3@gmail.com

Member(Alt): Ann Easterly, 15057 S. Clackamas River Dr., Oregon City, OR, 97045 | 503-656- 7159 | anotter25@yahoo.com

Registered Agent: Nel Carver, 1668 Appaloosa Rd, Moscow, Idaho, 83843 | 208-883-1533 | carver.bobnel@gmail.com

Chatcolab is a Federal 501 3 (c) Non-Profit and Idaho State Non-Profit Corporation. It was reorganized in 1969. Additional corporation documents are available at: <http://www.accessidaho.org/public/sos/corp/C40921.html>

What is Chatcolab?

Chatcolab is a Pacific Northwest blend of the recreation laboratory ideas born in the early thirties at Waldenwoods, Michigan and an older model for education the "Chautauqua" from New York. 2018 will be the 70th year for this Idaho based leadership laboratory and non-profit corporation. This lab developed out of the College of Forestry at the University of Idaho and a Presbyterian minister's vision in 1949. It is focused on leadership, education, in a natural resource setting using recreation as a framework. It serves 13 western states. It is slow paced and reflective, families come with adult professionals who wish to learn leadership, recreation and continue their lifelong learning in an atmosphere of sharing.

A balanced mix of recreational professionals, academic experts, support staff and youth volunteers always makes for the best lab and stimulating interaction. Over the years Western Cooperative Extension Directors and 4-H have used this leadership lab for the professional development for volunteers, staff and faculty. Girl Scouts, Parks & Recreation, Corrections, Counselors, Social Service providers, Ministers, Camp Directors and Senior Center Program directors also come to this lab from across the west.

Chatcolab is one of the Pacific Northwest's remaining Chautauqua's! It offers a 'Legacy of Leadership!' Chautauqua is an adult education movement in the United States, highly popular in the late 19th and early 20th centuries. Chautauqua assemblies expanded and spread throughout rural America until the Mid-1920s. The Chautauqua brought entertainment and culture for the whole community, with speakers, teachers, musicians, entertainers, preachers and specialists of the day. Former U.S. President Theodore Roosevelt is quoted as saying that Chautauqua is:

"The most American thing in America."

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Chatcolab Membership 2017-18

Name: _____
Address: _____
City: _____ State: _____
Zip: _____
E-mail: _____
Phone(Home/Business): _____
Phone(Cell): _____
FAX: _____
WEB: _____

(Please check all that applies)

\$ 315.00 +/- Estimated Cost for Regular Member 2018:

Includes: Registration & Participation at Chatcolab; Notebook, Marketing & Newsletter.
If you came to 2017 Lab you are PAID IN FULL Through the next Lab! Thanks!

\$50.00 Patron / Institutional Member:

Donation, Notebook, Marketing & Newsletter

\$20.00 Annual/Contribution Member: Marketing & Newsletter

Please specify Newsletter Delivery Preference: by U.S. mail or E-mail

I Will Be A First Time Participant! I have attended Chatcolab 1-5 6-10 11 or More times

Please Send 2018 Scholarship Application!

Chatcolab: Northwest Leadership Laboratory is an ALL Volunteer organization! The annual dues are a pittance - just \$20 per year (less than a single dinner at a restaurant)! So there is no acceptable excuse for not joining us. If you live in the West and have benefitted from Chatcolab, one or more times, please help keep our outfit running! Put us in your will!

We take money \$\$\$\$ all year long! Thanks!

Clip and Mail your Check & Membership TODAY!

Are you on our 'Current' Chatcolab mailing list? If you are not on our mailing list or have recently moved please submit your current mailing/e-mail address to:

Robert Carver, Treasurer, 1668 Appaloosa Rd, Moscow, Idaho 83843

Or call: 208-883-1533 | E-mail: carver.bobnel@gmail.com | WEB Site: <http://Chatcolab.org>