



CHATCOLAB

IS BUBBLIN' OVER

2014

2014

Chatcolab Northwest Leadership Laboratory

Officers and Board Members

Chairperson -----	John Beasley	2015
Vice Chairperson-----	Hugo Taylor	2015
Secretary-----	Jean Baringer	2014
Treasurer(non-board)-----	Nel Carver	

Members at large-----	Bob Carver	2014
	Bob Beasley	2014
	Erika Thiel	2015
	BJ Kreiter	2016
	Sarah Tudor	2016
	Kryn Matlock	2016

Alternates---None

Youth Representatives---None

Honorary Board Members---Jean Baringer
Bill Headrick
Terry Weber

Chatcolab is Bubblin' Over

Chatcolab Northwest Leadership Laboratory

June 14 – 20, 2014

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 learn, to share, and to grow. Take time to go the schedule to plan your week accordingly. Session locations will be announced on a daily basis. The All Lab Session – Ethical Wills – is for adults & teens over 15. The All Lab Youth session is for all youth and teens. Participants of all ages may choose from any of the three In-Depth workshops: Totems, Bubblin' Over, and Music, Music, Music. The In-Depth workshop in Leather, which will be held during the Sunday and Monday mini workshop time slot, is aimed at older teens and adults. Choose one from each of the Mini workshop sessions to expand your recreation and leadership skills.

Some of the workshops have participant limits 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 your registration packet.

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 also 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 using costumes or activity supplies.

Library/Resource Center

The reference library of books is for your use during lab. Please enjoy the material and then return each piece 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 Wednesday will be a short business meeting. At that time we will be voting on new board members. The constitution and by-laws of Chatcolab are 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.

2014 Chatcolab Workshop Descriptions

Adult All Lab

Ethical Wills – Valerie Duffy - How to pass on wisdom, Values, Beliefs & Life Lessons. This workshop will discuss the merit of writing your own ethical will, provide a historical perspective of this practice, and help you get started on preserving the matters of most worth in you unique life for generations to come. Discover, learn how to write and share an Ethical Will. Val comes to us from Boise, Idaho where she is the Visual Impairment Coordinator at the Veterans Administration. She works with Wounded Warriors and their families, is an experienced 4-H Leader and Camp Programs Expert.

Youth All Lab

Hands on Activities -Charlotte & Crystal Norlin – Learn Leadership, Balloon Sculpting, Origami, Nature Hikes, Windcatchers, Orienteering & much more. Charlotte is from Albany, Oregon retired from the College of Forestry at Oregon State University and is active in clowning and story telling groups. She is a 4-H leader, Child Development Specialist & Puppeteer. Crystal from Corvallis, Oregon is an Outdoor Survivalist, Loves integrating animations and cartoon, and Animal Care provider.

In-Depth Workshops

Bubblin' Over (with activities, games, crafting) - **Beverly Larsen** – A leisure purist from Adrian, Michigan, Bevy has presented numerous workshops at several recreation labs across the country. A former counselor for troubled youth, she is an avid promoter of lost arts concentrating on making sox on a hundred year old knitting machine. I bet she will have sox to share. You will be Bubbling over with ideas, energy and entertainment after taking this class.

Music, Music, Music – **Janet Zimmerman** – Singer and music activity professional, Janet lives in Pony, Montana. Experience the history and spirit of America through traditional music and song. She has made a lifetime endeavor as a singer and multi-instrumentalist, a member of community bands, orchestras and choirs across southwest Montana. She will also share her unique brand of music empowerment each morning with “Songs We Used to Sing”

Leather Working – **Woody Collins** – Learn the art of Leather Crafting and make a beautiful hand crafted leather items to keep or give as a gift from local Rathdrum, Idaho instructor.

Totems-Kevin Laughlin-Contact with nature reduces stress, promotes physical and emotional well being and has even been shown to boost cognition. Totem activities are suggested to powerfully engage reflections about self, nature, and our place in the world. They can connect children and adult with nature from backyard to mountain top and beyond in unique ways. Kevin lives in Boise, Idaho where he is an Idaho Master Naturalist, Sagebrush-steppe Chapter. He assists with education programs and citizen science research with the Idaho Botanical Garden, Foothills Learning Center, and MK Nature Center.

Mini Workshops

Bee Keeping – Kevin Ryan – Thinking about Bees in your backyard? Want copious amounts of fruits and veggies? Sweet treats from the insect world are in store for you and yours by providing housing for these winged friends. Live, Love, Learn about Beekeeping for fun and profit. How to get started with bees,. The ins, out's and opportunities. How to make soaps, salves, and potions with bee products. Kevin is a Professional Engineer and environmental quality expert for Idaho DEQ. He brings a naturalists eye to problem solving and critical thinking.

Drawing with Children- Janet Zimmerman – Join in learning drawing techniques. (see bio above)

Power of No – Jana Kemp –Join Jana in discussing the Power of NO and how NO can be a powerful answer, putting you in control of any situation. An Idaho Business Woman, Jana has authored 6 business books and served as a business columnist for the Idaho Press Tribune, Idaho Business Review newspapers and the nationally distributed Corporate University Review magazine. She was the publisher of quarterly online newsletter Better Meeting for Everyone for seventeen years. Jana was also a former state legislature and gubernatorial candidate.

Charlie's Letter – Jana Kemp – Jana shares her Children's book for 4-8 year olds and their care-givers. Used by teachers, counselors, step-parents, foster parents, grandparents to reinforce a parent's love in difficult situations and encourage good decision making. (See bio above)

Nature Hike – Kevin Laughlin – Join us for an intentional hike in the forest around Chatcolab. You will learn about Idaho's native trees, shrubs and forbs, look at wildlife, lichens and any fungi that pop up. Butterflies will be the major focus, you will learn to identify the six families of butterflies, distinguish between a butterfly and a moth, and collect real scientific data about the Butterflies of Twinlow. This 'Citizen Science' activity will introduce you to the International Natural Heritage Project, teach you to work in teams and be fun. (See bio above)

Watercolor – Alana Hastings – Come learn the techniques of creating beautiful watercolor creations from an experienced instructor from Great Falls, Montana.

Scrap Booking – Mary Jean Craig – Former Extension 4-H Program Associate at the University of Idaho, Mary Jean also served as Extension Educator in two different Idaho counties. She will present two different workshops. Participants in these hands on sessions will be making a scrapbook album, a folding photo card, and learning about layout pages and organization systems.

Yoga – Hope Ryan – Stretching your mind, soul, and body all the way to great health. Join Hope and get grace, joy and peace at the same time! Yoga is fun, easy and for all ages...best weight loss you never knew. Experienced yoga instructor, P-8 teacher, friend and home school CEO! Hope is a singer, cantor and performer. She will gently help you stretch your body as you stretch your mind at Chatcolab.

Pine Needle Trays – Charlotte Norlin – Participants will be able to finish a postcard tray using a interesting weaving technique. (See bio above)

Suncatchers – Crystal Norlin – Crystal will walk us through making a clever suncatcher. (See bio above)

Waterfront – Twinlow Staff – Water Fun, Swim, Canoe, Fish, kayak, Etc.

2014 CHATCOLAB PARTICIPANT LIST

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**GENERAL
INFORMATION**

Philosophy of Chatcolab

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

THE LAB IS 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.

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."

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 - Couperville, 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 slices)
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 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 and 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 Communication
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 Gwin - 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

Evening Programs

Evening Program What night?

List the members in your group:

Theme? _____

Activities, Games, etc.

Refreshments:

Turn into Terry Weber or Sue Ryan- Note book editors- Lower Selkirk

The Basics:

Who: Who are you putting this party on for? Family, close friends, folks at work, youth group, seniors, etc? What's the average age? What's the proportion of men, women and children? Are there any challenges (limitations) within the group? How many people are you expecting? How well do they know each other?

What: What's the occasion? Why are these people getting together? Will the purpose help establish a theme? What will they be wearing? What type of party? Inside, outside, active, noisy, quiet?

When: When will your party be held? Time of day, season, weather? How long will it last? Will the party include food in the form of a meal or snack?

Where: Location? Indoors, outdoors? What kind of place is it and what size is your space? What types of facilities are available? Bathrooms, fireplace, electricity, heat, kitchen, chairs, tables? What is the floor like? Carpet, dance floor, concrete? What equipment is available – sound system, piano? Are there any regulations such as time you can arrive and how late you can stay? Decoration regulations? Cleanup requirements?

Money: Is there money available and what are your resources?

So, you say you've got this all figured out? You still need more information? Well, how about reading a little farther and you'll learn about themes, parts of the party and why we even bother to go through all this effort!

Why all this work?

Parties are a great opportunity for people to get together for fun and fellowship – to play, dance, laugh, compete and develop relationships. Taking the time to plan your party will help determine whether or not a good time will be had by all. Parties are a needed medium in our busy lives. They help with healthy personality development, promote and teach wholesome self expression in a group, encourage the development of creative talents, give us an opportunity to release tensions and offers many opportunities to gain a sense of acceptance of who you are in a friendly atmosphere. All who attend a party learn cooperation, friendship and social communication.

Party planning with others is much more fun than doing all the work yourself! So, get together with others and let's get to the nuts and bolts!

1. Appoint Committees:

Determine what your needs are and create committees accordingly. Possible committees may include: invitations, publicity; decorations, activities, food, clean-up.

2. Brainstorming:

Brainstorming can be so much fun! This is a great method to identifying a wide range of solutions. A couple of guidelines will be helpful:

- Participants should say anything that comes to mind as a possible program solution.
- Write everything said on a flipchart, paper or chalkboard as quickly as the ideas are thrown out.

- Ground rules call for the ultimate use of imagination and creative thinking.
- Stay free of judgement. Positive thoughts/comments only! (No putdowns!)
- When brainstorming, there is no consideration given to feasibility or cost.

3. **Theme:**

Parties with a theme are great fun to plan and implement! Your choice of activities, invitations, decorations and refreshments can all be built around your theme.

4. **Decorations:**

Decorations will help create enthusiasm and interest . These can be done ahead of the party or participants can assist with decorations as they arrive. Decorations do not have to be expensive to add color, interest and fun!

5. **Publicity:**

Publicity arouses curiosity and interest through advertisements, invitations, interviews, posters, skits and cartoons. You want people at your party – you need to get the word out about what's happening! Publicity is also the build-up to your party which creates interest – kind of like tasting the batter of the cake!

6. **Activities:**

Activities will be determined by your theme and purpose of the program. There are loads and loads of possibilities when it comes to activities – games, skits, music, dancing, food preparation – the skies the limit! Activities need to be tailored to the abilities and energy level of your group – they should also be sensitive of age, sex, religion, culture, body type, etc. Always plan more activities than what you'll actually need –

it's much better to have stuff you didn't use than large gaps in your program because you don't know what to fill the time with!

7. Refreshments:

Food! When, where and how you serve refreshments is more important than what you serve. Food should fulfill any one of several purposes:

- Satisfy hunger following a strenuous activity.
- Ice-Breaker. Get acquainted session or coffee hour.
- Breather. An intermission from activity – quick, simple and refreshing.
- Social. You want people to mingle and talk while eating.

8. Clean-up:

Your party is not over until decorations are taken down, borrowed items returned and facility looks better than when you walked in the door. This can be included in your party or used by the party committee to unwind and talk about the success of the event.

Flag Etiquette at Lab



1. Display only from sunrise to sunset.
2. Hoist briskly but lower slowly and ceremoniously.
3. When two flags are flown from the same staff, the U.S. flag should be at the peak.
4. When the U.S. flag and another flag are flown from adjacent staffs, the U.S. flag is hoisted first and lowered last.
5. The U.S. flag should not be displayed outdoors on days when the weather is inclement.
6. Salute the flag by placing your hand over your heart. Salute should be held from the time the flag is clipped to the halyard until it is raised to the peak. (Or until the group completes saying the Pledge of Allegiance.) When lowering the flag, the salute should be held while the flag is coming down until it is unclipped from the halyard. (Unless directed differently by the person in charge.)
7. When the flag is at its peak, the Pledge of Allegiance is given, unless otherwise directed.
8. The use of patriotic or otherwise appropriate songs is often included in lab flag ceremonies.

American Flag Etiquette.

Federal law stipulates many aspects of flag etiquette. The section of law dealing with American Flag etiquette is generally referred to as the Flag Code. Some general guidelines from the Flag Code answer many of the most common questions:

- The flag should be lighted at all times, either by sunlight or by an appropriate light source.
 - The flag should be flown in fair weather, unless the flag is designed for inclement weather use.
 - The flag should never be dipped to any person or thing. It is flown upside down only as a distress signal.
 - The flag should not be used for any decoration in general. Bunting of blue, white and red stripes is available for these purposes. The blue stripe of the bunting should be on the top.
 - The flag should never be used for any advertising purpose. It should not be embroidered, printed or otherwise impressed on such articles as cushions, handkerchiefs, napkins, boxes, or anything intended to be discarded after temporary use. Advertising signs should not be attached to the staff or halyard.
 - The flag should not be used as part of a costume or athletic uniform, except that a flag patch may be used on the uniform of military personnel, fireman, policeman and members of patriotic organizations.
 - The flag should never have any mark, insignia, letter, word, number, figure, or drawing of any kind placed on it, or attached to it.
 - The flag should never be used for receiving, holding, carrying, or delivering anything.
 - When the flag is lowered, no part of it should touch the ground or any other object; it should be received by waiting hands and arms. To store the flag it should be folded neatly and ceremoniously.
 - The flag should be cleaned and mended when necessary.
- When a flag is so worn it is no longer fit to serve as a symbol of our country, it should be destroyed by burning in a dignified manner.



The Pledge of Allegiance

"I pledge allegiance"
(I promise to be true)

"to the flag"
(to the symbol of our country)

"of the United States of America"
(each state that has joined to make our country)

"and to the Republic"
(a republic is a country where the people choose others to make laws for them
-- the government is for the people)

"for which it stands,"
(the flag means the country)

"one Nation"
(a single country)

"under God,"
(the people believe in a supreme being)

"indivisible,"
(the country cannot be split into parts)

"with liberty and justice"
(with freedom and fairness)

"for all."
(for each person in the country...you and me!)

The pledge says you are promising to be true to the United States of America!





**ADULT
ALL LAB**

CHATCOLAB 2014

June 14 – 20, 2014



ETHICAL WILLS

66 Years of Leadership Excellence

IN- Depth SESSION

“Linking Your Love, Life, & Experience to the Next Generations”

Presented by

Valarie Duffy, MSW

Veterans Administration, Visual Impairment Coordinator, Boise, Idaho

What is an Ethical Will? In your legal will the intent is to distribute personal assets: money, property, jewelry and other tangible treasures. But what of your wisdom, values, spiritual beliefs, and life lessons learned? Zevaoth (ethical will), the Jewish practice of handing down morals and values has been around for millennia. This In-Depth workshop will discuss the merit of writing your own ethical will, provide a historical prospective of this practice, and help you get started on preserving the matters of most worth in your unique life for generations to come. Discover, learn how to write and share an Ethical Will. The outcome will be a first draft of your Ethical Will for the next generations.

"We are visitors on this planet. We are here for 90 or 100 years at the very most. During that period, we must try to do something good, something useful, with our lives. If you contribute to other people's happiness, you will find the true goal, the true meaning of life." ~ HH, the 14th Dalai Lama

Phone 208- 422-1228 | E-mail: Valerie.Duffy@va.gov



**YOUTH
ALL LAB**

The background of the page is white with a pattern of light blue circles of various sizes, some overlapping. There are three solid black dots on the left side of the page, one near the top, one in the middle, and one near the bottom. A small blue square is located on the right side of the page.

IN-DEPTH WORKSHOPS

ADVANCED ORGANIZER: Totems... "How to Powerfully Engage Self, Nature & Our Place in the World"



Totem activities suggest powerfully how to engage in reflection about self, nature, and our place in the world. They can connect children and adults with nature in unique ways. In this workshop you will increase awareness of three or more outdoor and indoor 'Totem' activities to apply to life, leadership and teaching. Ideas for children, and children at heart, to draw, build, journal, picture and/or express how their personal totems have come about at individual, group, classroom, and community levels are shared here.

The Native Americans of the Northwest Pacific coast carved magnificent vertical columns in cedar. These columns, commonly known as "totem poles," were only created by tribes living along these coasts: from the Tlingit tribes in southeastern Alaska, to the Haida and Tsimshian tribes along both the mainland and island coasts of British

Columbia, as far south as the Kwakiutl tribes on Vancouver Island. New Zealand's Maori people construct a form of totem to commemorate their ancestors and the Ainu people from Hokkaido in northern Japan build totem pole-like clusters of tree trunks as "playgrounds" for their gods¹. While other cultures around the world, from West Africa and Madagascar to Polynesia, have produced vertical columns with carved surfaces, nowhere did they achieve the beauty, the grandeur, or the sheer size of those carved in the Pacific Northwest region².

Many spiritual traditions use the things of nature as metaphor in their storytelling, scriptures, liturgies and rituals. Honoring nature's aspects in culture in your own community is a first step toward using the animals, plants and things of the earth to amplify understanding. Totems can be a fun 'cultural' portal, lintel or framework to greater appreciation, knowledge, awareness, and skills.

Growing up in the Pacific Northwest I've been using totems for teaching with formal and non-formal Elementary School Teachers, Science Educators, 4-H & Scout Leaders, Adult Educators, Natural Resource & Camping Professionals, and now Idaho Master Naturalists for over 30 years.

At the surface level totem activities can be used as an icebreaker for new groups or to start any class or course. For team building, totems are rich in creating context. For your personal, professional, and educational goals 'Totem' activities apply...to life and leadership, your family, community and can transform your teaching!

Last year several of my colleagues urged me to pull together the totem ideas that I have used to share with others. I am delighted to be share this teaching strategy with this year's **Chatcolab** program and look forward to learning with you!

Kevin M. Laughlin

Kevin M. Laughlin, Ph.D.
Idaho Master Naturalist - Sagebrush-steppe Chapter

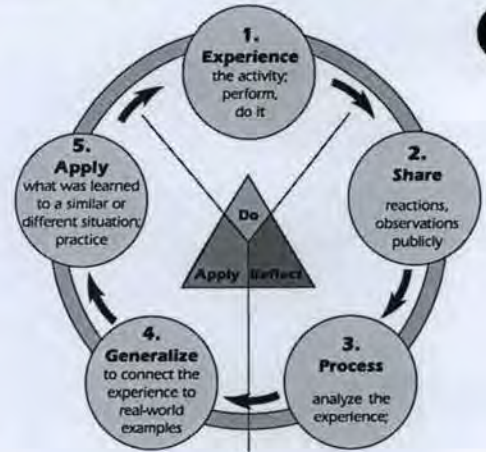


¹ Accessed April 28, 2013 at: <http://totems-poles.blogspot.com/2007/10/myths-and-falsehoods-about-totem-poles.html>

² Totem Poles Myth Carved in Cedar, accessed April 28, 2013 at: <http://journeytothesea.com/totem-poles/>

Totems & The Experiential Learning Model:

The Experiential Learning Model is a way of teaching to help learners make the most of any activity that they experience. Discovery or Experiential learning distinguishes 4-H, Scouting, project base activities from many other educational methods. Experiential learning is a process that allows learner to first learn by doing, before being told or shown how, and then process the experience. The following 'Totem' activities are designed so participants experience a learning activity, share what they did, process what they did (discuss, analyze, reflect), generalize what they learned (to test the learners' comprehension and appreciation of the activity), and then think about how they can apply what they learned to other situations (generalize).



The advantages of using the experiential learning process in group settings include:

- The facilitator can quickly assess the learner's knowledge of the subject.
- The learner builds on past experience or knowledge.
- The facilitator is a coach and mentor rather than a didactic teacher.
- The learner relates the experience to their own lives and experiences.
- Facilitators become 'Mentors' and use a variety of methods to involve the learners in the experience.
- Learners with many different learning styles can be successful.
- Discussions can move from the concrete to the abstract and analytical, depending upon ages and stages of maturity.
- Learners are stimulated to learn through discovery and to draw meaning from the experience.
- Learners can work together, share information, provide explanations, and evaluate themselves and others.
- Learners take responsibility for their own learning.



How to Powerfully Engage Self & Others With Totems:

Totem ICEBREAKER Activity - Purpose: Introduce learners so that they can share who they are and what makes them tick. Have each individual introduce themselves choosing one animal that they are most like and explain why.

This is not a new concept! Totems are a great entry point for all ages into the science of discovery (experiential) learning about ourselves and our world. The concept of 'Totems' can open hearts, minds and spirits across all content areas and contexts...besides they are FUN!

1. Introduce yourself using one kind of animal you are most like and explain why!
2. Totems can be built with plant, animal, insect, fungal, rock, seed, many other parts of nature and combinations of all the above....Name three or more things from nature you would 'like' to build a Totem with? Explain how you might do it!
3. Discuss two or three resources, activities, or ideas that 'work' using a 'Totem Framework' for engaging education and instruction (*adult basic, English as a second language, career pathways, community, family literacy, Native American, workforce development & training*) as extensions, or possibilities?

How to Powerfully Engage Our Place in the World³:



Indigenous peoples the world over have used animals to tell stories, teach truths and share values from generation to generation. In the Pacific Northwest there is a rich heritage of totems, and totemic frameworks that have much to teach children and adults today. Our own what, when, where, why, and how easily emerge through Totems. Totems expose gifts and show how individuals 'make meaning'. Knowledge, awareness, skills, and attitudes unfold through totem activities. At the deepest level the spiritual side may be exposed by exploring one's Totems. When learners engage nature, they gain an understanding of themselves in the light of wildlife (fauna), plants (flora), geology, art, sociology,

engineering, science, and the spirit of the world. It provides a portal to individual gifts, truths, values and the 'so what' of each person and the communities that they abide.

The idea and concept behind Totemism is that people have a spiritual connection or kinship with creatures or objects in nature, making the practice very similar to Animism. Animism is a belief based on the spiritual idea that the universe, and all natural objects within the universe, have souls or spirits. It is believed that souls or spirits exist not only in humans but also in animals, plants, trees, rocks and all natural forces. The concepts of Totemism⁴, Animism, Ritualism and Shamanism should all be considered to gain a full understanding of the religious beliefs of the Native American tribes that included Animal totems⁵.



³ Engraved by Edward Whymper, Salish graves, Chapman's Bar, British Columbia Collection of Glenbow Museum NA-843-40. Accessed 04/14/14 at: http://www.glenbow.org/media/coast_full_package.pdf

⁴ Totemism (Picture): <http://www.warpaths2peacepipes.com/native-american-culture/totemism.htm>

⁵ Animal Totems: <http://www.warpaths2peacepipes.com/native-american-culture/animal-totems.htm>

Day #1 Overview, Totem Activities and Opportunities - *Purpose:* Provide learners with perspectives on Totemism. Consider repurposing lessons with totem frameworks using existing manipulatives, kits, and resources for use in teaching and storytelling.

- More than Totem Poles of the Pacific Northwest, totems can be used as an entry point to any content areas, culture or tradition.
 - The (3rd)Third Goal of the Peace Corps is to bring the world home. There I experienced Stella in Belize, a type of Mayan Totem; used totems in my teacher education there and learned to repurpose resources as a PCV.
 - I have abided with native communities in the Pacific Northwest as a child, student, teacher and natural resource professional. Each one is unique and special, totems play a role in their stories, spiritualities and traditions.
 - I have a Celtic heritage, before Christians came the druids had a rich culture based on totem animals and the tree of life.
 - St. Ignatius of Loyola developed a type of totem prayer called the Examen, a daily meditation about what we are least and most grateful for. These and other totem frameworked for me in teaching all content areas over the years.
- I have previewed a number of books and collected totems resources that are included in this handout.
- My own first experience of Totems came in Tacoma⁶ and Seattle⁷. The Indians of Puget Sound had, and still have, an incredibly rich artistic culture. Canoes, stone carvings, cedar bark baskets, antler bone bracelets, bone figurines, stone bowls, and cedar boxes Totem poles, however, were generally made farther north in Canada. The introduction of totem poles to Seattle public life began with a theft of a 50 foot cottonwood pole in 1899 from the Ganaxádi Raven clans (Nass River, northern British Columbia) celebrating a noble woman's life and heritage. Because of the rivalry between Tacoma and its better known neighbor, Seattle, in 1903, a 105 feet high pole was carved in Tacoma from a single cedar by Indian sculptors brought from Alaska. The figures from top to bottom, form an impressive record of the tribal succession, glorifying the Eagle Clan of the North.
- Totems are part of tribal stories, hero's journeys, succession, conquest, history and families. Joseph Campbell⁸, discusses this topic related to anthropology and mythology (pages 186-189)!
- Repurposing Resources and Equipment with Kidpaks, Kits, backpacks and books from Libraries around topics you are teaching; repurposed the animal, seed, and bead packs for our Totem purpose at lab is an example. You might want to check out the Idaho Nursery & Landscape Association newsletter, the TAPROOT backpacks and website with ideas for education programs March/April & May/June 2014. More info at:
<http://www.inlagrow.org/>

Totem: *to·tem* *noun* \ tō-təm \ : something (such as an animal or plant) that is the symbol for a family, tribe, etc., especially among Native Americans : a usually carved or painted figure that represents such a symbol : a person or thing that represents an idea : one that serves as an emblem or revered symbol.

Framework: *frame·work* *noun* \ frām- wərk \ : the basic structure of something : a set of ideas or facts that provide support for something : a supporting structure : a structural frame : the larger branches of a tree that determine its shape : the larger base of a totem pole supports the structure above.

⁶ Tacoma Totem Pole: http://www.waymarking.com/waymarks/WM1GAT_Totem_Pole_Tacoma_Washington

⁷ Seattle Totem History Not What you think: <http://www.arroyorain.com/2013/05/04/seattle-totem-poles/>

⁸ Campbell, J. (1988) Historical Atlas of World Mythology, Volume I, The Way of Animal Powers, Harper & Row, NY, Publishers

How to Powerfully Engage Nature With Totems:

- ◆ Vegetables, herbs, flowers, native plants, fruits, or plant parts (roots, leaves, stems, cones, bark, petioles, etc.)
- ◆ Rocks, Ecotype Zones, Geology, Geography, Topography, Vegetation Types;
- ◆ Mushrooms, Bacteria, Lichens, Compost Critters;
- ◆ Wildlife, birds, reptiles, zoo animals, insects, wild animals, mollusks, fish, etc.
- ◆ People, Cultures, Diversity, Biology, Philosophy, Sociology with Nature, surroundings and/or sense of place.

Vegetable Totem	Tell me your four (4) favorite vegetables to eat and why?
	Fresh carrots just pulled from the garden reminds me of my grandfathers garden. He would just wipe em off with his hands or at the faucet and we would pop them into our mouths! (Atomic Red Carrots)
	In winter I hunger for fresh vegetables. We grow these in the garage and it is fun to harvest in January and February (Totem Endive)
	Sweet ripe tomatoes are the best. We eat them like candy. I like the small ones because they are easy to pop into my mouth. (Totem F1 Hybrid Patio Tomato)
	I love to eat fresh peas out of the garden! Snow peas are my favorite and they never get back to the kitchen. They are sweet and yummy! (Cascadia Peas)

Notes:

Totem 'Introduce Your Neighbor' Activity - Purpose: Provide all learners with insights to cohort, peers in a class or community. In two's discuss and record interviews with one other person. Distribute 5 x7 cards to record the names and contact information for each participant. Record their answers to the following questions:

- 1) **What brought you to enroll in the class/course;**
- 2) **What is or was your work or career?**
- 3) **What do you do in your free time?**
- 4) **If you were a Totem what 3 – 5 animals would you be and why?**
- 5) **What is your perspective on sustainability and our world?**

When complete participants introduce their partner and turn in their index cards to instructor/leaders.

For Example I introduced Robert Smith during our Idaho Master Naturalist Training:

1) What: Robert is interested in birds, native plants, & raises fish. He even raised fish for Simplot corporation when they did that. He felt that the Master Naturalist program was the next progression.

2) Work or Career: Robert raises plants and produce: natives, herbs, flowering plants, veggies. He sells at the farmers market at Middleton and Caldwell, Idaho. He raised tropical fish and is interested in ichthyology; He volunteers at the College of Idaho, Orma W. Smith Natural History Museum.

3) Free time: Hikes and travels to the Owyhee's looking for plants, fish and birds. He keeps fish, African Cichlids and African catfish. He likes to cook and eat Catfish too.

4) Totem : My Totem includes a Grizzly Bear - I like to eat, sleep, do not play well with others; a Fictitious Animal with the HEAD of quail....live in families, NECK of giraffe, see from high places....TAIL of monkey...likes jungle Ostrich LEGS...my legs.... like to walk and explore; a Badger- I am ferocious, fast and close to ground, jovial when things go well; and an Eagle- I likes Native

American symbols, stories, to soar above things, see vast places, & have freedom is my Idaho privilege;

5) Sustainability Perspective and Issue: Bill discussed that almost every year a new North American freshwater fish species becomes extinct. Most of these extinctions could have been prevented by reproduction in aquariums or in protected areas. Many became extinct because people willing to help simply did not know which species were in greatest need of help or what they could personally do to assist. NANFA members (North American Native Fishes Association) are working individually on conservation programs but no coordinated effort exists. We can gather information on each of these species, report on their current status and then members can more easily select projects that fit their interests, resources, and abilities. What we do can only increase the current efforts of others and help ensure that more species survive.



Day # 2 Totem Individual Activity - *Purpose:* Encourage individuals to reflect for fifteen to twenty minutes about who they are and what aspects of nature they are most like. Ask them to arrange the animals, plants, mushrooms, etc. in a totem that provides a foundation, center and top in their lives. Then tell them to, "draw, paint, color, or make a collage of your totem in a paper or electronic journal. Write up a brief description for each part of your totem or create a totem on your computer, I-pad, or phone. Take pictures of the parts of your totem and assemble them from highest to lowest priority. Reflect on all aspects of the characters on your totems. What do they have to say about who you are?"

- *Towers of Power, Repurposing, Compare & Contrast Activity*



Purpose: Integrate Totem Art, Past, & Present into your life!

Recycle and Repurpose your Thrift Store Finds into Garden Art

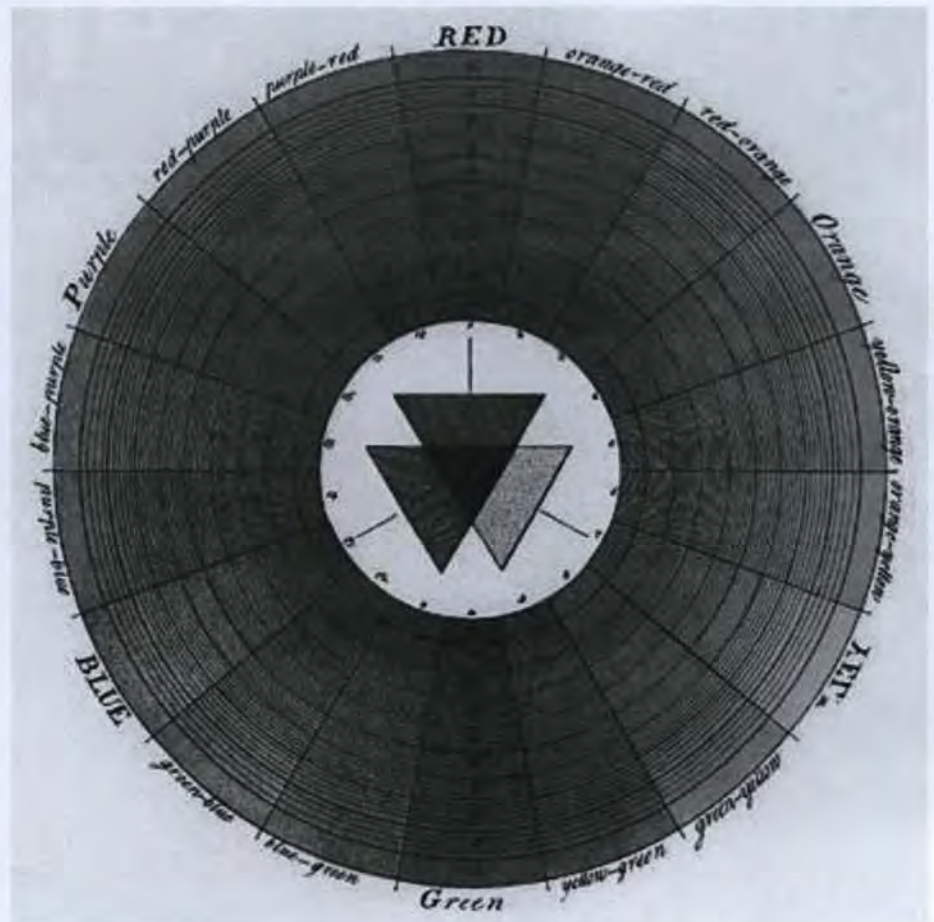
Many artists create totems to place in their gardens to reflect an idea, concept, relationship or beauty that they can co-create with nature. Sometimes called stacks or garden totems, you can combine recycled bowls, vases and plates to form a vertical planter for succulents or mosses to make a stunning accent or even a bird bath. How many times have you picked up a beautiful vase or set of dishes in a thrift store or flea market, only to reluctantly put them down and leave them behind because you can't think of a use for them? Going back later on, you might find them gone, scooped up by another crafter.

Here's a unique and fun way to combine all the treasures you find in thrift stores, garage sales and yard sales, and repurpose your finds in whimsical garden art. This is rustic salvage at its finest

How to make your Thrift Store Totem:

Collect your thrift store finds such as china bowls, dishes and other pottery items; Combine them to see which ones go together, and select several pieces that go well together and in the right colors for your garden.

Using a color wheel⁹ will give you ideas of which colors should blend well together or contrast.



⁹ Moses Harris Color Wheel: <http://www.colorwheelco.com/garden/Instructions.pdf>

Gardening Totems Poles

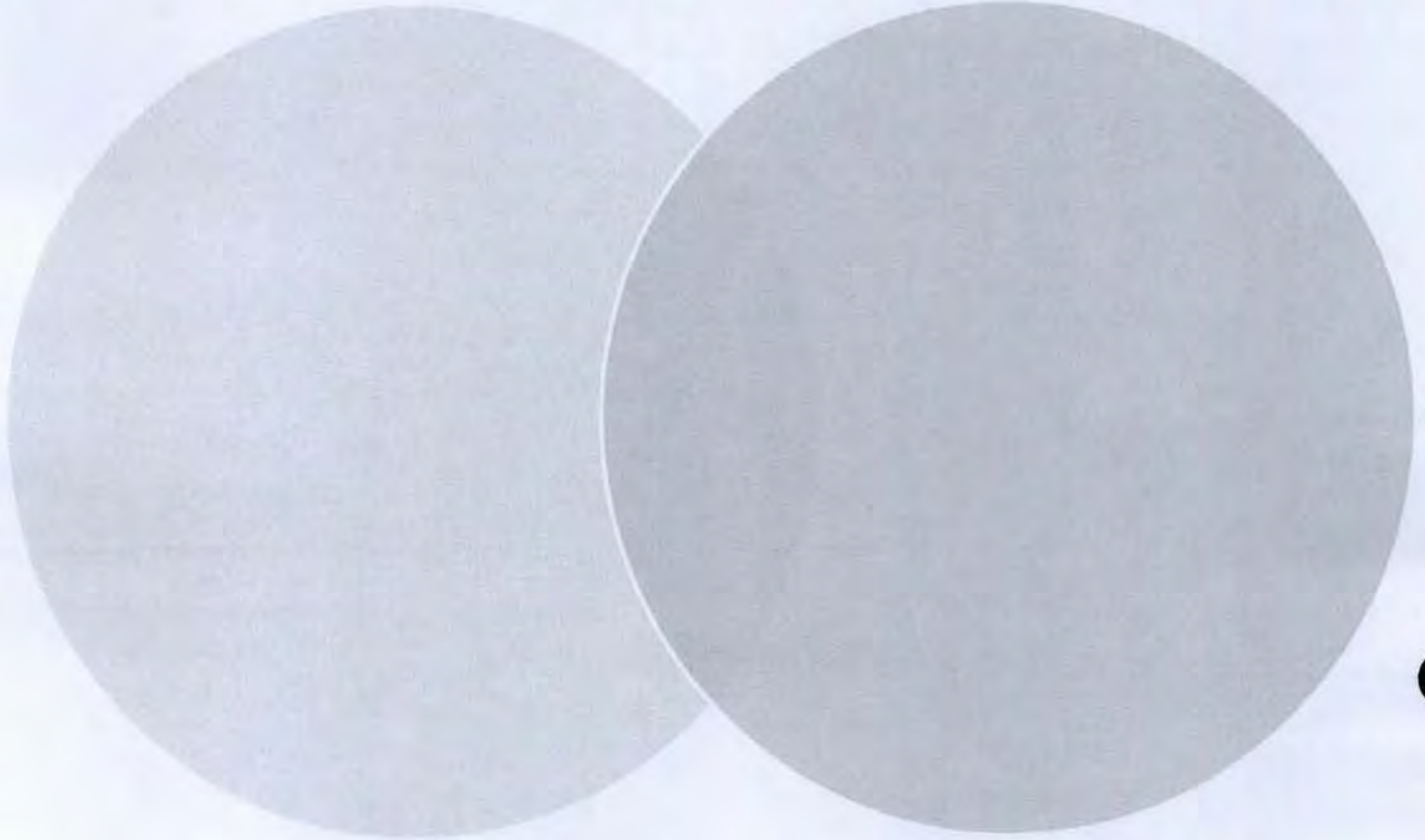
Many people across the Pacific Rim and around the world built Totems to represent and honor their ancestors, history, or/or accomplishments. Other cultures have traditions and art forms that serve that same purpose. Using the pictures (below) and the Garden Totem created by Garden City Artist Patty Small Moseley and Native American Totem Pole. Use the Ven diagrams to compare and contrast both examples of Totems. Write a reflection for each totem, comparison, contrasting, similar, different? If time permits do the Extension Activity!

For example:



Garden Totem

Totem Pole



Reflection Notes:

Extension Activity: On the back, draw a Totem pole that includes some of your ancestors, or your totem as you sense the animals, plants and other aspects that connect you to the natural world. Or design a new art form that could be used for the same purpose. Write a paragraph describing your observed compared and contrasted Totem. Write a second paragraph describing your own Totem creation.

DAY #3 Butterflies, 'Citizen Science' & Team Building Totem Activity -

Purpose: Use the Totem activity to integrate other aspects of Team building in your business, community, worship community, or family. What do each of your animals, plants, gems, insects have to bring to help accomplish our goals, mission or purpose? Could you integrate Totems, as well as, Integrate Myers Briggs, Multiple Intelligences, Your True Colors, Called & Gifted, Enneagram, etc. into your discussions and planning. Return to your images in nature when issues, concerns and/or opportunities arise to best meet each circumstance. Explore the spirit of each character and what they can bring to the team. Expose the structure and nature of your group using the obvious and not so obvious characteristics of the totems. [See Supporting Handouts, Totem Frameworks, Idaho Natural Heritage Project Materials, Notebook Reference & Books]



For Example: Consider the Butterfly...Encourage and develop teams of individuals to focus on forming the question, protocol, and data collection surrounding a flora or fauna species. Focus on one team task (For example, focus on developing a 'Citizen Science' project for Butterflies for a specific site, ecotype, community, or region). Divide an area of study into regions (A,B,C, etc.). Assign sub-groups of the entire team to explore an assigned region of the entire area of study. Using (Experiential Learning) the experience and skills of the people on your sub-group build a 'research project' totem, using a provided citizen science and totem framework. Consider all the aspects of the web of life at this site. Individually, on a separate sheet, draw a totem pole that includes some of the aspects, characteristics, behaviors and conditions you found. Note the totems you sensed as aspects that connect you to the natural world. Write a paragraph describing your observations. Write a second paragraph describing the emergence of your own, and your teams Totemic wonder and wandering. Report back to the entire team what you found for your region. [See Provided Examples]

Sub-group and team questions:

1. What new knowledge or ideas did you gain from completing this exercise as a sub-group, team?
2. What natural selection, co-evolution, and/or webs of life did you find during your 'Citizen Science' data collection experience?
3. When and what surprised you, your sub-group, team?
4. What are particular challenges and dilemmas of working with others who have different cultural backgrounds and working styles from your own?
5. How would you resolve the team performance issues, problems, evident in this exercise? What opportunities emerged that you did not expect to uncover?
6. What were the factors and discrepancies in the views between total team members? Be sure to address world view, philosophical, cultural issues, either explaining why you think they play a role in this situation or why you think they are not relevant.
7. How might you incorporate this team totem and Citizen Science activity into family, teaching, business, or community education efforts?

Butterfly Totems and Symbols Around the World



Native American Symbols, like the Butterfly symbol ¹⁰, can vary in meaning from one tribe to another and across the culture groups of North America. For many the Butterfly represents Metamorphosis, transformation, balance, grace, ability to accept change. ^{11 12}

Other mystics, psychics, and shaman suggest the Butterfly ^{13 14} is responsible for major transformations and transmutations taking place, outcomes are different than expected. A symbol of joy, color, gentleness, lightness, and change in life. Butterflies awaken us to dance on the winds of life, teaches that growth doesn't have to be painful, allow us to discover the important issues in life for conscious transformation. Butterflies suggest... don't sweat the small stuff, be joyful and thankful for your blessings.

Totem Butterfly Discussion ¹⁵

The Greek word for both "soul" and "butterfly" is psyche, and it was once believed that human souls assumed the form of butterflies while they searched for a new incarnation. Throughout Europe, Asia, and the Americas, butterflies have maintained their standing as a symbol of the soul and rebirth. To the Chinese, the butterfly is a symbol of joy and conjugal happiness. A Chinese bridegroom would endear himself to his new wife by presenting her with a jade butterfly, which represented the union of their souls.

In the butterfly's unique lifecycle from dead and dried chrysalis to vibrant and soaring entity, the early Christians found a ready symbol of the resurrection of the human soul and the resurrection of Christ. Certain Christian sects, however, perceived the lovely but fragile butterfly as a symbol of the transient and perishable nature of the flesh.

In the Dakota tradition, the butterfly represents the Door of the East, wherein appears the splendor of dawn, the dwelling place of the Great Mystery. To other native Americans, the butterfly was a living fragment of the rainbow, a beautiful creature that floats with soundless wings above wild flowers on sunny currents of air.

If the butterfly is your totem animal, you are probably a very lively person with rather exotic tastes who loves beautiful and colorful expressions of clothing, decor, art, poetry, music and self. Although you are a high energy person, you are also a visionary, so you have little difficulty in settling down in a quiet place, in nature, or in your own home and going deep into the Silence of meditation.

The butterfly totem will aid you in achieving depths of inner and outer exploration far beyond the ordinary. As a symbol of personal transformation, your spirit helper will hover ever-near to assist in all those changes within yourself and within your environment that are necessary for you to attain the highest levels of enlightenment.

¹⁰ Artist: Don Yeomans(Haida): <http://artfromthetribe.com/?symbol=Butterfly>

¹¹ <http://www.warpaths2peacepipes.com/native-american-symbols/butterfly-symbol.htm>

¹² <http://www.legendsofamerica.com/na-totems.html>

¹³ http://www.starstuffs.com/animal_totems/dictionary_of_insects.html

¹⁴ <http://spirit-animals.com/butterfly/>

¹⁵ <http://nappaw.tribe.net/thread/ea41f70b-2618-45b5-8d69-1f31363f13bc>

What is Citizen Science?¹⁶

The term "citizen science" is used to refer to scientific projects which harness laypeople as volunteers. Citizen science gets people involved with and interested in science and the natural world, and it also helps scientists immensely, allowing them to embark on studies of very large scope and generating a great deal of data to work with. A number of organizations sponsor ongoing or annual citizen science projects like the Christmas Bird Count of the Audubon Society, and information about these projects is usually readily available on their websites and in their offices, for people who are interested. Research often involves teams of scientists collaborating across continents. Now, using the power of the Internet, non-specialists are participating, too. Citizen Science falls into many categories. A pioneering project was SETI@Home, which has harnessed the idle computing time of millions of participants in the search for extraterrestrial life. Citizen scientists also act as volunteer



Narrow-Leaf Milkweed (Asclepias fascicularis). If you live in a cooler climate, milkweed may be more suitable to your garden. Its stomping grounds range from Washington to Idaho, and from Oregon through California and into Mexico. Accessed 04/05/14 at: <http://www.pinterest.com/alpacafarmgirl/gardening-ideas/>

classifiers of heavenly objects, such as in Galaxy Zoo. They make observations of the natural world, as in The Great Sunflower Project. Another Citizen Science project that has broad application is the Monarch Watch <http://www.monarchwatch.org/> program.

As a working definition, we offer the following¹⁷:

"Projects in which volunteers partner with scientists to answer real-world questions!"

The idea of enlisting laypeople in scientific research is quite sound, from a number of vantage points. For researchers, citizen science can vastly expand the scope of a study without being costly. For example, a bird survey using volunteers can cover the entirety of North America in a few weeks when it is well organized, at the cost of coordinating organizers and distributing the materials they need. Paying scientists to perform the same survey would be very costly, and it would make the study harder to do, as the number of people in the field would be limited.

¹⁶ Citizen Science: <http://www.wisegEEK.com/what-is-citizen-science.htm>

¹⁷ Citizen Science: <http://www.birds.cornell.edu/citscitoolkit/about/definition>

Team Building

Does your team need to Reconnect, Refocus, Reconstruct or just have a bit of fun? Build morale; strengthen communication and sharpen problem solving skills, and much more as Citizen Scientists. Through projects from space exploration¹⁸ to Adventure Conservation¹⁹ understanding the lady bugs²⁰ in your own back yard. you can learn how to interpret images, use your computer devices, and become part of the team building a new understanding of the world and beyond as a Citizen Scientist.

- At the simplest level each person brings their life's expertise to the task at hand. From professional scientist to backyard naturalist to just family (and everyone in between) each of us have great ideas and wisdom to offer. The interdisciplinary framework of Citizen Science affords a broader perspective. Each person brings their own disciplines and how those knowledge sources can enrich studies, projects, and/or programs. When we think about 'Citizen Science' what first may come to mind is ecology, naturalist and/or biologist type people. In reality Business, Chemistry, Physics, Sociology, Zoology and Psychology type people all have something to offer. Every time groups (Community, Service, 4-H, Church, Scout, Naturalist, Business, etc.)²¹ gather, they establish or renew relationships and state the purpose of their meeting. This communication is accomplished through team building.
- In team building activities are often referred to as icebreakers or energizers. While they may look like fun and games, these exercises are actually carefully organized and planned activities that serve the specific purpose of building group trust and cohesion. At a deeper level team building activities are directed, leader-supervised activities that take into consideration the needs of each individual in the group to help them connect with each other and grow as leaders, peers and contributors to society.
- Team building activities build consensus, create a comfort level within the group, establish strong foundations for future relationships, support an environment of open communication, increase the members' commitment to the group and contribute to members' growth as leaders.
- The importance of team building is further reinforced because it actively supports and enhances "belonging," one of the essential elements of citizenship. It creates an inclusive and safe environment and creates a positive relationship with caring adults.
- Team building also meets another goal...leadership. Participating in team building activities and reflecting on the experience and the outcomes allows the young, and the young at heart to develop essential leadership skills. They "learn by doing."

Where to Look for Butterflies

- ✓ Along the edges of rivers, streams, lakes, and ponds and in the water
- ✓ Around street lights, porch lights, and study lamps at night
- ✓ In the air for flying insects on warm days from early spring to late fall
- ✓ In woodpiles, especially in spring and early summer
- ✓ On (or in) fresh or decaying fruit
- ✓ On a wide variety of vegetation, both day and night
- ✓ On buildings: around windows or in flour bins, cereal packages, and closets or boxes where clothing and old papers are stored
- ✓ On the soil

¹⁸ <http://sservi.nasa.gov/citizen-science/>

¹⁹ <http://www.adventureandscience.org/guided-outings.html>

²⁰ <http://lostladybug.org/about.php>

²¹ http://4-h.ca.uky.edu/team_building

AY #4 The Spiritual Side of Totems^{22 23} - Purpose: In mythology, sociology, dreamwork, scripture and story, animals play an important role for each individual and many groups related to spiritual traditions. If you look at epic spiritual figures, Sophia, Buddha, Christ, Mohamed, the Great Spirit, or Gaia, etc, you will find animals, plants or natural symbols that fill their stories. Each creature brings wisdom, values and truths to that particular tradition. Some would suggest that these animals are part of who we are and continue to influence our lives. Some extensions that I have explored using Totems include ethnicity (Celtic, Basque, Norse, Mayan, Japanese, Greek, etc.) and spirituality. Native American spirituality, shamanistic spiritualities, all major religious traditions & psycho-spiritual approaches all can be engaged with totems. Ponder the spiritual sides of the totems of your life...what do they have to say about your past, present, and future? Today you choose one activity to do for 90 minutes...to explore you Spiritual side using Totems or Totemec frameworks.

1) West Coast Indigenous Vision Quest, Journaling, Mandala, or Drawing Activity....a Totem Exercise

Many tribes hold the belief that each of their people have animal totems that are spirit guides who sometimes appear in dreams or Vision Quests in the form of Power Animals and their dream meanings. These animal totems, or spirit guides walk through life with them, teaching and guiding them and in some instances, protecting them²⁴. This idea can be extended to other aspects of nature, the plants, the insects, the fungi, the rocks, even the clouds, moon and stars. [See Supporting Handouts, Mandala sheets, Notebook Reference & Books]



1. You have spent considerable time this week pondering totems. Hopefully you have a journal, some notes, pictures or drawings that are your inspired work. Look back and see how your Totem or totems have unfolded. It is not what you look at but what you see.
2. If you're Interested there is recording of drumming, with instructions that helps explain a vision quest process that may be available.
3. Find a quiet space by the lake, near a garden, or sequestered deep within the forest, listen for your totem "song" -- write two or three sentences of deep meaning related to this experience. Eventually speak to the parts of the totems you have uncovered, listen to the elements of nature (animals, plants, insects, fungi, rocks or spirit) who have changed your Life.
4. Listen for the Whispering...just Be with your totem in this beautiful space...

Totem Photo: <http://www.support-native-american-art.com/support-files/ebook-nwcoast.pdf>

²³ Mayan 'Twins' Totems <http://cdn2.nativeamericanencyclopedia.com/wp-content/uploads/2011/01/lzapa-stela25.jpg>

2) Maya Stela, a story, and the birds of your life...

Read or listen to a Mayan bird story and ponder the stories of birds in your own life. For the next hour you will complete an activity similar to the ancient Mayan's. Create a Stela²⁵ to highlight how birds, long ago, to today, have influenced nature, nurture, and culture where you are at right now. [See Supporting Mayan Stories, Notebook Reference & Books]



1. You have spent considerable time this week pondering totems. Hopefully you have a journal, some notes, pictures or drawings that are your inspired work. Birds may be part of your totem work to date, today you will explore their presence deeper in your own world. You are being challenged to sense the life of birds here present and explore the deeper meanings this encounter brings about.
2. For the next hour take a walk by yourself on a nearby trail, path or back road. Bring along a journal, recording materials, binoculars, your cell phone, or camera if you like. If you have a bird identification book available bring it along too. Try to understand, characterize and capture the authentic relationships that birds have with this place. Sense what the birds you find see, hear, touch, smell, taste and the sixth senses they seem to have gained. Record your thoughts in a meaningful way .
3. Ponder how...for the birds has taken on new meaning for you!



One of the oldest legends in Mayan history relates to birds about the Quetzal^{26 27 28 29 30}, the King of Birds. How transformation and the roadrunner played a role in the cruel deception played by the trickster quetzal to gain a title and claim the kingdom! Additional references to the Teotihuacan iconographical depictions³¹ relate to this bird in Mayan legends. The Quetzal bird of Central America (Ket-zal) and the rattle snake shared the position of most revered creatures by the ancient Maya. The

feathers of the iridescent Quetzal were used in Royal costume and ceremonial garb for kings and priests. The Quetzal symbolized the movement of Creation and the will of the Creator come to earth. As the Serpent moves side to side on the ground, the Quetzal flaps and glides through the jungle. That is it moves up and down in it progression. The Maya knew that Creation moves from Day to Night or Creation to Destruction in a wave like pattern. The Maya married the two creatures, Quetzal and Serpent into Quetzal Coatl. (Plumbed Serpent) This deity is the movement of Creation and all effects so produced by that movement. That means you and me and everything we can think, feel or see, are all part of the Plumbed Serpent and his/her movement.

²⁵ http://creativity.denverartmuseum.org/wp-content/uploads/2008/11/mayastela_ec_final.pdf

²⁶ <http://nativeamericancyclopedia.com/native-american-birds-legends-how-the-king-birds-was-chosen/>

²⁷ <http://www.mayanmajix.com/quetzal.html>

²⁸ <http://www.alongdrive.com/a-long-drive/a-long-drive-ca/guatemala/in-search-of-the-resplendent-quetzal/>

²⁹ http://research.famsi.org/schele_list.php?_allSearch=quetzal

³⁰ http://www.avocadosource.com/CAS_Yearbooks/CAS_80_1996/CAS_1996_PG_099-101.pdf

³¹ <http://en.wikipedia.org/wiki/Quetzalcoatl>

Celtic 'Tree of Life' Activity

The tree of life is common to many cultures. Sacred trees are found in the Shamanic, Hindu, Egyptian, Sumerian, Toltec, Mayan, Norse, Celtic and Christian traditions. Often regarded as an all-nourishing, and all giving. It represents the natural law of life and the interconnection of all living things. The Tree is a powerful and ancient symbol with branches weaving through out time and mythology. [See Supporting Notebook Reference & Books]



- 1. Be Outside:** Go out and find a tree that you would like to sit under, or near, in a forest, wilderness, mountain and hill; or near the sea, a spring, steam, or lake; park, nature center or your own backyard. Ponder...**This tree attracted me vividly...**
- 2. Write:** Spend a few minutes looking over the list of Reflection Questions below. Jot down one or two things that initially come to your mind related to trees in your own life for each question. Do not spend a lot of time on each question. Then, ponder one (1) question at a deeper level and write, draw a Mandala, sketch or muse about the trees in your life.
 - a. Consider the most important trees of your life. Order them in a totem. Record, draw, journal, and/or reflect upon how and why they have impacted you. Which of these trees were you given at birth? Why is this important?
 - b. What does the Tree of Life mean for you?
 - c. What are the oral traditions surrounding trees in your family, your ethnic tradition, or where you live today?
 - d. How have you pondered creation?
 - e. What do you see when you look at this 'Tree of Life' graphic? Is this a totem of sorts?
 - f. What trees can you think of that are used to cure illnesses today? How do trees heal us in mind, body, and or spirit? What trees have healed you over a lifetime?
- 3. Read & Reflect:** Read the following poem, then the reflection questions below:

O, King of the Tree of Life
The blossoms on the branches are your people
The singing birds are your angels
The whispering breeze is your Spirit.
Ancient Celtic traditional prayer

Extension Questions: [If time permits review your notes for questions a - f in part two. Note the movements, longings and the transformations.]

1. What lines surprised you?
2. What images or images do you have after reading this poem?
3. What trees have been important in your life and why?
4. What was your most humorous experience with a tree (s)?
5. After rereading the questions and your answers what is your 'new' depth of knowledge, ideas, and philosophies concerning trees?
6. What do you have to SHARE now about trees?

4) Christian - Ignatian' Examen' Activity with a Totem Framework



St. Ignatius of Loyola used imagination activities to help engage individuals with the inner work of the numinous, the transcendent and the holy. Find a comfortable place inside or outside by yourself to do some reflection. Describe, Symbolize, Build, or Draw a picture, in each Totem column. Make sure there are at least three or more characters, words, or symbols in each column. Place the most important image, idea, dream, desire, longing or hunger at the base of the Totem and build upward. What do you believe to be the foundation of each of the three totems? Why are they ordered in this way? [See Supporting Handout, Totem Framework, Notebook Reference & Books]

1. **Totem #1:** What you believe is the **Totem of Disordered Attachments** of world that we live in today in **REALITY**.
2. **Totem #2:** What you believe to be the **IDEAL World Totem of Ordered Attachments** we can work for.
3. **Totem #3:** Build a **Personal Totem of Ordered Attachments** of your own "**GREATEST DESIRES**".
4. **Reflection:** A simple starting point is to pay closer attention to our lives and the people and events that fill them. It is as if Ignatius is constantly prodding us saying, "Did you see that? Did you notice what you were feeling in that moment? How did you experience the Spirit in all of this? Ask the Spirit to show you what's really going on in these three totems for you, your relationships, your world?."
5. **EXAMEN:** This is a brief version of the five-step Daily Examen that St. Ignatius practiced...: for 10 minutes...
 - a. Examen the three totems you have created
 - b. Become aware of Spirit's presence.
 - c. Review the day/totem with gratitude. Most are you most & least grateful for?
 - d. Pay attention to your emotions.
 - e. Choose one feature of the day/totem and pray around it.
 - f. Look toward tomorrow.

See more at: <http://www.ignatianspirituality.com/ignatian-prayer/the-examen/#sthash.6xBtry6k.dpuf> or Busted Halo Infographic (JVCs): <http://insidejvc.blogspot.com/2012/07/infographic-daily-examen-in-6-simple.html>

Extension Questions:

1. What did you notice as you built the REAL totem of "Disordered Attachments" in our world in the present moment?
2. When you built the IDEAL world totem, with ordered attachments what was your base and why?
3. When you ordered the attachments of your own "great desires" and put them in a totem does it accomplish what you really want?
4. Do we really experience the life around us, or does it blow by us at the fever pitch of progress?
5. Can we allow God to move us to an ever richer appreciation of God's palpable presence in our world and in our lives?
6. What did you notice as you were doing the Examen?
7. What were you most/least grateful for as you completed the exercise?
8. How does the Examine differ from an Examination of Conscience?
9. How might you incorporate the Examen Totem(s) into your daily life?

Other Youth Programs (Library Partnerships):



Totem Poles, By Jennifer Frantz

Native American tribes in the Pacific Northwest pass on their legends and their history through totem poles. Children will discover many fascinating facts about these legendary "storytellers," such as what the poles mean; and much more. The text is engaging and the beautiful illustrations have the look of woodcuts. In the center of the story there is the Haida tribe from the Pacific Northwest. The young readers will learn some special features of those people living who inhabited that land more than 259 years ago Age range: 9 - 12 Years.

Joy Steiner <jsteiner@gardencitylibrary.org> the Children's Librarian at Idaho's Garden City Public Library suggested the following books as entry points to Totems and Native American Culture: "The Wave of the Sea Wolf" by David Wisniewski: <http://tinyurl.com/ltsnngw>; "Potlatch: A Tsimshian Celebration" by Diane Hoyt Goldsmith: <http://tinyurl.com/kf29xuw>; "The Prince and the Salmon People" by Claire Murphy: <http://tinyurl.com/n5vyu6c>; "When Bear Stole the Chinook: a Siksika Tale" by Harriet Taylor: <http://tinyurl.com/mx42448>; "Tyee's Totem Pole" by Terry Shannon: <http://tinyurl.com/lvn3y4p>; and The Boy that Lived with the Seals, by Rafe Martin: <http://www.amazon.com/The-Boy-Who-Lived-Seals/dp/0698113527>.

Ideas for Classroom or Community Group Extensions:

- Ages and Stages of Child development play an important role in the use of Totems. Developmentally colors can be stacked and integration of ideas around the question who am I and who am I in the world all play a part!
- Create great lessons for young ones in a learning center that deal with critters and wildlife - perhaps you could take those lessons and modify them by adding the stories and interest in the totemic elements associated with those animals - bring in the cultural background and make it specific to the cultural backgrounds of those with whom you are working with?
- Host the carvers of the totems; some schools will bring in a carver for learners to watch the entire process and make it part of their curriculum. Integrating the real with the Ideal, recognizing the carvers as people and discovering how some people make their living as skilled artists opens doors to possibilities.
- Photographing wildlife, butterfly's fungi etc. Ask learners to create their own totems with photos that they take. Distribute digital cameras, introduce appropriate technologies!
- In Permaculture we learn the concept of "stacking" where one part of nature builds upon the other. How does this work in nature and our world? If you were to look at the nature stack of your communities vegetation type what would the Totem look like?
- When researching about some aspect of nature, or beginning a discovering learning task have learners explain behaviors, characteristics and habitat of animals, plants, and other biota they will see. Using these descriptions build a habitat totem. Is there a hierarchy? What niches do each of the organisms occupy?

SELECTED BOOKS & RESOURCES

Awe, J. (2006) *Maya Cities and Sacred Caves - A guide to the Maya Sites of Belize*, Cubola Publications, Belize City, Belize

Bridgewater, A and G. Bridgewater (1991) *Carving Totem Poles & Masks*, Sterling Publishing Company., Inc. New Yorkm,

Campbell, J. (1988) *Joseph Campbell Historical Atlas of World Mythology, Vol. 1, The way of animal Powers, Part 2 Mythologies of the Great Hunt*, Perennial Library, Harper & Row Publishers, New York; p 186-189

Halpin, M. (1983) *Totem Poles - An Illustrated Guide*, University of British Columbia, Vancouver; University of Washington Press, Seattle.

House, F. (1999) *Totem Salmon - Life Lessons From Another Species*, Beacon Press, Boston

Kramer, P. (1999) *Altitude SuperGuide Totem Poles*, Altitude Publishing Canada Ltd. Canmore, Alberta

Matthews, J. (2002) *Celtic Totem Animals-Meet your animal helpers on your shamanic journey*, Red Wheel/Weiser. LLC Boston, MA

SELECTED VIDEOS

Amazing Totem Poles:

<http://www.bing.com/videos/search?q=Totem+Pole+Animals&FORM=RESTAB#view=detail&mid=2AB862162E4E2F2F2A172AB862162E4E2F2F2A17>

Art & Story of Totem Poles:

<http://www.bing.com/videos/search?q=Animal+Faces+On+Totem+Poles&Form=VQFRVP#view=detail&mid=6B0F10BBF23476ED18D26B0F10BBF23476ED18D2>

Find Your Totem:

<http://www.bing.com/videos/search?q=Animal+Faces+On+Totem+Poles&Form=VQFRVP#view=detail&mid=8E92D94DD7B3B397B3A28E92D94DD7B3B397B3A2>

Totem Pole Blessing Ceremony:

<http://www.bing.com/videos/search?q=Totem+Pole+Ceremony+Blessing&FORM=RESTAB#view=detail&mid=A87888C828FF15933DFBA87888C828FF15933DFB>

Totem Pole Carving:

<http://www.bing.com/videos/search?q=totem+pole+youtube&FORM=VIRE1#view=detail&mid=E6128E91CB99280DDFE0E6128E91CB99280DDFE0>

Totem Pole Carving:

<http://www.bing.com/videos/search?q=Totem+Pole+Symbols&Form=VQFRVP#view=detail&mid=CCAF59F521689033FA17033FA17CCAF59F521689033FA17>

Totem Pole Raising:

<http://www.bing.com/videos/search?q=Totem+Pole+Ceremony+Blessing&FORM=RESTAB#view=detail&mid=9819769ED9D7B63D5CD89819769ED9D7B63D5CD8>

Totem Poles: <http://www.bing.com/videos/search?q=Animal+Faces+On+Totem+Poles&Form=VQFRVP>

ELECTED WEB RESOURCES

Ages and Stages of Child Development (Arizona):

<https://extension.arizona.edu/4h/sites/extension.arizona.edu/4h/files/resourcefile/resource/pdenney/AgesAndStages.pdf>

Ainu: http://en.wikipedia.org/wiki/Ainu_people

American Indians of the Pacific Northwest:

<http://www.loc.gov/teachers/classroommaterials/connections/pacific/langarts.html>

Animal Totems: <http://www.warpaths2peacepipes.com/native-american-culture/animal-totems.htm>

Be Outside Idaho: <http://www.beoutsideidaho.org/#>

BioBlitz (National Park Service):

<http://www.nature.nps.gov/biology/biodiversity/bioblitz.cfm>

Citizen Science (NPS):

http://science.nature.nps.gov/im/units/NETN/Education/citizenscience_jpcohn_bioscience2008.pdf

Citizen Science (Flight of the Monarch Butterflies):

<http://www.flightofthebutterflies.com/get-involved/?tab=2>

Citizen Science (National Geographic)

<http://education.nationalgeographic.com/education/encyclopedia/citizen-science/?ara=1>

Citizens Science Projects (Cornell University):

<http://www.birds.cornell.edu/citsci/projects>

Color Wheel: <http://swc2.hccs.edu/tan/imc/graphics/ColorsDoc.pdf>

Color Wheel:

http://www.kerpoof.com/edu/plans/Color_Wheel/the_color_wheel.pdf

Experiential Learning Model (Application):

<http://www.extension.iastate.edu/4h/sites/www.extension.iastate.edu/files/4h/4hvolunteers/4H-4013J%20Experiential%20Learning%20Model.pdf>

Experiential Learning Model (History):

<http://www.experientiallearning.ucdavis.edu/tlbx-links.shtml>

Framework: <http://en.wikipedia.org/wiki/Framework>

Framework: <http://www.merriam-webster.com/dictionary/framework>

Garden Totems(Pictures):

http://www.primitivapottery.com/Garden_Totems.html

Garden totems:

<http://foreverdecorating.blogspot.com/2011/06/garden-art-totem.html>

Garden Totems: <http://www.bluefoxfarm.com/garden-totems.html#ixzz2y8MykEzT>

Gardeners Color Wheel:

<http://www.colorwheelco.com/garden/Instructions.pdf>

Idaho Fish and Game, Wildlife Express Volume 19 Issue 8 April 2006 Spectacular Swallowtails. Available at:

<http://fishandgame.idaho.gov/public/media/wildlifeExpress/>

Idaho Master Naturalist Program:

<https://fishandgame.idaho.gov/sites/Wildlife/IDMasterNaturalist/default.aspx>

Idaho Natural Heritage Program:

<http://fishandgame.idaho.gov/public/wildlife/nongame/?getPage=25>

Idaho Nursery & Landscape Association:

<http://www.inlagrow.org/>

Japanese Totem Poles:

<http://traveltalesoflife.com/2014/02/24/canada-japan-and-the-totem-pole-connection/>

Johnny's Seeds: <http://www.johnnyseeds.com/p-7278-totem-f1-og.aspx>

Lost Ladybug Project: <http://www.livescience.com/21931-lost-ladybug-project-citizen-science-nsf-bts.html>

Maori Art: <http://www.teara.govt.nz/en/1966/maori-art>

Maori Carved Meeting House:

http://familysearch.org/learn/wiki/en/New_Zealand_Maori_cultural_traits_and_historical_background

Maori Wood Carvings:

http://www.metmuseum.org/toah/hd/maor/hd_maor.htm

Monarch Butterflies (Wildlife Express):

<http://fishandgame.idaho.gov/public/docs/wildlifeExpress/2012apr.pdf>

Montana Citizen Science Forms & Data Collection:

<http://mtnhp.org/observations.asp>

Montana Field Guides to Lepidoptera:

<http://fieldguide.mt.gov/displayFamily.aspx?order=Lepidoptera>

Native American Animal Totems (Lesson Five)

<http://www.eaglespiritministry.com/pd/sdc/sdc5.htm>

Native Americans and Trees: <https://www.americanforests.org/our-programs/american-forests-publications/forest-files/forest-files-november-2012/native-americans-and-trees/>

Natural Heritage Programs (Wiki):

http://en.wikipedia.org/wiki/Natural_heritage

NatureServe: <http://www.natureserve.org/>

Nevada Natural Heritage Program: <http://heritage.nv.gov/>

Northwestern Native Americans: <http://www.sacred-texts.com/nam/nw/index.htm>

Online- Guide to Butterflies & Moths of North America:

<http://www.butterfliesandmoths.org/blogs/730567/new-online-guide-pacific-northwest-macromoths>

Pacific Northwest Butterflies (Xerces Society):

<http://www.xerces.org/pacific-northwest-butterflies/>

Pacific Northwest Totem Poles (UBC):

<http://indigenousfoundations.arts.ubc.ca/home/culture/totem-poles.html>

Pacific Northwest Totem Poles (UW):

http://www.burkemuseum.org/ethnology/faq_nwtotem

Pacific Rim Totems:

<http://pattyinglishms.hubpages.com/hub/Totem-Poles-in-the-Pacific-Northwest-Alaska-New-Zealand-and-Japan>

Plant Totems: <http://totemist.wordpress.com/category/plant-totems/>

Seeds of Change Learning Center:

http://www.seedsofchange.com/learningcenter_a.aspx

Senior Citizens (American Camping Association):

<http://www.acacamps.org/campmag/issues/1109/senior-citizens-in-day>

Spirit of Ainu People: <http://www.mnh.si.edu/arctic/features/ainu/> and <http://www.mnh.si.edu/arctic/ainu/index.html>

Team Building Activities (Extension):

<http://4h.uwex.edu/clubs/documents/TEAMBUILDING0231.pdf>

Team Building With Totems:

http://sd271.k12.id.us/lchs/faculty/bkeylon/Oracle/database_design/section13/dd_totem_truths_team_building_activity.pdf

The Monkey Totem A spiritual Guide:

<http://healing.answers.com/spiritual-counseling/the-monkey-totem-a-spiritual-guide>

The Thunderbird: <http://www.sacred-texts.com/nam/nw/ttb/index.htm>

Totem False Truths (Blog):

<http://religionnewsblog.blogspot.com/2007/08/totems-myth-and-ritual-in-tribal.html>

Totem Pole (History):

http://www.newworldencyclopedia.org/entry/Totem_pole

Totem Pole Carver (Canadian Geographic):

http://www.canadiangeographic.ca/magazine/ja13/gwaii_haanas_legacy_totem_pole.asp

Totem Pole(wiki): http://en.wikipedia.org/wiki/Totem_pole

Totem Poles - Blending Styles and Intelligences (2-4 Lesson):

<http://teaching.monster.com/benefits/articles/3525-a-guide-to-outstanding-instruction?page=2>

Totem Poles (ERIC): <http://eric.ed.gov/?q=Totem+Poles+>

Totem Poles (Handout):

http://www.d123.org/olhms/hmccarthy/documents/NW_Indian_Totem_Poles.pdf

Totem Poles (Manataka): <http://www.manataka.org/page30.html>

Totem Poles (Missouri):

<http://ethemes.missouri.edu/themes/298?locale=en>

Totem Poles (Pinterest):

<http://www.pinterest.com/mariejette/garden-totem-poles/>

Totem Poles (Tlingit & Haida):

http://members.home.nl/t.overberg1/Totem_Pole.htm

Totem Poles on the Rise (K-3 Lesson):

http://successlink.org/qti/lesson_unit-viewer.asp?lid=3185

Totem Poles(etsy):

http://www.etsy.com/search?q=garden+totem&ex=adwords&utm_source=bing&utm_medium=sem&utm_geo=US&utm_term=garden+totem+Phrase&utm_campaign=adobe+ceramics+and+pottery&utm_ag=decoration-outdoor&ef_id=UvqvZAAABFCRGOPY%3A20140406174239%3As

Totem Poles: <http://www.amazon.com/Totem-Poles-Make-Your-Own/dp/0448425033>

Totem Poles: Heraldic Columns of the Northwest Coast:

<http://content.lib.washington.edu/aipnw/wright.html>

Totem Poles:

<http://users.imag.net/~sry.jkramer/nativetotems/default.html>

Totem Poles: <http://www.indians.org/articles/totem-poles.html>

Totem Spirits (animals): <http://thetotemspirit.tumblr.com/>

Totem Truths (Icebreaker):

<http://www.businesstrainingworks.com/training-resources/free-icebreakers>

Totem: <http://en.wikipedia.org/wiki/Totem>

Totem: <http://www.merriam-webster.com/dictionary/totem>

Totemic Structures (Australia):

<http://www.aboriginalculture.com.au/socialorganisation.shtml>

Totemism (Picture): <http://www.warpaths2peacepipes.com/native-american-culture/totemism.htm>

Totems (Carnegie Museum 14 You Tube Presentations):

http://article.wn.com/view/2013/12/11/Totem_pole_for_Carnegie_Museum_of_Natural_History_w/

Totems (Pinterest): <http://www.pinterest.com/explore/totems/>

Towers of Power: <https://crockerartmuseum.org/visit/43-learn-do/school-educators-homeschoolers-at-your-school>

What is a Naturalist (American Naturalist):

http://www.jstor.org/userimages/ContentEditor/1384458478129/ASN_What_Is_a_Naturalist.pdf

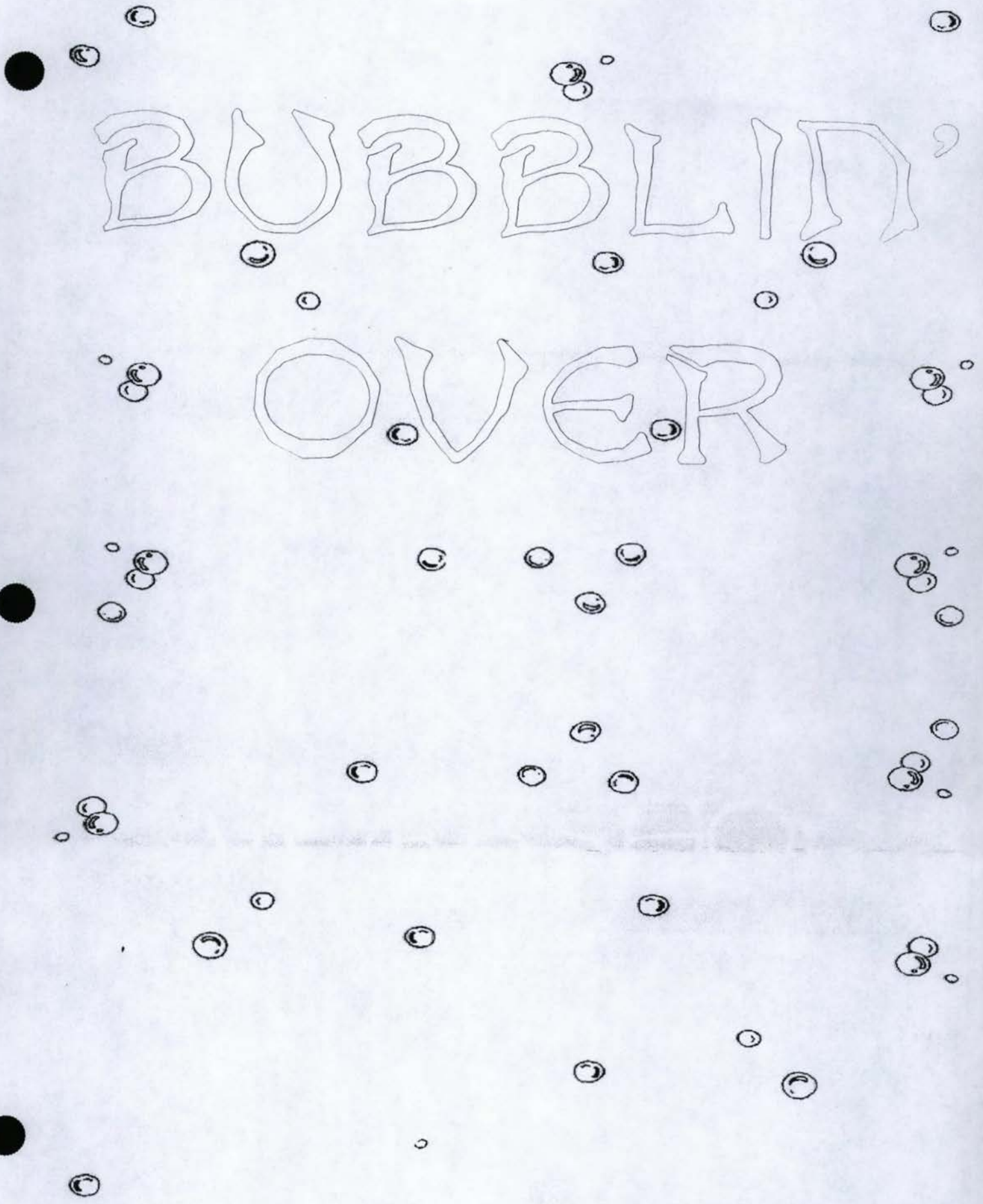
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BUBBLIN'

OVER



FAKE SPILLS

Shared by Beverly Larsen, who does not use water as the recipe calls for!



FOOL YOUR FAMILY!

April Fool's Day is this Sunday, April 1, and the Yak has been having a lot of fun with tricks. Here's a way to really fool your family with some fake spills! It's easy and fun, but you'll have to make these in advance of the big day.

WHAT YOU NEED:

- white craft glue
- water
- paper or plastic throwaway cup
- acrylic paints (we used red, green, black and brown)
- paintbrush
- wax paper
- cereal

HOW TO MAKE:

You can make fake spills that look real with an easy mix. Let's start by making a fake nail polish spill.

1. Mix together 3 tablespoons of craft glue and 3 tablespoons of water in the cup.
2. Add a dab of red acrylic paint and stir with the paintbrush.
3. Pour the red mix onto wax paper on a flat surface. Let it dry overnight.
4. Now peel off the spill from the wax paper. Place it where your family will see it, next to an empty bottle of nail polish. (You pick the spot, just make sure the spill is completely dry.) The Yak was fooled by this.

Now you can create other fake spills with a little experimenting. We also made a green battery acid spill, a black ink spill and fake cat throwup. (For the cat throwup, use 1 cup of crushed cereal like cornflakes, 1/4 cup of glue, 1/4 cup of water and yucky brown paint color.) You can try a cola color, orange pop color or even a swirl ice cream color.

Have a fun April Fool's Day!



SHAVING CREAM PRINTS

presented by Bevy Larsen

These colorful prints can be used as a gift wrap or doily for your soaps.

SUPPLIES:

canned shaving cream

food coloring

paper plates

craft sticks

coffee filters

Apply a 1/4" - 1/2" layer of shaving cream to the paper plate; smooth out with a craft stick. Drip a few dots of different food colors onto the shaving cream. Lightly swirl the dyes a bit; overblending will muddy the colors. Open a coffee filter and lay it on the surface of the colored shaving cream, pressing lightly and evenly. Lift the coffee filter from the shaving cream, flip it over onto a protected surface, and scrape the excess shaving cream from the paper. Allow the paper to air dry. More than one print can be made from an application of the color. Once the shaving cream is too "muddied", either mix all the color into the shaving cream and apply new drops of dye, or if the shaving cream is too dark, start over with fresh shaving cream.



Lil' Bath in a Bag

Felted Soap

presented by Bevy Larsen

Make felt covered soap using colorful wool roving. These make a nice gift, dress up a guest bathroom, and are great for travel: no washcloth needed!

supplies:

bars of soap

100% wool roving

water

Loosely wrap a bar of soap with wispy layers of roving, alternating the direction of the fibers with each layer. About 4 layers is plenty; gently shape the wool around the soap, giving attention to the sides and corners.

Saturate the project with water.

Pat and rub the project in your hands, gently at first, gradually adding pressure as the felt begins to form around the soap. Rotate the project and "work" it much like washing your hands.

Rinse the suds from your project; you'll have a Lil' Bath in a Bag and very clean hands!

DECOUPAGED SOAPS

presented by Bevy Larsen

This easy project yields decorated soaps that make nice little gifts or can be personalized for unique party favors. Make some for yourself for your guest bathroom or to distinguish your soap from the other campers!

SUPPLIES:

bars of soap
stickers or pictures
tacky glue
small brush

Select an image and check to see how it will fit on the soap; trim if necessary. Brush the surface of the soap with a thin layer of glue; apply the image. Set aside to dry thoroughly. Apply 2 or 3 additional coats of glue, allowing each layer to dry. Perhaps make a few with coordinated images for a set.

EASY FRENCH MILLED SOAP

presented by Bevy Larsen

Make use of those little hotel soaps or scraps from larger bars:
create decorative soaps in your choice of shapes and colors.

SUPPLIES:

small soaps or soap scraps (dry)

blender

mixing bowl or cup

soon or craft sticks

hot water

soap colorant (optional)

molds (cookie cutters or small boxes lined with plastic wrap)

Break dry soap into pieces, place in blender, and pulverize. The blender will handle several small batches better than one large amount at once. Transfer powdered soap into mixing vessel. Add just enough very hot water to bind the powdered soap; add a little colorant if desired. Shape mixture with your hands or with a mold. Air dry thoroughly.

Sow What's

plantable gift tags/greeting card enclosures
presented by Bevy 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.

The background of the page is a light blue color with a pattern of various-sized, semi-transparent blue bubbles. On the left side, there are three solid black dots arranged vertically. On the right side, there is a small red rectangular shape.

MINI WORKSHOPS

Day 3 Totems Workshop & Nature Hike: Collecting 'Citizen Science' Research Data as a 'Team' - Butterflies...



Goal:

Using teams assembled come to understand the totems (ecology, food web, habitat) of Butterflies in Twinlow Campus. Using 'Citizen Science' Models teams will uncover all aspects of Butterflies in expectation for future research and build and share a totem to support their findings.

Objectives:

1. Overview and discuss the use, purpose and opportunity that Totem frameworks offer to enter into Citizen Science research about the natural world.
2. Demonstrate and experience data collection about Butterflies on the Twinlow campus using a Totem Framework surrounding research and creating research protocols for data collection.
3. Develop abilities to build teams and collaborations with people using Citizen Science.
4. Increase awareness of Citizen Science Activities that one can do in their own community.
5. Increase awareness of the Butterflies of North Idaho using local and web resources.
6. Overview and discuss the Idaho Master Naturalist Program, the American Naturalist, and 'Wildlife Express' from Idaho fish and Game Department.
7. Accomplish the Goal and Objectives of Chatcolab
8. Have Fun!

Wings: Two pairs

Mouthparts: Siphoning

Metamorphosis: Complete Butterflies are insects that all go through four stages of growth; egg, larva, pupa, and adult. None of the young look like the adult. They go through a great change in shape during the pupal stage.

Added note: Moths hide during day and are active at night. Butterflies are active in the day and are usually brighter colored than the moths. Skippers have the tips of the antennae bent back like the handles of walking canes.

Butterflies are part of the phylum Arthropoda, Class Insecta. They are small animals which:

1. Have an exoskeleton (hard covering) on the outside of the body. This gives insects protection. Most animals have skeletons (bones) inside their bodies.
2. Have three body regions. The head holds the eyes, mouth parts, and antenna or feelers. The thorax is the middle part with the legs and wings attached. The abdomen is the part behind the thorax and contains the organs of digestion and reproduction.
3. Have one pair of antennae
4. Have six legs (three pairs). One pair is attached to each segment of the thorax.
5. Have 2 pairs of wings.



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What are the Butterflies in Your Neighborhood?

There are six families of Butterflies^{1 2}

1. *Swallowtails (Family Papilionidae)*
2. *Brush-footed Butterflies (Family Nymphalidae)*
3. *Whites and Sulphurs (Family Pieridae)*
4. *Gossamer-winged Butterflies (Family Lycaenidae)*
5. *Metalmarks (Family Riodinidae)*
6. *Skippers (Family Hesperidae)*

Butterfly or Moth

There are three major differences between butterflies and moths;

- 1) Butterflies are often more colorful than moths because butterflies are active during the day. Moths, active at night, have earthy colors to camouflage them while they sleep during the day.
- 2) Most butterflies have club-shaped antennae while a moth's antennae are featherlike or taper to a point.
- 3) Moths have a thicker coating of scales than butterflies, giving them a furry appearance. This differs from butterflies because moths fly at night and are not usually active during the day when the sun would warm their bodies.

Encourage and develop teams of individuals to focus on forming the question, protocol, and data collection surrounding a specific flora or fauna species. Focus on one (1) group task (For example, developing a 'Citizen Science' project for Butterflies) for a specific site, community or region. Using the experience and skills of all the people on your team to build a 'research project' totem, using the provided framework. Consider all the aspects of a Butterfly's web of life at this site.

For example:



Horse mint (*Agastache urticifolia*). Adult butterflies are crazy for this delicately fragrant flower.
Accessed 04/05/14 at:
<http://www.pinterest.com/alpacafarmgirl/gardening-ideas/>

¹ 6 Butterfly Families:

<http://insects.about.com/od/butterfliesmoths/tp/sixbutterflyfamilies.htm>

² Smithsonian:

http://www.si.edu/Encyclopedia_SI/nmnh/buginfo/butterfly.htm

Team Building & 'Citizen Science' Butterfly

Exercise:

You will be part of a team of individuals who are part of a North Idaho Research Project. Today's task is to gather data that will focus on forming a question & protocol for data collection surrounding a specific flora or fauna species as Citizen Scientists. In this case Butterflies.

1. Review the 'Day 3 Advanced Organizer' and Wildlife Express Publication provided with this exercise.
2. Your part of the team will focus on one (1) group task for 80 minutes.
3. Check out the equipment available to accomplish your assigned task and area.
4. Review the questions provided to understand the scope and sequence of this Citizen Science exercise.
5. After the Overview, be efficient with planning your time. Spend at least 45 minutes collecting data in your assigned area. Remember that you need time to build your research project Totem and present at the end of this period.
6. Use all provided resources, your hand held media devices, the advanced organizer to accomplish this task.
7. Using your observation skills, personal experience, and skills of all the people on your team:
 - a. Collect data using the provided Citizen Science Data Collection Sheet;
 - b. Build a 'research project' totem, using the provided 'Totem Framework'. Consider all the aspects of a Butterfly's web of life at the site area (A,B,C,D, etc.) you are assigned.
8. After 60 minutes, your team will bring back your 'Citizen Science Data Collection Sheet' and present your one page 'Totem Framework'. You will have 3 minutes to share the outcomes of your data collection with the rest of the team.
9. If time permits we will have a discuss similarities and differences in team findings. If you were part of this research team and we were to collect data for the rest of the day or week what are the implications of this opening exercise?
10. Your data will be assembled and provided to Researchers at the University of Idaho and Idaho Fish and Game as a site survey for this date in June 2014 and made available to the research community for future reference. Thank you!
Butterflies of North America



FOR EXAMPLE
Butterflies of Idaho

Edith's Checkerspot (*Euphydryas editha*)



Edith's Checkerspot (*Euphydryas editha* [Boisduval])

Wing span: 1 1/4 - 2 inches (3.2 - 5.1 cm).

Identification: Variable. Front wing rounded at tip. Upperside is black with red and pale yellow or white bands. Submarginal band of small yellow or white spots; wide postmedian band is red. Underside of hindwing with alternating bands of yellow-orange and cream.

Life history: Males perch or patrol all day to find females. Eggs are laid in groups on underside of leaves or on flowers of the host plant. Caterpillars eat leaves and flowers; sometimes using different host plants before and after hibernation. Young caterpillars live in loose silk webs; third- and fourth-stage caterpillars hibernate.

Flight: One brood; from March-May at low elevations, June-August at high elevations and in the north.

Caterpillar hosts: Various species of paintbrush (*Castilleja*), beardtongues (*Penstemon*), lousewort (*Pedicularis*), owl's clover (*Orthocarpus*), Chinese houses (*Collinsia*), and plantain (*Plantago*).

Adult food: Flower nectar.

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Habitat: From sea level to treeline through diverse habitats including coastal chaparral, meadows, fields, foothills, open woods, alpine fellfields.

Range: Southern British Columbia and Alberta south to Baja California, Nevada, Utah, and Colorado.

Conservation: Two subspecies, the Bay Checkerspot (*Euphydryas editha bayensis*) and the Quino Checkerspot (*E. e. quino*) are listed as endangered under the Endangered Species Act of 1973.

The bay checkerspot (subspecies *bayensis*) has The Nature Conservancy Global Rank of T1 - Critically imperiled because of extreme rarity (5 or fewer occurrences, or very few remaining individuals), or because of some factor of its biology making it especially vulnerable to extinction. (Critically endangered throughout its range).

Management needs: Protect remaining habitat from development and alteration. Refer to Fish & Wildlife Service recovery plans. The other subspecies of *Euphydryas editha* have The Nature Conservancy Global Rank of G5 - Demonstrably secure globally, though it may be quite rare in parts of its range, especially at the periphery.

References:

- Ferris, C.D. and F.M. Brown. 1980. Butterflies of the Rocky Mountain States. University of Oklahoma Press. Norman.
- Layberry, R.A., Hall, P.W. & Lafontaine, D.J., 1998. The Butterflies of Canada. University of Toronto Press, Toronto, ON. 280 pp.
- Matthews, J. R., editor. 1990. The official World Wildlife Fund guide to endangered species of North America, Vol. 2. Beacham Publishing, Inc., Washington, D. C. 636 pages.
- Opler, Paul A. 1999. Peterson Field Guide to Western Butterflies, revised edition. Houghton Mifflin Co., Boston, Mass.
- Scott, J. A. 1986. The butterflies of North America. Stanford University Press, Stanford, Calif. 583 pages, 64 color plates.
- Stanford, R.E. and P.A. Opler. 1993. Atlas of Western USA Butterflies. Privately published, Denver, Colo.
- Tilden, J. W. 1986. A field guide to western butterflies. Houghton-Mifflin Co., Boston, Mass. 370 pages, 23 color plates. **Author:** Jane M. Struttman
- Tilden, J.W. and A.C. Smith. 1986. A Field Guide to Western Butterflies. Houghton Mifflin Co., Boston, Mass.

Edith's Checkerspot (*Euphydryas editha*)

Confirmed Records Unconfirmed or Dubious Records

20 Questions:

1. What do you expect to find during the Exercise? What did you actually find; butterflies did you identify?
2. How many different types of butterflies, did you expect see? How will geology, topography, ecology and general habitat be important to your findings?
3. How might you record your field data so that it can be accessible to other scientists? So it becomes real beyond just your own learning today?
4. How will you best divide up this assignment to complete today's task?
5. What are the behaviors you observed in the butterflies found today? How do butterflies solve problems?
6. What did you think of the Citizen Science Data Collection Sheet you used? What is missing?
7. What did you notice as you built the REAL totem of Butterflies in our world in the present moment?
8. When you built your Butterfly totem, what was your base and why? When you ordered the totem, tell how it demonstrates what you really observed?
9. What did you notice as you were collecting data as a team member? What were you most/least grateful for as you completed the exercise?
10. How does Citizen Science differ from real research done by biologists, entomologists, ecologists etc?
11. How might you incorporate this team totem exercise into your family, teaching, or community?
12. What factors explain discrepancies in the views between total team members? Be sure to address world view, philosophical, cultural issues, either explaining why you think they play a role in this situation or why you think they are not relevant.
13. What was humorous or fun about this exercise?
14. What new Knowledge or Ideas did you gain from completing this exercise?
15. What are particular challenges and dilemmas of working with others who have different cultural backgrounds and working styles from your own?
16. How would you resolve the team performance issues, problems, evident in this exercise?
17. What opportunities emerged that you did not expect to uncover?
18. When and What surprised you, your team?
19. What is the Scientific question this Citizen Science project best answers?
20. What do we need to add to the protocol to be more effective?



Identification of Butterflies:

Materials Needed:

Suggested resources for getting started, For this 90 minute workshop the following be available:

- Binoculars, close focusing <6'; 8x or 10x
- Butterfly nets, collapsible preferred, green nets work better. (bioquip or Carolina Biological Supply)
- Camera w/macro mode; image stabilization is nice.
- Collection jars, plastic preferred; e.g. Costco large 2-3 gallon quantity containers work great
- Binocular straps (available at Sportsman's Warehouse, REI, Cabellas)
- Write in the Rain Notebooks for recoding data
- Covered clipboards
- Citizen Science Data Collection Sheets (SEE Montana, Cornell, other forms in resource section)
- Identification Books (one or more of the following):
 - Enjoying Butterflies More, By Glassburg ©1995, ³
 - Butterflies Through Binoculars -- The West, By Glassburg ©2001
 - Butterflies of North America, Kauffman Field Guide, Brock & Kaufman
 - Enjoying Butterflies, Readers Digest
 - Field Guide to Butterflies, National Audubon Society, ©2001
- Web sites with regional references that can be accessed by hand held media (see below)
- Advanced Organizer (Handout): Prepared by Kevin with directions & listing resources.
- Citizen Science Data Collection Form (Montana): http://mtnhp.org/docs/SOC_Form_2008-07-08.pdf
- American Butterfly Association:
- Idaho Fish & Game, Wildlife Express Volume 19 Issue 8; April 2006 Spectacular Swallowtails. Available at: <http://fishandgame.idaho.gov/public/media/wildlifeExpress/>

University of Idaho | William H Barr Entomological Museum:

- William F. Barr Entomological Museum University of Idaho:
<http://www.uidaho.edu/cals/news/feature/insect-collection-aflutter-with-butterflies>
- Contacted and left message for Frank 04/10/14 208-885-7079

Use Local Resources (WREN on North Idaho):

- Jenny Taylor says she has equipment and/or personal books that Chatcolab might borrow through the U.S. Forest Service colleague, Carol 04/10/14

³ birdwatchersdigest.com

WEB Resources for Nature Hike & Butterfly Workshop:

Adventures With Insects (Virginia Tech):

http://pubs.ext.vt.edu/444/444-408/444-408_pdf.pdf

Application - (iNaturalist): <http://www.inaturalist.org/>

Application - Butterfly & Moth (Apple):

<https://itunes.apple.com/us/app/butterflies-moths-north-america/id356794891?mt=8>

Application - Butterfly & Moth (eButterflyNA):

<http://abutterflyapp.com/>

Application - Butterfly Gallery(Google):

<https://play.google.com/store/apps/details?id=com.eurotrade.magazine.butterfly>

Application - Butterfly Identification (Android):

http://www.appszoom.com/android_applications/butterfly%20identification

BioBlitz (National Park Service):

<http://www.nature.nps.gov/biology/biodiversity/bioblitz.cfm>

Butterflies (ERIC): <http://eric.ed.gov/?q=Butterflies++>

Butterflies (Pinterest):

<http://www.pinterest.com/search/pins/?q=Butterflies%20>

Butterflies and Moths of North America (BAMONA):

<http://www.butterfliesandmoths.org/>

Butterflies of Idaho: <http://welovebutterflies.com/butterflies-of-idaho/>

Butterflies of Idaho: <http://www.thebutterflysite.com/idaho-butterflies.shtml>

Butterflies of North America (USGS):

<http://library.npwrc.cr.usgs.gov/metadata/000003.html>

Butterflies of Oregon:

http://butterfliesoforegon.com/field_guides.htm

Butterflies of the Palouse:

<http://pollinatorwatch.org/palousebeesandbutterflies/palouse-butterflies/>

Butterfly Collections(University of Idaho):

<http://www.uidaho.edu/cals/news/feature/insect-collection-aflutter-with-butterflies>

Butterfly Web site: <http://butterflywebsite.com/>

Chatcolab: <http://twinlow.org/chatcolab/>

Citizen Science (NPS):

http://science.nature.nps.gov/im/units/NETN/Education/citizen-science_ipcohn_bioscience2008.pdf

Citizen Science (Flight of the Monarch Butterflies):

<http://www.flightofthebutterflies.com/get-involved/?tab=2>

Citizen Science (National Geographic)

http://education.nationalgeographic.com/education/encyclopedia/citizen-science/?ar_a=1

Citizen Science (National Park Service):

<http://www.nature.nps.gov/biology/biodiversity/getinvolved.cfm>

Citizen Science (National Wildlife Federation):

<http://www.nwf.org/Wildlife/Wildlife-Conservation/Citizen-Science.aspx>

Citizen Science (USFS - Monarch Butterfly Project):

http://www.fs.fed.us/wildflowers/pollinators/Monarch_Butterfly/citizenscience/index.shtml

Citizen Science (Wiki):

http://en.wikipedia.org/wiki/Citizen_science

Citizen Science (Xerces Society)

<http://www.xerces.org/citizen-science/>

Citizen Science Projects (Scientific American):

<http://www.scientificamerican.com/citizen-science/>

Citizens Science Projects (Cornell University):

<http://www.birds.cornell.edu/citsci/projects>

Climate Change (NSTA): <http://www.nsta.org/climate/>

Common Butterflies of the Pacific Northwest (WSU-PDF):

<http://puyallup.wsu.edu/plantclinic/resources/pdf/pls3commonbutterfliesofthepnw.pdf>

Eastern Washington Butterflies:

<http://www.washingtonbutterflies.com/>

Encyclopedia of Life (Insects & Butterfly Resources):

<http://eol.org/info/insects>

Entomology Project Leaders Guide (Purdue):

<https://www.extension.purdue.edu/extmedia/4H/4-H-890-W.pdf>

Entomology Project Leaders Guide:

<http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/23126/4-HNO3221L.pdf>

Entomology/ Natural Science (Oregon State University):
<http://oregon.4h.oregonstate.edu/natural-science>

God Whispers (You Tube):
http://www.youtube.com/embed/zf_0jzPQ8lo?rel=0

Guide to Citizen Science (UK):
http://www.environment.scotland.gov.uk/PDF/Guide_to_Citizen_Science.pdf

How to Attract Butterflies:
<http://wdfw.wa.gov/living/butterflies/butterflies.pdf>

Idaho Butterflies (Pinterest):
<http://www.pinterest.com/search/pins/?q=Butterflies%20%2B%20Idaho>

Idaho Fish and Game, Wildlife Express Volume 19 Issue 8
April 2006 Spectacular Swallowtails. Available at:
<http://fishandgame.idaho.gov/public/media/wildlifeExpress/>

Idaho Master Naturalist Program:
<https://fishandgame.idaho.gov/sites/Wildlife/IDMasterNaturalist/default.aspx>

Idaho Natural Heritage Program:
<http://fishandgame.idaho.gov/public/wildlife/nongame/?getPage=25>

Monarch Butterflies (Wildlife Express):
<http://fishandgame.idaho.gov/public/docs/wildlifeExpress/2012apr.pdf>

Monarch Watch:
<http://www.monarchwatch.org/gallery/art/totem.htm>

Montana Citizen Science Forms & Data Collection:
<http://mtnhp.org/observations.asp>

Montana Field Guides to Lepidoptera:
<http://fieldguide.mt.gov/displayFamily.aspx?order=Lepidoptera>

Natural Heritage Programs (Wiki):
http://en.wikipedia.org/wiki/Natural_heritage

Natural Selection, Coevolution & the Web of Life (American Naturalist):
<http://www.jstor.org/stable/pdfplus/10.1086/674238.pdf?acceptTC=true&jpdConfirm=true>

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NatureServe: <http://www.natureserve.org/>

Nevada Natural Heritage Program: <http://heritage.nv.gov/>

North American Butterfly Association (Naba):
<http://naba.org/>

Online- Guide to Butterflies & Moths of North America:
<http://www.butterfliesandmoths.org/blogs/730567/new-online-guide-pacific-northwest-macromoths>

Pacific Northwest Butterflies (Xerces Society):
<http://www.xerces.org/pacific-northwest-butterflies/>

Pacific Northwest Butterflies:
<http://northwestbutterflies.blogspot.com/>

Pacific Northwest Moths: <http://pnwmoths.biol.wvu.edu/>

Plant a Butterfly Garden:
<http://climatekids.nasa.gov/review/butterfly-garden/>

Project Butterfly Wings: <https://www.flmnh.ufl.edu/wings/>

Science Standards (NSTA):
<http://nstacomunities.org/blog/2014/04/25/equip/>

Senior Citizens (American Camping Association):
<http://www.acacamps.org/campmag/issues/1109/senior-citizens-in-day>

Swallowtail Butterflies(Wildlife Express):
<http://fishandgame.idaho.gov/public/docs/wildlifeExpress/2006apr.pdf>

Visual Key to the Butterflies of Idaho ((Idaho State University):
<http://imnh.isu.edu/digitalatlas/bio/insects/butrfly/key/key.htm>

Washington Butterflies:
<http://www.thebutterflysite.com/washington-butterflies.shtml>

Washington Department of Fish & Wildlife:
<http://wdfw.wa.gov/living/butterflies/index.html>

Washington State Natural Heritage Program:
http://www.dnr.wa.gov/ResearchScience/Topics/NaturalHeritage/Pages/amp_nh.aspx

What is a Naturalist (American Naturalist):
http://www.jstor.org/userimages/ContentEditor/1384458478129/ASN_What_Is_a_Naturalist.pdf

Prepared by Kevin M. Laughlin
June 2014 Version 1.8
KL/kl

Basics for Beekeeping

The Hive

Three kinds of honey bees

Queen

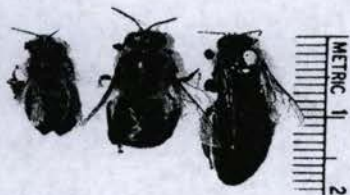
- primary function to lay up to 1,500 eggs per day
- can live between 2-5 years
- 250,000 eggs per year, possibly more than a million in a lifetime

Worker

- makes up the majority hive population (all female)
- They typical lives 6-weeks- longer in the fall and winter
- clean and polish the cells,
- feed the brood
- care for the queen
- remove debris
- handle incoming nectar
- build beeswax combs
- guard the entrance
- air condition and ventilate the hive during their initial few weeks as adults
- later as field bees they forage for nectar, pollen, water, and propolis (plant sap).

Drone –

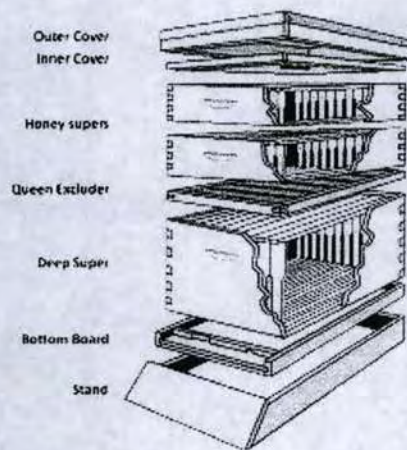
- largest bees in the colony
- No stinger, pollen baskets, or wax glands
- main function is to fertilize the queen



One-pound of bees represents approximately 3,500 bees. Typically 60,000 bees' maximum per hive

Stages of a bee

Developmental Stage	Duration of the Stages		
	Queen	Worker	Drone
Egg	3	3	3
Larval Stage	5.5	6	6.5
Pupal Stage	7.5	12	14.5
Total Time	16	21	24



The Equipment

Hive Stand, Bottom Board, Hive Bodies (deep, shallow super, medium super), frames/combs, Queen Excluder, Inner Cover, Outer Cover

Smoker, hive tool, protective clothing (hat/veil or bee jacket/suit)

Starting with Bees

Nucleus, package, swarm

Best time to start is in the spring or early summer

Hive location – Located so the entrance has a southerly or easterly exposure - nectar and pollen sources within 1-mile. Source of fresh water within ¼ mile of the hive.

When managing a hive weather and time of day influence can influence the disposition of a colony. Its best to work the bee hive on warm, sunny days, when the field bees are foraging.

Beekeeping in an Urban Area

Always check the city ordinances and CCRs. The key to keeping bees in an urban area is being a good neighbor. Make sure that your neighbors know what's going on. Giving them some honey every year can help relations.

In a City you should have water within your property or your neighbors may become unhappy.

Maintaining gentle colony is very important. This can be accomplished by selecting hybrids with better temperaments or requeening a colony.

Choosing the bee hive's location carefully will reduce safety concerns as well. For example, bee hives shouldn't be placed near sidewalks or play areas where bee air traffic may pose a threat. Instead, the urban hive should be tucked into the corner of a yard away from regular human activity. Keep in mind the flight path from the hive. If people walk in front of the hive on a regular basis stings can occur. Bees can also cause spotting to cars and houses over time with more than a few colonies.

Urban beekeepers can help direct the flight pattern of their Honey bees by installing a section of 6- to 8-foot-tall privacy fence 6 feet in front of the hive entrance. Bees leaving the hive will fly up and over the fence achieving a height where they will not encounter children playing or a neighbor working in the yard.

One should consider a proactive approach to reduce neighbors' bee concerns. For example, if weather is dry, honey bees will use a neighbor's swimming pool, leaky faucet, or bird bath as a water source. Providing a water supply near the hive entrance will reduce the likelihood that bees will become a nuisance. Get your water source in place well before hot weather hits. Once bees have become accustomed to visiting a water source, it's tough to get them to change their habits.

Hive swarms are nearly impossible to predict or prevent. Some beekeepers will take a precaution of setting up a bait hive. A bait hive is an empty hive that can be easily accessed and claimed by a bee swarm, reducing the risk of swarming bees in a neighbor's tree.

Some urban beekeepers keep an extra pair of gloves, veil and coverall in order to invite curious neighbors for a bee-hive inspection. Creating educational opportunities can go a long way to dispelling safety concerns about Honey bees.

Hives don't have to be boring white! You can paint your hives to match the color of your own home, and make your hives part of your landscape architecture.

Have you learned that it's absolutely impossible to keep honey bees at your home? Consider Orchard Mason Bees or provide plants that will attract bees (see list). These solitary pollinators are low-maintenance, and are not known to sting

Commitment to the Craft – Patience

Each hive of bees works at their own pace.

The bees don't read the same books you do.

You may not get any surplus honey in the first year or in any given year.

Your bees may die.

As a beekeeper, you will be asked questions that border on the idiotic.

You will have to be diplomatic to counteract the misinformed and the uneducated.

Time Commitment

It will take some time to keep bees. How much? More time than a cat - not as much time as a dog, an old saying goes.

You cannot set a hive in your backyard and never look at it again until honey harvest.
The time needed changes by the season. The beekeeper's year follows the natural cycle of the hive.

Cost

Plan to spend \$200-300 to set up everything to receive one colony of bees, and probably \$175 to set up a second hive for bees. Can work in phases, make some of your own equipment, or share a hive to reduce overall costs

Plan to pay \$80-120 for a colony of bees.

Start with two hives. Having two will allow you to compare them to each other and allow you to figure out much faster if one of them is not doing well.

Resources

<http://www.backwardsbeekeepers.com/p/how-to-videos.html> Club from Los Angeles Urban Bee Keeping

<http://pubs.cas.psu.edu/FreePubs/pdfs/agrs93.pdf> free ebook

The Beekeeper's Handbook by Diana Sammataro - A good book

<http://www.beesource.com/build-it-yourself/> - Resources for building equipment

<http://www.beesource.com/> - A great forum when looking for answers and more resources

<http://www.bees-on-the-net.com/beekeeping-clubs-bee-associations-groups/> - find local clubs or contacts for each State

<http://scientificbeekeeping.com/> great resource from a biologist perspective

<http://www.pollinator.org/guides.htm> great resource for information on pollinator friendly plants (specific to different regions)

6x6 Homemade Scrapbook Album

The 6x6 homemade scrapbook is a cute way of making 6x6 scrapbook pages without the initial investment of a 6x6 scrapbook. These books are fun to put together as theme albums or a perfect inexpensive, fast and easy gift.

Materials

For Cover:

- 2 - 8½ x 11 or 12 x 12 sheets of light colored cardstock
- 1 - 8½ x 11 or 12 x 12 sheet of contrasting or coordinating color for spine and decorations
- ¾ yard of ribbon, raffia, or decorative cord for tying

For pages:

- 1 sheet 12 x 12 printed pattern paper
- 3 sheets 12 x 12 plain colored paper or cardstock in 3 different coordinating colors OR 1 package 6 x 6 assorted cardstock in coordinating colors
- 5 sheets 6 x 6 page protectors

Supplies

12x 12" paper cutter

Exacto knife and Cutting pad

1/8" hole punch

Scoring tool

Adhesive

Embellishments/or stamps and stamp pads as desired, pen for journaling

Preparation

- From 8½" cardstock, cut 2 - 7¾" x 6¾" pieces. Stamp or decorate if desired.
- Cut 1 - 2¼" x 6¾" cardstock, same or contrasting color
- Cut ¾ yard ribbon, jute, raffia or any other thing you can find to tie your book together.
- Cut the 12 x 12" pattern paper and cardstock for pages according to instructions on other side.

Assembly

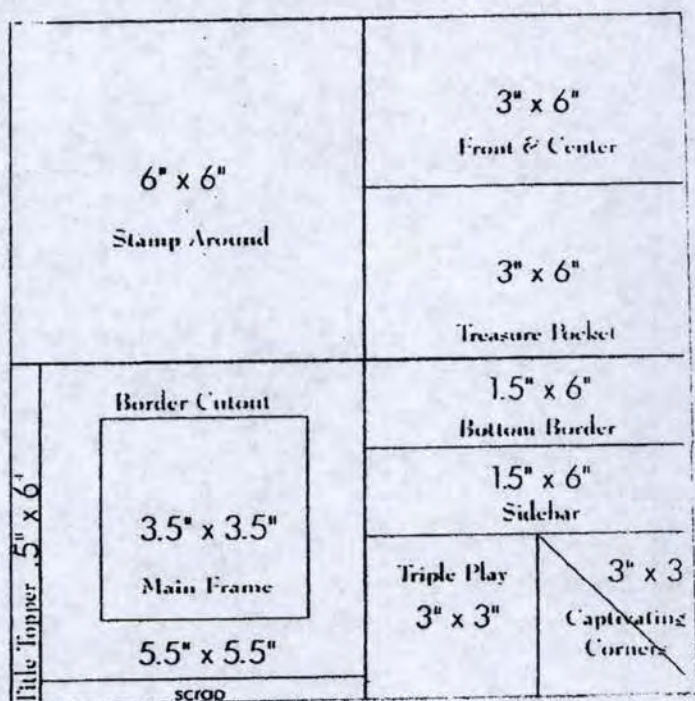
- Take the two pieces of 7¾" x 6¾" pieces of cardstock and a 6x6 page protector. Center the page protector on your pieces of cardstock with the hole side of the protector at the end so the edge of the protector is lined up with the ends of your cardstock. Mark the holes with a pencil. This will determine where the holes will be punched. Using a 1/8" round punch, make the holes. Keep both pieces together to do this so the holes line up perfectly. These two pieces will be the front and back covers of your book.
- Score the top cover of your book 1" from the end with the holes to allow your book to open more easily.
- Take the piece of 2¼" x 6¾" piece of cardstock and make a score line 1" from the edge. Turn over and score again 1" from the other edge. This will leave a ¼" section in the

center for your spine. Mark the holes with the page protector just like you did with the cover. This will be your book binding.

- Stamp or decorate the cover with paper as desired. Stamp or decorate the binding as desired.
- Next, put the book together using ribbon or another medium of your choice. You will have better results if you carefully pull the ribbon through one hole at a time. Make sure that each end of the ribbon ends up on the front cover so you can tie the bow on the top. Your layers should go: back of binder, back cover, page protectors, top cover, top of binder.
- The ¼" width of your binder will allow for five or more page protectors inside. If you plan to use many more pages, you will need to add on to the binder to make it thicker.

Instructions and Diagram for Cutting

1. Start with a sheet of 12 x 12 pattern paper. Begin cutting up your sheet like the diagram below to create your accents for your pages.



2. Now take some 3 coordinating pieces of 12 x 12 cardstock/background/texture paper and cut into quarters.
3. Use leftover paper from cover or other scraps to matte your accents.
4. Start assembling the accents and matte onto you cut 6x6 squares. Move the accents around to create different looks.
5. Apply your pictures and you are done!

Folding Photo Card



Basic supplies you will need:

- *Three 8½" x 11 cardstock
- *Light weight cardboard or foam core two - 4½" squares
- *Patterned paper: suggested three to four 12 x 12 complementary patterns
- *25 inches ribbon
- *Paper trimmer, bone folder, pen (for journaling), and adhesive

Inside:

1. Trim three pieces of 8½" x 11 cardstock to make three 8½" squares
2. Follow figures a, b, and c to create folded interiors of book, using a strong adhesive.
Note: The top and bottom of the middle diamond should fold backward, while the top and bottom of the side diamonds should fold forward to collapse the entire unit into a square.

a. Fold each diagonally, crease then flip over.



b. Fold each piece in half; crease and open, then fold the other way.



c. Overlap and adhere with strong adhesive. Be sure that folds face as shown.

fold up fold down fold up



Overlap Square completely

3. Cut pictures or patterned paper into 4" squares and adhere as desired. For folded Square, cut paper or pictures in half diagonally before adhering so that book will close easily. Add embellishments and journaling.

Cover:

1. Cut two 4½" squares of cardboard or foam core. Cover with two 5½" squares patterned paper, mitering corners.
2. Lay ribbon horizontally across inside of back cover.
3. Adhere back of last photo page to inside of back cover.
4. Adhere back of first photo page to inside of front cover. Fold card closed.

Designer Tip:

To make a larger 6" square book, use 12" x 12" paper. Any size will work as long as it's square. Want to put more or fewer pictures in the book? You can vary the number of cardstock squares inside as long as you can use an odd number of squares.

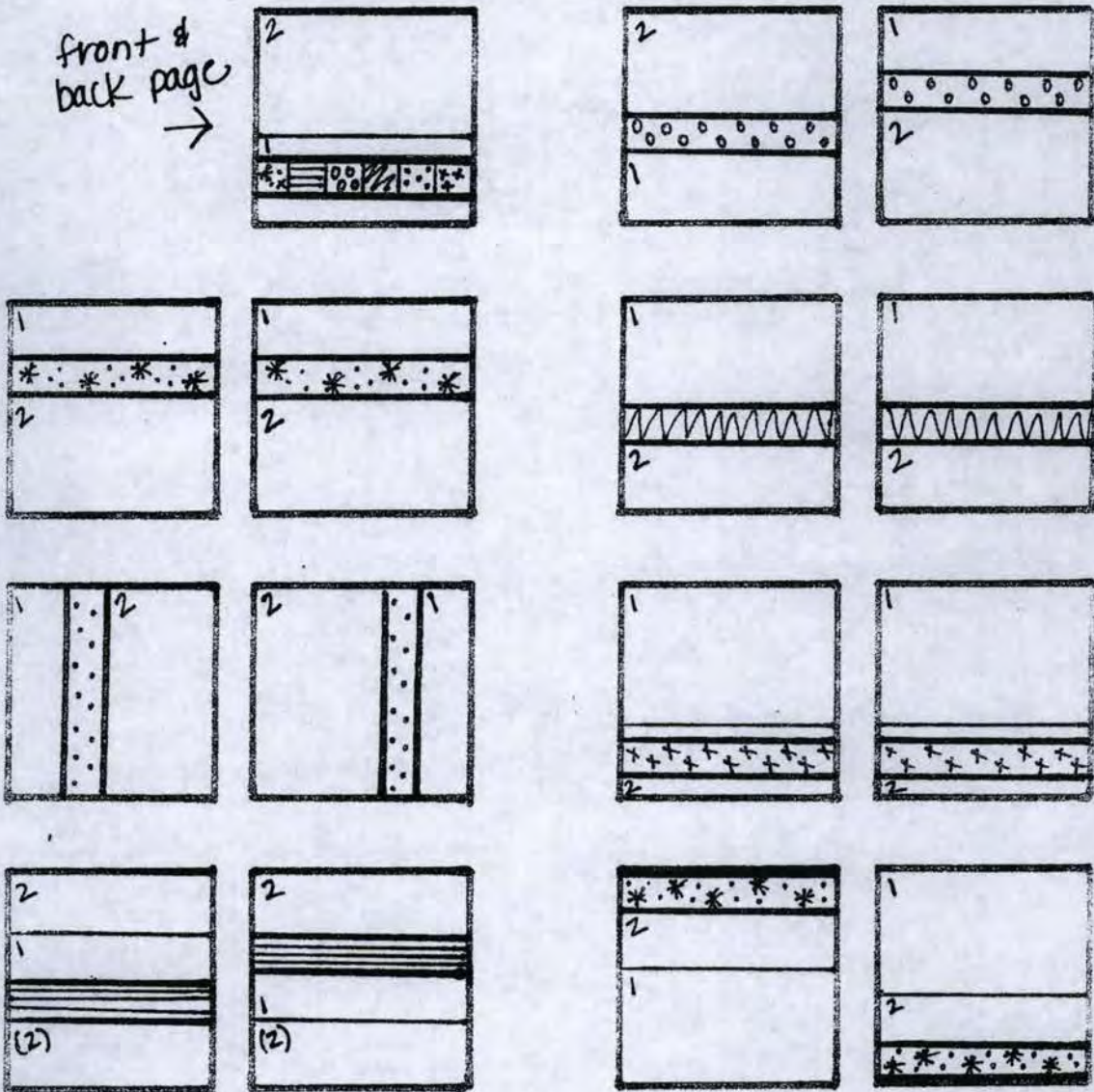


S.O.S. (Help!)

Make your Layout Pages:

- Background 12 x 12 cardstock in coordinating colors
- Cut pattern paper into 2" strips
- Cut first accent cardstock into 2 1/4" strips
- Cut second accent cardstock into 3" strips
- Use other widths as desired and as shown on diagram
- Assemble pages according to templates

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 Ladina Morris, Independent Stampin' Up! Demonstrator, Grand Island, NE 308-385-0123
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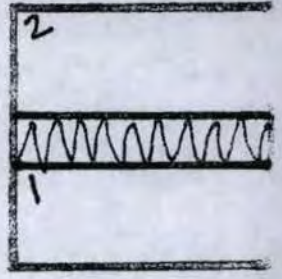
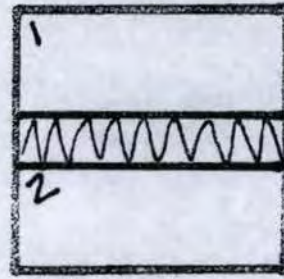
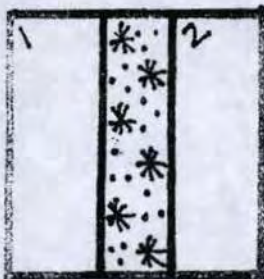
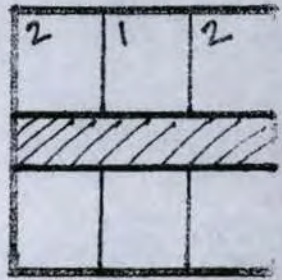
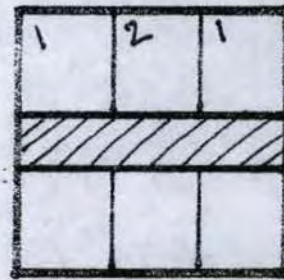
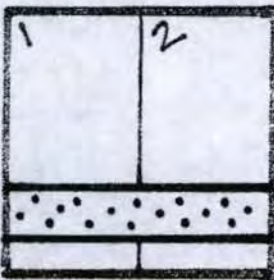
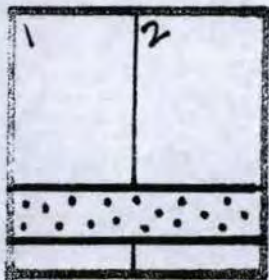
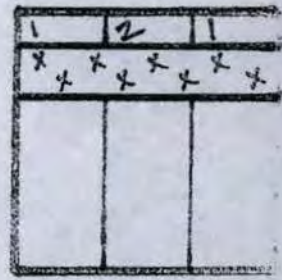
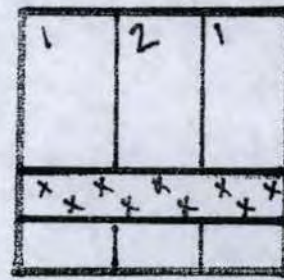
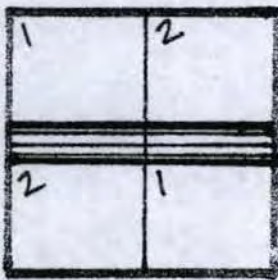
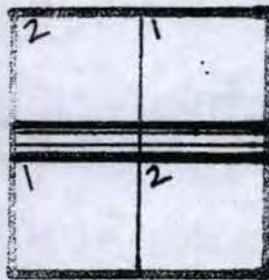
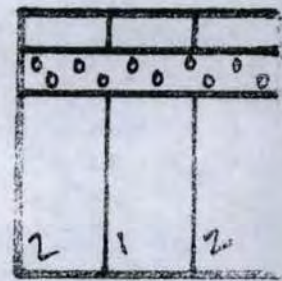
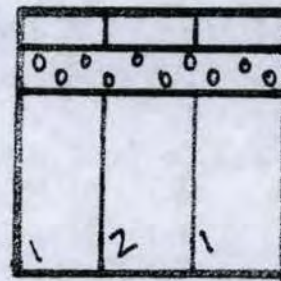
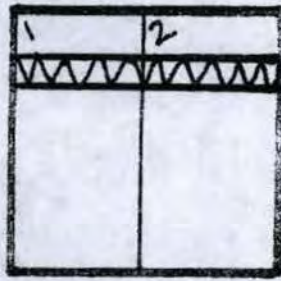
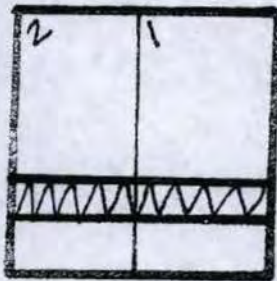


1. Cardstock ————— = accent color
 2. Cardstock

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Communication and Expressive Arts

Rev. 09-13

ART (cont'd)

Projects & Materials	Requirements	Exhibit Requirements
<p>A Palette of Fun with Arts & Crafts:</p> <p>Scrapbooking and Card Making Optional Focus Area</p> <p>Youth Materials:</p> <ul style="list-style-type: none"> • <i>Scrapbooking and Card Making Option-Focus Area Skills Checklist</i> (#23123) • <i>Elements & Principles Design card</i> (#23112) • <i>4-H Involvement Report</i> (#91910) • <i>4-H Project Record Book</i> (#91950) <p>Leader Materials:</p> <ul style="list-style-type: none"> • <i>A Palette of Fun with Arts and Crafts</i> (#BU-07597) • <i>Sketchbook Crossroads</i> (#23113) • <i>Portfolio Pathways</i> (#23114) 	<p>Project Requirements:</p> <ul style="list-style-type: none"> • Complete five activities in <i>A Palette of Fun with Arts & Crafts</i> (#23110). These activities can be incorporated into scrapbook pages or greeting cards. <ul style="list-style-type: none"> ➤ Older youth (middle school to high school) may substitute activities from <i>Sketchbook Crossroads</i> (#23113) or <i>Portfolio Pathways</i> (#23114). • Complete a minimum of seven skills listed in the <i>Scrapbooking and Card Making Option - Focus Area Skills Checklist</i> (#23123) for your level. Each level may take more than one year to complete • Give an oral presentation (speech, demonstration or illustrated talk) related to this project. <p>Complete the following:</p> <ul style="list-style-type: none"> • <i>4-H Involvement Report</i> (#91910) • <i>4-H Project Record Book</i> (#91950) 	<ul style="list-style-type: none"> • 4-H Project Record Book (#91950) <p>Note: List the elements/principles and techniques used in the creation of each scrapbook page or greeting card exhibited. Include a chart at the front of the exhibit or attach a removable label to each page/card with this information.</p> <p>Level One</p> <p>Ten scrapbook pages or greeting cards showing the following elements/principles of design and techniques.</p> <ul style="list-style-type: none"> • Formal and informal balance • Color combinations • Cropping and matting • Basic captioning • Embellishments <p>Level Two</p> <p>Ten scrapbook pages or greeting cards showing the following elements/principles of design and techniques.</p> <ul style="list-style-type: none"> • Patterned or textured paper or fabric as background • Creative lettering • Pocket page or card • Basic and descriptive captioning • Embellishments

Charlotte M. Norlin

Chatco Lab 2014

CHAPTER 23

USING NATURAL FIBERS

OVER A soft coil of gray-green grasses, the wood-brown of pine needles, or even the flexible inner leaves of yellow cornhusks, you may sew with raffia. Use fine bark strips or tufting cotton to make baskets for summer garden flowers. The very same method produces coasters and trays. The craft of sewn fibers is easy to learn and costs little. A circle 3 inches wide makes a coaster for a tumbler; when it widens to 6 inches it becomes a tray or base for the pitcher. And the same base may be continued and turned upward in a gradual curve to make the flower baskets shown here.

PINE NEEDLES FOR WEAVING

Gather pine needles in late spring or summer after they have grown to full size and before insects injure them. The best needles are those gathered from the tree itself, although the fallen needles that have turned brown may be used.

For *green needles*, dry the needles in the house or the shade away from the sun. For *brown needles*, leave out in the wind, sun, and rain. Turn needles frequently to dry evenly; if placed between two screens they dry nicely. Turn the screen over now and then for even drying. As the needles dry, the sheaths shrink and may be pulled from the clusters of needles.

When the right color is produced, dip needles in hot water to kill any insect eggs that may be on them. Dry thoroughly and keep dry until needed. Just before using, soak in water a few minutes, then wrap in a damp towel. Raffia or split roots for sewing

Using Natural Fibers

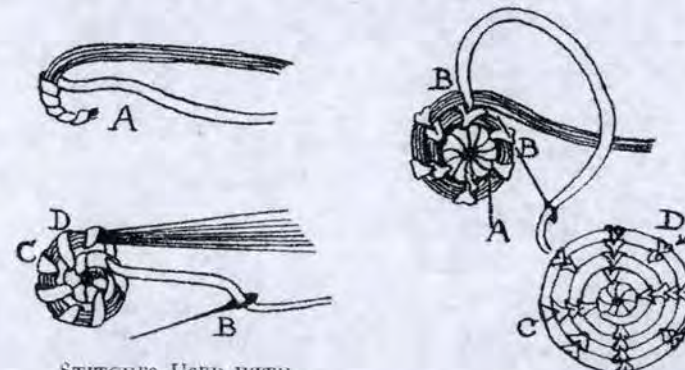
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should be soaked in a basin of water for fifteen minutes, shaken out, and then wrapped in a bath towel until each strand is needed.

STITCHES USED WITH PINE NEEDLES

BEGINNING THE STITCH

Wrap raffia around several clusters of the needles (*below, A*). Wind wrapped part around in a circle. Stitch the first round through the center. Continue second round, taking each stitch



STITCHES USED WITH
NATURAL FIBERS

SPLITTING THE STITCHES

(*B*) through the stitch beneath it in the preceding round. Also stitch through the bundle of needles at the same time. Continue wrapping raffia once around coil (*C*), then stitching through last row (*D*). Space stitches carefully.

POSTCARD TRAY WITH PINE-NEEDLE RIM

(page 149)

Picture postcards are just the right size and shape to make the bases of small trays, jewelry containers, or desk trays for odds and ends.

MATERIALS

A clump of pine needles $\frac{1}{8}$ inch thick, to sew over. (Also suitable are heavy wrapping cord, or a piece of basketry reed.)

Some raffia or heavy Germantown yarn for sewing.

A blunt raffia or tapestry needle.

Stiff cardboard to give the postcard body.

Shellac to give a glossy coat when tray is finished.

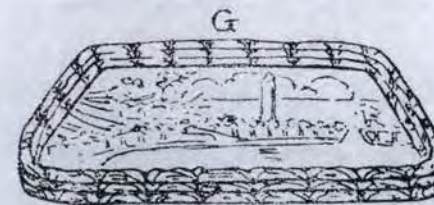
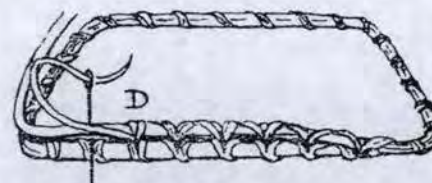
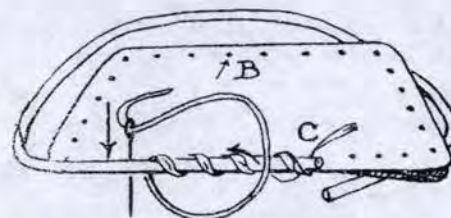
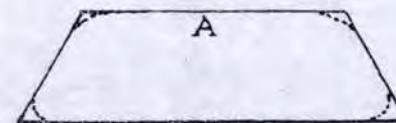
MAKING THE TRAY (page 149)

With sharp scissors round off the four corners of the postcard. From a box or the back of a pad, cut a piece of firm cardboard the same shape and size, and round off corners like the card (A). Measure points all around the card $\frac{1}{2}$ inch apart and $\frac{1}{4}$ inch from edge, and prick holes through these points with a sharp needle. Keep both cards evenly together. (Cards with pricked holes are shown at B.)

The rim of the tray is made by sewing with raffia or yarn over the coil of pine needles, cord, or reed. Pine needles or reed need to be soaked thoroughly in water for an hour before using.

Start sewing by laying the pine needles (or substitute) along one side of the double card. Put the sewing strand, threaded through the blunt needle, down through a hole (C). Sew down into the hole, out through bottom of cards, then over foundation coil, and into the next hole (as at arrow of second sketch). Stitch thus all around rim, once into each hole.

To finish off last row, take out part of pine needles (or whittle a solid rod) so there will be a gradual tapering down. Fasten last part of the coil with a double stitch, working the end back into the sewing.



TRAY MADE FROM A POSTCARD



POTPOURRI