DAY CAMP GUIDE

ELEVEN-YEAR-OLD SCOUTS
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Eleven-year-old boys in the Primary organization register with the Boy Scouts of America as Scouts. They form a patrol of the ward Scout troop, wear the Scout uniform, and advance through the ranks of Scouting. They meet as a separate patrol under the direction of the leader of the eleven-year-old Scouts. Since camping is an important part of Scouting, Primary provides a daytime camping experience for the boys. They go to camp during the day and return home at night.

The purpose of the day camp is to give the eleven-year-old boys the excitement and fun of putting into actual practice, in the out-of-doors, the Scouting skills they have learned and are learning in their Scout patrol. Additional activities could be included.

To meet the requirements for rank advancement, eleven-year-old Scouts may participate in a one-night camp three times a year (see Bulletin, 1990, no. 1, p. 1).

### LEADERSHIP

**STAKE PRIMARY PRESIDENT**

The stake Primary president should see that every boy in the stake has an opportunity to attend day camp. Day camps may be planned by the stake or by the ward. Stake day camps should be organized under the direction of the stake Primary president. She may enlist the help of specialists, ward Primary presidents, leaders of the eleven-year-old Scouts, and the local BSA council.

**WARD PRIMARY PRESIDENT**

The ward Primary president is responsible for the participation of the boys in her ward in a day camp. Ward day camps should be organized by the ward Primary president and the leader of the eleven-year-old Scouts with the help of the troop committee.

**LEADER OF THE ELEVEN-YEAR-OLD SCOUTS**

The leader of the eleven-year-old Scouts should actively participate with the boys at day camp.

If the leader cannot attend all the days, arrangements should be made for a responsible adult to assist the leaders at the camp.

The leader of the eleven-year-old Scouts works directly with the boys and their parents to see that the boys are fully equipped and prepared for the camp.

**LOCAL SCOUT COUNCIL**

Contact the Scout council when you are planning a day camp. The council may provide the camp, equipment, and leadership. Whether the day camp is organized at the ward or the stake level, professional men in the council can give valuable help. If requested to do so, they may assume total leadership of the day camp.

**OTHER LEADERSHIP**

Men or older boys with Scouting experience may assist at the various training stations and help with activities.
Every eleven-year-old boy should have an opportunity to attend a day camp. It may be planned as a one-day, a two-day, or a three-day camp, held on any day (or days) of the week except Sunday. It could be held on consecutive days, on consecutive Saturdays, or at different times during the year. In scheduling, consider two important factors: (1) Will weather conditions be favorable? (2) Will the boys have free time to attend and enjoy the camp?

To give the boys maximum experience in camp, begin early in the morning and continue until late in the afternoon.

The stake or ward Primary president should discuss the date and time of the day camp with the priesthood adviser and the local Scout council. The council must approve the date and time if it provides either the campsite or the leadership.

For help with planning a day camp, refer to Scouting literature.

**CAMPSITE**
Select a campsite in an outdoor area where skills and activities can be conducted successfully. A park, ranch, canyon, lakeside, or Scout camping area is appropriate.

In selecting a site, consider the following:
1. Distance to travel
2. Permission to use the area
3. Permission to build fires
4. Firewood for practice with knife and ax, for cooking fires, and for the campfire
5. Sanitary facilities
6. Drinking water

**TRANSPORTATION**
Prepare carefully to ensure ample and proper transportation. Cars should not be overcrowded. Select safe drivers; do not overload cars; and do not transport boys in a truck or camper, except in the cab. (See “Church Group Travel,” Activities Committee Handbook [30822], p. 6.)

Primary leaders may seek help from parents, Scouters, and priesthood leaders. The bishopric adviser to the Primary should be informed of transportation arrangements.

**SAFETY**
During activities conducted at day camp, follow safety precautions to avoid accidents.

If the entrance to the day camp is located on a busy highway, request the local police or trained Explorers, in full uniform, to direct traffic.

**PERMISSION SLIPS AND TOUR PERMITS**
Permission slips and a tour permit may be required for this day camp activity. Consult with the troop committee or the local Scout council. (See “Permission Slips and Tour Permits,” Scouting Handbook, p. 34.)

**INSURANCE**
All boys and leaders involved in any phase of the Scouting program should have insurance coverage to protect them against the cost of accidental injuries. The Church has an activity insurance program available for a nominal fee. Most Scout councils and reliable insurance companies have similar insurance coverage available for young men and leaders in Scouting activities. Check with the troop committee regarding insurance coverage. (See “Insurance,” Scouting Handbook, p. 34.)

**FEES AND REGISTRATION**
The expenses for registration and day camp should come from the local unit budget allowance (see current guidelines).

**BADGE AND AWARDS**
Local areas may use their own day camp badge or obtain the Day Camp Patch (31375) from the Salt Lake Distribution Center. The badge is placed on the right pocket of the Scout shirt.

It is not necessary to award prizes to the winning patrol or to the boys who participate in the day camp tournament, but some recognition should be given (see “Scout Handclaps” in this guidebook, p. 10).
FOOD
Food is an essential part of the day camp. It may be provided by a camp staff, by the stake and ward leaders, or by the boys and their families.
The kinds of food provided will depend on the type of meal planned. The boys may cook their own lunch or be served by the staff. Match the food to the occasion. (See “Simple Outdoor Meals” in this guide, p. 9.)

DAY CAMP ASSIGNMENT CHART
Skills are taught more readily when the number of boys at a skill station is not too large. When large numbers of boys attend camp, assign them to several different groups and have each skill station repeat its instructions. Use an assignment chart so that the leaders and the boys know to which skill or activity station to report at what hour.
The leadership of each camp should prepare its own chart.

PATROL ASSIGNMENT CHART
The leader and the boys should sign in when they arrive so that the names and number of those participating are available. At this time, the leader should obtain a patrol assignment chart to use throughout the day.

VISITORS
Visitors are welcome at any time at the day camp. Families of the boys could receive a special invitation to attend a day camp tournament, a family dinner, or the closing event.
EVENTS OF THE DAY

Schedule skills and activities that interest and challenge the boys. Provide for the more experienced boys as well as for the younger ones.

Suggested agenda:
- Sign in and pick up patrol assignment chart
- Opening assembly
- Skill stations
- Tournament of Scouting
- Closing assembly or campfire
- Cleanup

OPENING ASSEMBLY

The opening assembly at day camp heralds the beginning of an exciting day for eleven-year-old Scouts. To ensure its effectiveness, plan the program carefully. It should be varied, but simple and not too long.

Make a list of materials needed and, before starting time, check to see that assignments are completed.

Suggested program:
- Invocation
- Flag ceremony
- Patrol yells—introduction of patrols
- Songs and skits
- Instructions for the day

SKILL STATIONS

The boys participate by patrol at skill stations. Following are several activities that allow boys to put into practice the targeted skills.

First Aid

The Scout who knows first aid will "Be Prepared" to care for himself and others in times of accident or emergency. However, to become proficient, Scouts must have opportunities to practice Scouting skills. Have Scouts work together in pairs. One could demonstrate and the other practice; then they could exchange roles.

Activities

Proper first aid can save a victim's life and prevent the development of additional medical problems that might result from illness or injury. If the victim is bleeding severely, has been poisoned, or has stopped breathing, treatment must begin at once.

The following activities can be fun and will give needed practice.

- **Bandage Relay.** Divide the Scouts into patrols and provide each patrol with a cravat bandage. At a given signal, a Scout from each team runs to a captain and ties the sprained ankle bandage on him. If it is tied correctly, the Scout unties it and delivers the bandage to the next boy on his team. If it is tied incorrectly, the captain instructs the Scout so it can then be tied correctly. When all Scouts have tied this bandage on their captains correctly, they may follow the same procedure with the head, arm, hand, and sling bandages. Continue until each member of the patrol has had a turn.

- **Adventure Station.** This is an interpatrol contest. Each station has a judge with two first aid problems. A patrol reports to each station and receives one problem. When the Scouts have worked their problem they report to another judge, who checks their analysis of the problem and the correctness of their treatment. (A simple way to judge a first aid meet would be to award a total score of one hundred for perfect and deduct points as necessary.) When all patrols have stopped at each station, they start around again to receive problem number two from the station judge.

A typical first aid problem is: A boy has been rescued from the water near Johnson's boathouse. He is not breathing. What should you do?

**Analysis:** Not breathing.

**Treatment:** Call a doctor.

- Give mouth-to-mouth resuscitation
- (rescue breathing)
- Treat for shock.

Hiking

A hike is a walk with a purpose. Scouts should hike safely, respecting people and property. At day camp they can learn to do it right.

When a hike is planned as part of the day camp program, give preliminary instruction concerning hiking safety, proper methods and courtesies, and proper clothing. The leaders and Scouts should formulate and approve a hike plan. Each Scout should complete a plan and present it to the hike leader at the beginning of the hike.
Activities

- Observation hike. Identify birds, plants, and animals.
- Flip-a-coin hike. Start down a road. Every time there is a fork or a side road, flip a coin. Heads, go right; tails, go left. Make a sketch of your route as you go, and keep track of the time. When your time is half gone, put the coin in your pocket and return to camp following your sketch. (This is especially good for a city hike.)
- Sealed orders (mystery) hike. Each patrol leader receives a series of numbered envelopes containing specific instructions for each stage of the hike. The first may order the patrol to proceed along a specific route to a certain crossroad. The second, which is opened when the hikers reach the end of the first stage of the journey, gives the second part of the route, and so on. Each order should include specific instructions for observation, Scouting, and other activities. This method of giving instructions keeps interest high, especially since the final destination is not disclosed until the last envelope is opened. This could be used for a five-mile hike.
- Shadowless shadow-stick. Make a shadowless shadow-stick and demonstrate its value in finding direction.

To make a shadowless shadow-stick push a straight stick into the ground in such a way that it does not cast a shadow—that is, so that it points directly at the sun. Wait until the stick makes a shadow six inches long or longer. The shadow forms the west-east line, with west at the stick and east at the shadow top. From this line you can figure directions. This method is quite exact in the middle of the day and accurate enough for your purposes the rest of the time.

Map and Compass

A Scout should know how a compass works and be able to use it with and without a map. He should be able to explain how to read and use a topographic map.

Activities

- Blindfold compass course. (Equipment: compass, large paper sack, marked stakes.) One boy represents the patrol and takes a compass reading to a numbered stake one hundred feet away. A large paper sack is then placed over his head, which just enables him to see the ground and the compass held close to his chest. He is turned around on the spot three times; then he takes a compass reading and proceeds toward the stake. When he thinks he is at the goal, he halts and calls the judge. The closest contestant wins.

- Map-reading race. (Equipment: compass, sketch map with two or more objectives, stakes with identification cards.) A four-man team (or an entire patrol) is given a sketch map showing magnetic north, scale, and two or more objectives not too far from the starting point. The team orientates the map and takes a compass reading to the first objective (low stake with a colored card attached to it for each competing team). They go to it, learn what it is, and take a card to show that they found the spot. The team follows the same process through the rest of the objectives. When finished, the team returns to the starting point with the cards. The first team finished wins.

Physical Fitness

One of the three main objectives of Scouting is physical fitness. Scouts learn to care for their bodies by keeping them in top condition. The physical fitness station gives Scouts an opportunity to participate in fitness exercises and tests. Introduce them to a physical fitness program that they can follow daily.

In addition to exercise, basic nutrition, and other good health habits, discuss the adverse effects of tobacco, alcohol, and drug misuse.

Activities

- Obstacle course. This should challenge every boy. The following items may be included (note illustration):
  1. Two rows of tires: Place ten or more tires in each of two rows so that the boys have to step from one row of tires to the other, putting only one foot in a tire. They run back and forth from row to row until they have stepped in all of the tires.
  2. Monkey bridge: This is wiggly when finished, but still a lot of fun. Ask a local Scout to help construct a monkey bridge.
  3. Vaulting fence: With a little effort, this is easy. The height of the fence is three and one half feet for the average-sized Scout.
4. Log walking: It’s easy if they don’t get excited. Balance is the trick.

5. Through-the-tire: They dive head first through tire casings that have been hung from trees. Allow sufficient room between the tires for the Scouts to get completely through one tire before making a dive into another.

6. Chinning bar: Place a chinning bar a little higher than the average Scout can reach. Have him chin himself five times.

7. Rope climb: Tie a climbing rope over a tree limb about eighteen feet above the ground. The rope should be strong enough to hold a boy as he climbs up it. A rope one and one-half to two inches in diameter is recommended.

8. Rope swing: Have the boys “fly through the air with the greatest of ease” on a rope swing. Use the same rope for this as for the rope climb, or use one in a different location.

9. Over the fence: Build a board fence a little higher than the average Scout can reach. He must jump up, climb to the top, and go over it.

• Drug-misuse station: This is an information center where boys can learn about drugs and the consequences of their misuse on fitness of mind and body. The drug information should be presented by expert, reliable sources such as the national Scouting organization, local medical sources, youth counselors, police, teachers, or insurance companies.

Cooking
A good cook is the most popular person on any trip. Every Scout should become a good outdoor cook.

Knife and Ax Activities
Review the proper care and use of a knife, ax, and saw. Allow each Scout to practice and to demonstrate how to properly sharpen a knife and an ax.

Practice and demonstrate how to do the following:
1. Make a fuzz stick for fire building.
2. Make a tent peg for knot tying.
3. Make a wooden stick whistle.
4. Carve a simple object of wood.
5. Make an ax or knife sheaf from leather.

• Log-chopping contest. The patrol chopping through a log in the fewest strokes wins this contest.

• Crosscut-sawing contest. The patrol sawing through a log in the shortest time wins this contest.

Fire-building Activities
Demonstrate—
1. How to prepare the area for fire building.
2. How to use a knife and saw or ax in preparing kindling and fuel wood.
3. How to build a fire.

• String-burning contest. Two Scouts form a team. Two strings are stretched tightly between vertical sticks (one string 18", the other string 24" above the ground). Each team gathers wood, prepares it, and lays a fire under the strings. The top of the fire must be below the 18" string. Only natural tinder and wood may be used and only two matches are allowed. On signal, each team lights their fire. After lighting, the teams are not allowed to touch or add wood to their fire. The first patrol to burn through the top string wins this contest.

Cooking Activities
Using the prepared fires, practice cooking a simple item that the boys may eat at this station.

• Easy snacks
A cup of hot chocolate.
Baked banana boat: Peel a strip of the peel from a
banana, leaving the end attached. Cut the banana at one-inch intervals the length of the fruit. Remove (and eat) alternate sections of fruit. Fill the spaces with marshmallows and chocolate bits and replace the peeled strip. Wrap in aluminum foil and bake on gray coals about 10 minutes.

Baked apple: Core and quarter the apple. Add a little sugar and cinnamon. Bake in foil about 15 minutes.

Roasted corn: Peel back the husks and remove the silk. Tie the husks back in place with string. Soak in water for half an hour. Put on coals. Cook about 15 minutes, turning occasionally. Serve with butter and salt.

Environment
Natural laws rule life in our beautiful world. Scouts need to understand, discover, and appreciate the interdependence of nature and man.

Activities
- Make a simple bird feeder.

Drill holes in a small log. Fill with suet and hang from a tree.

Small can or coconut shell

Pine cone stuffed with suet

- Make a plastic-bag greenhouse.

Mix 2 parts peat moss and 1 part sand to fill about 4 inches of the plastic bag. Add water to the mix and work it in thoroughly so that when the mix is squeezed tightly, only a few drops of water squeeze out. Plant cuttings should be this year's growth and should snap into a clean break. Remove leaves from the lower one-third to one-half of the cutting. Cut a silver 1 inch long from the bottom end. Dip the end from which you took the silver in a hormone mix (bought at a garden nursery). Put cuttings 2 to 3 inches deep in the soil and water the leaves lightly. Seal the bag with a rubber band. Place it on a window sill, shaded from direct sunlight. It should be ready to transplant in 1 to 3 months, depending on the plant.

- Observation hike. Take a nature hike and observe as many different kinds of plants, signs, and animals as you can.

- Name-it game. Collect signs or specimens of things natural to the area. Place the items collected together and number them consecutively. Each boy makes a list of all the items he recognizes. One point is given for each correct number. The total points divided by the number of boys in the patrol gives the score for each patrol.

Conservation
Pollution of our environment is one of the greatest problems and concerns of our day. Scouts should be aware of the environment in which they live and contribute to its improvement.

Activities
- Litter pickup. Plan a litter pickup project for the camp area.

- Conservation project. With the cooperation of local forest, bird, and game experts, plan a conservation project. This could include tree planting, tree repair, clearing of brush or weeds, or the erection of birdhouses or feeding stations.

- Additional project. Plan any other project of your choice that would help improve the area.

Rope and Knot Tying
Rope and knot tying are essential to many outdoor activities. Most of these knots will be useful to a boy for the rest of his life.

Activities
- Rope-making machine. A simple rope-making machine can be made of inexpensive material. Binder or baling twine can be used as a basic rope material.
- **Knots and their uses.** Demonstrate how to whip the ends of a rope. Discuss and show the practical uses of a taut-line hitch, bowline, clove hitch, sheet bend, and square knot.

- **Knot step contest.** Have the Scouts line up. Call out the name of a knot. Each Scout ties the knot. Judges quickly check the knots. Each Scout who tied his knot correctly takes one step forward. The leader calls out another knot and the same procedure is followed. The patrol that has the most Scouts reach a designated mark wins.

- **Knot-tying relay.** Two or more patrols of equal number line up in relay formation, about ten feet from a staff. The staff is held horizontally, thirty inches off the ground. A rope for each boy is laid out below the staff. The leader identifies the knot to be tied. On signal, the first Scout runs up, ties the knot, runs back, and tags the second Scout, who runs up and ties the knot. Continue until all of the knots have been tied. The first patrol finished wins.

**Swimming**

Swimming is a skill that lasts a lifetime and tops most activities in popularity at camp. If a swimming pool or lake is available in the area, make a swimming station or swim during time for electives.

**Activities**

- **25-yard speed events:** float, glide, crawl, backstroke, sidestroke, freestyle
- **75- or 100-yard distance relay event**
- **50-yard minimum strokes event**
- **Water rescue.** Teach the Scouts never to try a swimming rescue if they can do it a better way. The best way is always one without risk to their own lives, such as reaching, throwing, or going with support. They should not try a swimming rescue unless they have been trained in lifesaving. Stress that they can virtually eliminate the possibility of tragic water accidents if they follow simple safety rules.

**TOURNAMENT OF SCOUTING**

If possible, reserve time at day camp for a tournament of Scouting. This brings the patrols together to prove their skills and sportsmanship. Hold the tournament during the hour before the closing activity of a one-day camp, or during the final afternoon of a two- or three-day camp. Use some of the activities suggested in this booklet and some local favorites. Many excellent suggestions are published in Scouting literature. Emphasize patrol rather than individual participation.

The tournament activities could be structured in several ways, one of which is the adventure trail. This is a combination of various Scoutcraft skills. Each patrol is given a scorecard and directions. Each patrol begins at a different station and rotates among the stations of the tournament arena. At each station there is a problem to solve, a skill to demonstrate, or a task to perform. A judge at each station observes the patrol at work and awards points according to specifications and directions given in advance. The patrol with the greatest total of points wins the tournament.

When there are not enough patrols to use this plan, the adventure trail can be conducted by dividing the patrol members among the various stations. As Scouts from different patrols compete, award a feather to the Scout who wins at each station. At the conclusion of the tournament, all winning Scouts attach their feathers to the staves of their patrol flags, indicating the winning patrol.

**CLOSING ASSEMBLY OR CAMPFIRE**

The closing assembly or campfire is the climax of the day camp. When organized and well prepared, it instills in the boys the spirit of Scouting and a desire to live Scouting ideals. The length of the closing assembly or campfire will be determined by the type of day camp held (one,
The program could include the following:

- Songs
- Fire-lighting ceremony
- Skits
- Presentation of awards
- Scoutmaster's Minute
- Benediction
- Retiring of the flag or taps

(See “More Ideas,” pp. 9-12, for suggestions for skits, fire-lighting ceremonies, and other activities.)

CLEANUP

It is important to leave a clean camp. All Scouts should participate in the cleanup. Make assignments to patrols for different areas of the camp.

MORE IDEAS

The following are additional suggestions to help in planning day camps.

SIMPLE OUTDOOR MEALS

- Fish chowder. Cook 4 strips of bacon until crisp. Remove from pan, crumble, and save for later. Put bacon grease into a soup kettle. Add 1 cup chopped onions and cook until golden brown. Add 3 cups of water and 3 large potatoes, diced. Cook until the potatoes are tender. Cut 2 pounds of fish fillets into small squares. Add them to the mixture along with 3/4 cup of diced celery. Cut 2 tomatoes into wedges. Add the tomatoes, 1 can of canned milk, and the bacon. Heat the chowder until very hot, but do not boil. Season with salt and pepper to taste. Serves eight.

- Foil meal. Slice a large potato, a medium onion, and a couple of carrots. Put about half the slices in the center of a double sheet of aluminum foil. Season with salt and pepper. Put a thick hamburger patty on top of the sliced vegetables. Put the rest of the sliced vegetables on top of the hamburger. Salt and pepper again. Close the foil around the food. Put the package in a bed of coals. Cook about 15 minutes. Take the package off of the coals and open it. Add more salt and pepper to taste. Eat from the package.

- Canyon mulligan. Open one can each of the following: tomato soup, vegetable beef soup, chili con carne, string beans, and corn. Empty the contents into a large kettle. (Save the cans for serving.) Heat slowly. Serve the hot mulligan in the cans. Eat with crackers or bread sticks. Keep the proportion of canned food about the same for a large or small kettle of mulligan.

FIRE-LIGHTING CEREMONY

A Scout Law Ceremony

In front of your large council fire lay four small fires. Four Scouts will be needed to light them.

The first Scout says, "I have lighted the fire of truth to remind us to be trustworthy, reverent, and obedient."

The second Scout says, "I have lighted the fire of friendship to remind us that we must be friendly, cheerful, and kind."
The third Scout says, "I have lighted the fire of courage to remind us that we must be brave, thrifty, and clean."

The fourth Scout says, "I have lighted the fire of service to remind us that we must be helpful, loyal, and courteous."

The person conducting the campfire asks all to stand and repeat together the twelve points of the Scout Law in their proper order. He then declares the council fire to be open.

**SCOUT HANDCLAPS**

Boy Scouts like variety and action. Different types of handclaps or methods of applause may be used to enliven the campfire program. The leader must be enthusiastic for the boys to have fun following him in the handclaps.

- **Class A Handclap.** For a special guest or when a Scout or leader earns some special applause, give a Class A, rhythm handclap. The tempo is very fast; the right hand strikes down into the left. The count is:
  
  (1-2-3-4) (1-2)
  (1-2-3-4) (1-2-1)
  (1-2-3-4) (1-2-3)
  (Pause)
  (1)

  (This last clap is very loud.)

This handclap may be very amusing if the leader confuses the group by pretending to complete the handclap, then suddenly stopping.

- **Seal of Approval.** Put your forearms together from the elbows to the wrists. With your arms in this position, move them from side to side while you flap your hands together. As you do this, make an "urk, urk" noise like a seal. If the boys are sitting down, add an extra feature and see if they can kick their feet together at the same time.

- **Indian War Drum.** Pound your chest with your fists for a few seconds and end with a big war whoop "yi-yi-yi!"

- **Watermelon.** Pretend you are holding a piece of watermelon, ten to twenty inches long, in your hands. Pull the watermelon rapidly past your mouth, while drawing air noisily into your mouth to simulate slurping the melon. After eating the melon, turn your head to the left and then to the right, making a "Bronx cheer" (stick your tongue between your lips and blow). Now you have spit out the seeds. Don't overdo this one unless you furnish towels!

- **Cantaloupe.** For a variation of the watermelon, cup your hands for the cantaloupe and shorten the time and noise for spitting out the seeds.

- **Sky Rocket.** WHEEEEEEEEEEE! (Whistle up the scale). . . . BOOM! AAAAAAAH! (As you whistle, gradually raise your hands head high. Emphasize the boom with your fists. Then spread your hands and gradually lower them on "aaaaaaah." Gradually soften the "aaaaaaah" to complete silence.)

- **Cootie.** Each Scout snaps his thumbnail on a front upper tooth in his mouth, producing a clicking sound. This is also sometimes called the cricket handclap.

**STUNTS AND SKITS**

A few suggestions for stunts and skits are included in this book, but only to suggest ways of developing your own stunts. Most stunts that are written out in detail soon become old hat to Scout audiences. Rather than depend on outlined routines, use these suggestions as models to encourage your Scouts to develop their own new and refreshing skits.

Books are available with suggested routines. Jokes and joke situations such as those appearing in the cartoons and on the pages of Scouting magazines lend themselves to stunt development. Of course, they will require a little costing, some imagination, and certainly a little ham in your actors. Skits of this type have a novelty with more appeal than old, routine standbys.

**Peanuts**

Characters: Bob, Mark, Tracy, Father

Scene: In a back yard

(As the scene opens, the three boys run in.)

Boys: Dad, hey Dad, can we have a quarter?

Bob: Yes, Dad, please!

Mark: Me too, Dad, me too.

Father: Now what do you need a quarter for?

Tracy: We need it for that little old man outside.

Mark: Yeah, he's crying and crying.

Father: Well, let me see.

Bob: Hurry, he's really crying!

Father (reaching into his wallet): What is he crying for?

Tracy: Oh, he's crying, "Hot roasted peanuts! Twenty-five cents a bag! Hot roasted peanuts! Twenty-five cents a bag!"

**The Auto Stunt**

This act is old, but quite humorous if well rehearsed. Five boys can perform it. Four of the boys, with blankets thrown over their backs, go down on all fours, rolled up to resemble wheels. One of the boys has an old tin can with a few
pebbles in it that he rattles when the engine is cranked. Another has a paper bag blown up, while a third has two paper bags blown up. The fifth boy, in suitable impromptu costume, represents the driver. He goes to the front of the car and pretends to crank it. Immediately the engine starts rattling, but it stops before he gets into the imaginary driver’s seat. This happens two or three times until eventually the four wheels slowly crawl forward. Suddenly the boy with the one paper bag bursts it, in imitation of a punctured tire, and falls flat on the ground. The rattle of the engine at once stops, the driver gets out and, with appropriate noises, pantomimes pumping up the wheel until it resumes its normal size again. He again starts the engine and gets in, but has scarcely moved forward a few feet when the other boy with the two paper bags bursts one and falls flat.

Again the engine stops and the driver gets out and pumps the tire up. Not looking at what he is doing, he pumps in too much air, and the tire rises higher than the others. Then the boy bursts the second bag and falls flat, giving the impression that this time the tire is completely exploded. The driver can then appeal to the audience for help in pushing the thing home.

With careful rehearsal and a good comedian driver, this act can be fun.

**Water. Water. Water**

A boy crawls onto the campfire stage and says, “Water! Water!” He crawls around, crying as if he were choking, “Water! Water! Water!” Another boy comes in with a canteen and says, “Oh, you poor boy! Just a minute, I’ll give you some water.” He pours some water into a cup. The boy watches him, then holds his hand up for the cup. When he has it, he takes a comb out of his pocket, dips it into the water and proceeds to comb his hair.

**This Is The Moon**

The leader takes a stick in his hand, steps to the center of the campfire area, and clears his throat. He then draws a circle on the ground with the stick. He puts in two dots for eyes, one for the nose, and a line for the mouth, saying as he does this: “This is the moon. It has two eyes, a nose, and a mouth.” He then challenges Scouts around the circle to do it exactly as he did. Each Scout steps forward in turn and tries to copy the exact actions of the leader. As each Scout finishes, the leader says “right” or “wrong.” The trick, of course, is for the Scout to clear his throat before drawing the moon. Keep trying until all of the Scouts catch on. As more Scouts get the idea, it becomes very humorous. They may exaggerate the clearing of the throat as they come up for their turn if some of the boys still do not recognize the trick.

**SINGING**

Singing is fun and a natural part of the campfire program. Singing unifies the group, creates enthusiasm, and sets a mood.

Warm-up songs are especially successful in involving Scouts as they assemble for the campfire. They give the earlycomers something to do while waiting for others to arrive.

Close the campfire program with songs that have a patriotic or inspirational flavor. Lasting impressions will be made as boys quietly sing a favorite closing song.

Any appropriate songs can be sung. Each country or locality will have its favorites and local Scout literature will have many suggestions. A few Latter-day Saint songs are also suggested, such as “A Young Man Prepared” and “We Thank Thee, O God, for a Prophet.”

**STORYTELLING**

The storytelling period around the campfire is a magic moment when a boy is receptive to ideas. Things said about loyalty, bravery, reverence, helpfulness, and the other ideals of Scouting will have meaning, and boys will accept the principles that build men of good character.

**THE SCOUTMASTER’S MINUTE**

A Scoutmaster’s minute is a short inspirational story or statement from which a moral can be drawn. It gives a boy something to think about as he leaves the campsite. Some suggestions follow.

**Not a Man’s Footprint**

A man was crossing the desert with an Arab guide. Day after day the Arab never failed to kneel on the burning sand and call upon his God. At last one evening, the man said to the Arab, “How do you know there is a God?” The guide fixed his eye upon the scoffer for a moment, and then replied: “How do I know there is a God? How did I know that a camel and not a man passed last night? Was it not by the print of his hoof in the sand?” And
pointing to the sun whose rays were fading over the horizon, he added, "That footprint is not of man." (The Scouter's Minute, p. 126.)

**Magnetic Influence**
(First, demonstrate how a magnet destroys the validity of a compass by causing the needle to veer from north.)

Scouts, you have learned to rely on your compass. You know that the needle points north and will guide you in the wilderness, but you have also seen what happens when a magnet is brought near the compass. The magnet is an outside influence on the character of the compass.

Each Scout has an aim in life. He wants to grow up to be physically strong, mentally awake, and morally straight. The points of the Scout Law make up the magnetic field that directs the compass needle we follow.

Just like the magnet, outside influences are trying to change your aim. There are difficult temptations to overcome: temptations to get by without working, to lie, to cheat, to follow the coaxings of friends, and to succumb to the jeers or threats of enemies.

If you are going to grow up physically strong, mentally awake, and morally straight, you must not succumb to the attraction of the evil magnets in your life, but must be steadfast in your purpose of living up to the ideals of Scouting.

**What A Coin Can't Buy**
(Hold up a coin.)

All of you recognize this coin and know that it will buy certain things. Alone, you can use it to purchase a candy bar, a stamp, or a little time on a parking meter. Add coins together and you can do bigger things.

However, there are many things that money, no matter how much you have, cannot buy. Some of these include the love of your family, freedom, friendships, and the great out-of-doors.

You cannot place a value on Scouting, either. We could not pay salaries large enough to get all the help we have. Nor could we place a value on the memorable experiences, the camping trips, the hikes, or the fun of campfires.

People cannot pay us for the good turns we do, and isn't that a good thing? Such payments would take away the good feeling that we have when we do something for others.

Remember, this little coin and others like it can buy many things, but not the things that really count in human happiness and dignity.