4-H Camp Counselor Training Manual

4-H Camp Counselor Training Manual

[Image of an alligator canoeing]

4-H Camp Counselor Training Manual

[Image of a gator in a canoe with a clover]

4-H Camp Counselor Training Manual

[Image of a gator with a hat]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]

4-H Camp Counselor Training Manual

[Image of a gator with a hat and a paddle]
# TABLE OF CONTENTS

I. Introduction  
   A. Camp Counselor Welcome Letter  
   B. Florida 4-H Camping Goals  

II. What is 4-H Camp All About?  

III. Camp Counselor Responsibilities and Expectations  

IV. Dealing with Difficult Children  

V. 4-H Camp Safety  
   A. First Aid and Handling Emergencies  
   B. Water Safety  

VI. Understanding the Needs of 4-H Campers  
   A. Basic Needs of 4-H Campers  
   B. Developmental Characteristics of 4-H Campers  

VII. Flag Ceremonies  

VIII. 4-H Camp Traditions & Ceremonies  

IX. Campfire Programs  

X. Camp Songs & Singing  

XI. Camp Skits  

XII. Think Together Groups/Icebreakers/Team Building Activities  

XIII. Rainy Day Activities  

XIV. Teaching a Class at Camp  
   A. Being a great communicator  
   B. Learning Styles  

XV. Resources  

INTRODUCTION

Welcome to Florida 4-H Camping!

Dear Counselor,

Welcome to the world of 4-H camp counseling. Florida has a long history of offering 4-H camping, and we are pleased that you have chosen to begin your training to become a 4-H camp counselor. Over the next few days, weeks, and possibly even months, you will participate in a training experience to help prepare you to serve as a 4-H camp counselor. You will have the opportunity to make a real difference in the lives of children.

One of the leadership opportunities we provide teens is through our camping program. Our camping program utilizes young people to help teach and manage our summer programs. As a camp counselor, you have the opportunity to gain skills and experience in being a role model, teaching younger youth, resolving conflicts, managing time and resources, keeping campers safe, learning new skills, leading recreational activities, and being responsible.

Your job as a counselor is extremely important. You are more than a “babysitter” and more than a “leader.” Every camper who sees you at 4-H camp will look up to you. Some campers will look at you as a big brother or big sister. To others you will be a teacher. Some campers may even view you as a type of parent or guardian. Most of all, you will be seen as a trusted friend who can be a source of caring, comfort, fun, and friendship.

Camp counseling is not always easy. It involves listening, sharing, guiding, and advising campers. It is helping them adjust to new situations, giving encouragement, and caring about each camper as an individual. The importance of camp counseling can often be found in the everyday, routine things that you will do like dancing with a 9-year-old, placing a worm on a fish hook, or playing a quick game of Ping-Pong with campers. Camp counseling is really a combination of the little things that you do for campers throughout the day that show them you care about them and want to help them to have a positive camp experience.

When you become a 4-H camp counselor, you will be the most important ingredient for a successful 4-H camp. After the campers have forgotten the summer camp staff and everything else about camp, they’ll often remember you and the things you did for them and with them. It is a serious responsibility but one whose rewards will come back to you in many different ways for a long time.
FLORIDA 4-H CAMPING:
BUILDING LIFE SKILLS THROUGH OUTDOOR ED-VENTURES

FLORIDA 4-H CAMPING GOALS

All Florida 4-H camping experiences share the following goals:

EDUCATION Youth learn new skills and test new ideas in non-threatening environment. Special attention is given to individual interested and rate of progress.

GROUP LIVING Youth learn how to live and work with a small group of their peers, cooperatively making decisions that affect their group.

ADVENTURE Youth experience adventure and challenge not usually found in daily home life.

OUTDOORS Youth develop an appreciation of their natural environment and experience direct contact with the outdoors.

SELF-IMAGE Youth accept new responsibilities in leadership, conquer fears, practice new skills, and discover individual differences in an environment that reinforces the value of each person.

INDEPENDENCE Youth develop independence and self assurance.

FRIENDS Camp provides a place for youth to make new friends.

ADMIRATION Youth develop meaningful relationships with admired and trusted adults and older teens.

FUN Youth have the opportunity to play and develop healthy leisure habits.

ENVIRONMENT Youth develop an awareness of the environment and a sense of their interconnectedness with the natural world.
WHAT IS 4-H CAMP ALL ABOUT?

Purpose of the 4-H Camping Program

It is really important that you understand the purpose of 4-H camp and goals for the campers in your care. Each camp is designed to offer youth specific skills and experiences. Beyond providing a fun and safe outdoor experience for youth, camps contribute to the development of life skills. Life skills are skills that youth need in order to become responsible adults. The life skills that we strive to teach are:

- Building meaningful relationships with positive role models
- Exploration of the environment
- Developing social skills
- Learning new skills by doing
- Participating in experiences that are new, different, and fun
- Participating in safe experiences with limits and careful supervision

Objectives of the 4-H Camping Program

Probably no other activity of the 4-H program provides a better chance for youth to meet the goals of 4-H than the 4-H camping program. The 4-H camping program provides campers with opportunities to:

- Learn that learning can be fun
- Improve communication skills
- Acknowledge their abilities and limitations and develop skills and options for growth
- Learn about various sciences and develop scientific skills
- Gain an understanding and appreciation of different cultures and the value of diversity in a global society
- Learn about the natural environment and improve stewardship skills
- Improve their physical skills and fitness
- Learn a process for solving problems and working cooperatively in groups
- Learn skills to set goals and make decisions individually
- Learn to identify and manage resources
- Experience a variety recreational activities
- Learn and practice ethical behavior

Training Objectives

Adequate training for any job is essential for success. Camp counselor training sessions and this manual will prepare youth for the job of being a 4-H camp counselor. As a result of participation in camp counselor training, youth will:

- Understand and be able to communicate the overall expectations of the 4-H camp counselor
- Understand the potential consequences of not fulfilling the expectations of the 4-H camp counselor
- Understand and be able to discuss and identify important roles and responsibilities of the 4-H camp counselor
- Understand all camp rules and the risks associated with campers not following the rules
- Understand the physical and emotional needs of campers
- Learn about camp traditions such as camp ceremonies, camp songs, and camp skits.
- Be able to identify personal goals and expectations of their own camp counseling experience
CAMP COUNSELOR RESPONSIBILITIES AND EXPECTATIONS

Importance of 4-H Counselors

A. The counselor is one of the most important persons at camp. To a large degree, the effectiveness of the camping program depends on the ability of the counselor to interpret the objectives of the camp to his campers through his actions and attitude.

B. The camp program is important, but no program will bring the campers close to attaining camp objectives if there is not a well-trained counselor to interpret and carry out the program.

C. In our 4-H club camps we have an opportunity through counseling to:

1. Develop leadership, responsibility and character.
2. Learn to better understand boys and girls, adults and themselves in safe surroundings with adult guidance.
3. Develop salable skills in outdoor living and recreation.
4. Identify self in relation to others.

I. Sample Job Description for 4-H Camp Counselor:

A. Position: Camp Counselor
B. Responsible to: County Extension Agent
C. Qualifications:

1. Personnel
   a. At least 13 years of age.
   b. Demonstrate emotional maturity and stability to guide in decisions, to accept criticism and be self confident.
   c. Be interested: in the camp, its traditions and ideals; events and activities; the campers, their ideas, undertakings and problems.
   d. Ability to sense and assume responsibility without having to be told everything.

2. Education and experience
   a. Previous organized camp experience is helpful.
   b. Leadership experience in working with children.

D. Responsibilities:

1. General – aid in general program and guidance of campers.
2. Specific
   a. Understand organizational structure of the 4-H camp
1) The counselor is directly responsible to the camp coordinator for behavior of his or her assigned cabin group and for specific responsibilities assigned. Any changes from normal routine should be cleared with the coordinator.

2) Camp procedures, policies and problems should be discussed with the Camp Coordinator, rather than with cooks or other staff members.

3) Volunteer your services to camp or program director for activities in which you have competence.

4) Campers’ health problems or injuries are a personal matter and should only be discussed with persons immediately involved with Health Supervision and First Aid.

b. Working with campers

1) Be aware of their welfare and the adjustments they have to make to an entirely new and novel situation. Understand their background so you may understand better their reactions and actions.

2) Be sure campers understand camp rules, health and safety regulations, and table manners. Follow these rules and regulations yourself.

3) Be friendly but never partial. It is easy to like the likeable, amusing and talented child, but do not neglect the quiet child; he has needs as well.

4) Be agreeable and firm, not bossy and naggy. Make only reasonable requests and expect them to be granted graciously and promptly.

5) Help the camper uphold the traditions and ideals of the camp. This suggests never discussing the camp policies or personnel in an unfavorable light with any camper.

6) Respect the camper’s personality and his right to have ideas. Understand his point of view, his individual talents, and his need for expression and creative activity.

7) Be with your campers or know where they are at all times unless you have a substitute approved by the coordinator.

8) Work with campers to maintain a clean camp. Outline camp duties, assign jobs, and pitch in to help. Develop good habits of neatness, cleanliness and health.

9) Enjoy their camp experience with them. Enter into their fun and joy of adventure. If you do not enjoy things, the campers will not enjoy doing them with you. Help them to feel that they belong to the camp and to the group.

10) A good example is indispensable – you may be your campers’ pattern, the person they admire and want to be like some day.

c. Working with other counselors
1) Cooperation with, cheerful assistance of and an unselfish interest in other counselors and their work when it is needed.

2) Consideration of privacy of others, of their own equipment or property and no borrowing.

3) Friendliness, tact, patience and loyalty to each other.

4) No unfavorable discussion of personalities or of camp policies with one another. No complaining about the shortcomings of others in doing the job until one’s own is done to perfection.

5) Open-mindedness: ask no favors and do not expect to be waited on by anyone.

d. Attend all meeting for counselors.

   1) Pre-camp training sessions.
   2) Regular staff meetings during camp. Actively participate to help improve and make the camp program better.

e. Evaluate camp program.

   1) Make suggestions to Summer Camp Manager and Camp Coordinator as the camp progresses.
   2) Turn in a complete evaluation to Camp Coordinator at close of the camp. Be frank and objective in your appraisal. Point out the good as well as the bad features of the camp needing improvement.

II. What Is the Counselor’s Job?

A counselor is one who counsels, who works “with” and not “for” the camper, one who listens, suggests and guides.

A good counselor quickly recognizes and becomes interested in each individual camper in his group and helps him to become a member of the group, to adjust himself to the varied activities, and to learn to live with other people.

A. Living with and as the campers do. Taking part in the small group life.

   Let campers know from the beginning what is expected of them and be consistent about enforcing the rules. Most young people are reasonable and will respond to reasonable requests. It is your job to help them understand what is required of them and to make it as easy and pleasant as possible for them to live up to expectations.

   There will be as few rules as possible in camp, and those few will be necessary for health, safety, and convenience of the greatest number. It is important, therefore, that you personally understand the need for these
rules so that you can interpret them to the campers.

B. Upon Arrival at Cabin

1. Select a bed which is near the door of the cabin – lower bunk. (This makes you more accessible to all of your campers.) Do not sleep in the entry porch unless there are not enough beds.
2. Urge campers to make their beds before starting to unpack their suitcases.
3. Show them the way in which you would like to have all the beds in your cabin appear – yours should be the example!
4. Explain about sharing the restroom facilities.
5. Find the assignment for your cabin and discuss it with your campers. Some of the assignments require planning and preparation; other assignments need to be done before the event, and then other tasks can be done after the event or during the event.
6. Be sure everyone leaves your cabin to go to each meal.
7. Read camp rules.
8. Explain that wet towels and swim suits should be hung on the clothes line. Bring them in as soon as they are dry.
9. Explain cabin clean-up procedure. Counselor should supervise and assist with the cleaning.

C. After campers have made their first exploration of the camp and have settled down, you are ready to plan with them about their participation in camp activities. Review with the campers (on first night of camp) the camp program, answering questions of concern to the campers. Do this each night at camp – just before lights out.

D. Be on the alert, especially the first day and night, for homesickness or unhappiness of any kind. Show interest and let the campers know you’re standing by – let them talk, encourage them to take part in activities, and include them in everything without too much urging. Your enthusiasm and interest will give them a feeling of security. Ask for help to handle any problems – if you need it.

E. Check the health and safety needs of campers. Make sure that each camper:
   - Contacts the camp nurse for sore throat, cold, cuts, blisters, sunburn, etc. You need to take your camper to the nurse when the need arises.
   - Has a good appetite. If not, why not?
   - Knows the health and safety rules.
   - Gets enough sleep each night to be refreshed and ready for the fun of the next day.
   - Keeps personally neat and clean.

F. Cabin Inspection
In camping the housing facilities serve as a significant aspect in the development of a positive camp spirit. The cabins offer many other benefits to campers beside sleep, rest and shelter. When campers are involved in the planning of cabin management, the effectiveness of the activity will reach higher levels of success and achievement.

Health and safety of campers is uppermost in the minds of all camp staff and especially the counselors and the campers themselves. A serious accident in the cabin area saddens the whole camp. To increase the health and safety aspects in the cabin area, put the cabin in order each morning besides giving the cabin a thorough cleaning.

The cabin inspection routine each morning should inspire campers to do the following:

- Make beds neatly.
- Put suitcases in safe places.
- Care for wet garments.
- Clean cabin thoroughly.
- Develop a uniform code for order of all items in the cabin.
- Enhance the beauty of the inside of the cabin by uniform bed-making and pillow arrangement. Items on shelves and shoes under the bunks put in an orderly formation.
- Disposing of garbage from containers in the cabin.
- Increasing pride in the temporary home away from home.
- Pick up litter around the cabin area
- Providing leadership opportunity for a camper each day.

### III. The Ten Cabin Commandments of Camp

1. No one may leave cabins after lights are out. If it is necessary to go to the house of the nurse, wake the counselor to go with you. **Do not go alone.** Wake counselor in case of emergency at night.
2. When visiting other cabins, knock at cabin door before entering – this shows courtesy for your cabin friends. Please avoid slamming doors.
3. Suitcases are personal and are off-limits to everyone but the owner. Respect all property of other campers as you would like them to respect yours – hands off.
4. Keep grounds clean – if you drop candy wrappers or soda cans, pick them up and deposit them in the appropriate areas.
5. Unnecessary noise and vulgar words impress no one. Courtesy and soft speaking are important the world over.
6. Keep cabin orderly and pleasant – place suitcases on beds in the morning so sweepers can do a better job.
7. No one is to be in the cabins during planned group activities – report to the camp coordinator if you are not feeling well.
8. Camp is a time for fun, but it is also a time to keep good health habits. Quiet after “lights out” is necessary so each camper may keep well and enjoy every minute of camp. Avoid being one of the “chosen few” noted for public speaking after “lights out”.

9. Wet clothes should remain on the line until dry. Remove all clothes from lines each evening because of heavy dew.

10. Enjoy yourself – you are an example of the fine young people who are Florida’s 4-H club members. Work together in your cabin “TO MAKE THE BEST BETTER”!

IV. Mealtime Manners

AT MEALTIME, A GOOD CAMPER. . . . .

A. Takes off his or her hat in the mess hall.
B. Chews with his or her mouth closed.
C. Holds eating utensils properly.
D. Keeps elbows off the table.
E. Says “please” when asking for food to be passed.
F. Tries a little of everything.
G. Eats and talks without too much noise.
H. Does not talk with his mouth full.

V. Camp Rules

Life is made up of many rules and regulations that all of us like and dislike. Camp rules are based upon past experiences and are guidelines for everyone.

All camp rules can be changed but until discussion is held on the necessary changes, they should be observed. 4-H realizes that we, perhaps, have more rules in our camps because of the high ideals that we are striving to meet, but nonetheless, the rules must be LIVED with. If a counselor does not understand a rule or cannot see the reason behind the restriction, please discuss the matter with your camp coordinator.

DO NOT ridicule a rule or restriction in the presence of a camper. Your camper will pick up your attitude and apply to his/her cabin atmosphere. Rule can be changed, but counselors must live with them and abide by them.

Top 10 Camp Rules that everyone must abide by:

1. Always wear closed toe shoes
2. No candy, gum, and food allowed, especially in cabins
3. Running on camp grounds in not permitted
4. No one is allowed at waterfront/ shooting range unless instructed to go there
5. No purple, do not cross designated camp lines, opposite sex not allowed in cabins, no camper is allowed in staff cabins
6. Be cautious of dangerous objects, i.e. (rails, seawall, luggage carts)
7. Always adhere to camp dress code
8. Be health conscious – take water breaks and apply sunscreen
9. Be on time!!
10. No pranking

VI. Campers Favor Counselors:

A. Who are agreeable, friendly, and approachable.
B. Who are strict and can maintain order.
C. Who participate in all activities with the campers.
D. Who are sympathetic and understanding.
E. Who are fair and have no favorites.
F. Who are efficient in their assigned work in camp.
G. Who are not over-bearing in their assigned work in camp
H. Who are not unnecessarily severe.

VII. Role of Camp Counselor

A. Help to take care of camper’s personal property
B. Watch the shift of friendships within the group and see that no one gets hurt or left out.
C. Watch for fatigue – in your campers and in yourself. Go to bed with campers at night.
D. Help to create a desire for good table etiquette and good manners. Set the pace for eating by guiding the conversation toward less noise and confusion. This is the time to “take the time” and learn to know others, to understand and interpret the camp program and to enjoy the food.
E. Be positive in your statements to campers. Offer constructive criticism, suggestions or instructions. Too many “don’ts” only discourage and are not usually effective or good education.
F. Help campers to keep comfortably busy and active but not to the point of strain or tension. Learn the art of leisure and relaxation yourself, and the campers will catch the spirit. This will help to solve many disciplinary or behavior problems, as well as to get the group quieted down at night.
G. Help campers become acquainted with other campers in your group as soon as possible.
H. Remember that the restraining power of freedom is great. Campers must feel that they can do things. Your job is to guide, suggest and develop in them a feeling of planning and doing things.
I. Help create a good singing camp. A camp is often known by the kind of songs the campers sing.
J. Be ready for a rainy day with small group games, stories, etc. Make the rainy day program a special adventure instead of a disappointment.

VIII. Suggestions for Cabin Counseling

A. Help your cabin members get acquainted with each other.
B. Give older campers important things to do. Have them help the new campers.
C. Show campers how to make a bed, where to hang clothes, where to put waste papers, how to sweep the floor, and otherwise keep the cabin tidy inside and out.
D. Make sure the cabin members know where the dining hall, recreation area, crafts building, flag pole, nurse’s cabin, and camp boundary lines are.
E. Make sure your cabin members know the personal behavior or conduct expected for assembly, lights out, and quiet.
F. Cooperation – The counselor is one of the gang in developing an activity, but does not act like a camper.
G. Help your campers know the camp program. Know where to go, when to be there. Know the conduct looked for during flag ceremonies, candle-lighting, recreation and meals. Emphasize that “conduct expected: means joining in and participating, as well as acting like a 4-H member should.
H. Help your campers know the camp staff – who they are and what they do.
I. Talk over any problems that may have happened in a friendly, family type of discussion.
J. Talk over who participated in what today, how well they did, and how much they have enjoyed the day’s camp. Get them to discuss the activities and value of them if you can.
K. Make plans for tomorrow. Go over tomorrow’s program. This is an opportunity for counselors to point out some of the fine things to be gained from the serious part of the camp program.

IX. As Camp Counselor, You Will:

A. Need a flashlight.
B. Need to have an alarm clock.
C. Attend all meetings for counselors.
D. See that all campers wear name tags at all times.
E. Wear your name tag.
F. See that lights are turned out in a reasonable time.
G. Check for any injuries or illness.
H. Assist in leadership capacity in recreation and camp clean-up.
I. Need to know the camp schedule.
J. Help establish a good feeling among all campers you work with – but not boss the campers.
K. Set an example.
L. Need to be alert and ready to assist with any feature of camp.
M. Remember that camp is for the campers, and counselors get their satisfaction from seeing campers having fun and taking leadership. Counselors shouldn’t “steal the show” and be in the “limelight” all the time.
Camping is primarily for fun and adventure. Along with the fun, camping also brings us better health, both physical and mental, better leadership, better social and cultural understanding, and better educational methods, techniques, and practices. Camp life offers a unique opportunity to discover and satisfy the real needs and interests of campers through:

- Experience in small group living.
- Experience in learning to give and take and to know and respect others.
- Sharing in the initiation and carrying out of all camp activities.
- Guidance of the cabin counselors who have maturity, good judgment, enthusiasm and concern for every camper.

**A Counselor’s Golden Rule**

- Abide by the rules and regulations that are being asked of campers. We live by example and very often campers follow the behavior exhibited by their counselor.
- Assume without hesitation any task that may be asked of a camper.
- Remember that nothing great was accomplished without enthusiasm.

- **When asked to help, always answer, “I’d be glad to.”**
CHECKLIST FOR THE COUNSELOR

BEFORE MY CAMPERS ARRIVE:

_______ Am I dressed neatly? Do I look like a camper leader?
_______ Is my cabin clean and neat? Does it look like a good place to live?
_______ Do I know the names of each of the new campers who will be in my charge during the next camp period?
_______ Do I have a store of stories, songs and games to use at appropriate times?

WHEN MY CAMPERS ARRIVE:

_______ Have I greeted each camper with a smile and hearty handshake?
_______ Have I seen to it that each of the campers has all of his/her luggage?

AFTER MY CAMPERS ARRIVE:

_______ Have I seen that each camper has located a bunk to his own satisfaction.
_______ Have I helped new campers get acquainted with the physical set-up of camp, pointing out dining hall, camp office, nurse’s cabin and camp boundaries?
_______ Have I begun to talk with my campers about coming events during their stay?
_______ Have I discussed general camp policies regarding camp limits, safety, use of waterfront in order to avoid any misunderstandings among my campers?
_______ Have I made each camper feel welcome, that I am glad to see him, that he has status with me and in the cabin group?
_______ Have I begun to ask my campers what they would like to accomplish in camp? Am I getting some ideas for future program activities?
_______ Have I been alert on this first day of camp to diagnose any cases of homesickness?
_______ Have I taken some concrete steps to allay homesickness?
_______ Have I found something on this very first day that each of my campers can do well, so that his mind and body will be active, and he will have no cause to think of home? When it comes to homesickness, “an ounce of prevention is worth a pound of cure”.
_______ Have I stressed courtesy and consideration for one another?
_______ Have I stressed cooperation in maintaining our cabin?
Organizational Structure of the 4-H Camp

- The counselor is directly responsible to the camp coordinator for behavior of his or her assigned cabin group and for specific responsibilities assigned. Any changes from normal routines should be cleared with the coordinator.
- Camp procedures, policies and problems should be discussed with the Camp Coordinator services to the camp or program director for activities in which you have competence.
- Campers’ health problems or injuries are a personal matter and should only be discussed with persons immediately involved with Health Supervision and First Aid.

Working with Other Counselors

- Be willing to provide assistance to other counselors.
- Refrain from negative discussion of other camp counselors and camp staff.
- Set a good example of working as a team.
- Volunteer your

Counselor Meetings and Camp Program Evaluations

- Attend all pre-camp training sessions.
- Regular staff meetings during camp will take place. Actively participate to help improve and make the camp program better.
- Make suggestions to the Summer Camp Manager and Camp Coordinator as the camp progresses.
- Turn in complete evaluations to the Camp Coordinator at the close of camp. Be frank and objective in you appraisal. Point out the good features of the camp, as well as areas that need improvement.
DEALING WITH DIFFICULT CHILDREN

Contrary to popular belief, children do not mis-behave, although they frequently behave in ways that adults do not like. Children behave in various ways to have their needs met. In addition to the need for fun and stimulation, children need a sense of belonging, independence, mastery, and generosity. Bored children get in trouble, but campers who are having fun and learning under the watchful eye of adults and counselors are more likely to be cooperative.

We cannot expect to control or change children, but we can help them meet their needs. Eighty percent of behavior problems can be prevented if we’re paying close attention to meeting camper needs of generosity, independence, mastery, and belonging AND if we are doing all that in fun and stimulating ways.

The other 20% of the time when we don’t prevent challenging behavior, we need to remember that the behavior is still motivated by needs. Looking for that motivation helps us understand the child better and react in a positive manner. However, sometimes the needs behind the motivation are things that we have no control over (parenting styles, lack of boundaries at home, abusive relationships, etc). All we can do is our very best, and for that day, be a positive role model for that child. You never know the effect your influence and attitude may have on the child later in their life. You can make a difference!

Cues:
Wanting to help
Sticking up for siblings or friends

Cues:
Breaking rules just because he can
Wanting to do it all alone even when he needs help
Taking on big tasks and not finishing

Cues:
Eager to make new friends
Acting out to get attention
Sitting alone watching others play

Cues:
Not wanting to quit when it’s time
Not wanting to do anything else
Getting mad if asked to share equipment
Wanting recognition for a job well done
4-H Camp Counselor Training Manual

4-H CAMP SAFETY

First Aid and Handling Emergencies

4-H camp safety involves the combined effort of all 4-H camp staff and counselors. Although it is impossible to take all of the risk out of the 4-H camp experience, many risks can be managed. In addition, 4-H camp staff and counselors can respond quickly and appropriately when accidents and incidents occur at camp. Below are some basic tips for eliminating risks and preventing accidents. You should review this for information and you can share it with your campers so everyone, including yourself, can have a safe camping experience.

Sunlight and Heat Related Health Risks

- Sunburn occurs when unprotected skin is exposed to too much sunlight.
- Heat cramps are often the first signal that the body is having trouble with the heat. Painful muscle spasms usually occur in the legs and abdomen. Treatment includes rest and drinking plenty of fluids.
- Heat exhaustion is characterized by cool, moist, pale, or flushed skin; headache, nausea, dizziness, weakness, and exhaustion. Treatment includes rest, drinking plenty of fluids, and administering cool compresses.
- Stroke is a serious medical emergency, which develops when the body systems are overwhelmed by heat and begin to stop functioning. Signals include red, hot, dry skin; changes in consciousness, rapid weak pulse, and rapid breathing.

To prevent these risks, practice these basic tips.

- Wear light colored loose fitting clothes.
- Apply sunscreen generously and used often.
- Drink plenty of liquids (at least 8-10 glasses of water a day).
- Seek out the shade whenever possible.
What to Do If Accidents Occur

These are some general guidelines to follow if a camper or another counselor is injured.

- Check out the situation before you approach someone needing help. Look out for things that might hurt you, or hurt the person who needs help. Don’t put yourself in danger.
- Remember to stay calm. This will help the injured person to stay calm.
- Try to find out what happened what is wrong with the sick or injured person. Look for medical alert jewelry (e.g. diabetic bracelet).
- Unless you know what you are doing, do try to give the person first aid. Doing the wrong thing may do more harm than good.
- Notify one of the adult staff immediately, but never leave the injured or sick person alone. Have someone stay with them or send someone for help.
- Do not try to move a hurt person unless they are in a dangerous place. If the person needs to be moved, proceed very carefully and always try to keep their neck and spine stable.
- Never touch blood or other bodily fluids that are not your own.

Specific Injuries

These are some general guidelines to follow for specific injuries and medical situations.

- If the injured person has been cut, apply direct pressure to the cut with a clean cloth or towel until help arrives. If you do not have a cloth or towel, have the person apply pressure to the cut with their hand. Keep their person comfortable in a seated or reclining position until help arrives. If the cut bleeds through the first layer of bandage, add another clean layer on top of the previous one.
- If the injured person has been stung or bitten, have them sit down and remain calm as possible until help arrives. Try to determine what bit or stung the person.
- If someone has been burned, get them away from the heat source. Run cool, not cold, water continuously over the burn.
- If someone is having a seizure, remove nearby objects. Do not restrain the person. Do not put anything in their mouth. Protect their head by placing a folded cloth beneath it.
- If someone has lost a tooth, have them pad the gum with a sterile cloth to absorb the blood. Have them pick up their tooth with a tissue and take it to the nurse’s station.
- If someone is in shock is in shock, lay them down. Prop their feet up at least 12 inches. If the person has head/back pain, do not move them at all. Cover them with a blanket to retain warmth. Do not give them food or water.
**Water Safety**

- No swimming without Lifeguards
- No running or rough play on dock
- Swim/jump in designated areas only
- No swimming under dock
- No glass in or around waterfront
- Wear shoes to and from waterfront
- Obey buddy system at all times
- Be safe and have fun
- All youth must participate in the swim test before being allowed to swim during designated swim times. Youth will be given colored bracelets to wear throughout the week according to their swimming abilities.
- Youth are not allowed at waterfront during off class times and without adult supervision.
- Lifejackets must be worn at all times when you are in a canoe or kayak.
UNDERSTANDING THE NEEDS OF CAMPERS

Developmental Characteristics of 4-H Campers
Each camp serves a specific group of campers. It is important for counselors to understand what they can anticipate from different age groups. In order to develop a camp program that meets the needs of campers, it is important for counselors to understand their physical, social, emotional and intellectual characteristics.

6 – 8 Year-Olds

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Implications for Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td></td>
</tr>
<tr>
<td>- Mastering physical skills – large and small muscles.</td>
<td>- Projects could get messy.</td>
</tr>
<tr>
<td>- Has better control over large than small muscles.</td>
<td>- Activities need to be active!</td>
</tr>
<tr>
<td>- Very active.</td>
<td>- Plan hands on active experiences.</td>
</tr>
<tr>
<td></td>
<td>- Focus on large muscle activities.</td>
</tr>
<tr>
<td></td>
<td>- Make activities doable for beginners.</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
</tr>
<tr>
<td>- May have many friends at a time.</td>
<td>- Small groups are effective – encourage interaction.</td>
</tr>
<tr>
<td>- More aware of peers and opinions.</td>
<td>- Role play can help build empathy.</td>
</tr>
<tr>
<td>- Boys begin to separate from girls.</td>
<td>- Help each child achieve success.</td>
</tr>
<tr>
<td>- Focused on self but learning about empathy.</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional</strong></td>
<td></td>
</tr>
<tr>
<td>- Fairness is “being nice to others so they’ll be nice in return.”</td>
<td>- Use cooperative games where everyone wins.</td>
</tr>
<tr>
<td>- Family is primary focus and source of stability.</td>
<td>- Show adult approval.</td>
</tr>
<tr>
<td>- When away from family, the leader may become a central figure.</td>
<td>- Be available to discuss fears.</td>
</tr>
<tr>
<td>- Avoids punishment and sensitive to criticism.</td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual</strong></td>
<td></td>
</tr>
<tr>
<td>- Concrete thinking – based on what they know.</td>
<td>- Enjoy being read to.</td>
</tr>
<tr>
<td>- More interested in doing things than the end result.</td>
<td>- Provide activities that center on doing rather than the finished product.</td>
</tr>
<tr>
<td>- Learning to sort and categorize.</td>
<td>- Demonstrate the activity – rather than just talk about it.</td>
</tr>
<tr>
<td>- Need to focus on one thing at a time.</td>
<td>- Plan short activities.</td>
</tr>
<tr>
<td></td>
<td>- Allow for exploration and inquiry.</td>
</tr>
</tbody>
</table>
### 9 – 11 Year-Olds

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Implications for Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td></td>
</tr>
<tr>
<td>• Better large muscle control and eye/hand coordination.</td>
<td>• Plan opportunities to move bodies – active learning experiences.</td>
</tr>
<tr>
<td>• Very active – can’t sit still.</td>
<td>• Vary activities to accommodate differences.</td>
</tr>
<tr>
<td>• Gender differences in maturation.</td>
<td>• Avoid boy/girl competition.</td>
</tr>
<tr>
<td>• May be uncomfortable with body image.</td>
<td>• Hands on activities preferred.</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
</tr>
<tr>
<td>• Join clubs and groups – loyalty to friends/groups.</td>
<td>• Give them freedom within structured limits.</td>
</tr>
<tr>
<td>• Like to be in groups of others similar to themselves.</td>
<td>• Plan time to spend with friends.</td>
</tr>
<tr>
<td>• Prefer same sex groups.</td>
<td>• Assist groups to form for activities.</td>
</tr>
<tr>
<td>• Like to make others happy</td>
<td>• Encourage them to negotiate rules prior to an activity.</td>
</tr>
<tr>
<td>• Concerned with fairness and rules.</td>
<td>• Reinforce positive communication and negotiation skills.</td>
</tr>
<tr>
<td>• Still self-centered.</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional</strong></td>
<td></td>
</tr>
<tr>
<td>• Want to feel valued and needed.</td>
<td>• Give correction quietly and one-to-one.</td>
</tr>
<tr>
<td>• Want to act grown up.</td>
<td>• Help them identify successes.</td>
</tr>
<tr>
<td>• Beginning to question parental authority.</td>
<td>• Never play favorites.</td>
</tr>
<tr>
<td>• Look to adults for guidance and approval.</td>
<td>• Give specific positive feedback.</td>
</tr>
<tr>
<td>• May be moody.</td>
<td>• Recognize unique abilities.</td>
</tr>
<tr>
<td>• May be moody.</td>
<td>• Redirect inappropriate behavior.</td>
</tr>
<tr>
<td><strong>Intellectual</strong></td>
<td></td>
</tr>
<tr>
<td>• Like to be involved in planning.</td>
<td>• Encourage belief and value exploration.</td>
</tr>
<tr>
<td>• Until 11, thinking concretely but then begin to understand new ideas.</td>
<td>• Encourage goal setting.</td>
</tr>
<tr>
<td>• Like collecting and hobbies.</td>
<td>• Provide opportunities to learn “real-life” skills.</td>
</tr>
<tr>
<td>• Want to learn adult skills and make useful products.</td>
<td>• Help youth form groups to explore similar hobbies and collections.</td>
</tr>
</tbody>
</table>
### 12 - 14 Year-Olds

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Implications for Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td></td>
</tr>
<tr>
<td>• Many physical changes - Hand/feet, nose/ears may grow faster than arms/legs.</td>
<td>• Avoid boy/girl competition.</td>
</tr>
<tr>
<td>• May be concerned about physical appearance.</td>
<td>• Accept that physical appearance is very important.</td>
</tr>
<tr>
<td>• Wide range of development between genders.</td>
<td>• Avoid activities that could cause embarrassment about their bodies.</td>
</tr>
<tr>
<td>• Avoid boy/girl competition.</td>
<td>• Be patient and supportive.</td>
</tr>
<tr>
<td>• Accept that physical appearance is very important.</td>
<td></td>
</tr>
<tr>
<td>• Avoid activities that could cause embarrassment about their bodies.</td>
<td></td>
</tr>
<tr>
<td>• Be patient and supportive.</td>
<td></td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
</tr>
<tr>
<td>• Seek peer recognition.</td>
<td>• Provide opportunities for genders to mix in groups.</td>
</tr>
<tr>
<td>• Interested in opposite sex.</td>
<td>• Engage them in setting their own rules and consequences.</td>
</tr>
<tr>
<td>• Search for role models.</td>
<td>• Help them find information and resources.</td>
</tr>
<tr>
<td>• Desire to conform to group.</td>
<td></td>
</tr>
<tr>
<td>• Provide opportunities for genders to mix in groups.</td>
<td></td>
</tr>
<tr>
<td>• Engage them in setting their own rules and consequences.</td>
<td></td>
</tr>
<tr>
<td>• Help them find information and resources.</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional</strong></td>
<td></td>
</tr>
<tr>
<td>• Compare themselves to others.</td>
<td>• Avoid comparing to each other – performance should be compared to past performance.</td>
</tr>
<tr>
<td>• See themselves as “on-stage”.</td>
<td>• Avoid putting them ‘on the spot’ whether commending or criticizing.</td>
</tr>
<tr>
<td>• Concerned about peer acceptance.</td>
<td>• Provide opportunities to practice independence within structured limits – expect follow through.</td>
</tr>
<tr>
<td>• Want privacy and independence from adults.</td>
<td>• Encourage youth and adults to work together.</td>
</tr>
<tr>
<td>• Is easily embarrassed.</td>
<td></td>
</tr>
<tr>
<td>• Avoid comparing to each other – performance should be compared to past performance.</td>
<td></td>
</tr>
<tr>
<td>• Avoid putting them ‘on the spot’ whether commending or criticizing.</td>
<td></td>
</tr>
<tr>
<td>• Provide opportunities to practice independence within structured limits – expect follow through.</td>
<td></td>
</tr>
<tr>
<td>• Encourage youth and adults to work together.</td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual</strong></td>
<td></td>
</tr>
<tr>
<td>• Concerned with justice and equality.</td>
<td>• Encourage them to predict “what might happen if”.</td>
</tr>
<tr>
<td>• Learning abstract thinking</td>
<td>• Involve them in making program decisions.</td>
</tr>
<tr>
<td>• Understand cause and effect.</td>
<td>• Provide opportunities to make choices and discuss decisions.</td>
</tr>
<tr>
<td>• Can handle in-depth, long-term projects.</td>
<td></td>
</tr>
<tr>
<td>• Challenge assumptions.</td>
<td></td>
</tr>
<tr>
<td>• Encourage them to predict “what might happen if”.</td>
<td></td>
</tr>
<tr>
<td>• Involve them in making program decisions.</td>
<td></td>
</tr>
<tr>
<td>• Provide opportunities to make choices and discuss decisions.</td>
<td></td>
</tr>
</tbody>
</table>
FLAG CEREMONIES

The raising of the flag indicates that the camp day has begun and the lowering at sundown emphasizes the close of the day. It should be done with meaning and not as a routine motion. The suggestions given are planned to stimulate young people to think about their responsibilities as citizens.

Flag raising and lowering is usually done by members of a cabin. For many campers, this will be the only time in their lives they will have a part in a formal flag ceremony. Below are suggested duties to help you in this role.

I. Duties

A. See that the flag is lowered at sunset and raised at sunrise at the designated time for your cabin.
B. See that your group raises or lowers the flag.
C. See that your campers are there and on time for all flag ceremonies.
D. See that the color guard that raises the flags, takes them down in case of rain.
E. See that the group knows how to fold the flag and each camper helping with the ceremony understands his responsibilities.
F. See that the flag is put in its proper place.
G. See that a program is planned for your flag raising or lowering.
H. Keep the program brief and to the point.

II. Sample Program for Flag Ceremonies

A. Raise the flag.
B. Pledge of Allegiance
C. 4-H Pledge
D. 1-4 are appropriate for each ceremony, 5 and 6 only for the first ceremony.
   1. Singing of patriotic song.
   2. Reading of poems or story appropriate to the occasion.
   3. Give brief history of the flag or American creed.
   4. Give general rules for display and respect of the flag.
   5. Demonstrate how to fold a flag.
   6. Give general rules for conduct at flag ceremonies.

III. How to Conduct a Flag Ceremony

These programs are written for four to five members to execute the mechanics of raising or lowering the flags.

A. Flag Raising

1. Campers gather at the flagpole and organize themselves by cabins in a half circle around the flag pole.
2. One member of the color guard should call the entire group to attention.
3. Color guard march from stationed point to the flagpole. (They may be stationed at the flagpole if they desire.)
4. Two campers step forward with the American flag. One attaches it to the pole cord while the second unfolds the other end and prevents it from touching the ground. Then two other campers step forward to fasten the 4-H flag in the same way. The flags are then raised briskly to the top of the flagpole.

5. One camper quickly steps in front of the pole and leads the Pledge of Allegiance. The group gives proper flag salute while repeating the Pledge.

   **Pledge of Allegiance to the United States of America**
   
   I pledge allegiance to the Flag
   Of the United States of America
   And to the republic for which it stands;
   One nation, under God, indivisible,
   With liberty and justice for all.

6. A second camper leads group in 4-H pledge.

   **4-H Pledge**
   
   I pledge my head to clearer thinking,
   my heart to greater loyalty,
   my hands to larger service, and
   my health to better living
   For my club, my community, my country and my world.

7. All campers sing a verse of a patriotic song and/or one camper gives a reading.

8. Color guards leave the flagpole.

9. Group leader asks if there are any announcements.


B. Flag Lowering

The Flag is lowered at a formation in the evening similar to flag raising. It is lowered slowly, being especially careful to keep it from touching the ground.

1. Campers assemble at the flagpole and color guard calls entire group to attention.

2. Color guard march to flagpole or stationed at pole if desired.

3. Reading of poem, thought or history of our flag.

4. All campers may sing a patriotic song while color guard lowers the flag slowly.

5. Color guard remove and fold the 4-H flag, then remove and fold the American flag. A selection may be read at this time also.

6. Color guards leave flagpole and upon reaching the edge of the formation the campers are dismissed.

C. Procedure for Flag Retirement Ceremonies
It should be made clear to all people present that the retiring of the American flag is a reverent ceremony. It is proper to retire a flag when it becomes worn and tattered. This is the proper way to retire a flag.

1. Take flag and unfold. Place stars (as audience sees it) in the upper left hand corner.
2. One minute of silent meditation may be inserted if desired.
3. Then either cut or tear the portion of the blue containing the stars from the flag. No talking or noise should be present...all quiet. Have one person hold the blue in their arms until the end of the ceremony because the blue and the stars are the last part of the flag to be burned.
4. Now tear one stripe off at a time. Burn it in the fire by laying it across the flames; not in a lump. Burn each stripe thoroughly before tearing off the next stripe to be burned.
5. During the process, the audience can be humming a patriotic song, if desired, or a reading can be given.
6. After all the stripes have been burned, one at a time, then the blue and stars is ready to be burned. This portion is then laid, as a whole piece and not torn in any way, across the fire and all is quiet until the last speck of blue turns to ash.
7. End with another patriotic song.

Note: If the flag to be burned is small or there is more than one flag to be burned at a time, the flag may (but not necessarily advised unless due to lack of time) be laid as a whole unit across the fire. This can be done also if the first flag is torn and burned as described above, and others laid across the fire at one time.

D. General Rules

1. The flag should be displayed from sunrise to sunset.
2. The flag should not be flown in rainy or stormy weather, unless for some special reason.
3. Raise the flag briskly and proudly. Lower it slowly, ceremoniously.
4. When other flags or pennants are flown on the same pole with the American flag, the American flag should be at the top of the pole.
5. When it is to be flown at half-mast, the flag should be hoisted to the top for an instant and then lowered to the half-mast position. Before lowering the flag for the day, it should again be raised to the top of the pole.
6. Never allow the flag to touch the ground or floor. Gather and fold it correctly.
7. When giving the pledge, one should stand erect (good posture) with the right hand placed over the heart, fingers together and horizontal with the arm. At the conclusion of the pledge, the arm is lowered to the side. When pledging the Allegiance, one should face the flag.
8. When the flag becomes worn, destroy it by burning.
E. Folding the American Flag

Step 1

To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.

Step 2

Fold the lower half of the stripe section lengthwise over the field of stars, holding the bottom and top edges securely.

Step 3

Fold the flag again lengthwise with the blue field on the outside.

Step 4

Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag.
Step 5

Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.

Step 6

The triangular folding is continued until the entire length of the flag is folded in this manner.

Step 7

When the flag is completely folded, only a triangular blue field of stars should be visible.

F. Sample Readings

The readings contained in this section are just a few examples of appropriate readings for flag ceremonies. Ceremonies for your camp should be original and the readings chosen by campers or counselors who would like to read. For more reading examples and resources check your local library.

1. “I believe in the United States of America as a government of the people, by the people; a sovereign state; a perfect union, one and inseparable, established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes. I, therefore, believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.”

2. “I AM OLD GLORY: For more than eight score years, I have been the banner of hope and freedom for generation after generation of Americans. Born amid the first flames of America’s fight for freedom, I am the symbol of a country that has grown from a little group of thirteen colonies...
to a united nation of fifty sovereign states. Planted firmly on the high
pinnacle of American Faith, my gently fluttering folds have proved an
inspiration to untold millions. Men have followed me into battle with
unwavering courage. They have looked upon me as a symbol of national
unity. They have prayed that they and their fellow citizens might continue
to enjoy the life, liberty and pursuit of happiness which have been granted
to every American as the heritage of free men. So long as men love
liberty more than life itself; so long as they treasure the priceless
privileges bought with the blood of our forefathers; so long as the
principles of truth, justice and charity for all remain deeply rooted in
human hearts, I shall continue to be the enduring manner of the United
States of America. I AM OLD GLORY!

3. WHY STARS? The star is an ancient symbol of Egypt, Persia and India,
signifying sovereignty and dominion. However, this is not why our
forefathers placed stars in the flag of the United States. The reason they
placed stars in our National Emblem is given in the Congressional Act of
June 14, 1777, adopting the Flag, and which prescribed “that the union be
thirteen stars, in a blue field representing a new constellation”—
symbolizing, as previously stated, stars in the heavens, signaling to
mankind the birth of sanctuary to which men and women the world over,
oppressed because of religious or other beliefs, might take refuge and
enjoy “Life, Liberty and the Pursuit of Happiness”.

4. RED FOR COURAGE. The red in the flag proclaims the courage which
the men of our race have always shown, the courage that inspires men to
face danger and to do what is right. When we look at those red stripes, we
recall the thousands of courageous deeds which have been done under our
flag. There is hardly a spot in this broad land which does not bear silent
witness to some heroic deed over which the American flag has flown.
There is not a sea on the globe on which our flag has not been unfurled
over men who feared no one and hesitated at nothing when honor and duty
called them to the task. In three-quarters of the world that flag has been
hoisted over people for whose freedom brave men have laid down their
lives. It has been carried to the forefront of a great army of toiling men
and women which has made its way slowly year by year, step by step,
from ocean to ocean, across this great continent. Each step has marked a
struggle, often a battle, which called for courage on the part of those
carrying our flag victoriously westward.

5. THE STRIPES. The thirteen red and white stripes recall to us the history
of that long, bitter, eight year struggle in which the thirteen colonies stood
side by side and fought for freedom, exemplifying the principle that “In
union there is strength”, and so it is that these thirteen stripes, standing
side by side today, symbolize the thirteen colonies standing together, side
by side, during the years of struggle, suffering and time, a lasting emblem
by which we commemorate and honor the heroic founders of our nation.
6. HISTORY OF THE PLEDGE. The pledge was drawn up in 1892 in the office of “The Youths’ Companion” in Boston. It was first used in public schools in celebration of Columbus Day, October 12, 1892. The phrase “under God” was added by a Congressional Act of June 14, 1954. At this time, President Eisenhower said that “in this way we are reaffirming the transcendence of religious faith in America’s spiritual weapons which forever will be our country’s most powerful resource in peace and war.

**Frequently asked questions:**

When do you put your hand over your heart?

- During Flag raising, campers put their hands over their hearts when the first clip is clipped onto the American Flag, and place their hands down after the pledge is over.
- During Flag lowering, campers begin the ceremony with their hands over their hearts and lower their hands once the last clip has come off the American Flag.

Do you have to put your hand over your heart or say the pledge?

- No. It is a personal choice. But campers must stand respectfully during the ceremony.
4-H CAMPING TRADITIONS AND CEREMONIES

CEREMONIES

I. Purpose of Ceremonies

A. They are important in that they can help develop a deep sense of reverence and respect.
B. They can add dignity and beauty in such a way that a close bond and group feeling takes place among members of the group.
C. They can teach or give recognition.
D. They can provide inspiration or offer a chance to do some serious thinking.
E. They are often used to prepare a group for events to follow.

II. Types of Ceremonies

A. Ceremonies may be serious or humorous, depending on the occasion.
B. Some ceremonies have religious emphasis, others do not.
C. Some are elaborate, others are simple.
D. The occasion for which they are to be used will determine the type of ceremony to use. They will be most effective and meaningful when the theme is some currently important happening.
E. There are two types of ceremonies that can be used to advantage in camps.

1. Those which have become traditional at a particular camp; e.g. campfire lighting ceremony used at every campfire.
2. Those which are created by a group of key campers for a special occasion at one camp; e.g. opening ceremony...planned each year to fit the needs of the campers then in camp.

III. Ceremony Guidelines

A. To gain effectiveness and in order that the ceremony will retain dignity and meaning, it should be explained briefly and clearly beforehand and all candles, matches, etc. to be used, should be carefully looked after.
B. Ceremonies should not be long – the effective ones are usually short ones. As many campers as possible should participate in the singing, the candle-lighting ceremony, etc.

IV. Successful Camp Ceremonies

A. Flag Raising and Lowering Ceremony
B. Fire-Lighting Ceremony
C. Candle-lighting Ceremony: Candles on a shingle set out on the water, and then return to the campfire.
D. Ceremony of Silence: a closing ceremony. Each camper comes forward to the campfire and burns his personal purpose (previously written out) in the dying embers.

E. Burying treasures for next year’s camp and digging up the ones left by the previous year’s campers.

F. Taps of Friendship: Circle around campfire at close of evening, ending with the campers saying “Good Night Gang” or similar thought.

G. Comical Ceremony: It might also be mentioned here that there is another type of ceremony that springs spontaneously from the campers – in the spirit of fun and comedy. This is a fine thing when it comes naturally – providing it is not confused with the first type of ceremony. Such ceremonies could be classed a “comical ceremony”.

V. Reflections

Reflections should be used informally around the campfire. Short inspirational stories, poems, talks and singing hymns are probably the most effective type of campfire reflections, provided that the campers have quieted down beforehand. These should form part of the closing ceremonies of the evening campfire so that campers leave the fire in a quieter atmosphere.

VI. Special Ceremonies

A special ceremony is usually held to honor or give special recognition to an individual camper or staff member, or to a group of campers or staff. The ceremony may be held anytime during the camp schedule. It may be a separate program, or it may be a part of some other activity in camp such as campfire. An example of a special ceremony is the new penny ceremony for first year new campers.

A. Guidelines for Special Ceremonies

1. Those in charge should have ample time to plan, practice and secure necessary props.
2. The program needs to be short, meaningful and stimulate all the campers.
3. Those presenting the program need to speak slowly, clearly and distinctly so that all may hear and see.
4. Special ceremonies need to have special meaning or recognition; otherwise there is no need for them to be a part of the camping program.
5. In addition to those being honored or recognized in the ceremony, recognition or thanks need to be given to those who helped with the program.

B. Examples of Special Ceremonies
1. New Penny – New Camper Ceremony

This special ceremony, as the title suggests, is one to honor, recognize and challenge all first-year campers.
The setting for his ceremony can be anywhere in camp, but an assembly at the flagpole, campfire site or in the recreation hall seems to be impressive locations for the ceremony.
All first-year campers are assembled by cabin groups with their counselors. They may be up front or simply two steps on the inside of a council circle, if done at the flagpole or campfire sites. Each counselor has enough brand-new current year pennies for each of his new campers. An American flag and the 4-H flag are in their place of honor in regard to the Leader.

Leader – Would all the campers please join me in giving the Pledge of Allegiance and the 4-H Pledge.

Leader - The Coin

Into my heart’s treasury
I slipped a coin,
That time cannot take
Nor a thief purloin.
Oh, better than the minting
Of a gold-crowned king,
Is the safe-kept memory
Of a lovely thing.

Sara Teasdale

Leader - The new coin that you are about to receive should be symbolic to you. Like the new coin, you are a new camper. Hopefully, you will keep this new coin throughout your life and each time you see it, you will be reminded of your first 4-H camping experience.

Leader - Counselors, would you now distribute a new penny to each of the first-year campers in your charge.

Leader - THE LAND OF THE MAGIC PENNY

Now your counselor has a penny for you. Look at it carefully.
You have heard people say “A Penny For Your Thoughts”. So now, think about this coin with us.
It’s only a penny we’ve given to you
To help you remember your stay.
But from this small object, there’s a lesson to learn
As tomorrow you go on your way.
This penny may be the least of the coins
That you use from day to day;
But remember how much the little things count.
In whatever you do or say.
On one side the penny is shiny – it glows!
(If handled correctly – with care)
But turned to the other side, that penny is dull
   And you can notice the signs of much wear.
Our lives, too, at times are dreary and dull
   And the job seems too hard to see through.
But always remember there’s a shiny side there
   That can show---it’s all up to you.
You came to our camp from your own 4-H Club
   to listen, to learn and to play.
We hope as you leave you’ll remember the way
   4-Hers should live every day.

Leader – This concludes this special recognition ceremony for
   first year campers. You are dismissed for the next item
   on the camping program.

2. Burial of Camp Challenge

Another special ceremony that can be held at camp is the burial of a
   camp challenge. The challenge burial is one that the present camp
   develops and writes for next year’s camp.

   a. The challenge may be buried at any other location selected by the
      committee. To simplify matters, the challenge should be
      developed and written by the committee. Each camper should
      have an opportunity for input into the camp challenge. This may
      be done through suggestions to committee members by cabin
      groups. Some counties have each camper sign the challenge as
      they file into the burial site. Several sheets of paper and signing
      lines may be used to speed up the signing process. These signature
      pages are then stapled to the challenge before the burial.

   b. The challenge needs to be buried in a metal can, plastic can or
      wooden box since a glass container may break and broken glass
      could be dangerous.

   c. An extra copy of the challenge should be filed in the Extension
      Office since it is sometimes impossible to find the challenge buried
      the previous year. Following are examples of burying and
      excavating ceremony. It is hoped that you will adapt these and
      share any you develop as you work with campers.

   d. Example of a Burying Ceremony
Campers file onto the burial site and may sign the challenge if desired at this time.

Leader – We are met on this site to bury a camp challenge which we have developed and written. This challenge is one that hopefully will challenge next year’s campers to have a more meaningful camping experience than we have had, if indeed that is possible. Before burying it, let us once more review what has been written here based upon our experiences, knowledge and faith: Read Challenge.

We, the campers of the 2008 County 4-H Camp, challenge you, the campers of the 2009 County 4-H Camp:

To enrich your minds by using the natural surrounding and the activities offered at camp to your best advantage. To think before you act and in this way form long-lasting friendships.

We challenge you to let loyalty to counselors, your cabin, and above all, your friends grow and improve your relationship throughout the week.

We challenge you to use your hands in helping other campers, and also your counselors and staff, through your active participation in all functions of your camp.

We challenge you to work with each other so that accidents can be kept at a minimum, and if possible, be prevented.

We challenge you to keep this camp clean and beautiful so that others in your community can use the facilities of the camp.

The most important of all these challenges is the following:

That by attending this camp you met many new people and that you are able to recognize these people at other county functions, and through these meetings you form long-lasting friendships.

HAVE A GREAT WEEK! Camper of 2008

Leader – (After challenge is buried) I now declare this special ceremony closed and dismiss you to the next item on our program.

e. Example of a Excavating or Digging Up the Challenge

Leader – We are met on this site to dig up a camp challenge that was buried by our fellow campers last year. The challenge we are about to excavate was buried to challenge us to have a meaningful camping experience. As the challenge is read, let each of us listen carefully.
and apply what is written to our camping program that lies ahead. You may dig up the challenge now. The challenge is then read.

Leader - Our challenge has been laid before us by the 2008 campers. Let us each do our part to help meet these challenges and carry forth the banner of a successful camping program. Let us also be thinking of challenges we would like to leave for next year’s camp. I now declare this special ceremony closed and dismiss you for the next part of our camping program.

3. Symbolic Ashes of Campfire

This special ceremony is held in connection with the last campfire held in the camping program for your county.

a. At the final campfire, some camps make a ceremony of taking some of the fire ashes from the last campfire, putting them in an urn and storing them. They are then used as the foundation for the following year’s first campfire.

b. If the camper who sets aside these ashes returns to camp the next year, he might represent the old campers by bringing the urn to the first campfire and signify that these ashes are the continuation of the spirit and tradition of past campfires.

c. To make these ashes more symbolic, you might ask each camper to contribute a small piece of wood to the last campfire. By doing so, each camper adds his spirit and leadership to the symbolic ashes.

d. No ceremony has been developed for this activity. Here is a chance to be creative and develop your own ceremony for your specific camp. Three phases of the ceremony need to be developed:

1) The contribution of firewood by each camper and what it means.
2) The collection of the symbolic ashes from the last campfire.
3) The contribution of the ashes to the first campfire in next year’s camp which is symbolic of past spirits, traditions and camp fellowship.

4. Opening Camp Ceremony

[Image]
This ceremony is intended to create desirable attitudes toward the life at camp. It may be used at the beginning or end of the first evening program. These suggestions may be altered in many ways. Campers may be selected from the entire group to be sure to have persons with strong speaking voices.

a. Instructions for ceremony. Build a campfire. Entire group sit in a circle about the fire. Small sticks of wood are given to campers participating. If a fire cannot be built, a large candle may be put on a table, and each of the campers might have a smaller candle and place it around the larger candle to increase the light. The script for the ceremony would have to be altered accordingly.

b. Example of Opening Camp Ceremony

Leader – (Preferable to have it told and not read.) If each one of us were asked to tell what we expect to get out of camp, we would have a number of different ideas. Since that would take a long time, we are going to ask some representatives to take part in this ceremony, hoping that all of our thoughts will be put into words.

We have heard this said: You will receive from anything in proportion to what you put into it.

This campfire symbolizes our camp. If it is to be kept burning brightly, it requires our cooperation. The same is true of our camp. If it is to run smoothly and we are to enjoy it, we must work together. How can we do this effectively?

Your representatives have sticks which will feed this fire.

Let us hear what they wish your stick will add to our camp life in the next few days.

1st Camper - I wish to add friendliness. (Throws stick in fire). We want to take every opportunity to learn to know new persons. We will be friendly to new campers as well as old.

2nd Camper - My stick brings helpfulness to the camp. (Threws stick in fire.) We can be helpful by doing our part to keep the cabin and the rest of the camp clean and orderly, by assisting younger club members, and by aiding camp leaders whenever possible. We will willingly do our share of camp chores.
3rd Camper - As I make my contribution to the fire I add courtesy. (Throws stick in fire.) We will give courteous attention to camp leaders, supervisors and instructors throughout the camp. Good table manners are as important at camp as at home.

4th Camper - I bring good sportsmanship (throws stick in fire) by being a good loser and a graceful winner in all games and sports, by taking my turn in work and in play, by being fair to others and by living up to my highest ideals.

5th Camper - I wish to add consideration for others. (Throws stick in fire.) Consideration for others includes being on time for meals, going to bed and getting up according to rules of the camp, joining in all phases of this camp program and lending helpful assistance wherever possible. It also includes respecting the property of others.

6th Camper - I am adding tactfulness. (Throws stick in fire.) Watch what we say to others, avoid hurting anyone’s feelings and strive to please.

7th Camper - My stick represents cooperation. (Throws stick in fire.) We all have the ability to do certain things. We will respond when called to take part in camp activities.

8th Camper - I bring cheerfulness. (Throws stick in fire.) We should radiate happiness and join in all the fun planned for us. Wear a 4-H smile and all the week you will spread joy among all the campers.

Leader - Now that we have heard what we can bring to camp, let’s see what we can expect to take home. One of last year’s campers will tell us some of the things that meant most to him then.

Response by last year’s camper – (Tell the group some of the things that meant most to you at camp last year. Following are some suggestions.)

Last year at camp I made many new friends. I have corresponded with ten of these new friends. I learned to appreciate the help of my parents and leaders. I learned many new songs and games. I learned the rules of good campers and found that many of these applied to my home also. Through the handicraft work, I learned the importance of the “Hand H.” I learned to appreciate nature more.
Leader - The 4-H Friendship Song is a symbol of the spirit of our camp. As we close this ceremony, let’s all sing it together as found in our 4-H songbook.

5. Candlelighting Ceremony

The 4-H Candlelighting Ceremony has become a strong tradition at summer camp. It is a program in which light serves as a symbol for those things we feel are important, like the spirit of 4-H and camping.

a. Reasons for Holding a Candlelighting Service. Some of the reasons for holding a candlelighting service at camp are to fix in our memories the high points of camp, to inspire us to be our best selves, to lift us out of the common place to a new experience and to add a special touch to the camping program. A candlelighting service is a fine way to impress upon the participants the ideals for which those engaged in 4-H club work should stand.

b. Guidelines for a Candlelighting Service. Guidelines and examples have been compiled here for you, but don’t be afraid to individualize them or even to create your own candlelighting service. An individualized ceremony is likely to be more meaningful to your group, so don’t hesitate to change and adapt the ceremony to fit your needs.

1. Those who will be helping to plan and present the ceremony need to be informed at the beginning of camp. This allows time to prepare, practice and secure needed resources.
2. The candlelight ceremony is most effective when held in the out-of-doors and should be held in this setting whenever possible. However, be prepared to have the ceremony indoors in the event of rain.
3. The ceremony may be held at the like, around the flagpole, or any reverent location. Don’t always be tradition bound – try new ideas and locations.
4. The speakers should be completely familiar with their parts. Spoken parts, as well as the entire ceremony, should be rehearsed several times so all are familiar with the sequence. They need to speak clearly, distinctly, and loudly enough to be heard by all campers and slow enough to be understood. Spoken parts need to be done with meaning action and emphasis.
5. The candlelight service should be the last thing on the camp program the last night in camp.
6. The program preceding the ceremony should be some quiet-type of activity to establish a receptive attitude for the candlelighting service. If this is not possible, then someone needs to set the stage by winding down the campers with quiet, reverent songs. A meaningful talk, along with information and direction on what the campers are to do, will help the service go smoothly.

7. Always discourage the use of flashlights while going to or coming from the service. If necessary, light the trails with pot torches, lanterns or candles in No. 10 cans with the sides cut out.

8. If necessary, provide guides to help direct the campers to and from the ceremony.

9. Silence on the part of the audience is essential. This can usually be accomplished by explaining to the campers the procedure to be followed and having counselors set a good example. Talking and other disturbances are especially detrimental to the impressions remaining with younger campers.

10. Every camper should be placed where he can see and hear the ceremony. Misbehavior at such a ceremony usually is due to the discomfort of those in the back lines.

11. The ceremony should be fairly short, well-written, inspirational, related to camp experiences, easily understood and convey a message that inspires the campers both spiritually and mentally.

12. Place counselors not involved in the ceremony throughout the group to help give direction and leadership in songs and other parts of the ceremony the campers are expected to participate in.

13. Make sure candles and other supplies are on hand early in the camping period. Do not wait until the last day to check these out or assume someone else will make sure they are available.

14. Be alert to the dangers of fire, especially girls’ hair, cabins and the vegetative growth around camp. Know what camp rules are in relation to gathering candles or other fire-prevention precautions.

15. Melted wax is difficult to remove from concrete or clothing. Take precaution to reduce these hazards.

16. Be prepared to adjust the location of the ceremony at the last minute in case of rain or strong wind. Candles continually blowing out can disrupt the ceremony.

17. Music adds much to the ceremony. Recorded music may be used in getting the campers in place and while leaving the site. Special music may be used during the ceremony, small groups singing or total camper participation in singing familiar songs may also be used.
18. Every county with any camping tradition has probably developed a standard candlelighting format and ceremony as well as location of site. This is fine, but don’t become so tradition-bound that you can’t try new ceremonies, site locations and formats for conducting the service.

19. Involve everyone in the ceremony even if it is only by singing or having their very own candle.

20. Make sure at least two people involved in the ceremony have a book of safety matches. Someone needs to light that first candle.

c. One Example of a Candlelighting Ceremony.

There service may take place at the waterfront or at the campfire. The ceremony takes eight readers who are in the center or in front of the campers. A large candle is burning and held by the Camp Spirit. The ceremony proceeds as follows:

- Camp Spirit - I am the Spirit of 4-H Camp. Each year the light of my candle glows brightly when 4-H members come to camp. All of you who have come to camp have helped to light this flame. By bringing your skills, strength, your friendly smiles, your readiness to serve, you brought the glow of the 4-H Spirit to our camp. You have made this camp what it has been.

Each activity of the day has added light. With each of you who represent the campers come forward and add your light to mine? You have a candle which you can light from the camp spirit’s light. What does your candle represent?

(Each camper in turn lights candle and then reads.)

- First Camper – I bring the skills I have learned—how to make things with my hands, how to swim and to shot a bow.

- Second Camper – I bring the play we have had. The relays, the stunts, the fun at the lake, the games where we learned to win and to lose.

- Third Camper – I bring the work it took to make camp run smoothly. There were dishes to wash and cabins to clean. When we all did our part, it was easy. We were glad when we did a good job.

- Fourth Camper - I bring the beauty of our camp, the trees, the stream, the animals, the hills and sky. We have learned to
feel at home in the out-of-doors.

Fifth Camper – I bring the planning we have done together. We have had a part in campfires and flag ceremonies. When we each had an idea and shared it, our group did something worthwhile.

Sixth Camper – I bring the conservation we have learned at camp. Not only do we enjoy the beauty of nature, but we try to keep it better than we found it so that others who come to camp can enjoy it, too.

Seventh Camper – I bring the friendships of camp. We have met new friends we will always remember. We know old friends better because we have camped together. The fun and fellowship of being friends has made our camp light brightest.

(As each camper finishes, he takes a place so they are divided on each side of the reader.)

Camp Spirit – These are the things we have done at camp. Tomorrow we will be going back to our clubs and homes. What we have done at camp should help us live up to the 4-H pledge. Now the campers will use their light to make our 4-H glow just as each of us can do at home in our community.

Camp Spirit – We all have a share in this light from the camp spirit.

(The seven campers now move around circle lighting candles. The light should also be passed on to the next by those in circle.)

(After candles are all lighted:)

Camp Spirit – The candles we light will last just a little while. The light you carry in your heart from this camp can last your whole lifetime. It is a flame that never goes out as long as we keep sharing it with others.

(Sing – After first verse, boys move single file out of circle towards cabins. At close of singing, girls move toward cabins extinguishing candles before reaching cabins.)
d. Example of a Cooperation Candlelighting Ceremony

Leader – I represent the campers of our 4-H camp. We seek light to take with us back to our clubs and communities. We ask to kindle the flame which represents the spirit of 4-H club work. We have with us campers who bring with them ideas to light the flame of 4-H club work. Who comes first?

Head - I am wisdom, the torchbearer for head. I bring belief in the training of my head, for the power it will give me to think, to plan, and to reason. I bring the light of knowledge and understanding.

“I will travel the upward road to today,
I will keep my face to the light,
I will grasp high thoughts as I go my way,
I will do what I know is right.”

Leader - Can anyone light my flame of service?

Head - I shall try – (cannot)
I cannot do it myself.

Leader - Can anyone bring an idea which will light the flame of service?

Heart - I am loyalty, the torchbearer for Heart. I bring belief in the training of my heart, for the nobleness it will give me to become kind, sympathetic and true. I bring the light of love and unselfish living.

“Make me an instrument of thy peace;
Where there is hatred, let me sow love;
Where there is injury, Pardon;
Where there is doubt, Faith;
Where there is despair, Hope;
Where there is darkness, Light;
Where there is sadness, Joy;
For it is in giving, that we receive.”

Leader - Can you light the flame of service?

Heart - I shall try (cannot)
I cannot by myself.

Leader - Can anyone, bring an idea which will light the flame of
service?

Hand - I am skill, the torchbearer for hand. I bring belief in the
in the training of hands, for the dignity it will give, to be
helpful and useful. I bring the light of joy of tasks well
done.

Leader - Can you light the flame of service?

Hand - I shall try (cannot)
I cannot by myself, but wait; perhaps if we all try
together, we can rekindle the flame.

D-15
Leader - Head, Heart, Hands and Health together, light the way of
service. While we cannot be all things to all people, 4-H
members can renew within ourselves these qualities
which say:

(The H’s light the large H’s for campers)

I am only one,
But I am one –
I cannot do everything –
But I can do something –
What I can do,
I ought to do –
By the grace of God,
I will do.

Let us join in singing Follow the Gleam.

e. Another Example of a Candlelighting
Ceremony:

This 4-H Candlelighting Ceremony can be
adapted for use at camp and for other special
county-wide activities.

1. Equipment Needed:
   a. Crown for Spirit
   b. Sheet and colored sash for Robe of Spirit
   c. Candles
   d. Copies of Ceremony
   e. 4-H Emblem

2. Procedure:
Each 4-Her is given a candle and a 4-H candle holder as they leave the dining hall. Proceed in double file to the campfire circle. The procession is led by Spirit of 4-H Club and the persons representing 4-H’s.

The Spirit of 4-H stands in the center of the clover. The 4-H’s in the center of their respective leaf.

3. Ceremony:

Spirit – (Wearing long, flowing white robe with sash and a crown with 4-H emblem on it carries a large 4-H emblem, behind which is a tall candle. – Lights candle.)

I represent the spirit of 4-H clubs, which strives to make the life of our homes, schools, states and even our nation, a happier and more useful one through purposeful service. It is the spirit of this service which unites the head, heart, hands and health of its members, for it is only through the enthusiastic cooperation of all that the high ideals of our club can be realized. The light of this spirit should never be allowed to die, but its rays should ever radiate through the head, heart, hands and health of every member.

Head – (Goes over to Spirit, lights candle from Spirit’s candle.)

I represent the head. I pledge my head to clearer thinking, training it to think, to plan, to reason, in order that all my activities may be properly planned.

(The campers sing as the Head returns to the lead, lighting every fourth candle. In turn, they light candles next to them until the Head lead is aglow.)

Heart – (Goes over to Spirit, lights candle from Spirit’s candle.)

I represent the heart. I pledge my heart to greater loyalty, training it to be kind, to be sympathetic, thus enriching my life with faith and confidence in all mankind.

(The campers sing as Heart returns to the leaf, lighting every fourth candle. In turn, they light the candle next to them until the Heart leaf is aglow.)

Hands – (Goes over to Spirit, lights candle from Spirit’s candle.)
I represent the hands. I pledge my hands to larger service, training them to be useful, to be helpful, to be skillful, thus carrying out successfully the plans made by the head.

(The campers sing as the Hand returns to the leaf, lighting every fourth candle. In turn, they light the candles next to them until the Hand leaf is aglow.)

Health – (Goes over to Spirit, lights candle from Spirit’s candle.)

I represent the health. I pledge my health to better living, not only for myself but for my club, my community and my country, realizing that without health, none of the other H’s can properly function.

(The campers sing as Health returns to the leaf, lighting every fourth candle. In turn, they light candles next to them until the Health leaf is aglow.)

Spirit –

Now while all of our lights are burning brightly, let us sing, *(selected by counselors.)* (As song ends.) May we always follow this light, even though our candles have gone out.

(Everyone blows out their candles.) (Group moves.)

6. Reflections

Reflections is a time set aside at camp to reflect on the camp setting in relation to one’s beliefs, nature, other campers and the camper himself. By looking at the day’s or camp’s activities, the campers can relate these moments to their life when they return home from camp. Camp is a time when children have an opportunity to try new things, to make new friends and be friends in new ways. Their new experiences should not end there. By taking time at camp to reflect on their new experiences, the campers can think about their personal lives.

Reflections relate to the heart “H”, so time at reflections should bring out the feelings of the heart. It should also reflect on the pledge of loyalty which is part of our 4-H heritage. Reflections should also challenge campers to try new things—not just in camp, but throughout their lives. Camp can help them discover new ways to make new friends, make use of their talents and discover new skills. It can also help them realize what they have learned.
Reflections are some of the best times at camp for a counselor to be creative. Every reflection can be different. Reflections can relate to one experience that the campers had during the day, or it can relate to the whole camp. Reflections should zero in on a single idea that the counselor would like the campers to especially think about.

1. Reflections can come in a variety of forms.
   a. As a story.
   b. As a series of poems and thoughts.
   c. As a series of readings and songs.
      1) Songs can be sung by the whole group.
      2) Songs can be sung as a solo for the group to listen to.
      3) As quiet meditations.

2. When do we have Reflections?

   Reflections can be at several different times of the day, but remember that the mood has to be right for quiet meditations. There are three times that are ideal.

   a. After the flag ceremony. If it is held after flag ceremony, the campers should be quiet from the flag ceremony until the end of reflections. The moving of the group from the flag ceremony to the reflections location must be well-planned and organized.
   b. After the campfire. After campfire is an ideal time for reflections, as the campers will already be in a quiet mood from the quiet songs towards the end of the campfire.
   c. At sundown.

3. How long should Reflections be?

   Reflections should last five to fifteen minutes depending on the age of the group. Young campers won’t have as long an attention span as the older campers.

4. Ending Reflections.

   Reflections should end with a few moments of silence or with a few moments of quiet music. This gives campers time to think about what has just happened. Make sure the campers know how they are to be dismissed. This can be mentioned in the beginning, so they will know when it is time for them to quietly leave.

5. Other thoughts for successful Reflections.
   a. Be sure to explain to the campers the purpose of reflections and what is expected of each individual before moving to the
location. Emphasize to them the importance to move quietly and to think about one’s relationship to the environment.
b. Plan the ceremony ahead. Make sure everyone knows their job and when their part in the ceremony is. Practice beforehand.
c. Write your own reflections to add a personal touch to camp.
d. Speak with a strong, confident voice.
e. Teach any songs beforehand; then the campers can get more meaning out of them. Don’t break the mood by teaching a song at the ceremony.
f. Don’t make announcements after reflections. Let the mood carry through as the campers leave after the ceremony.
That’s A Friend

One whose grip is a little tighter,
One whose smile is a little brighter,
One whose deeds are a little whiter,
That’s what I call a friend.

One who’ll lend as quick as he’ll borrow,
One who’s the same today as tomorrow,
One who’ll share your joy and sorrow,
That’s what I call a friend.

One who’s thoughts are a little clearer,
One who’s mind is a little keener,
One who avoids those little things that are meaner,
That’s what I call a friend.

One, when you’re gone, who’ll miss you sadly
One who’ll welcome you back again gladly,
One who, though angered, will not speak madly,
That’s what I call a friend.

One who’s been fine when life seems rotten,
One whose ideals you have not forgotten,
Did you lighten some load or some progress impede?
Did you look for a rose or just gather weeds?
What did you do with your beautiful day?

One who has given you more than he’s gotten,
That’s what I call a friend.

Camping Poem

Black bugs in the water,
Red ants everywhere,
Chiggers around our waistline,
Sand flies in our hair,
But the dust of the cities,
At any cost we shun,
And cry amid our itching
Isn’t camping fun?

Your eyes are the mirror of your soul.
Be sure they reflect kindness and love.

It’s Up To You

Have you made someone happy or made someone sad?
What have you done with the day you had?
God gave it to you to do just as you would,
Did you do what was wicked or do what was good?
Did you lift someone up or push someone down?

God gave it to you—did you throw it away?
**On Being Myself**

I waste too much time worrying about things that never happen. I worry about what other people think, what other people say and how other people might feel or act toward me if I do or say a given thing. I find that I try to live my life in ways that are most acceptable to others, particularly those whom I want to influence. I see myself, not as a person who is always concerned about others, but in reality, a person who get gratification from acceptance of others. Once in a while I have the courage to take a great risk of being myself, of saying what I think, of doing what I want to do, feeling how I want to feel. When I do this, I am becoming my own person. I am me, and not all that I think that others expect me to be. Strangely enough, when I work at being me, others become themselves and not necessarily what they think I want them to be.

When I can be me and let other be free, I risk, I learn, I grow, and I help others to do likewise. Being free to be oneself carries with it a concern for others, a love of fellow men and a trust in fellowmen. As I begin to trust myself, I can begin to trust others. As I trust others, I can begin to trust myself.

When I can be me and let others be free, I somehow share a moment of ecstasy.

Dr. Joe T. Waterson
Youth Development Specialist

---

**Let’s Be Friends**

Life is sweet just because of the friends we have made, And the things which in common we share. So we ought to live on – not because of ourselves- But because of the people who care.

It’s the living and doing for somebody else, On that, all life’s splendor depends; And the joy of this world when you’ve summed it all up, May be found in making friends.

If I knew you and you knew me, If both of us could clearly see, And with an inner sight divine, The meaning of your heart and mine; I’m sure that we would differ less And clasp our hands in friendliness; Our thought would pleasantly agree, If I knew you and you knew me.

**Friendship is like a savings account:**
The more you put into it, the more you get out of it.

**One Smile**

Someone gave me a smile today. I tried my best to give it away To everyone I chanced to meet As I was going along the street But everyone that I could see Would give my smile right back to me. When I got home, beside one smile I had enough to reach a mile.
**At Day’s End**

Is anybody happier because you passed his way?
Does anyone remember that you spoke to him today?
The day is almost over and its toiling time is through.
Is there anyone to utter now a kindly word to you?
Can you say tonight, in parting with the day that’s slipping fast,
That you helped a single brother of the many that you passed?

Is a single heart rejoicing over what you did or said?
Does the man whose hopes were fading, now with courage, look ahead?
Did you waste the day or lose it? Was it well or sorely spent?
Did you leave a trail of kindness or a scar of discontent?
As you close your eyes in slumber, do you feel good about what you have done,
“You have earned one more tomorrow by the work you did today?”

**Candlelight**

A candle’s but a simple thing,
It starts with just a bit of string,
Yet dipped and dipped with patient hand,
It gathers wax upon the strand.

Until complete and snowy white,
It gives at last a lovely light.

Life seems so like that bit of string,
Each deed we do a simple thing.
Yet day by day, if on life’s strand,
We work with patient heart and hand;
It gathers joy and makes dark days bright,
And gives at last a lovely light.

**Be yourself; an original is always better than a copy.**

**It’s A Lovely Day Outside**

It’s a lovely day outside, so let your eyes be open wide.
There’s love all around—all you have to do is see it.
It’s a lovely day outside.

It’s a lively day outside, so let your ears be open wide.
There’s love all around—all you have to do is hear it.
It’s a lovely day outside.

It’s a lovely day outside, so let your mouth be open wise.
There’s love all around—all you have to do is sing it.
It’s a lovely day outside.

It’s a lovely day outside, so let your feet go side by side.
There’s love all around—all you have to do is dance it.
It’s a lovely day outside.

It’s a lovely day outside, so let your hands be open wide.
There’s love all around—all you have to do is give it.
It’s a lovely day outside.
Cary Fellman
Flag

You and I are American. Unless we change, America will not change. Unless we are willing to experiment boldly with the application of absolute honesty, absolute purity, absolute unselfishness and absolute love in our lives, and in our relationships and responsibilities, America, the land of the free, may lose her freedom because she no longer has the moral and spiritual values to maintain it.

D. Herbert Smith

Happiness is like a butterfly, which when pursued, is always just beyond your grasp. But which, if you will sit down quietly, may alight upon you.

Hawthorne

The Way to Success

Wishing never did a job
But only sweat and toil
There’s not use to sit and hope
For someone else to till your soil.

The world is full of wishing folks
Who sit and dream and smile
And never seem to get around
To doing things worthwhile.

They all would like the praise that goes
With reputations grand
But do not care to pay the price
To earn such praise from man.

And yet, there’s no way else to win
Success and worthwhile praise
Than rolling up the sleeves and then
To toil through endless days.

Edward V. Wood

All the wonders you see are within yourself.

Sir Thomas Browne

The Gift of Friendship

I think that God will never send
A gift so precious as a friend—
A friend who always understands,
And fells each need as it demands;
Whose loyalty will stand the test
When skies are bright or overcast,
Who sees the faults that merit blame
But keeps on loving just the same;
Who does far more than creeds could do
To make us good, to make us true.

Rosalie Carter
Have you ever watched a campfire
When the wood has fallen low
And the ashes start to whiten
‘Round the embers crimson glow?

With the night sound all around you
Making silence doubly sweet,
And a high full moon above you
That the spell may be complete?

Tell me! Were you ever nearer
To the land of heart’s desire
Than when you sat there thinking
With your feet before the fire?

Author Unknown
CAMPFIRE PROGRAMS

We have campfires at camp to develop closeness among campers and to bring the day to a peaceful end. The campfire ceremony should begin with active, loud, novelty songs since the campers come to the campfire all excited from the day. The program should then slowly wind down to a quiet conclusion.

The campfire is a group time, not a time for individuals in front of the group. Song leaders should remain among the rest of the campers and stay seated, start a song without announcement and let everyone else join in. This means that the campers know all the songs to be used before coming to the campfire. Start early in the day and teach all the songs at various times (before meals, after an activity). For the first night use songs that are easy to teach and remember since many campers already know them.

The campfire committee must know what is happening next – at all times, so they know when to start their song or story. Keep everyone informed of song changes. It’s helpful for everyone assisting with the campfire to have a note card of what’s happening. It should flow easily from one activity to another without much up-front leadership.

Games, skits, stories and songs can all be used at campfire. Keep active activities at the beginning, quiet activities at the end, but make the transition smooth!

I. 4-H Campfire Programs

A good campfire program will play a most important part in any camp. More than two-thirds of the campers will rate the campfire programs as the activity they liked best at camp, that is, provided it is well planned and carried out. Having a good campfire program will require a lot of planning and work before, as well as during, the camp. This work can be fun, especially as you see the enjoyment the campers have at a well-conducted campfire program.

A. Purpose of a Campfire Program

1. Develop talent by giving campers opportunities to participate in the various activities.

2. Provide opportunity for sharing experiences and talents.

3. Develop appreciation for nature and the world around us.

4. Provide opportunity for having fun without commercial ideas.

5. Stimulate creative thinking and develop a resourcefulness which can be used in local community programs.

6. A chance to build team spirit and group involvement.
B. Planning the Campfire Program

Most campfires are carried out with some kind of theme or type of campfire which the program can be built around. If a theme is selected, the skits, songs, challenges and other parts of the program can and should be built around one central idea. Some theme examples are:

1. Hobo  
2. Amateur Circus  
3. Backwards  
4. Hillbilly  
5. School Days  
6. Minstrel Show  
7. County Fair  
8. Comic Strip  
9. TV Shows

Remember, themes are limited only by the imagination of the group planning the campfire. Involve campers whenever possible.

The parts of the program itself will depend to some extent on the length of time available, facilities, age of the campers and the theme selected.

C. Sample Campfire Program Agenda

1. Assemble by cabin to go to campfire site. 
2. Lighting of the fire. 
3. Laws of the council fire (at first campfire). 
4. A few peppy songs 
5. Cabin yells and/or songs 
6. Challenges 
7. Stunts, stories, skits or special features. 
8. Closing, including several quiet songs and vespers

Remember, this a flexible schedule. It may be rearranged to suit your camp’s particular interests and plans.

D. Assembling to go to the Campfire Site

The cabin counselors are responsible for getting their campers in one group. After all campers are assembled by cabin, the leader leads the procession to the campfire site. Each cabin should be seated together at the campfire.
The pathway to the campfire may be outlined with flowing lanterns made by putting one or two quarts of dry sand into each #10 paper sack and inserting a six-inch candle in the center of the sand. These will burn for over an hour and are very effective when it is dark. With proper treatment, these same sacks may be used for several weeks. Candles should be replaced every week, however. Designs may be put on the outside with tempera colors.

E. If It Rains

Rain is the big test threat to a campfire program. If it happens, do the next best thing, hold it inside. When you go inside, attempt to make it feel as close to the outdoor campfire experience as possible. If you do not have a fireplace, purchase red plastic and build something resembling a fire with a light bulb for light or use your imagination and the materials on hand.

F. Singing

Singing is a vital part of any and all campfire programs. It’s another of the “make or break” points to keep in mind.

The good song leader is one who is ready with a song right now. They are never caught without one – one that fits into the tempo and the mood of the program or that will change the tempo or the mood.

With singing, the campfire program may be started. It is also appropriate between different parts of the program. There are peppy and quiet sons. Usually, peppy songs are used to start the council fire program. Often, a song that requires action on the part of the campers is used between stunts. A quiet song is usually best to close the campfire.

G. Challenges

Challenges have a definite place in the 4-H Campfire Program. They are rather easy to do, hence, afford an opening for the timid and inexperienced to get started. Campers, both boys and girls, like to put their talents, physical or mental, against opponents – all in fun, of course. They will do it individually or by groups. They will do it for personal glory or for the sake of the cabin or group they represent.

Challenges and games can provide excitement, entertainment and fun at the campfire circle. It should always be remembered that the main objective of the campfire program is to develop desirable character, citizenship, leadership and fellowship. Challenges and games play an important role toward this objective.
A few suggestions regarding challenges are:

1. Do not allow challenges that might cause someone to get hurt.
2. Do not allow challenges that require special skills such as tumbling, etc.
3. Advise against challenges requiring a great deal of time to complete.
4. Let the cabins select their own camper who will accept the challenge.
5. All the cabins should be given a chance to accept the challenge given by another cabin. Select challenges that can be used this way.
6. Encourage cabins to cheer on their representative.
7. Have the leader appoint a counselor or others to judge or time challenges where necessary.
8. When at all possible, have a planning group announce challenges ahead of time so cabins can practice and prepare for the challenge. This allows leaders of the cabins to try and involve all members and build enthusiasm.
9. Leaders should ensure that blankets are brought to the campfire for challenges done on the ground.
10. Challenges should be designed to make campers feel successful. Every camper should be praised for trying, even if they don’t meet the challenge. Challenges should be viewed with an attitude of fun, not competitiveness.

H. Stories or Special Feature

Story-telling, a good reading or poem selected by counselors or campers can challenge, inspire or amuse the campers. It should not be long. A short, well-planned presentation can be very effective. Advance preparation is the key. Before going to camp, counselors should collect favorite readings that could be used during the campfire.

I. Closing Ceremonies

To be impressive, campfire programs must end on the right note – one of inspiration, challenge or commitment. It should be a planned part of the program. The closing
might use a song, story, special music, a friendship circle or perhaps some kind of organizational pledge. What you use will depend upon the type of campfire you have.

II. Examples of Challenges

A. Getting Up With Glass of Water on Forehead

Player lies on back. Glass of water is place on forehead. Trick is to stand up without spilling glass. (Plastic glass is best.)

B. Whopper’s Club

Challenge between cabins to tell tall stories. Stories may be confined to “hunting”, “my trip abroad”, experiences in general, etc.

C. Walking Through the Loop

Hold a stick in both hands. Proceed to step over the stick, pass it over the head and back to original position without releasing either hand.

D. Rub and Pay

Players try to pat their own head with their right hand. At the same time everyone is to rub his stomach with a circular motion with the other hand.

E. Ear and Nose

Players put left hand to right ear and right hand on their nose. At the signal, players change hands.

F. Talk Fest

Players compete to see who can talk the most and fastest in one minute.

G. Laugh Fest

Players compete to see who can laugh loudest or longest or with the most variety of laughs.

H. Sing a Note

Who can hold a note longest, or sing highest note or lowest note.

I. First Up
Position: Players lie flat on back away from each other.
Action: See who can get to his feet first without using his hands.

J. Circular Test

The player tries to move hands in a circle in opposite directions, with one arm outstretched and the other toward the body.

III. Examples of Campfire Openings

A representative from each cabin assembles around the first campfire of the week with a small branch or other object representing their idea to add to the fire. As they place their item on the fire, each leader should state a brief inspirational message or a thought for the week. Material could include an inspirational quote or short poem or one thing that the cabin would like to accomplish that week.

Dutch Scout Opening

Four counselors and the leader stand around the fire with blazing torches held over their heads. They pronounce their lines and together thrust their torches into the base of the fire.

Counselor One: Spirit red, spirit red, thy fierce hunger must be fed.
Counselor Two: Spirit hot, spirit hot, forget us not, forget us not.
Counselor Three: As the night grows old, keep us from the cold.
Counselor Four: In the darkness of the night, be our shining light, spirit white, spirit white.
Leader: As the flames point upward, so be our air;
As the red logs glow, so be our endeavors;
As the gray ash fades, so be our errors;
As the good fire warms the circle, so may our ideals warm the world.

IV. Examples of Campfire Closings

Symbolic Ashes of Campfire

This special ceremony is held in connection with the last campfire held in the camping program for your county.
At the last fire some ashes from the fire are taken and put into an urn to store them for the following year’s first campfire.

At the next year’s first campfire, a representative from the old campers puts these ashes into the new fire, signifying that these ashes are the continuation of the spirit and tradition of past campfires.

To make these ashes more symbolic, each cabin can be asked to contribute a small piece of wood to the last campfire. This contribution may be associated with a short reading of ideas from the cabin.

While the ashes are being put into the new fire, an inspirational song or reading could be done.

V. Examples of Stunts

A. Candy Store

This is a stunt that can also be used at the campfire. The leader and a helper start it by pretending to be conversing about the leader’s new candy store. The helper asks the leader, “How can this be a candy store when it doesn’t have a door?”

The leader then picks two people from the audience to act as doors. The helper then says, “If you have a door, then you need a doormat.”

The leader then gets someone to act as a doormat. The next things needs are: window, then shelves, and then a candy maker. The helper asks the leader about each of these things, and then the leader gets someone from the audience to play them.

The helper then asks the trick question, “You have a candy store, but you don’t have the most important ingredient—candy!” The leader responds by saying, “What do you mean I don’t have any candy—look at all these suckers standing here!” And then he points to all the volunteers and the skit ends.

B. Super Stink

This is a short skit that is used for entertainment and as a stunt. The leader starts it by pretending to be a TV reporter. They act like they are going to interview *Super Stink*, the worst smelling person in the world. Another leader plays this part and consents to an interview. Standing very far away, the interviewer asks *Super Stink* some questions:
Example Questions:  Where do you live?
      What do you eat?
      Why do you stink so badly?

Example Answers:  I live in a garbage can or dumpster.
      I eat garbage that is thrown out.
      You would stink too if you lived in a garbage can.

Then the interviewer asks for brave people in the audience to try to get close to *Super Stink*. Then he encourages someone in the audience to try his luck and play a stunt on *Super Stink*. When this person gets halfway there, the leader and *Super Stink* hold their noses and faint from that person’s smell.

C. Water Stunt

This stunt can be done at the campfire, too! The leader has seven pre-designated volunteers to help with the skit. He tells the audience that he is going to make a car. He shows them his four volunteers that are tires, one that acts like a steering wheel, the engine and the drive. Then he says, “I have everything but a radiator, then my car will run.”

He asks for a volunteer from the audience and picks someone he wants to play the gag on. After this person is in place as the radiator, the leader says, “My car still doesn’t work, I wonder what is wrong.” The leader then picks up a bucket of water that is hidden from the person that is the radiator and says, “The radiator must need water,” as he splashes the person with the water in the bucket.

VI. An Example of a Story

**I Can Sleep Through a Storm**

Sam Cooke looked up from under the tractor he was fixing to see a middle-aged, well-built man standing there quietly waiting for him. To Sam’s inquiry, the stranger gave his name as Bill Jeffers—his business, handyman. He was inquiring about the “Handy Man Wanted” sign on Sam’s gate.

Sam needed a helper, but he wanted to be sure he got a good one, so he asked the stranger, “What can you do?”

The reply, “I can sleep through a storm,” didn’t make sense and sounded as though this man might be a little on the “cracked” side. Repeated questions brought only the same answer, calm and direct, “I can sleep through a storm.”


Impatiently, Sam Cooke expressed his misgivings about hiring Jeffers by telling him that there was another man applying for the job and to come back next Saturday to see if it was still open.

Saturday morning Jeffers was on hand early, inquiring about the job which he knew wasn’t filled because the sign was still on the gate. The interview was the same as before, with “I can sleep through a storm” being Jeffers’ only answer. By this time Sam was desperate for a helper, so he hired the man on a trial basis.

In the weeks that followed, Sam was to find that Bill Jeffers was the best worker he had ever seen. Whatever needed doing got done, and well; and both men were pleased with the arrangement. The farmer was willing to forget that his hired man talked a little “peculiar” when asked what he could do.

Then one night came the storm. Lightning had been flickering on the horizon when they went to bed, but when Sam awoke about midnight; the storm was almost on them. He quickly pulled on his clothes and went to the hired man’s room to wake him so that together they could put the farm in shape for the storm, see that the doors were closed, the tractor covered, the livestock inside and a number of other things.

Pound as he might on Bill’s door, there was no response, and Sam angrily went rushing out to put the place in shape, muttering about his stupidity in hiring a man you couldn’t waken when you needed him most, resolving to fire him in the morning.

When Sam got to the barn, all the doors were already closed, the tractor was indoors, the livestock was all bedded down; everything was all set. As he slowly undressed after his unnecessary trip around the farm in the rain, Sam Cooke at last knew what his hired man meant by “I can sleep through a storm.” Jeffers did his work so well and so thoroughly that he did not need to worry in time of storm. He knew that everything was all right.

If we live our lives the same way, the storm times will never bother us, because we will be ready for them.

VII. An Example of a Rain Activity

We wanted to play outside today, but the sky is heavy with low, gray clouds. There’s an incessant drizzle filtering onto every leaf and blade of grass and the weatherperson warned us to expect felines and canines and perhaps taxicabs falling from the sky. No matter, we’ll play Rain.

We sit in a circle, facing the center. We close our eyes, pausing for a moment or two of quiet while each of us gets ready to repeat the sound the person on his right will be making.
We all keep our eyes closed, and the rainstorm gets underway as the leader rubs his palms together, back and forth. The person to his left joins him, and then the person to her left, and then the next person, and so on around the circle until everyone is rubbing palms, and we can listen to the drizzling rain building in intensity.

When the leader hears the drizzle sound being made by the person on his right, he starts snapping his fingers. One by one around the circle, we replace palm rubbing with finger snapping, and the sprinkling rain turns into a steady patter.

When the snapping action has been picked up by everyone, the leader switches to hand clapping, and we all follow in turn. We’re hearing a hard rain now.

Our storm builds into a downpour as the leader begins slapping his thighs. Then the skies open and thunder crashes as the next round has us stomping our feet.

And then the storm subsides, just as it grew—foot stomping, thigh slapping, hand clapping, finger snapping, and then back to palm rubbing. (If we’re having trouble hearing the changes, we can alert our neighbors with a gentle nudge each time we switch from one action to the next.)

For the last round, the leader stops rubbing his palms and takes the hand of the person on his left, as each of us does in turn around the circle until there’s silence once again. When we open our eyes, perhaps the sun will have appeared.
CAMP SONGS & SINGING

4-H is a singing organization. Music has a place at almost every 4-H activity, but especially at camp. It is a means of individual expression, yet also of group unity. It gives outlet to the joy of accomplishment, creates enthusiasm for progress, and inspires friendship among campers. Singing sets a mood and is an effective tool for an introduction or conclusion to almost every event. The following are a few general guidelines to help you to be a successful song leader:

I. Leading Group Singing

   A. A song leader does not have to be skilled musician, but should be a person who:

      1. Enjoys singing;
      2. Believes in group singing;
      3. Can sing on tune;
      4. Is willing to work at song-leading skills;

   B. Other helpful qualities for a song leader are:

      1. Ability to play an instrument like guitar or piano;
      2. Possesses a varied repertoire of singable songs, committing to memory as many as possible;
      3. Ability to feel at ease standing and leading in front of a group (this becomes easier with practice and experience).

   C. From the first second you stand up to lead singing, you own the role of being in charge of the singing. As song leader:

      1. Get the attention of the group.
      2. Begin to lead singing exactly at the time designated on the program if 2 or 22 persons are there.
      3. Always be the leader for singing unless you make arrangements for others to co-lead or take over for you.
      4. Plan the repertoire of songs and “screen” new songs that participants want to teach for the first time.
      5. Help participants teach new songs to which they want to expose the group.
6. Convey an attitude of joy and excitement about singing and leading singing.

7. Create a positive mood and attitude among participants you are leading.

8. Work closely with other leaders involved in an event or meeting to plan for a repertoire (a logical sequence for the songs chosen), and the timing (length of songs and their time slots in the program).

9. Choose the songs to be sung to fill allotted time segments for the event or meeting. Arrive early and begin leading on time. Singing is often used as people gather or very early in a program for group building.

10. Plan for and provide legally printed or projected words and/or music for new songs not taught by rote. Be very intentional about the use of copyright laws and printing music legally.

11. Give the pitch (use an instrument or pitch pipe if not secure in picking a not “from the air”) and sing along as each song is sung by the group.

12. Be constantly on the “lookout” for new, singable community-type songs and work at learning them. Committing songs to memory is especially useful to a song leader.

13. Work with the leadership of your club or group to sensitize them to the need for planning and budgeting time for singing as an integral part of your club or group.

II. Teaching Songs to a Group

A. **When choosing songs** for the group you will be leading, ask yourself these questions:

1. Are the songs singable and fairly easy to learn? Do they “fit” the age group of the participants?

2. Are the words and rhythm of the songs suitable for the occasion and time slot in the total program?

3. Have you chosen the songs to create the mood you want or to make a transition from one mood to another?

4. Will the number and length of songs you’ve chosen fit into the time allotted for singing?

5. Do you want to use songs that will probably be new for the group or will you use familiar ones?
When planning to use several songs, have you arranged them in logical sequence?

Unless the words are very repetitive, do you have some means of putting words before the participants (overhead project, on a large sheet of paper, song sheets). Copyrights must be obtained for songs not in public domain.

B. **Know the song that you plan to teach.** Practice it, get used to hearing yourself sing it. Get help with the tune or timing, if necessary, so that you can teach it correctly.

C. **Motivate your group.** It is important to get a group into a frame of mind conductive to singing. This is often done by “revving” up the participants with chatter and movement. At times you may tell a brief story to lead into a song. Especially in the case of folk songs, give information about the heritage of the ethnic group from which the song came.

D. **Teach the song correctly.** Sing the song carefully and clearly for the group, using correct tune and meter. After teaching it, line by line, sing it completely through a couple of times. If there are difficult spots, practice them several times. Then sing the song through a couple of more times.

E. **Allow adequate time to teach new songs.** With a group where you will lead just once, try to use mostly familiar songs or those that can be learned easily. In groups where you lead periodically, set aside time at the beginning of each session to learn new ones. If the new song is to be used as part of a program, teach it before, not during, the event during which it is to be sung.

F. **Pitch the song in a good vocal range for the participants.**

G. **Adapt the song to the particular group you are leading.** A slower pace is advisable for young children or older adults. Body movement or actions may not work in some groups. Length and number of songs used also varies according to the group. Leader’s attitude and motivation with the group has a great deal to do with the success of any song.

H. If, as you get into leading a new song, you find it “bombs” with the group, admit it and begin another.

I. **When asked to lead singing as part of a program, be sure you have enough time to do an adequate job.** Five to ten minutes is not enough time to create a singing community, especially if you are expected to teach a new song.

J. **Be aware of your group participants as you lead.** The song leader is in constant dialogue with the entire group. Facial expression, body language, emotional level, actual involvement in the singing, eye contact, and energy level, all tell the leader how things are going.

III. Types of Songs and When to Use Them
A. **Action Songs** are easy to learn, usually loud, and full of hand and body movements. Use action songs to pep up campers before recreation, after meals or between activities as a break. Campfires usually begin with action songs. If you have a rowdy group which you are trying to calm down, sing a few action songs, then work your way down to quiet ones. Don’t use action songs during quiet activities, before a speaker or lights out. When teaching action songs, go over the words first, and then add the actions when everyone knows the song.

B. **Transition or novelty songs** are a favorite at camp. They are silly songs which often tell funny stories. Transition songs are fun to sing between activities or while campers are waiting to do something. During a campfire, they are used between the beginning action part and the quiet ending. They help make a smooth flow from active to quiet. Learn a number of transition songs since they can be used at almost any time of day, as before and after meals, or while on a hike. Don’t use a novelty song before bedtime or during serious ceremonies since they can break the mood.

C. **Rounds** are sung to create a natural harmony. They fit into all situations but require some practice. Everyone must know the song before it’s sung as a round. These pieces are often used as transition or quiet songs.

D. **Quiet songs** are for more serious moments at camp or when the campers need to be calmed down. An excellent time for these songs is at the end of a campfire, as part of reflections or just before lights out. Quiet songs are also used for camp ceremonies and can be done in the morning before campers are ready for more active songs. Whenever a group of songs is sung at one time, as for an evening or campfire, it should end with a quiet song. Don’t use quiet songs before exciting activities when you want the group to be lively.

| Transition or Novelty Songs                        | I Stuck My Head In a Little Skunk Hole | I Wish I Was | Piece of Orange | Green Grass Grows All Around | If I Weren’t a 4-H Member | Sunny Side | The Birdie Song | Peanut Butter Song | Tom the Toad | Clementine | Boom Chick-A-Boom | Watermelon Song | Herman the Worm | Little Bunny Foo-Foo | Pink Pajamas | Bingo the Dog | Sippin’ Cider | The Happy Wanderer | Little Green Frog | When the Saints Go Marching in | Hole in the Bucket | I’d Like to Teach the World to Sing | John Jacob Jingleheimer Schmidt | Boy and Girl in a Little Canoe | You’re a Grand Old Flag |
### Action Songs

<table>
<thead>
<tr>
<th>Song</th>
<th>Song</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father Abraham</td>
<td>Alice the Camel</td>
<td>Baby Bumble Bee</td>
</tr>
<tr>
<td>Baby Shark</td>
<td>The Bear Song</td>
<td>Can You? (Iggle-Wiggle)</td>
</tr>
<tr>
<td>An Austrian Went Yodeling</td>
<td>Head, Shoulders, Knees &amp; Toes</td>
<td>Top Notcher</td>
</tr>
<tr>
<td>Coconut Song</td>
<td>Little Bunny Foo Foo</td>
<td>Duke of York</td>
</tr>
<tr>
<td>4-H Spirit Song</td>
<td>If You’re Happy</td>
<td>Grey Squirrel</td>
</tr>
<tr>
<td>In a Cottage in a Wood</td>
<td>Humpty Dump</td>
<td>The Little Bee</td>
</tr>
</tbody>
</table>

### Rounds

<table>
<thead>
<tr>
<th>Song</th>
<th>Song</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>America, America</td>
<td>Make New Friends</td>
<td>New Old McDonald</td>
</tr>
</tbody>
</table>

### Quiet Songs and Folk Songs

<table>
<thead>
<tr>
<th>Song</th>
<th>Song</th>
<th>Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow the Gleam</td>
<td>Peace Like a River</td>
<td>If I Had a Hammer</td>
</tr>
<tr>
<td>Pass It On</td>
<td>America, the Beautiful</td>
<td>This Land is Your Land</td>
</tr>
<tr>
<td>Kumbayah</td>
<td>Five Hundred Miles</td>
<td>Jet Plan</td>
</tr>
<tr>
<td>He’s Got the Whole World</td>
<td>Mmm - I’d Like to Linger</td>
<td>Where Have All the Flowers Gone</td>
</tr>
<tr>
<td>Try a Little Kindness</td>
<td>He’s Got the Whole World</td>
<td>Pass It On</td>
</tr>
<tr>
<td>Blowing in the Wind</td>
<td>Puff the Magic Dragon</td>
<td>You Are My Sunshine</td>
</tr>
<tr>
<td>Home on the Range</td>
<td>Friends</td>
<td>God Bless America</td>
</tr>
</tbody>
</table>
# SONG DIRECTORY

<table>
<thead>
<tr>
<th>Song Title</th>
<th>Page</th>
<th>Type of Song</th>
<th>Song Title</th>
<th>Page</th>
<th>Type of Song</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alice the Camel</td>
<td>70</td>
<td>Action</td>
<td>36. I’d Like to Teach The World to Sing</td>
<td>81</td>
<td>Quiet</td>
</tr>
<tr>
<td>2. America, America</td>
<td>70</td>
<td>Round</td>
<td>37. If I Had a Hammer</td>
<td>82</td>
<td>Spiritual</td>
</tr>
<tr>
<td>3. America the Beautiful</td>
<td>70</td>
<td>Patriotic</td>
<td>38. If I Weren’t a 4-H Member</td>
<td>82</td>
<td>Funny</td>
</tr>
<tr>
<td>4. An Austrian Went Yodeling</td>
<td>71</td>
<td>Action</td>
<td>39. If You’re Happy</td>
<td>82</td>
<td>Action</td>
</tr>
<tr>
<td>5. Baby Bumble Bee</td>
<td>71</td>
<td>Action</td>
<td>40. I’m Looking Over a 4-H Clover</td>
<td>83</td>
<td>4-H</td>
</tr>
<tr>
<td>6. Baby Shark</td>
<td>72</td>
<td>Action</td>
<td>41. In a Cottage in a Wood</td>
<td>83</td>
<td>Action</td>
</tr>
<tr>
<td>7. The Bear Song</td>
<td>72</td>
<td>Action</td>
<td>42. Jet Plane</td>
<td>83</td>
<td>Quiet</td>
</tr>
<tr>
<td>8. A Bicycle Built For Two</td>
<td>73</td>
<td>Round</td>
<td>43. John Jacob Jingleheimer Schmitt</td>
<td>84</td>
<td>Action</td>
</tr>
<tr>
<td>9. Bingo the Dog</td>
<td>73</td>
<td>Funny</td>
<td>44. Kum Ba Yah</td>
<td>84</td>
<td>Quiet</td>
</tr>
<tr>
<td>10. The Birdie Song</td>
<td>73</td>
<td>Funny</td>
<td>45. The Little Bee</td>
<td>84</td>
<td>Action</td>
</tr>
<tr>
<td>11. Blowing in the Wind</td>
<td>73</td>
<td>Quiet</td>
<td>46. Little Bunny Foo Foo</td>
<td>85</td>
<td>Funny</td>
</tr>
<tr>
<td>12. Boom Chick A Boom</td>
<td>74</td>
<td>Action</td>
<td>47. Little Green Frog</td>
<td>85</td>
<td>Funny</td>
</tr>
<tr>
<td>14. Can You? (Iggle-Wiggle)</td>
<td>74</td>
<td>Action</td>
<td>49. Mmm – I’d Like to Linger</td>
<td>85</td>
<td>Quiet</td>
</tr>
<tr>
<td>15. Clementine</td>
<td>75</td>
<td>Transition</td>
<td>50. New Old McDonald</td>
<td>86</td>
<td>Round</td>
</tr>
<tr>
<td>16. Coconut Song</td>
<td>75</td>
<td>Action</td>
<td>51. Pass It On</td>
<td>86</td>
<td>Quiet</td>
</tr>
<tr>
<td>17. Duke of York</td>
<td>75</td>
<td>Action</td>
<td>52. Peace Like a River</td>
<td>86</td>
<td>Action</td>
</tr>
<tr>
<td>18. Father Abraham</td>
<td>76</td>
<td>Action</td>
<td>53. Peanut Butter Song</td>
<td>87</td>
<td>Action</td>
</tr>
<tr>
<td>19. Five Hundred Miles</td>
<td>76</td>
<td>Quiet</td>
<td>54. Piece of Orange</td>
<td>87</td>
<td>Funny</td>
</tr>
<tr>
<td>20. Follow the Gleam</td>
<td>76</td>
<td>Quiet</td>
<td>55. Pink Pajamas</td>
<td>87</td>
<td>Funny</td>
</tr>
<tr>
<td>21. 4-H Spirit Song</td>
<td>77</td>
<td>4-H</td>
<td>56. Puff, the Magic Dragon</td>
<td>87</td>
<td>Quiet</td>
</tr>
<tr>
<td>22. Friends</td>
<td>77</td>
<td>Quiet</td>
<td>57. Sippin Cider</td>
<td>88</td>
<td>Funny</td>
</tr>
<tr>
<td>23. Grey Squirrel</td>
<td>77</td>
<td>Action</td>
<td>58. Singing in the Rain</td>
<td>88</td>
<td>Action</td>
</tr>
<tr>
<td>24. God Bless America</td>
<td>78</td>
<td>Patriotic</td>
<td>59. Star Spangled Banner</td>
<td>89</td>
<td>Patriotic</td>
</tr>
<tr>
<td>25. Green Grass Grows All Around</td>
<td>78</td>
<td>Funny</td>
<td>60. Sunny Side</td>
<td>89</td>
<td>Funny</td>
</tr>
<tr>
<td>26. The Happy Wanderer</td>
<td>78</td>
<td>Quiet</td>
<td>61. Take Me Out to the 4-H Camp</td>
<td>89</td>
<td>4-H</td>
</tr>
<tr>
<td>27. Head, Shoulders, Knees &amp; Toes</td>
<td>79</td>
<td>Action</td>
<td>62. This Land is Your Land</td>
<td>90</td>
<td>Patriotic</td>
</tr>
<tr>
<td>28. Herman the Worm</td>
<td>79</td>
<td>Funny</td>
<td>63. Tom the Toad</td>
<td>90</td>
<td>Funny</td>
</tr>
<tr>
<td>29. He’s Got the Whole World</td>
<td>79</td>
<td>Spiritual</td>
<td>64. Top Notcher</td>
<td>90</td>
<td>Action</td>
</tr>
<tr>
<td>30. Hole in the Bucket</td>
<td>79</td>
<td>Funny</td>
<td>65. Try a Little Kindness</td>
<td>91</td>
<td>Quiet</td>
</tr>
<tr>
<td>31. Home on the Range</td>
<td>80</td>
<td>Western</td>
<td>66. Washer Woman</td>
<td>91</td>
<td>Action</td>
</tr>
<tr>
<td>32. Hot Dogs</td>
<td>80</td>
<td>Action</td>
<td>67. Watermelon Song</td>
<td>91</td>
<td>Funny</td>
</tr>
<tr>
<td>33. Humpty Dump</td>
<td>81</td>
<td>Action</td>
<td>68. When the Saints Go Marching In</td>
<td>91</td>
<td>Spiritual</td>
</tr>
<tr>
<td>34. I Stuck My Head in a Little Skunk Hole</td>
<td>81</td>
<td>Funny</td>
<td>69. Where Have All the Flowers Gone</td>
<td>92</td>
<td>Quiet</td>
</tr>
<tr>
<td>35. I Wish I Was</td>
<td>81</td>
<td>Action</td>
<td>70. You Are My Sunshine</td>
<td>92</td>
<td>Western</td>
</tr>
<tr>
<td>36. I Was</td>
<td>81</td>
<td>Action</td>
<td>71. You’re a Grand Old Flag</td>
<td>92</td>
<td>Patriotic</td>
</tr>
</tbody>
</table>
1. Alice The Camel

Alice the Camel has ten humps,
Alice the Camel has ten humps,
Alice the Camel has ten humps,
Go, Alice go,
Boom, Boom, Boom.

*Groups should be in lines or in circles with arms around each other’s shoulders. When the word “humps” is sung, the group should squat down and quickly stand back up. When the words “Boom, Boom, Boom” are sung, everyone should bump hips with each other.*

*With each verse Alice has one less hump until the last verse. Then sing:*

Alice the camel has no humps,
Alice the camel has no humps,
Alice the camel has no humps,
Alice is a horse!

2. America, America

*Verse 1:* America, America, shall we tell you how we feel? You have given us your riches, we love you so.

*Verse 2:* Love, love, love, love. The gospel of the world is love. We must learn to love our brother. Love, love, love.

*Verse 3:* Peace, peace, peace, peace. Wars shall start and wars shall cease. We must learn to live together. Peace, peace, peace.

*Verse 4:* head, heart, health, hands, spread our love throughout the land. 4-H brotherhood, united we stand.

3. America the Beautiful

*This song can be sung in rounds.*

O beautiful for spacious skies,
For amber waves of grain,
For purple mountains majesties,
Above the fruited plain,
America! America!
God shed His grace on thee,
And crown they good with brotherhood,
From sea to shining sea.

O beautiful for pilgrim feet,
Whose stern impassion’d stress
A Thorough fare for freedom beat
Across the wilderness.
America! America!
God mend thine ev’ry flaw,
Confirm they soul in self control,
Thy liberty in law.

O beautiful for heroes prov’d in liberating strife,
who more than self their country loved,
And mercy more than life.
America! America!
May God they gold refine.
Till all success be nobleness,
And ev’ry gain divine.

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimm’d by human tears.
America! America!
God shed His grace on thee,
And crown they good with brotherhood
From sea to shining sea.
4. An Austrian Went Yodeling

1. Oh, an Austrian went yodeling on a mountain so high, when along came a cuckoo bird interrupting his cry. Oh lay ah, Oh la lay key key ah, Oh la lay Kuckoo. Oh la lay key key ah, O la lay Kuckoo, Oh la lay key key ah, Oh la lay kuckoo. Oh la lay key key ah Oh

Actions:

Actions are only used during chorus. Add new actions on after “kuc-koo” for each new verse.

2. “Oh-“ – slap knees once.
4. “key-key-ah” - snap fingers once.
5. “Oh-“ -slap knees once.
7. “Kuc-koo”- open and close fingers once. This is supposed to be a cuckoo bird.
8. Repeat actions 2 through 7 twice more, end with “Oh!” slapping knees.

Verses:

Sing verse through again. Each time you sing it, replace a cuckoo bird with:

1. Two cuckoo birds (action to be added—add another “kuc-koo” after the first one).
2. Grizzly bear (“Gr-r-r-r” after “kuc-koos”, raise hands up like bear paws).

4. Girl Scout ("Cookies, cookies” in a high-pitched voice. Move fingers as if mouth opening and closing).
5. Campers (“Yip, yip, yip” in high-pitched voice. Move fingers as is mouth opening and closing).
7. Avalanche (“Whooosh” Starting above head, swoop hand down like snow coming down a mountainside).

5. Baby Bumble Bee

I’m bringing home a baby bumble bee. Won’t my mommy be so proud of me? I’m bringing home a baby bumble bee OUCH…He stung me! (Hands clapped together)

I’m smashing up my baby bumble bee (smash bee)
Won’t my mommy be so proud of me? I’m smashing up my baby bumble bee. OOH! What a mess! (Look at messy hands)

I’m licking up my baby bumble bee. Won’t my mommy be so proud of me? I’m licking up my baby bumble bee. OOOH! I feel sick! (hold stomach)

I’m barfing up my baby bumble bee. Won’t my mommy be so proud of me? I’m barfing up my baby bumble bee. OOOOH! What a mess! (point to floor)

I’m mopping up my baby bumble bee. Won’t my mommy be so proud of me? I’m mopping up my baby bumble bee. There! All clean! I’m flushing down my baby bumble bee. Won’t my mommy be so proud of me? I’m flushing down my baby bumble bee. BYE-BYE BUMBLE BEE!
6. Baby Shark

Baby Shark, doo-doo-doo-dah-doo,
Baby Shark, doo-doo-doo-dah-doo,
Baby Shark, doo-doo-doo-dah-doo,
Baby Shark.

Mama Shark, doo-doo-doo-dah-doo,
Mama Shark, doo-doo-doo-dah-doo,
Mama Shark, doo-doo-doo-dah-doo,
Mama Shark.

Follow the list below:

Baby Shark  (pointer finger and thumb)
Mama Shark  (hand making a biting motion)
Daddy Shark  (both arms..like Gator Chomp)
Grandpa Shark (both arms but with fingers in like dentures)
Going Swimming  (swimming motion)
Here they come  (hands making fin in water)
Shark Attack  (hands shaking)
CPR  (CPR motion)
It’s not working  (CPR faster)
That’s the end  (clap)

8. The Bear Song

Part 1:  The other day – (echo)
Away out there – (echo)
Back in those woods – (echo)
I saw a bear – (echo)
The other day,
Away out there,
Back in those woods,
I saw a bear.

Part 2:  I looked at him
He looked at me.
I sized him up.
He sized up me.

Part 3:  He said to me.
You better run.
I see you ain’t
Got a gun.

Part 4:  I said to him
That’s a good idea
So come on feet.
Let’s get out of here.

Part 5:  And so I ran
Away from there
But right behind me
Was that bear.

Part 6:  And then I saw
Ahead of me
A great big tree
O glory be.

Part 7:  The nearest branch
Was ten feet up
I had to jump
And trust my luck.

Part 8:  And so I jumped
Into the air
But I missed that branch
Away up there.

Part 9:  But don’t you fret
And don’t you frown
I caught that branch
On my way down.

Part 10:  The moral of
This story is
Don’t meet a bear
Without a tree.
8. A Bicycle Built for Two

Daisy, Daisy, Give me your answer do!
I’m half crazy, All for the love of you.
It won’t be a stylish marriage I can’t afford a carriage,
But you’ll look sweet On the seat
Of a bicycle built for two.

Robert, Robert, this is your answer true,
I won’t marry just for the love of you.
It won’t be a stylish marriage, cause you can’t afford a carriage
And I’ll be switched, if I’ll be hitched
To a bicycle built for two.

9. Bingo the Dog

There was a farmer had a dog and Bingo was his name.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
Bingo was his name.

There was a farmer had a dog and Bingo was his name.
(clap)-I-N-G-O, (clap)-I-N-G-O, (clap)-I-N-G-O,
and Bingo was his name.

There was a farmer had a dog and Bingo was his name,
(clap-clap)-N-G-O, (clap-clap)-N-G-O, (clap-clap)-N-G-O,
and Bingo was his name.

(Repeat until all letters in “Bingo” are replaced with claps)

10. The Birdie Song

Way up in the sky The little birds fly,
Way down in the nest The little birds rest.

With a wing on the left, And a wing on the right,
The little birds sleep All through the night.

Shhh! They’re sleeping!

The bright sun comes out, The dew falls away,
Good morning, good morning, The little birds say.

11. Blowing in the Wind

How many road must a man walk down before they call him a man?
How many seas must a white dove sail before she sleeps on the sand?
And how many times must a cannon ball fly before they’re forever banned?

The answer my friend is blowing in the wind,
The answer is blowing in the wind.

How many years must a mountain exist before it’s washed to the sea?
How many years must some people exist before they’re allowed to be free?
And how many times can a man turn his head and pretend that he just doesn’t see.
(Blowing in the Wind – continued)

The answer my friend is blowing in the wind,
The answer is blowing in the wind.

How many times must a man look up before he can see the sky? How many year must one man have before he can hear people cry? And how many deaths will it take till he knows, that too many people have died?

The answer my friend is blowing in the wind,
The answer is blowing in the wind.

12. Boom Chick A Boom

*Repeat each line*

Boom chick a boom
I said a boom chick a boom,
I said a boom chica rocka chicka rocka chick a boom.
  uh huh
  Okay

One more time __________ Style
(Indian, Chinese, Mexican, Austrian)

13. Boy and Girl in a Canoe

Just a boy and girl in a little canoe
With the moon shinin’ all around
He plowed his paddle so
You couldn’t even hear a sound
And they talked and they talked
Till the moon grew dim
He said ya better kiss me or get out and swim.
So what’ ya gone do in your little canoe with the moon shinin’ all around.

*Repeat lines 3-9*

with the moon shinin’ alla’
boats floatin alla’
girls swimming all around.


Can you iggle, can you wiggle
Can you jump back and giggle
Can you hutt, can you strut
Can you do the “butt”?

Yes, we can iggle, we can wiggle
We can jump back and giggle
We can hutt, we can strut
We can do the “butt”.
4-H Camp Counselor Training Manual

**15. Clementine**

1. In a cavern, in a canyon
   Excavating for a mine
   Dwelt a miner, forty-niner
   And his daughter, Clementine.

2. Light she was and like a fairy,
   And her shoes were number nine,
   Herring boxes without topses,
   Sandals were for Clementine.

3. Drove she ducklings to the water
   Every morning just at nine
   Hit her foot against a splinter
   Feel into the foaming brine.

4. Ruby lips above the water
   Blowing bubbles soft and fine.
   Alas for me! I was no swimmer,
   So I lost my Clementine.

**Chorus:**

Oh, my darling, oh my darling
Oh, my darling, Clementine!
You are lost and gone forever,
Dreadful sorry, Clementine.

---

**16. Coconut Song**

I’m a little coconut,
Laying in a coconut grove,
Everybody steps on me,
I’m as crazy as I can be.

**Chorus**

Called myself on the telephone,
Just to see if I was home.
Asked myself out on a date,
Said be ready at half past eight.

**Chorus**

Took myself to the picture show,
Sat right down in the very first row.
Wrapped my arms around my waist,
Got so fresh, I slapped my face.

**Chorus**

Now I can sing and I can dance,
I wear ruffles on my . . oops, boys
Take another guess,
I wear ruffles on my dress.

**Chorus**

I’m a nut
In a rut
And I’m crazy.

---

**17. Duke of York**

1. Oh, the noble Duke of York,
   He had ten thousand men,
   He marched them up to the top of the hill,
   And he marched them down again.

2. Oh, and when you’re up, you’re up
   And when you’re down, you’re down;
   But when you’re only halfway up
   You’re neither up nor down.
(Duke of York – continued)

Everyone starts sitting down.
1. Whenever “up” is sung, everyone stands.
2. Whenever “down” is sung, everyone sits.
3. When “halfway up” is sung, everyone should be halfway between sitting and standing.

18. Father Abraham

Father Abraham had seven sons,
Seven sons had Father Abraham,
And they didn’t laugh and they didn’t cry, all they did was go like this.

Action:
After singing once, say “with a left”, flex left arm up and down.

Next say “with a left and a right” and do both arms.

With a left and a right and a left, add a leg going back and forth.

With a left and a right and a right, add other leg so you are doing jumping jacks.

With a left and a right and a left and a right and a head, add head by nodding. With a left and a right and a left and a right and a head, and a turn around, add a full body spin.

19. Five Hundred Miles

If you miss the train I’m on you will know that I am gone,
You can hear the whistle bow a hundred miles.

A hundred miles, a hundred miles, A hundred miles, a hundred miles,
You can hear the whistle blow a hundred miles.

Lords, I’m one; Lord, I’m two; Lord, I’m three; Lord, I’m four; Lord, I’m five hundred miles away from home.

Away from home, away from home, Away from home, away from home,
Lord, I’m five hundred miles away from home.

Not a shirt on my back, not a penny to my name, Lord, I cannot go back home this a way.

This a way, this a way, This a way, this a way, Lord, I cannot go back home this a way.

20. Follow the Gleam

To the knights in the days of old
Keeping watch on the mountain height,
Came a vision of Holy Grail
And a voice through the waiting night.
Follow, follow, follow the gleam, Banners unfurled o’er all the world. Follow, follow, follow the gleam.
Of the Chalicee that is the grail.

And we who would serve the King and loyally Him obey,
In the consecrate silence know That the challenge still holds today.
Follow, follow, follow the gleam Of the light that shall bring the dawn.
21. 4-H Spirit Song

1. I’ve got that 4-H spirit in my head, 
   up in my head, up in my head, 
   I’ve got that 4-H spirit up in my head, up in my head to stay.

2. Replace “up in my head” with “deep in my heart”.

3. Replace “deep in my heart” with “down in my toes”.

4. Replace “down in my toes” with “all over me”.

Actions:

1. “Up in my head”—put both hands on top of head.

2. “Deep in my heart”—put both hands over heart.


4. “All over me”—do all-over motion with hands.

5. Follow actions of each line as you sing it.

22. Friends

Friends I will remember you, 
Think of you, 
Pray for you 
And when another day is through, 
I’ll still be friends with you.

23. Grey Squirrel

Grey Squirrel, 
(present left paw-hand cupped, palm down),

Grey Squirrel, 
(present right paw-hand cupped, palm down),

Swish your bushy tail, 
(turn around and shake ‘tail’).

Grey Squirrel, 
(present left paw-hand cupped, palm down)

Grey Squirrel 
(present right paw-hand cupped, palm down)

Swish your bushy tail 
(turn around and shake ‘tail’).

Wrinkle up your little nose, 
(point to nose)

Crack some nuts between your toes 
(point to toes).

Grey Squirrel 
(present left paw-hand cupped, palm down),

Grey Squirrel 
(present right paw-hand cupped, palm down),

Swish your bushy tail. 
(turn around and shake ‘tail’)
24. God Bless America

God bless America, land that I love
Stand beside her and guide her
Through the night with a light from above.
From the mountains to the prairies
to the ocean white with foam
God bless America, my home, sweet home
God bless America, my home, sweet home.

25. Green Grass Grows All Around

Chorus:
The green grass grows all around, all around
And the green grass grows all around.
(Leader sings a line, group repeats.)

• There was a hole
  A pretty little hole
  The prettiest little hole
  That you ever did see
  There’s a hole in the ground.
  (everybody)

• Now in this hole
  There was a seed
  The prettiest little seed
  That you ever did see.
The seed in the hole,
And the hole in the ground.
Chorus

• Now from this seed
  There came a root
  The prettiest little root
  That you ever did see.
The root from the seed, and
The seed in the hole, and
The hole in the ground.

26. The Happy Wanderer

1. I love to go awandering,
   Along the mountain track
   And as I go, I love to sing,
   My knapsack on my back.

Chorus:
Val-de ri, Val-de ra
Val-de ra, Val-de ha ha ha ha ha ha
Val-de ri, Val-de ra
My knapsack on my back.

2. I love to wander by the stream
   That dances in the sun,
   So joyously it calls to me
   “Come! Join my happy song!”

3. I wave my hat at all I meet
   And they wave back to me,
   And blackbirds call so loud and sweet
   From ev’ry green-wood tree.
27. Head, Shoulders, Knees & Toes

Head, shoulders, knees, and toes, knees and toes
Head, shoulders, knees, and toes, knees and toes
And eyes and ears and mouth and nose-Head, shoulders, knees, and toes, knees and toes.
Um-, shoulders, knees, and toes, knees and toes
Um-, shoulders, knees, and toes, knees and toes
And eyes and ears, and mouth and nose
Um-, shoulders, knees, and toes, knees and toes
Um, ummm, .....................

28. Herman the Worm

I was sitting on a fencepost (sit)
Chewing my bubblegum (chew, chew, chew, chew)
Playing with my yo-yo doo-wap, doo-wap (make yo-yo motion)
When along came Herman the Worm
And he was this big (indicate how big he is)
And I said “Herman, what happened to you?”
(Leader will say what happened)
Ok, Herman whatever you say.

Repeat….each time Herman will get bigger and bigger until the last time he is smaller than the first time.
The leader will say things like:

1st time: I ate a bug
2nd time: I ate a frog
3rd time: I ate a canoe
Last time: I burped!

29. He’s Got the Whole World

He’s got the whole world in His hands,
He’s got the whole world in His hands,
He’s got the whole world in His hands.
He’s got the wind and the rain in His hands,
He’s got the sun and the moon in His hands,
He’s got the wind and the rain in His hands,
He’s got the whole world in His hands.
He’s got the little bitty baby in His hands,
He’s got the little bitty baby in His hands,
He’s got the whole world in His hands.
He’s got you and me, brother, in His hands,
He’s got you and me, sister, in His hands,
He’s got you and me, brother, in His hands,
He’s got the whole world in His hands.

30. Hole in the Bucket

Georgie: There’s a hole in the bucket, dear Liza, dear Liza.
There’s a hole in the bucket, dear Liza a . . . .hole.
Liza: Mend the hold then dear Georgie, dear Georgie, dear Georgie. Mend the hold then dear Georgie, dear Georgie, . . .mend the hole.
Georgie: With what shall I mend it dear Liza, dear Liza? With what shall I mend it dear Liza, with . . .what?
(Hole in the Bucket – continued)

*Liza:* With a straw dear Georgie, dear Georgie, dear Georgie. With a straw dear Georgie, with. . . . a straw.

*Georgie:* The straw is too long. . .

*Liza:* If the straw is too long,--cut the straw. . . .

*Georgie:* With what shall I cut it. . . .

*Liza:* Cut the straw with a knife. . .

*Georgie:* The knife is too dull. . .

*Liza:* If the knife is too dull – whet the knife. . . .

*Georgie:* With what shall I whet it!? . . .

*Liza:* With a stone. . . .

*Georgie:* The stone is too rough. . .

*Liza:* If the stone is too rough. . .smooth the stone. . . .

*Georgie:* With what shall I smooth it? . . .

*Liza:* With water. . . .

*Georgie:* In what shall I fetch it?. . . .

*Liza:* In a bucket. . . .

*Georgie:* There’s a hole in the bucket!!!

Where seldom is heard
A discouraging word,
And the skies are no cloudy all day.

*Chorus:*
Home, Home on the range,
Where the deer and the antelope play
Where seldom is heard
A discouraging word
And the skies are not cloudy all day!

The red man was pressed
From this part of the West,
He’s likely no more to return
To the bank of Red River
Where seldom, if ever,
Their flickering campfires burn.

32. Hot Dogs

*Boys:* Hot dogs for sale, uh!

*Girls:* I know a weenie man
he owns a weenie stands
he sells most everything from
hot dogs on down
One day I’ll join his life
I’ll be his weenie wife
Oh hot dog I love
that weenie man.

Oh, I wish I was an Oscar Meyer weiner, that’s what
I’d truly like to be, cause
if I were an Oscar Meyer weiner, everyone would be in
love with me.

31. Home on the Range

O give me a home, where the buffalo roam,
Where the deer and the antelope play,
33. Humpty Dump

Hump de Dump,  
Hump Hump de dumpty  
De Dumpty Hump  
De Dump Hump  
Hump de Dumpty

Little Mis Muffit,  
Sat on her tuffet  
Eating her curds and whey  
And down came a spider  
And sat down beside her.

AND UH AIN’T THAT FUNKY NOW

34. I Stuck My Head in a Little Skunk Hole

I stuck my head in a little skunk’s hole.  
Little skunk said, “Well, bless my soul!”  
Take it out, take it out, take it out,  
Remove it.  
But I didn’t take it out and the little skunk said,  
“You’d better take it out or you’ll wish you had.  
Take it out, take it out, take it out.  
Shhhhhhhhhhhhhhhhhhhhh

I removed it. ................too late!

35. I Wish I Was A Skeeter

I wish I wuz a skeeter  
Up to the woods I would fly,  
would fly.  
There to remain a skeeter,  
Until the day that I die,  
Drop dead!

Second verse: buzzard, eagle, etc.

36. I’d Like to Teach the World to Sing

I’d like to teach the world to sing  
In perfect harmony  
I’d like to hold it in my arms and keep it company.

I’d like to build the world a home and furnish it with love.  
Grow apple trees and honey bees and snow white turtle doves.  

I’d like to see the world for once  
All standing hand in hand  
And hear them echo through the hills  
For peace throughout the land.

That’s the song I’d sing  
What the world needs today  
That’s the way it’ll stay  
It’s the real thing.
37. If I Had a Hammer

If I had a hammer, I’d hammer in the morning,
I’d hammer in the evening all over this land.
I’d hammer out danger, I’d hammer out warning.
I’d hammer out the love between my brothers and my sisters
All over this land.

If I had a bell, I’d ring it in the morning,
I’d ring it in the evening all over this land.
I’d ring out danger, I’d ring out warning,
I’d ring out the love between my brothers and my sisters
All over this land.

Now I’ve got a hammer and now I’ve got a bell
And I’ve got a song to sing all over this land.
It’s the hammer of justice,
it’s the bell of freedom,
It’s the song about the love between my brothers and my sisters
All over this land.

But if I weren’t a 4-H member, a stewardess I would be.

Here’s your coffee, here’s your tea, here’s your plastic bag, belch!

3. I’m glad I am a 4-H member,
There’s nothing I’d rather be,
But if I weren’t a 4-H member, a bird watcher I would be.

Here’s a birdie, there’s a birdie, there’s another birdie, splat!

4. I’m glad I am a 4-H member,
There’s nothing I’d rather be,
But if I weren’t a 4-H member, a Doctor I would be.

How’s your tummy, how’s your head, take two aspirin and got to bed, Aah!

The words in bold are changed at the end of each verse.

38. If I Weren’t a 4-H Member

1. I’m glad I am a 4-H member,
There’s nothing I’d rather be,
But if I weren’t a 4-H member, a mortician I would be.

Six by four, nail it to the floor, dig!

2. I’m glad I am a 4-H member,
There’s nothing I’d rather be,

39. If You’re Happy

If you’re happy and you know it,
Clap your hands.
(Clap, Clap)

If you’re happy and you know it,
Clap your hands. (Clap, Clap)

If you’re happy and you know it
Then your life will surely show it.
If you’re happy and you know it,
Clap your hands. (Clap, Clap)

2. Stamp your feet (Stomp, Stomp)

3. Stand up and shout hurray (Hurray, Hurray)

4. Do all three (together)
40. I’m Looking Over a 4-H Clover

I’m looking over a 4-H clover
That I’ve overlooked before.
One is for head,
The second for heart,
Third is for hands,
They’re doing their part.
There’s no need explaining
The one remaining,
It’s health that we’re striving for.
I’m looking over a 4-H clover
That I’ve overlooked before.

8. Hold bunny with right arm and pet with left hand.

First time: Sing entire son and motion through once.
Second time: Words and motions to 8 and just motions for 8-

Third time: Words and motions to 7 and just motion for 7 and 8, etc., until it is done entirely with motions. Then repeat, very fast, the song and motions together, once.

41. In a Cottage in a Wood

In a cottage in a wood,
Little man by the window stood
Saw a rabbit hopping by
Frightened as can be
“Help me! Help me! Help me!” he cried
“Ere the hunter shoot me dead!”
“Little rabbit, come inside,
Safely to abide.”

MOTIONS:

1. With both hands and arms draw a square.
2. Make glasses of thrums and first fingers and look from side to side.
3. Pass hands in front of body from left to right, moving fingers as running feet.
4. Knock on imaginary door with right hand.
5. (Spoken, not sung) – throw hands over head on each “help”.
6. (Singing again) – use right arm as gun, hold with left arm and move “gun” from left to right.
7. Beckon with right arm

42. Jet Plane

All my bags are packed, I’m ready to go
I’m standing here outside your door.
I hate to wake you up to say good-bye.
But the dawn is breakin’, it’s early morn
The taxi’s waitin’, he’s blowing his horn
Already I’m so lonesome I could cry.

Chorus:
So kiss me and smile for me
Tell me that you’ll wait for me
Hold me like you’ll never let me go
Cause I’m leaving on a jet plane
Don’t know when I’ll be back again
Oh, Babe, I hate to go.

So many times I’ve let you down
So many times I’ve played around
I tell you now, they don’t mean a thing.
Every place I go, I’ll think of you;
Every song I’ll sing, I’ll sing for you
When I come back, I’ll wear your wedding ring.

Now the time has come for me to leave you
One more time, let me kiss you
Close your eyes and I’ll be on my way
Dream about the days to come
When I won’t have to leave you
About the times when I won’t have to go.
43. John Jacob

John Jacob Jingleheimer Schmitt, that’s my name too.
Whenever we go out, the people always shout,
There goes John Jacob Jingleheimer Schmitt.
Dadadadadadada

(Sing several times, getting softer each time with the last time very loud.)

44. Kum Ba Yah

Kum ba yah, my Lord, Kum ba yah!
Kum ba yah, my Lord, Kum ba yah!
Kum ba yah, my Lord, Kum ba yah!
Oh, Lord, Kum ba yah.

Have the group sing “Kum ba yah” through once, then ask them to hum it. While they are humming, tell the following story:

Long, long go, when pioneers were first coming to Florida, a man and a woman came with their small son. They lived happily off the land until one day the son became ill. The mother tried many different remedies on the boy, but none of them worked. The mother was very said and cried for her sick child. That is why we sing, “Someone’s crying, Lord.”

The mother and father then tried praying for their son to get well. That is why we sing, “Someone’s praying, Lord.”

Soon the son was well again, playing and laughing with his parents. The family was happy again. So we sing, “Someone’s laughing Lord.”

Kum ba yah means “Come by here” and that is what we sing for the last verse, “Come by here, Lord”.

Let’s now sing the whole song, and think of this little story to help you to remember the order of the verses. Someone’s crying, someone’s praying, someone’s laughing, and come by here.

45. The Little Bee

The little bee-i-e-i-e up in the tree-i-e-i-e, a little boy-oi-oi-oi looked up at him-i-m-i-m.

The little boy-oi-oi-oi-oi picked up a stick-i-ick-i-ick and gave that bee-i-e-i-e a great big lick-i-ick-i-ick.

That little bee-i-e-i-e-i-e began to sting-i-ing-i-ing that little boy-oi-oi-oi-oi like anything-i-ing-i-ing.

That little boy-oi-oi-oi-oi began to yell-i-ell-i-ell and told that bee-i-e-i-e to go to: Way down upon the Suwannee River, that’s where the bad bees go!

Motions:
The little bee-i-e-i-e – (hold thumb and forefinger about 1 inch apart) up in the tree-i-e-i-e – (Point into air) a little boy-oi-oi-oi-oi – (hold out hand ‘chest-high’ with palm down) looked up – (point into air) at him-i-m-i-m. The little boy-oi-oi-oi-oi (hold out hand ‘chest-high’ with palm down) picked up a stick-i-ick-i-ick (swing imaginary stick). That little bee-i-e-i-e (hold thumb and forefinger about 1 inch apart) began to sting-i-ing-i-ing (poke own arm with forefinger) that little boy-oi-oi-oi-oi (hold out hand ‘chest-high’ with palm down) like anything-i-ing-i-ing. That little boy-oi-oi-oi-oi began to yell-i-ell-i-ell (cup hand at mouth) and told that bee-i-e-i-e (hold thumb and forefinger about 1 inch apart) to go to Way Down Upon the Suwannee River, that’s where the bad bees go!
46. Little Bunny Foo Foo

Little Bunny Foo Foo,
Hoppin’ through the forest,
Scoopin’ up the field mice,
And boppin’ ‘em on the head.

*Spoken:* Then down cam the Good Fairy, and she said:

Little Bunny Foo Foo,
I don’t wanna see you,
Scoopin’ up the field mice,
and boppin’ ‘em on the head.

*Spoken*  
I’ll give you 3 chances, but if you disobey me, I’ll turn you into a GOON!

Continue with this song until the last chance is used up. On that final verse change to:

I gave you 3 chances, and you disobeyed me, so I’ll turn you into a GOON!

And the moral of the story is:  
Hare today, Goon tomorrow!

47. Little Green Frog

Ee-ahh went the little green frog one day,
and his eyes went ee-ahh-ee.

*Verse 1:*  
Ee-ahh went the little green frog one day,
and his eyes went ee-ahh-ee.

*Verse 2:*  
Honk, Honk went the big bed truck one day, splat-splat went the little green frog. And his eyes didn’t go ee-ahh anymore ‘cause he got licked up by the dog.

*Verse 3:*  
Barf, barf went (or “Very sick got”) the big brown dog one day. Out, out came the little green frog. And the people were so happy to see that frog that they all gave a party for the dog. Yee-Haw!

48. Make New Friends

Make new friends but keep the old  
One is silver and the other gold.

A ring is round, it has no end  
That’s how long you’ll be my friend.

49. Mmm—I’d Like to Linger

Mmmm---I want to linger  
Mmmm---A little longer  
Mmmm---A little longer here with you.

Mmmm---It’s such a perfect night  
Mmmm---It doesn’t seem quite right  
Mmmm---That it should be my last with you.

Mmmm---And next September  
Mmmm---I will remember  
Mmmm---Our camping days and friendships true.

Mmmm---And as the days go by  
Mmmm---I’ll think of you and sigh  
Mmmm---It’s just goodnight and not goodbye.
50. New Old McDonald

Old McDonald has a farm, E-I-E-I-O
(clap to rhythm)
And on this farm he had a tree. . .
Where they chopped down the old pine tree (swing hands)
Timber! (Vertical right arm falls onto left arm)
and they hauled it away to the mill (fists over shoulder)
Fa-la-la-la-la-la

Repeat adding verses and actions:

And on this farm he had a home. . .
Home, home on the range (hands in triangle, sway back and forth)
Where they, etc.

And on this farm he had a dog. . .
Oh where oh where has my little dog gone? (hands over eye)
Oh where oh where can he be?
He’s home, etc.

And on this farm he had a sweetheart. . .
(hands over heart)
Oh, let me call you sweetheart, I’m in love with you,
Let me hear you say. . . Oh where, etc.

And on this farm he had a skunk. . .
I stuck my head in a little skunk hole (push head, spreading hands)
And the little skunk said. . .Let me call you, etc.

And on this farm he had an end.
E-I-E-I-O (slowly).

51. Pass It On

It only takes a spark to get a fire going
And soon all those around Will warm up to its glowing
That’s how it is with God’s love,
Once you’ve experienced it.
You spread His love to everyone,
You want to pass it on.

What a wondrous time is spring,
When all the trees are budding.
The birds begin to sing
The flowers start their blooming.
That’s how it is with God’s love.
Once you’ve experience it.
You want to sing, it’s fresh like spring
You want to pass it on.

I wish for you my friend
This happiness that I have found
You can depend on Him
It matters not where you are bound.
I’ll shout it from the mountain tops,
I want my world to know
The Lord of love has come to me
I want to pass it on.

52. Peace Like a River

I’ve got peace like a river (peace sign, sway hands). I’ve got peace like a river,
I’ve got peace like a river in my soul. (Touch bottom of shoe) (Repeat)

Additional verses:
I’ve got joy like a fountain
(Arms up, kick one foot up)

I’ve got love like the ocean
(Cross arms, surfer hang ten)

The fourth time put them together like this:
I’ve got peace like a river, I’ve got joy like a fountain, I’ve got love like the ocean in my soul.
53. Peanut Butter Song

Peanut, peanut butter, jelly
First you take the peanuts
And you dig’em (5 times)
Then you smash’em (5 times)
Then you spread’em (5 times)

Peanut, peanut butter, jelly
Then you take the berries
And you pick’em (5 times)
And you smash’em (5 times)
Then you spread’em (5 times)

You get
Peanut, peanut butter, jelly
When you take the sandwich
And you bite it (5 times)
And you chew it (5 times)
And you swallow it (5 times)

You get. . .(pantomime a stuck together mouth while humming first two lines)

54. Piece of Orange

Oh, I wish I were a little piece of orange. Oh, I wish I were a little piece of orange. I’d go squirty, squirty, squirty over everybody’s shirty. Oh, I wish I were a little piece of orange.

Verse 2:
Oh, I wish I were a little bottle of coke. Oh, I wish I were a little bottle of coke. I’d go slurpy, slurpy, slurpy, and I’d come up with a burpy. Oh, I wish I were a little bottle of coke.

Verse 3:
Bar of soap – I’d go slidey, slidey, slidey over everybody’s nitey.
Verse 4 – Mosquito – I’d go bitey, bitey, bitey under everybody’s nitey.
Verse 5 – Fishie in the sea – I’d swim around real cut, without my bathing suit.
Verse 6 – Ball of mud – I’d go ooey and a gooey, under everybody’s shoey.
Verse 7 – Vacuum cleaner – I’d go chuggy chuggy, chuggy, over everybody’s ruggy.

55. Pink Pajamas

I wear my pink pajamas in the summer when it’s hot; I were my flannel nighties in the winter when it’s not.
Sometimes in the springtime and sometimes in the fall, I jump between the covers with nothing at all.

56. Puff, the Magic Dragon

Puff, the magic dragon, lived by the sea, And frolicked in the ocean mist In a land called Honah Lee
Little Jackie Paper loved that rascal, Puff And brought him string and sealing wax And other fancy stuff.

Together they would travel on a boat with billowed said, Jackie kept a lookout perched on Puff’s gigantic tail. Noble kings and princes would bow when’er he came, And pirate ships would lower their flags When Puff roared out his name.
(Puff the Magic Dragon – continued)

A dragon lives forever,
but not so little boys,
Painted wings and giant rings
make way for other toys.
One gray night, it happened,
Jackie came no more,
And Puff, that mighty dragon,
ceased his fearless roar.
His head was bent in sorrow,
green scales fell like rain,
Puff no longer went to play
along the cherry lane.
Without his lifelong friend,
Puff could not be brave,
So Puff, that mighty dragon
sadly slipped into his cave.

Together: He said of course he’d show
me how to sip some cider through a straw.
First cheek to cheek (repeat)
Jaw to jaw (repeat)
We both sipped cider through a straw (repeat)

Together: So cheek to cheek and jaw to
jaw we both sipped cider through a straw.

But now and then (repeat)
That straw could slip (repeat)
We both sipped cider through a straw (repeat)

Together: So cheek to cheek and jaw to
jaw we both sipped cider through a straw.

But now and then (repeat)
That star could slip (repeat)
and we’d sip cider lip to lip (repeat)

Together: Every now and then the straw
would slip and we’d sip cider lip to lip.

Now 49 kids ---- all call me Ma
from sippin’ cider through a straw
Now 49 kids all call me Ma from sippin’
cider through a straw.

The moral of (repeat)
This story is (repeat)
You don’t sip cider through a straw –
Drink root beer.

57. Sippin’ Cider

One group leads; the others repeat.

The cutest girl (repeat)
I ever saw (repeat)
Was sippin’ cider (repeat)
Through a straw (repeat)

Together: The prettiest girl I ever saw
was sippin’ cider through a straw.

I asked him if (repeat)
He’d show me how (repeat)
To sip some cider through a straw (repeat)

Together: I asked him if he’d show me
how to sip some cider through a straw.

He said of course (repeat)
He’d show me how (repeat)
to sip some cider through a straw (repeat)

Commands: 1st
thumbs up (repeat verse)
2nd elbows out
3rd knees together
4th toes in
5th head back
6th tongue out

58. Singing in the Rain

I’m singing in the rain, just
singing in the rain, what a
glorious feeling, I’m
sh sh sh sh sh
sh sh sh sh sh

Commands: 1st
thumbs up (repeat verse)
2nd elbows out
3rd knees together
4th toes in
5th head back
6th tongue out
59. **Star Spangled Banner**

Oh say, can you see, by the dawn’s early light, what so proudly we hail’d at the twilight's last gleaming.

Whose broad stripes and bright stars, thro’ the perilous fight o’er the ramparts we watch’d, were so gallantly streaming?

And the rockets red glare, the bombs bursting in air, Gave proof thro’ the night that our flag was still there.

O say, does that Star-Spangled Banner yet wave, o’er the land of the free and the home of the brave?

*This is our country’s nation anthem, and should be sung when everyone is standing.*

60. **Sunny Side**

**Chorus:**
Keep on the sunny side, always on the sunny side, keep on the sunny side of life. Oh, you will feel no pain as we drive you insane so keep on the sunny side of life.

**Verse 1:**
*Leader:* Knock! Knock!
*Followers:* Who’s There?
*Leader:* Ether!
*Followers:* Ether Who?
*Leader:* Ether Bunny!
*All:* AWWWWW!

**Verse 2:**
*Leader:* Knock! Knock!
*Followers:* Who’s There?
*Leader:* Anna!
*Followers:* Anna Who?
*Leader:* Another Ether Bunny!
*All:* AWWWWW!

**Verse 3:**
*Leader:* Knock! Knock!
*Followers:* Who’s There?

61. **Take Me Out to the 4-H Camp**

**Verse 1:**
Take me out to the 4-H Camp; take me out to the crowd. Swimming and crafts are so much fun, cleaning our cabins just never gets done, so it’s root, root, root for your cabin, if they don’t win, it’s a shame. For its 1, 2, 3 meals a day at the dining hall!

**Verse 2:**
Camp is great in the summer; we have tons of fun here. There are camp fires; we sing lots of songs; canoeing and swimming we’re out all day long. So it’s spray, spray, spray with repellant, if you don’t, you will pay! ‘Cause it’s one, two, three skeeter bites at the 4-H Camp!
62. **This Land is Your**

As I was walking, that ribbon of highway
I saw above me, that endless skyway,
I saw below me, that golden valley.
This land was made for you and me.

*Chorus*

I’ve roamed and rambled, and I followed by footsteps
To the sparkling sands of Her diamond deserts.
And all around me, a voice was sounding
This land was made for you and me.

*Chorus*

When the sun come shining and I was strolling
And the wheat field waving
And the dust clouds rolling
As the fog was lifting
A voice was chanting,
This land was made for you and me.

*Chorus:

This land is your land,
This land is my land,
From California, to the New York island
From the redwood forest,
To the Gulf Stream waters,
This land was made for you and me.

63. **Tom the Toad**

Oh Tom the toad,
Oh Tom the toad,
Why are you lying on the road?

Oh Tom the toad,
Oh Tom the toad,
Why are you lying on the road?

You did not see the car ahead
Now you’re all marked with tire tread.
Oh Tom the toad,

Oh Tom the toad,
Why are you lying on the road?

2. Sing this verse sadly with tears in your eyes
because Tom the toad is dead.

3. Sing this verse lustily with joy
because Tom the toad has gone to that great lily pad
in the sky.

64. **Top-notcher**

I point to myself, what is this here?
This is my top-notcher ya ma, my dear!
Top-notcher, Top-notcher, ya ma, my dear!
That’s what I learned at my camp this year!

*Verse 1: Top-notcher*
(point to top of head)

*Verse 2: Sweat-browser*
(point to forehead)

*Verse 3: Eye-blinker*
(point to eyes)

*Verse 4: Horn-blower*
(point to nose)

*Verse 5: Soup-strainer*
(point to supper lip)

*Verse 6: Boy-kisser (girl-kisser)*
(point to lips)

*Verse 7: Chin-chauser*
(point to chin)

*Verse 8: Rubber-necker*
(point to neck)

*Verse 9: Chest-protector*
(point to chest)

*Verse 10: Bread-basket*
(point to tummy)

*Verse 11: Seat-warmer*
(point to back-side)

*Verse 12: Knee-knockers*
(point to knees)

*Verse 13: Shoe-holders*
(point to feet)

Each verse adds a new body part to the list.
65. Try a Little Kindness

If you see your brother standing by the road,
With a heavy load from the seeds he’s sowed-
And if you see your sister’s falling by the way,
Just stop and say, “You’re going the wrong way.”

*Chorus:*
You’ve got to try a little kindness,
Yes, show a little kindness—
Just shine your light for everyone to see.

And if you try a little kindness,
Then you’ll overlook the blindness
Of narrow-minded people on the narrow-minded street.

Don’t walk around a down-and-out,
Lend a helping hand, instead of doubt-
And the kindness that you show everyday,
Will help someone along their way.

*Chorus:*
You’ve got to try a little kindness,
Yes, show a little kindness –
Just shine your light for everyone to see.

And if you try a little kindness,
Then you’ll overlook the blindness
Of narrow-minded people on the narrow-minded street.

66. Washer Woman

In the deep dark jungle where nobody goes, there’s a wishy washy washer woman washing her clothes.

She goes uh-huh, waddle de dad a a cochie cochie coo.

And that’s how the wishy washy washer woman washes her clothes.

67. Watermelon Song

Just put a little watermelon on my grave and let the juice slip through;
Just put a little watermelon on my grave.
That’s all I ask of you!

Now Kentucky Fried Chicken tastes mighty, mighty fine,
But nothing tastes better than a watermelon rind.
So put a little watermelon on my grave and let the juice slip through.

68. When the Saints Go Marching In

I am just a lonely trav’ler
Thru this big wide world of sin
Want to join that grand procession
When the saints go marching in.

Oh when the saints, go marching in
When the saints go marching in
Lord, I want to be in that number
When the saints go marching in.
69. Where Have All the Flowers Gone

Where have all the flowers gone, long time passing?
Where have all the flowers gone, long time ago?
Where have all the flowers gone?
Young girls picked them every one
When will they ever learn,
When will they ever learn?

Where have all the young girls gone, long time passing?
Where have all the young girls gone, long time ago?
Where have all the young girls gone?
Gone to husbands, every one.
When will they ever learn,
When will they ever learn?

Where have all the husbands gone, long time passing?
Where have all the husbands gone, long time ago?
Where have all the husbands gone?
Gone to soldiers, every one.
When will they ever learn,
When will they ever learn?

Where have all the soldiers gone, long time passing?
Where have all the soldiers gone, long time ago?
Where have all the soldiers gone?
Gone to graveyards, every one.
When will they ever learn,
When will they ever learn?

Where have all the graveyards gone, long time passing?
Where have all the graveyards gone, long time ago?
Where have all the graveyards gone?
Gone to flowers, every one.

70. You Are My Sunshine

You are my sunshine, my only sunshine
You make me happy when skies are gray
You’ll never know, dear, how much I love you
Please don’t take my sunshine away.

The other night, dear, as I lay sleeping,
I dreamed I held you by my side,
When I awoke, dear, I was mistaken,
and I hung my head and I cried.

(Repeat first verse)

71. You’re a Grand Old Flag

You’re a grand old flag, you’re a high flying flag
And forever in peace may you wave
You’re the emblem of the land I love
The home of the free and the brave
Every heart beats true for the red, white and blue
Where there’s ever a boast or brag
Should old acquaintance be forgot,
Keep your eye on the grand old flag.
CAMP SKITS & STUNTS

Camp Skits

A skit is a prepared, rehearsed presentation by part of the group for the enjoyment of the rest of the group. Practiced lines, costumes, sets and props are all important ingredients to a successful skit. All of these aspects are not necessary but each can be used.

Skits always find a place in 4-H camp programs whether at a campfire, in an evening program, or to introduce the counselors and staff to the campers. “Skit Night” usually sees many entertaining skits, especially those produced by the campers. This is a good chance for self-expression by the campers. Amusing and true-to-life situations make some of the best skits.

I. Some suggestions on doing skits.

A. Do not use off-color skits or skits that tend to embarrass the camper. Use a counselor or staff member as the “goat”.

B. If water is used in a skit, be sure it is in small amounts.

C. Use skits that require several campers, not just one.

D. Be sure campers practice and talk loud. Many a punch line is ruined because campers do not hear it.

E. To avoid delays, make sure all props and equipment are ready.

F. For campfire skits: do not use skits that need a lot of light for script reading since it’s usually rather dark.

G. For skits produced by campers: have a counselor check them out ahead of time to be sure that skits are in good taste.

II. Excellent skits come from the campers themselves.

A. Give each group a situation or object and have them make up a skit about it.

B. Give each group a paper bag with 5 or 6 objects in it (cup, pencil, sponge, paper clip, etc. – make each bag different).

C. Do charades using a certain topic: foods, camp activities, trees, song titles, etc.

III. Suggestions for examples of skits which can be used for camp programs.
A. Don’t overuse the example skits. Save some of next year. Let your campers use their imagination and make up their own.

B. Don’t make the counselors the “stars” in the skits — this is the camper’s chance to be in front of the group.

C. Skits that are starred (**) should not be used to embarrass a camper. Make a counselor or staff member the “butt” of the joke.

IV. Example Skit #1 – We Ain’t Got the Money for the Mortgage on the Farm
4 or more campers
One character “Pa” comes on stage and begins crying. “Ma” come on and asks, “What’s the matter, Pa?” And Pa says, “We ain’t got the money for the mortgage on the farm.” And Ma starts crying. “Brother” come on and asks Ma, “What’s the matter, Ma?” And Ma asks, “What’s the matter, Pa?” And Pa says, “We ain’t got the money for the mortgage on the farm.” Ma passes this statement to brother who begins to cry. The rest of the characters come in and repeat the scene. The last character does the same thing, then stops and thinks. He asks, “Why not?” The questions is passed all the way to Pa who says, “Because we ain’t got a farm.” Character should really ham.

V. Example Skit #2 – Bubble Gum Skit
4 or more campers
First person comes on stage – bus stop sign and bench or other props are on stage – he/she is chewing bubble gum – blowing bubbles, stretching it, but it’s all make-believe. After a little while, the person sticks the gum to the bench, or sign or whatever, and exits. Next person walks on stage and leans on, sits on, or otherwise gets stuck to the gum. Make a big act of pulling the gum loose and throwing it on the ground. The next person steps on it and sticks it elsewhere. Youngsters get into the act and play with the gum and put it somewhere. Finally, the gum is put back in its original spot. The first person who left it there comes in and puts the gum into his mouth and walks off chewing. A big part of this skit is hamming it up – be humorous.

VI. Example Skit #3 – Mr. and Ms. America
2 or more campers
Have one person sitting at a table, another person behind him/her with their arms replacing the other person’s arms in a large shirt or sheet with holes cut. They should look like one person. Now have Mr. or Ms. America show how to put on make-up, have breakfast or anything else creative where the hands have to do something to the face. Have an emcee give a flowery introduction and aid the hands if necessary. The two people may want to practice before the performance, but the messier the better. Try doing this with 4 or 5 couples acting as a family at a meal – complete with baby being fed by mom, and brother and sister have a food fight. (Keep a camera handy as some great pictures come from this skit.)
VII. Example Skit #4 – Pass the Water
5 or more campers
A simple skit for young children to take part in. Campers line up. The first person drinks some water out of a cup but makes it look like his/her cheeks are full of water. He/she then pretends to pass the water into the ear of the next person, whose cheeks begin to fill up as they listen. This goes on down the line to the end person (who is prepared ahead of time by having their mouth full of water) who spits the water out. Make the transition look smooth, like the water at the beginning of the line actually comes out of the end person’s mouth.

VIII. Example Skit #5 – Fire at Will
An army scene. Everyone is going to practice shooting except Will, who is clumsy and keeps tripping during drills. The sergeant goes through the drills and then has the soldiers line up and prepare to shoot. The sergeant puts Will behind the line of fire and out of the way. Then the sergeant yells, “Fire at will!” All the soldiers turn around and fire at poor Will.

IX. Example Skit #6 - J. C. Penny
5 or more campers
One camper stands in front of the audience. A person walks in and the camper asks, “Where did you get that nice shirt?” And the reply is, “J.C. Penny.” The person exits. Another person comes on stage and the camper asks, “Where did you get those beautiful pants?” The answer is always, “J. C. Penny.” People keep coming on stage and the camper always asks where they got a piece of clothing, using a different piece of clothing each time (shirt, pants, hat, tie, shoes, jacket, gloves, etc.). Finally, a person comes on stage dressed only in a large towel or blanket. The camper asks, “Who are you?” And the blanket-wrapped person replies, “I’m J. C. Penny!”

X. Example Skit #7 - Peanut Butter
2 or more campers
Several people are sitting around at lunchtime. Everyone begins eating their sack lunches. George opens his sandwich, take a look and yells, “Peanut butter, yuk!” and throws it away. A sign comes up saying, “The Next Day” (or the narrator can say it). The whole scene is repeated with everyone playing their roles. Again, the sign comes up and the scene is repeated except this time, after the sandwich is thrown away, another camper asks, “Everyday you look at your lunch and throw away your peanut butter sandwich. Why don’t you ask your mom to make something different?” George replies, “Leave my mom out of this. I make my own sandwiches!”

XI. Example Skit #8 - How You Do That?
4 or more campers
Scene: A pirate ship going into battle.
The captain instructs the mate to shoot the cannon, the mate runs to the next crewman, who runs to the next, passing it down to the cannon operator, who is new. The cannon operator says, “How you do that?” And that message gets sent all the way back to the captain. The captain explains, “You load and light the fuse.” This is
passed down to the operator who does as instructed. The captain shouts “Miss! Reload the cannon!” Which has the same sequence (“How you do that”, etc.) Finally, the captain says, “Abandon ship!” and everyone jumps overboard, except the cannon operator, who says, “How you do that?”

XII. Example Skit #9 - Human Calliope
6 or more campers
This little stunt is clever for Stunt Night. Each camper has a note which he sounds as the player taps him on the head. You can play tunes this way. Or you can create a pipe organ. Each pipe (person) extends both hands. an organist plays a tune by touching the hands of the proper pipes.

XIII. Example Skit #10 - Echo Skit
2 campers
One person explains that this place (dining room, camping area, etc.) has an excellent echo. He/she demonstrates this with an assistant who acts as the echo at some distance.

Leader: “Hello.” (pause)
Assistant: “Hello.” (faintly)
Leader: “How are you?” (pause)
Assistant: “How are you?” (faintly)
Leader: “Bologna.”
(no answer)
Leader: “Bologna.”
(no answer)
Leader: (to group) “That doesn’t echo very well I guess.”
Leader: “Mr. ______ is a nice guy.” (pause)
Assistant: “Bologna.” (faintly)

XIV. Example Skit #11 - A Gathering of Nuts
6 or more campers and counselors
The leader announces that he has written a great drama and intends to produce it by using the audience as his cast and props. Selecting the participants with care so as not to offend anyone, the leader or director has two people become curtains. While he is selecting others, these two practice opening and closing by walking like curtains. The director casts a hero heroine, other actors, and also furniture and props, and has each practice his part. Then, after about 10 people are involved, a stooge asks the director the name of the play. The director, with a great flourish, presents “The Gathering of the Nuts.”

XV. Example Skit #12 - Sap Running Through the Trees **
6 or more campers and counselors
Have six to ten people stand up around center of the room, each one representing some tree. They may be allowed to select the tree they wish to represent. Then call on one player and have him begin to run about among the trees. After he has done
this, stop him and announce to the crowd: “The name of the game is ‘The Sap Running Through the Trees’.

XVI. Example Skit #13 - German U-Boat  
Ages: 8 to 17 years  
Participants: 6 – one captain, five crewmen  
Space: small room or area  
Directions:  
The scene opens with all six participants lined up one behind each other peering forward. The captain is first, pretending to be looking through a periscope, the others are tightly packed behind him, looking over his shoulder.  
Captain: (with German accent) “Where we are on our famous German U-boat looking for enemy ships. Aha! There is one now!” (turning over his shoulder, he says to the first crewman) “Push the red button!”  
First Crewman: (turning to his mate behind him) “Push the red button!”  
Second Crewman: (turning to his mate behind him) “Push the red button!”  
Third and Fourth Crewman: (turning to his mate behind him) “Push the red button!”  
Fifth Crewman: (shrugging his shoulders) “But I don’t know how!”  
Captain: “Ah! We missed again. They will not take me alive. I think I’m going to kill myself.”  
(He uses an imaginary pistol and shoots himself and falls to the floor. The other crewmen do likewise down the line until the only member remaining is the fifth crewman.  
Fifth Crewman: (shrugging) “But I don’t know how!”

XVII. Example Skit #14 - Honey-Bee Club  
Props: Hide one glass of water near the front of the room and one at the back, out of sight of the front. Also, inform one fellow beforehand.  
Skit: Inform the club that tonight is a very special night because it is the night that new members are initiated into the very exclusive Honey-Bee Club. (Only two new members per year.) Then read out the names from a
secret envelope of the fellow who was informed beforehand (call him B) and the name of some unsuspecting new guy (call him A). Send B out of the room. Sit A on a chair and tell him that he must fulfill a simple initiation rite before he can join the club. Explain the procedure:

1. You will go out into the crowd as the worker bee, and he is to be the queen. The other kids are the flowers, and you will collect the honey from them. When you come back, you will stand in front of him and make a deep, loud, close-mouthed sound while pushing your right arm forward (as if you were going to punch him in the stomach). He is to repeat the “mmmm” sound with the arm motion. (Practice that with him until you are satisfied that he has it.)

2. You will do the same thing again, only this time when you come back you will go “mmmm” twice. He is to repeat it twice.

3. You will do the same thing, only this time you will go “mmmm” three times. Instead of repeating this, A is to throw his arms wide apart and shout, “Give me all the honey!”

Now go through the motion you described to him. Act like a bee—flap your arms and hum, and go out collecting honey from the kids there by picking at their hair and putting the honey in your pocket. Each time you come back in front of A, you go through the procedure you explained to him. On the third time, take a mouthful of water from the glass when A can’t see you. When he goes “Give me all the honey!”, let him have it in the face with the water.

Now he gets a chance to do the same initiating process to B. The only catch is that B knows all about it, so when A comes back the third time with a mouthful of water, B also has a mouthful. When A expects B to say “Give me all the honey!”, B “forgets” and repeats “mmm” three times. A gets frustrated and may do one of three things:

1. Go through it again, hoping B will remember (B won’t). He will finally give up and say to B, “You’re suppose to say, Give me all the honey.” At this point B should let him have it.

2. Start laughing and swallow his water. He may suggest doing it again.

3. He will let B have it anyway; B should duck and fire back.
XVIII. Example Skit #15 - Thar’s A Bar

Get anywhere from five to eight fellows to stand shoulder to shoulder across the room. Be sure to get them shoulder to shoulder quite tightly. They are to set up a bear warning relay system. They do so by repeating a message.

Dialogue: Leader – L; 1st guy – A; 2nd guy – B, etc.

L – “Thar’s a Bar” (be sure to get the right pronunciation)
A – “Whar?” (if he pronounces it “where”, correct him)
L – “Over thar” (pointing with his right hand and arm extended, keeping arm up)
A to B – “Thar’s a Bar” (at which time he’ll probably point, so correct him)
B – “Whar?”
A – “Over thar” (now he should point, keeping his arm extended, for the rest of the skit)
B to C – “Thar’s a Bar”. . .and so on until the last guy says it to the leader. At this point, everybody should be standing up pointing with their right arms extended. Now go through the same procedure, this time pointing with the left hand. Remember to only point when you say “over thar”. Now, everyone should be standing with both arms extended. The third time through the communication process, stoop down with the right leg extended, pointing in the same direction as the hands are pointing, when you say “over thar”. Now everyone is stooped down with both arms pointing and the right leg pointing. Be sure to get them shoulder to shoulder quite tightly. Now,
L – “Thar’s a Bar”
A – “Whar?”
L – “Over thar”. . .Then L pushes over so that the rest will fall like dominoes.

XIX. Example Skit #16 - Wet a Way to Go

Put a cola bottle on a boy’s forehead with him in a prone position (on his back) and have a girl fill it with water squeezed from a sponge. An alternate way would be to let her pour a cup of water into the bottle. Anyway you do it, somebody is going to get mighty wet!

XX. Example Skit - #17 - Who Sneeze

One boy play sergeant and the rest line up in a row facing the audience. The sergeant tells them to come to attention for inspection. The last boy in line sneezes. The sergeant asks who sneezed and doesn’t get an answer. He asks the man who sneezed to step forward in a threatening and commanding tone. The sergeant asks the first boy if he sneezed, and he denies it. The sergeant shoots him. The next boy in line is asked if he sneezed and he replies, “Not since I was 10 years old.” The sergeant shoots him. Each boy has a different answer as to why he didn’t sneeze, and the
sergeant shoots each one until the last boy is reached. This boy, really worried and shaking, admits that he sneezed but pleads to the sergeant not to shoot him. The sergeant says that he isn’t going to shoot him but just wanted to say GENUNDHEIT!

XXI. Example Skit #18 - Pencil Salesman

A sales manager is trying to teach a dumb salesman how to sell. The manager tells the trainee to listen to him carefully, and he will teach him how to sell. He gives him the following instructions:

1. Hold pencils in your hand and say, “Pencils for sale.” Practice saying that.

2. Next people will ask how much they are, so say, “Ten cents. Three for a quarter.”

3. Then they will ask what color, so you tell them, “Yellow.”

4. Now they will either buy them or they won’t. If they don’t buy say, “If you don’t, someone else will.”

The manager has him repeat the instructions back and leaves him on his own. What happens next is that the trainee is left on his own and starts calling out, “Pencils for sale” when another person rushes by. The trainee doesn’t notice him, and they collide, falling to the ground. They have the following dialogue:

1) The customer asks if he knows how much the suit cost and trainee tells him ten cents, three for a quarter.

2) The customer, getting mad, asks the trainee, “Who do you think I am?” to which the trainee replies, “Yellow.”

3) The customer, really mad, says, “Do you want someone to punch you in the nose?!” to which the trainee replies, “If you don’t someone else will.”

At this point the customer beats up the trainee salesman, and they leave the stage.

XXII. Example Skit #19 – Listen at the Wall

One person goes along a wall listening and listening. Others come along and ask him what he is doing. He says dramatically, “Listen,” and the others do. One of them says, “I don’t hear anything,” in a disgusted voice. “LISTEN,” he says more dramatically, and they listen some more. Again someone says, “I don’t hear anything.” The original listener says, “You know,” with a faraway look, “it’s been like that all day.”

XXIII. Example Skit #20 – Living Xylophone
The instrument consists of several kneeling performers. The player strikes each on the head with a fake mallet or his fist as if playing a xylophone. Each player utters a single note when struck. Simple songs such as “Twinkle, Twinkle, Little Star” can be played this way.

XXIV. Example Skit #21 – Mad Reporter

The scene is a bridge where a very depressed reporter is about to jump off (the end of the stage or a platform could be the end of the bridge). The reporter says that he’s had it, can’t get a big story, all washed up and wants to end it all. He calls out, “One, two,” swinging his arms, when another person shows up and asks what is going on. He tells him his sad story which encourages him to tell him his. They both get depressed and decide to jump. They call out, “One, two,” and another person shows up. They each tell this person their sad stories, and he decides to jump too. Once more, they call out, “One . . ., Two . . ., Three! All the people jump except for the reporter, who runs off saying, “I’ve got a great story; two people jump off the bridge. Wait until the boss hears this.” (A building could be used as well as a bridge.)

XXV. Example Skit #22 – Glass of Water

There is a glass of water in the middle of the stage. First scout crawls across the floor crying for water. He dies dramatically shortly after beginning his crawl. The second person dies just short of the glass of water. The third person, on his last bit of strength, really hams up his desperation as much as he can. He reaches the water, takes out a comb, grooms his hair with the water, sighs with relief and goes off stage.

XXVI. Example Skit #23 - The Firing Squad

A firing squad lines up with a prisoner. The leader of the firing squad calls out, “Ready . . .Aim . . .” The prisoner shouts, “Tornado!” The soldiers all run for cover and the prisoner escapes. A second prisoner is brought out, the leader calls out, “Ready . . .Aim . . .” and the prisoner shouts, “Landslide!”, the firing squad runs for cover, and the prisoner escapes again. Repeat this for other natural disasters. The last prisoner is brought out and having seen the other prisoners escape decides to do the same thing, except he yells, “Fire”, and the firing squad does.

XXVII. Example Skit #24 – Balloon Orchestra

The players in the orchestra each hold a balloon. They blow up their balloons in unison, then let out the air a squeak at a time to the rhythm of some easily recognized rhythm such as “Blue Danube” or “Jingle Bells”. To end the skit, all fill their balloons with air and let go at the director’s signal.
XXVIII. Example Skit #25 – Seatbelt

(Four people in a car, two in the front, one asleep in the back, one curled up in the trunk. Cop comes up behind with siren. They pull over. cop walks to drivers’ window.)

Driver - What seems to be the problem, officer?

Cop - No problem! I just wanted to tell you that you are the one hundredth person I’ve seen wearing a seatbelt today, which means you have won $5,000 in the statewide safety competition!

Driver - That’s great! What a surprise!

Cop - So buddy, what are you going to do with your winnings?

Driver - Well, first I’ll get my driver’s license and then I’ll pay off all those warrants.

Rider – Ah, don’t believe him! He always talks big when he’s drunk!

Sleeper - (waking up) – Whoa! A cop! Darn it all! I knew we wouldn’t get far in a stolen car.

Guy in Trunk – Hey! Amigos! Have we crossed the border yet?

XXIX. Example Skit #26 - The Restaurant

(Two people, 1 & 2 enter, led by Waiter and sit at table.)

Waiter – Your menus.

#1 & #2 - Thank you.

#1 - We will both have the soup special.

Waiter - Right away, sir. (Exits. Returns with two bowls.)

#2 - Excuse me, you’ve got your thumb in my bowl of soup!

Waiter - (wiping thumb on customer’s napkin) Thank you for your concern, madam, but it’s not hot.

#1 - Wait! There’s a fly in this soup!
Waiter -  Is that a problem?  You asked for noodle, not vegetarian soup.

#2 -  And look!  There’s four more flies!

Waiter -  Thank you for pointing that out.  I’ll have to charge you for noodles with meat soup.

#1 -  Come back here!  What are these flies doing in my soup??

Waiter -  The backstroke, it appears to me.

#2 -  No, no, that one is definitely doing the butterfly stroke.

Waiter -  (erasing and writing on the check)  Exotic meat and noodle soup. . .that’s an extra $2.50.  (Exits)

#1 -  I’m not paying for a bowl full of flies!  Where did that waiter go?

(Other waiter brings in big pot and sets on nearby empty table.  Exits)

#1 –  I can’t eat this disgusting bowl of flies, and I’m so hungry.  (sniff, sniff)  What’s that good smell?

#2 -  It’s that pot of stew over here.

(They get up and look inside the pot.)

#1 -  Ummm, look how thick and rich it is.

#2 -  And those savory chunks and rich broth.

#1 -  Who is it for?

#2 -  Let’s scoop out some before the waiter comes back.

(They use their bowls to scoop out some and sit down to eat.)

#1 -  Yum!  Isn’t this delicious!  Is that barley?

#2 -  I don’t know, but the spices are wonderful.  Are the stringy things fettuccini?

# 1 -  Could be.  These tiny mushrooms are tasty.  I was never going to come back to this restaurant but now I will just to order this great soup.
#2 - Me too. I wonder what it’s called.

(Other waiter returns carrying mop. Looks in pot.)

Other Waiter – Hey, who spilled my mop water??

(Customers run off gagging. Other waiter shrugs, scrapes their plates into mop bucket and hollers:)

Other Waiter – Eddie! Your customers left without paying. Darn! Now I have to add more water. I’ll just scoop some out of the toilet. It’s stopped up anyway. (Exits)

Waiter - (Entering, looking and leaving) Oh, some people have no class!

XXX. Example Skit #27 - Gotta Go Wee

All participants should line up two-by-two with one chair in front of the next. This represents students sitting on a bus (but participants are actually standing). One person should stand in the front, acting as the bus driver, hands on the steering wheel, etc. The person in the very last seat should whisper loud enough for the audience to hear to the person in the “seat” next to them, “I gotta go wee.” This message should be passed from person to person until it reaches the driver. The driver should look over their shoulder and reply, “We don’t have time to stop now.” This should be whispered loudly from the person in the front of the bus back to the wee-er. The back person should wait a few seconds and in more urgency whisper to the person next to them, “I gotta go wee.” Again the message is passed from person to person until it reaches the driver who replies, “Not now.” This message returns to the back of the bus and for a third time the back person says, “but I really gotta go wee.” When the message reaches the bus driver the third time the driver should simulate hitting the breaks and opening the bus door. The back person should rush to the front of the bus, jump out the door with arms in the air and yell, “Wheeeeeeee!”

XXXI. Example Skit #28 - Is it Time Yet?

Have all skit participants sit side-by-side in a row on the floor or on a bench. One leg should be crossed over the other so everyone is sitting the same way. The person on the end should whisper in the ear of the next person loud enough for the audience to hear, “It it time yet?” The second person should whisper the same question to the third person, again loud enough for the audience to hear, and so on. When the last person is asked the question they should look at their watch. They then whisper back to the person next to them, “No, it’s not time yet.” This should be passed down the line. When it gets to the last person with the watch they should reply, “No, it is not time yet.” Again, the first person sighs, and re-asks the question. On this round the person with the watch says, “Yes, it’s time.” After it has passed all the way back to
the first person the group should look at one another and all uncross their crossed leg and cross the other leg in unison.

XXXII. Skit Example #29 – Empty Heads

The participants are lined up. The announcer explains that these remarkable people all have empty heads. To demonstrate this the first person in line takes a huge drink of water from a glass. His cheeks bulge out with water. He then pretends to spit the water in the ear of the next person in line. Actually he just lets the air out of his cheeks, only pretending to have a mouthful of water. As the “water” enters her ear, the second person balloons out her cheeks to make it look like they are filling up with water. Practice this. It should look as if the second person’s mouth is filling up as the first person’s mouth empties. Keep passing the “water” down the line until it reaches the last person. The last person in line receives the “water” in his ear, puffs up his cheeks, and spits the water into a glass. This time it is real water, for the last person had a mouthful of water during the entire skit without letting anyone know.

XXXIII. Skit Example #30 - Mysterious Flying Object

One person walks onstage with head titled up at an awkward angle, stops, and stares up at the sky. The position of this person’s head should not change during the entire skit. One by one the others walk onstage, notice this staring person, and look up to see what she is looking at. They stay on stage the entire skit, forming a line next to the person with the crooked neck. Once all are onstage they comment to one another: “Do you see it?” “There it goes!” “I think I just saw it!” etc. They clearly believe something is up there and talk excitedly about the mysterious flying object in the sky. The last person to come on stage asks the person at the end of the line what he is looking at. That person asks the next person, “So you know what we are looking at?” The question passes down the line, finally reaching the first person. She is still staring up at the sky and has taken no notice of the people next to her. She is tapped on the shoulder and asked, “Pardon me, but what is it we’re looking at?” The first person turns with her head still tilted awkwardly and says, “Oh hi. I didn’t see you all there. I’m afraid I’ve got a stiff neck today.”

XXXIV. Walk-ons

The style of a walk-on is simple. A walk-on should, in general, be pre-arranged with the person who is supposed to be up there talking. If it is not pre-arranged, it can be more of a practical joke. While the leader is talking, a camper walks on stage doing or saying something. The leader responds accordingly, usually in an exasperated way, and the camper then says the groaner punch line.

Camper – The squirrels are after me! The squirrels are after me!!”
Leader - “Why on earth would squirrels be after you?”
Camper - “They think I’m nuts!”
Camper - *Walks on stage tossing a ball up in the air a foot or two and*
catching it.
Leader - “What are you doing?”
Camper - “Throwing up!”
Camper - *Runs up to the leader on stage, starts grabbing at his own clothes, as though he has bugs on him, and says:*
“‘They’re on me, they’re on me!’”
Leader - “What’s on you?”
Camper - “My clothes!” *and walks off stage.*

Little Brother
Camper #1 – Whatcha doing?
Camper #2 – Writing a letter to my little brother.
Camper #1 – Why are you writing so slowly?
Camper #2 – Because my little brother can’t read very fast!

Bee Sting
Camper #1 – “OOOOOUCH, OOOOHH, OOOUCH!”
Camper #2 – “What’s the matter with you?”
Camper #1 – “A bee’s stung my thumb!”
Camper #2 – “Try putting some cream on it then.”
Camper #1 – “But the bee will be miles away by this time.”

The Operation

*By setting up a white sheet and using alight behind it, a hospital operation can be silhouetted onto the sheet, which is set up like a screen. Ham it up with humorous dialogue, occasionally throwing a peeled tomato or a piece of raw liver or spurt of ketchup out to the audience. A good creative imagination would be an asset here.*

Good Soup

*Props: a large pot, several spoons and a floor mop. A chef’s hat would also be useful. (Several boy are seated around a large pot, sampling the imaginary contents with the spoons.)*

Scott: Boy, this is sure good soup.
Brad: Yep, it’s got REAL flavor.
David: Sure is! Why, it’s even better than my Mom makes.
Matthew: Oh yeah. It’s the best food I’ve eaten at camp all week.
Cook: *(Enters waving floor mop and shouting)* Hey you guys! Get out of my mop water!!!

Fly in the Soup
Customer - Waiter, waiter, there’s a fly in my soup!
Waiter - *(Enters, very snooty, peering into the soup)* Oh yes, you are right, sir. That will be an extra 25 cents for the meat.
Customer - But waiter, he’s swimming all over the top!
Waiter - *(Still snooty)* You are right, sir. It doesn’t know it’s a fly, sir. It’s doing the butterfly stroke.
Customer - Well, I think it must be an Australian!
Waiter - Why do you say that, sir?
Customer - BECAUSE IT’S DOWN UNDER NOW!

The Invisible Bench
From: Sue Moore

#1 - *is sitting on a bench (which really isn’t there).*
#2 - walks up – What are you doing?
#1 - Sitting on an invisible bench.
#2 - Can I join you?
#1 - Sure.
#2 - “sits” next to #1
#3 & #4 - walk up – What are you doing?
#1 & #2 - Sitting on an invisible bench.
#3 & #4 - Can we join you?
#1 & #2 - Sure. *(and so on till only one person is left).*
Last person – Hi! What are you guys doing?
Everyone else – Sitting on the invisible bench.
Last person – Didn’t I tell you? I moved the bench over there. *(points in other direction)*
Everyone else – Oh no! *(and falls).*

Court Scene

*Setting: Courtroom – guy brought it*
Guy - I’m innocent! I was just picking up pebbles on the beach!

Two or more people with similar stories. Last person comes on stage either dressed like a guy dressed like a girl or a girl.

Girl - Hi, I’m Pebbles. (in an alluring manner).

Ten-Cent Fortune

Three sit down solemnly beside a table containing a glass of water to have their fortunes told. The victim is in the center and the three join hands to establish the psychic chain. It is explained that each is to be permitted to ask two questions answerable by a number. The victim might ask, “How many thousand will I be making a year when I am thirty-five?”

A dime is dipped solemnly in the glass of water and pressed against his forehead; it will stay there. He is then told to shake his head the number of shakes required to dislodge the dime will be the answer to his question. He shakes—three, four, five, six—he will be making six thousand dollars!

Now for the second question: “How many children will I have when I am thirty-five?” Once more the dime is dipped and pressed firmly against his forehead, but this time it is removed—the water and the pressure produce a sensation causing him to think it is still there. He begins to shake—five, ten, fifteen, twenty violent shakes and still there is no end.

Dark, Isn’t It?

Instruct the group to hold both hands in front of the body with the index fingers about six inches apart, pointing at each other, and about one foot from the body. from now on everyone is on his honor to keep his eyes closed. Tell them this is a physical coordination test. Move the right hand six inches up[, left hand six inches toward them. Continually caution them to keep their eyes closed. Then say, “Dark, isn’t it?”

The Lost Sheep

The leader makes an elaborate announcement introducing a soloist who is to sing a pathetic ballad entitled, “The Lost Sheep”. The singer takes his position, glances at his accompanist, nods his head as a signal for the pianist to begin, stands ready as the pianist plays a prelude and then give a plaintive, “baa-aa-aa”.

Trained Flea
“Sir Parasite” give an exhibition with “Hortense”, the trained flea. Hortense goes through various tricks such as jumping from hand to hand or turning somersaults. Finally, Hortense disappears while performing a difficult task such as a “back-flip” Several persons set out to find her. She is found in Mr. _____________’s hair! Then Hortense is returned to Sir Parasite and is asked to do another trick, but she will not respond. Sir Parasite exclaims, “Hey, this isn’t Hortense—it’s another flea!”

XXXV. Jokes

A. Person 1 – What did one flag say to the other flag
   Person 2 – What?
   Person 1 – Nothing. It just waved.

B. Person 1 – What do you call a penguin in the Sahara Desert?
   Person 2 – What?
   Person 1 – Lost.

C. Person 1 - Do you know why crows are never hit while eating road kill?
   Person 2 - Because their friends are on the Power Lines yelling. . . .
   CAAAAR, CAAAAAAR

D. Person 1 – What did the rope say after it got tangled?
   Person 2 – What?
   Person 1 – Oh no, knot again!

E. Person 1 – What did the little porcupine say when it backed into a cactus?
   Person 2 – What?
   Person 1 – Is that you, Mom?

F. Person 1 – Did you hear the joke about the sidewalk?
   Person 2 – No, I haven’t.
   Person 1 – It’s all over town.

G. Person 1 - How does a rabbit make gold soup?
   Person 2 – How?
   Person 1 – He begins with 24 carrots.

H. Person 1 – What do a call a cow with no legs?
   Person 2 – What?
   Person 1 – Ground Beef!
   Person 1 – What do you call a cow with three legs?
   Person 2 – I know –lean beef!

I. Person 1 – Why did the farmer feed his cow money?
   Person 2 – I have no idea.
Person 1 – He wanted the cow to give rich milk!
Person 1 – What does a cow give after an earthquake?
Person 2 – Milkshakes!

J. Person 1 – What do you also call a cow with three legs?
Person 2 – Uhhhh
Person 1 – TriTip!

K. Person 1 – What was the bull doing in the pasture with his eyes closed?
Person 2 – What?
Person 1 - Bull-dozin’.

L. Person 1 - Why do cows wear bells around their neck?
Person 2 – Because their horns don’t work!

Camp Stunts

Stunts are skits that have an amusing ending, a punch-line or funny action that uses a well-liked person at camp as the object of humor. These are great for camp fire time. There are many good, fun stunts that can be used; however, ideas for stunts can be a problem at camps. Counselors and campers alike sometimes have difficulty in thinking up new stunts. Try to locate a recreation book with some ideas in it to help your group. It would be a good idea to keep a list of stunts to save for other years. Many times campers will know funny skits or even make up their own. This is excellent and should be encouraged. In order for this program part to be successful, be sure to follow these suggestions:

1. Do not use off-color stunts or ones that tend to make a goat out of a camper.

2. If water is used for a stunt, be sure it is a small amount.

3. As much as possible, use stunts requiring several campers, not just one.

4. Be sure campers practice and talk loud. Many a punch line is a dud because campers do not hear it.

5. Have all equipment needed ready to save time.

6. Do not use stunts requiring a lot of light. The campfire circle is usually rather dark.

7. This is fun time, so fun stunts go over big.
Think Together Groups/Icebreakers/Team Building Activities

Think Together Groups
Think Together Groups give the counselors a time to discuss a specific topic related to the counselor training. Here are some examples that can be done during the counselor training.

Theme - Why are you here?
Find out everyone in the group's name. Tell the group background about yourself. Why are YOU here? Play a quick name game with the group.
Get-to-know-you questions:
* If you could have any superpower, what would you have?
*If you were given a million dollars, and you couldn't save it - how would you spend it?
*What is your favorite food of all time?
Debrief: Ask them why they are here. Did mom force them out of the house? Did they want to get out of chores this weekend?
What do you want to get out of the training?
What is your favorite part of camp?
Do you have any fears/reservations/concerns about being a counselor?

Theme - Your Counselors Past
Talk about a counselor you remember having as a camper. How did they impact you? Were they good/bad?
Ask the group about counselors they remember having - if they've never been a camper before talk about mentors they've had.
Who is your role model? Why?
Transition - talk about how your favorite counselor was fun.
Debrief: How can you learn from your past counselors? How can you be better?

Theme - Campers are going to remember you, whether you like it or not. How do you want to be remembered?
Ask them for one word that would describe them as a counselor. (Example: Prepared, Confidant, Dedicated) Don't let them simply use "positive words" (Awesome! Super!)
Why do you want to be a counselor?
What have you learned as a result of the training that will help you become a better counselor?
Debrief: What do you have to do differently to become a role model. Talk about things we just don't do at camp. (Example, when you stub your toe...watch what you say. We don't have "bad days." You might not be a morning person but you act alert at flag raising.)
You have to "fake it" till' you "make it"
Give them examples of when you struggled at camp.
Talk about things they can do NOW to help them be prepared for being a role model at camp (Keep your facebook/MySpace CLEAN, watch your language, and do your own research online - ultimatecampresource.com.)

Theme - **Where do we go from here?**
What was your favorite part this of the training? What do you still feel unsure about? What can we do better at next year's counselor training? What do you expect from us this summer - and what do we expect from you.

---

**Icebreakers**

Icebreakers are structured activities that are designed to relax learners, introduce them to each other, and energize them before learning begins. Icebreakers often help to break up the cliques and invite people to form random groupings in a non-threatening and fun way. An icebreaker helps to clear the way for learning to occur by making the learners more comfortable by helping to bring about conversation.

**The Princess and the Dragon Icebreaker**

Split the group into 5 different sections and have a staff member or counselor stand in front of the group and be the leader for that section. There are 5 parts to the story and a narrator. The narrator reads the story out loud and gives parts to the kids. The first part is "The King," whenever "The King," the kids from that section yell...Da-Da-Da-Dah! The second part is "The Dragon," the section that has "The Dragon," does their best dragon growl. Next is "The Handsome Prince," the kids from "The Handsome Prince," section yells...MMMM-MMMM That man is fine. Next, "The Beautiful Daughter," the kids from that section yells...OH YEAH! Last, "The Ugly Daugther," The kids from that section yell...Ew-Ew-Icky-Poo.

Make sure all the kids are ready to yell for their section, so get the kids fired up and try each section a few times before beginning the story. Also make sure to pause so that the kids have time to yell for their section.

The Princess and The Dragon

Once upon a time, there was a king. The king ruled over his kingdom with great wisdom and fairness and with the help of his daughters. His beautiful daughter, and his ugly daughter, but the king was sad. The king was sad because in his kingdom was a terrifying dragon! The dragon, would ruin the gardens of the beautiful daughter, steal all of the ugly daughters make-up...which she needed, and steal everyone's left shoe. So the king, sent out messengers to neighboring villages, asking any brave man to come get rid of the dragon. Many brave men tried but none prevailed. One day, the handsome prince, from far, far away came, and he told the king, that I, the handsome prince, would get rid of the dragon. The king, told the handsome prince, that if he did defeat the dragon, he would either get the...
hand of either the beautiful daughter, or the ugly daughter. And so, the handsome prince,
went to the deepest, darkest cave in all the land, and found the dragon, and a great battle
began. First the handsome prince, was winning, then the dragon, then the prince, then the
dragon, until finally, the prince defeated the dragon. The handsome prince, returned with
the news to the king. The king said to the handsome prince, which of my daughters would
you like, the beautiful daughter, or the ugly daughter....

In the end, the handsome prince, choose the ugly daughter, because beauty is only skin deep,
and the king, the handsome prince, the beautiful daughter, and the ugly daughter, and all
the villagers lived happy ever after, because they would never again get their left shoes stolen
from the dragon.

4-H Camp Counselor Interview Icebreaker
This is a great activity to be done at the beginning of the training. Have youth partner up with
someone that they do not know and interview each other. Then have each partner introduce
their “new” friend to the group and tell three to four things about their “new” friend.

1) What is your full name?
2) How old are you?
3) Where were you born?
4) Do you have any brothers and sisters? If so, what are their names and how old are they?
5) What is your favorite food?
6) Do you have any special skills or talents? What are they?
7) Is this your first year at Camp Cherry Lake as a counselor? If no, how many years have
you gone?
8) Why do you want to go to camp as a counselor?

“Who Am I” Icebreaker
When working with young children it is sometimes a challenge to communicate effectively with
them. Who Am I teaches participants to pay attention to not only answers provided to them but
also it teaches participants that a detailed question can provide lots of information. This game
puts listening and communications skills to the test in a fun way.

Objective: To figure out whom your character is.
Group Size: 4 or more
Materials: Index Cards, Tape, and Markers
Directions: Before participants arrive prepare index cards with the names of famous people on
the back of the cards. When participants arrive have each participant come up and without
letting them see the name on their index card tape the index card on their back where others can
look at the name on the card. Participants are only allowed to ask yes or no questions. Allow
participants to mingle around the group then try to figure out “Who Am I?” (Some examples of
names to list are: Elvis, Michael Jordan, Dolly Parton, Brad Pitt, Wesley Snipes, Jennifer Lopez,
Etc.) Discussion Questions:
What was hard about this game? Did you become frustrated? What did you learn from this
game?
**Team Building Activities**

**Name Games**

**My Name Is...**

Materials: None  Preparation: None.  Instructions: Gather campers in a large circle.  Tell them that they must think of a movement to accompany their name.  Begin the game by demonstrating a movement with your own name (for example, say “Peter!” and spin around once.)  The next person must repeat that name and movement, then add their own name and movement.  This continues around the circle.  The last person will have to do the names and movements of everyone else in the circle!  Help prompt the campers if they have trouble remembering the names and movements.

Discussion:  Which movements and names were the easiest to remember?

**Human Treasure Hunt:**

Ice Breaker – this is for a group who doesn't know each other very well.  Create a list of facts that will apply to some or most of the group, some of the facts can be obscure.

Example

_______ has a dog.
_______ could eat pizza every day for the rest of their lives.
_______ is allergic to cats.
_______ has never been to camp.
_______ was born in the same month as you.

Rules: You can only use each person's name once. Everyone travels around the room and tries to fill up their list.

**Point and Shoot**

Name game – this should be done once the group has been introduced and the counselors/campers have gotten to know each other.  Set up two chairs facing each other.  Get a giant sheet – that is NOT see-through.  Split the group into two teams. Each team squats behind a chair.  A representative from each group sits on the chair, behind the sheet.  Two people hold the sheet up so that the representatives are hidden.  There is a count down from 3, and they two people drop the sheet. The first representative to call out the other's name wins. If you “win”, your team “wins” the representative that lost. At the end of the game, the team with the most members is the winner.
**Bop**

Set up the group in a circle on carpet squares, or some other markers. One person in the middle of the circle holds a half of a swim noodle. The person in the middle calls someone in the circle's name and drops the noodle in the center – then runs to take that person's carpet square. The person whose name was called has to run to the center, pick up the noodle, say the person's name that tagged them, and then tag them back with the noodle. If they do NOT tag the person back before their own spot is stolen, then they are the NEW center of the circle. If anyone gets someone's name wrong, they are automatically in the center of the circle.

**Song Beat**

Split the group into smaller groups of twos or threes. Tell them to come up with a “beat” using their name. They say their name over and over again to a particular rhythm and pitch. Let them practice their beat in the smaller groups. Then, have everyone circle up again. Begin the group by starting your beat – then instruct everyone to join in, one at a time. Eventually, everyone will be saying their “name beat” together. If done correctly – this sounds very cool.

**What's in a Name?**

Start in a circle. “It” stands in the middle of the circle – a good ways away from the other players. “It” calls a person's name and tries to tag them. The person who was named by “it” must say the name of another player before “it” can tag them. If another player's name is called - “it” must go after the new person. The circle CAN NOT MOVE. If “it” successfully tags a player – that player becomes the new “it”.

**Character Names**

Have the group think of a fictional character that has their name. Then, they must act out that character. They can talk like the character but cannot say the names of people or places. They must get the group to guess their name.

**Name Tag**

Set up for the game in a large open space with no obstacles. Tell the group to put their bumpers up (hands extended out in front of them). Allow the group to mill around, until everyone is sufficiently separated. The game is played starting with the leader (you) tapping one group member on the shoulder and shouting their name. That person opens their eyes, runs to another group member and taps his/her shoulder then shouts their name. This cycle continues until everyone in the group has been identified. Time each round, and see if the group can decrease
their time with more rounds. For convenience, once someone has been “identified” have them kneel or sit until the round is complete.

Name Dodge ball

This name game is played exactly like dodge ball – with a twist. Divide the group into two even teams. Explain the rules of dodge ball: there is a dividing line that teams can't cross. If a player is hit by a ball, they must immediately sit out of the game. You may only throw balls from the shoulders down. If someone is hit in the face – all playing stops. Players can only throw one ball at a time. Catch: in this name game – to get a player from the opposite team out, you must hit them with a ball AND call their name. If you get their name wrong, or can't remember it – they are NOT out. If a player catches a ball thrown at them – they can “save” a member of their team.

Fun Games

Have you ever?

Requirements: A chair or place marker for every person in the group except one.
Objective: To find things that a group has in common.
Description: Everyone stands or sits in a circle. The one person without a chair or a place marker is "it". The "it" will say something about themselves. For example, "Have you ever gone swimming in the Atlantic Ocean?" Anyone in the circle that has that in common must move to a new spot in the circle. Each move has to be at least two place markers or chairs from where they started. Whoever is left without a place marker will be it and will tell something about themselves.

Pass It On

Materials: Softball Preparation: None. Instructions: Have everyone in your cabin group get in a single file line. Give the softball to the person at the head of the line and instruct them to hold it between their elbows. They must pass the softball down the line using only their elbows. If someone drops the softball, it must return to the beginning of the line and start over. The goal is to get the softball to the end of the line and then back to the front using only elbows.
Discussion: What was the most difficult part of this game? How could we make it easier?
Tips: If your group really wants a challenge, have them clench the softball between their chin and their chest and pass it on using only their chin and their chest. Because this method has people get in each other’s personal space, you will have to watch carefully to see if it is making campers uncomfortable. This game is also a good team-builder and encourages groups to work together to achieve a common goal. You may want to pair up with another cabin group and have them race each other to see who can pass the softball the fastest.
HELP!

The group sits in a circle. The leader passes out a playing card to each person. Whomever gets the ace of spades is “it”. “It” looks around the circle and makes eye contact with the other players. “It” winks at a member of the group. Anyone they want. If “it” winks at you, you must say the 4-h's to yourself in your head (head, heart, health, and hands) before dramatically pretending to die. How do players win? By catching “it” winking at another player – and announcing who is “it” BEFORE their victim dies.
Rules: You cannot say someone is “it” unless you actually see them winking.

FFEACH and Mooch

Divide the large group into three smaller groups. One representative from each group comes up to the leader (centered away, but near to the groups.) And the leader announces the topic, quietly, so that the rest of the group can't hear. The topics follow the name of the game: (Fast foods, Electrical Appliances, Comic Book Heroes). So, you have to pick something within that category. (French fries, blender, spiderman). Once the leader has told each representative the topic, the representative runs back to their group and acts out (charades – no sounds) the topic. Once their group has guessed it, a DIFFERENT representative from the group runs back up to the leader and says the topic – if they get it correct, the leader gives them the NEXT topic, and they become the next charader. The leader goes in order of FFEACH ex: Hamburgers, Refrigerator, Batman. The first group to return all the topics to the leader is the winner.

What Am I Buying?

One person from the group leaves the room. The group selects a “sales person.” The group decides collectively what the person is going to buy. Example: A toaster, high heeled shoes, a wig.) The person returns from outside and asks the salesperson questions. (ex: does it come in different colors, can I get it in a larger size, do I need batteries?)
-When the person correctly guesses the object, they chose the next “it”.

Predators

Materials needed: Popcorn, Three different colored ribbons – about 8 inches of each.
Explain how the food chain works, then divide the group evenly into three groups (Chickens, wolves, and bears.) Spread the popcorn around an open area and let the chickens try and collect as much popcorn as possible. Then, let the group “wolves” try and tag the chickens. If a chicken gets tagged, then they are out of the game. Finally, let the bears loose. The bears try and tag the wolves, they wolves try and tag the chickens, and the chickens try to gather all the popcorn. When there is no popcorn left, the chickens die. When there are no chickens left, the wolves die. And when there are no wolves left, the bears die. This is a fun and interactive way to teach the campers about the food chain.
**Smores**

Materials: A large ball. Have the group clump together. “It” throws the ball up in the air, and screams a person's name. That person must grab the ball – as the rest of the group runs as far away as possible. Once the ball it caught, the catcher yells “STOP!” At that command, the group must freeze where they are. The catcher is allowed three giant steps in any direction. The catcher throws the ball – trying to tag another person in the group. The group members cannot move as the ball is thrown. If someone is touched by the ball – they get one letter of the word “S-m-o-o-r-e-s.” Once someone has all the letters, they lose. If someone is given a letter, they become the new “it” and throw the ball in the air the next round. If no one is tagged, the catcher throws the ball up.

---

**Rolling Tag**

Works best for a group of eight or more. This is played like a regular game of tag, only – the group rolls on the ground instead of running. The players cannot look up to see where “it” is.

---

**Ice Balancer**

Each player is given an ice cube. They must balance the ice cube on the back of their hands – difficult because the ice keeps melting. The player to balance the ice the longest – WINS!

---

**Dead Critter on the Road**

The group circles up. This is a game of “I-Spy” but instead of saying “I-Spy”, “it” says “Dead critter on the road...”. “It” gives three clues about the animal. If the group does not guess the animal, “it” can give another clue, but for every clue, the group earns a point. After 5 points, “it” is the winner. If someone guesses the animal correctly before then, the guesser becomes the new “it.”

---

**Granny Candy**

One staff member plays “granny.” The other staff members are dressed up as Oompa Loompas. They steal granny's candy in front of the campers. Then, the Oopma Loompas hide around camp, each with a large stash of unblown balloons. Each Ooopma Loompa has a different color of balloons. Campers search as cabins for the Oompa Loompas – once they find one, they take one of their balloons, blow it up, and return it to their cabins. But, other Oompa Loompas are running around trying to pop the cabin's balloons. Once the campers reach their cabins, the balloons are...
safe. Game play ends when the bell rings. Each balloon color is worth different points. At the end of the game, the cabin with the most points wins.

---

**Electric Shock**

Select one volunteer from the group. Divide the remainder of the group into two teams. Each team sits on the ground back to back, holding hands. The volunteer is the “flipper” and is given the coin. The flipper sits at one end of the teams and at the other end is a water bottle (one, 15 feet away.) The flipper flips the coin, and shows 1 player from each team – the player closest to them. If the coin is “heads” the first person squeezes the hand of the person behind them. The “shock continues down the line until the last person is squeezed. If the last person feels a squeeze, they must run to the water bottle and try to “capture” it for their team and take it back to the flipper. The first team to return the bottle to the flipper wins a point. But, if the coin flip is tails, no one should squeeze hands. If a team does a “false squeeze” they lose one point. At the end of the game the team with the most points wins.

---

**Three Headed Singer**

The group divides up into teams of three. Give each team a topic and have then write a song about it. However, each person in the group of three can only sing one word at a time. Have each group write their song for fifteen minutes, and then have each group perform their song for the entire group.

---

**Human Knot**

Category: Problem-solving, team building. Materials: None. Preparation: None.
Instructions: Everyone stands in a circle. Tell everyone to reach across the circle and shake hands with someone (the person cannot be standing next to them.) After shaking hands, they should not let go of that person’s hand. Then, tell them to use their free hand to grab the free hand of a different person – not the same person that they shook hands with the first time. Now that the group is all knotted up, ask the campers to unravel the knot by unthreading their bodies without letting go of each others’ hands.
Discussion: What strategies worked best for unraveling the knot? If we were to do it again, how could we be more efficient?

---

**Initiatives**

**Electric Fence**

Tie a rope between two trees, or markers. The rope must be hip high, ensuring that no one can step over it. Tell the group that this is an electric fence. Anyone who touches the fence or the
area below it is automatically electrocuted. The group must pass entirely over the electric fence to be safe. A touch below or on the electric fence means the team must start over. Possible Variation: Tell the team that they must have constant physical contact with the entire team at ALL times. This prevents the “human launch” technique that can be dangerous.

---

**Zoom**

Purchase a picture book “Zoom” or “Looking Down”. He books feature 30 sequential "pictures within pictures". The Zoom narrative moves from a rooster to a ship to a city street to a desert island and outer space. Hand out one picture per person (make sure a continuous sequence is used). Explain that participants may only look at their own pictures and must keep their pictures hidden from others. Encourage participants to study their picture, since it contains important information to help solve a problem. The challenge is for the group to sequence the pictures in the correct order without looking at one another's pictures. Have them line up the pictures on the floor upside down. Participants will generally mill around talking to others to see whether their pictures have anything in common. Sometimes leadership efforts will emerge to try to understand the overall story. When the group believes they have all the pictures in order (usually after 15 minutes), the pictures can be turned over for everyone to see.

---

**The Number 50**

In a group of 5, tell the players that they must “make” the number 50. Only, they can only use one hand. Some groups will understand this right away. They “form” the number 50 using their hands...not fingers. This will teach the team that there is more than one way to look at a problem.

---

**Balloon Back Relay**

Divide the group into two teams. Each team forms a line. Place a balloon in between each group member – in between chest and back. Have each team race around an obstacle course. If any balloon is dropped, the team must start over. The first team to make it through the course wins.

---

**Orbiting Planets**

Materials – a large beach ball. Have the group stand in a circle. They must pass the ball around the circle without using their hands or letting the ball touch the ground. Time them. If they do it correctly, see if they can do it faster.

---

**Circle Exchange**

Have the group (which must be an even number of participants) make a circle around a hula
hoop without touching any other player. Everyone in the group must change places with the person directly opposite them across the circle. Players must touch at least one foot in the hula hoop as the exact same time as the person they exchange with. During the entire exercise players cannot touch each other. Time each round. The group must agree on a time limit before they begin.

**Trust Activities**

**Back to Back**

The group pairs off into groups of two. The group must stand back-to-back, lower themselves to the ground, extend their legs straight out, and stand back up. After everyone has completed the activity with two people, they must complete it with three, then four. Eventually the entire group will be in a circle facing out and linking arms. They have to try and sit down and stand back up without un-linking.

**Puzzle Pieces**

Cute out giant puzzle pieces out of plywood – or even poster board. Give every player the “gift” of blindness – except two people. The two people can answer “yes” or “no” to questions but cannot touch the puzzle pieces or talk otherwise. They have to lead the group to assemble the giant puzzle pieces.

**Rope Burn**

Tie a rope in a circle. Have the group stand inside the circle and place the rope at their shoulders. Instruct the group to lean back. They have to trust their group members in order for this to work. The group leans back – using the rope and the weight of their group for support.

**Minefield**

Set up a large, open area with lots of obstacles. The obstacles can range from jump ropes to blow-up balls. Use anything that is large and convenient. Blindfold everyone in the group – except for one person. Blindfold them AWAY from the course – so they don't even get a chance to see the obstacles. Tell the group they must make it through the course without anyone touching any of the obstacles with any part of their bodies. The leader uses vocal commands to guide the group through the minefield. If an obstacle is touched – the group must start over. If possible, do this activity in the dark, and give the leader a small flashlight.
**Trust Wave**

Have the group make two parallel lines – facing each other. The lines should be far enough apart that when the group member's arms are fully extended at shoulder height, their hands reach the wrists of the person across from them. The players in the lines are called “spotters.” A “runner” stands ten yards from the group and runs/jogs/skips/walks in between the lines of people. The “spotters” raise their arms just before the runner reaches them – and then they lower their arms immediately back down. Runners need to maintain the same speed. Runners need to ask “Spotters, are you ready?” before they begin.
RAINY DAY CAMP ACTIVITIES

Ahhh, liquid sunshine! Heavy Dew. The most dreaded of all types of days when at camp. Never fear, well-planned rainy day activities will actually give campers something to look forward to!

Tip #1: Be prepared for the weather! There is nothing worse than being wet and miserable all day. You are eventually going to have to go outside more than your campers will, so be prepared!

- A raincoat, poncho or an umbrella will do the trick for starters - as long as it keeps you dry.
- Bring an extra sweatshirt - after a few hours of dampness, you'll need it!
- If you forget your rain gear, a garbage bag makes a quick (and fun) rain poncho.
- Rubber bands and supermarket bags make great temporary waterproof booties.

Tip #2: Have a Rainy Day Survival Kit! Before camp starts, make a rainy day survival kit. A plastic container or even a decorated cardboard box will do the trick.

- Have items that can be used for multiple activities, such as cards, markers, stickers, paper, etc. Your 4-H agent may even have some extra craft supplies at the 4-H office for you to use.
- Have a list of activities that you are going to do on rainy days ONLY! By saving rainy day activities, you can make sure that rainy days are special and fun!
- Cards, crafts, and simple games are great to play with campers during rainy times. Just remember, NO GAMBLING!
- Bring a few good books that you can share with your campers during rainy days.
- Storytelling can be a lot of fun during rainy days. You can tell fun stories or let the campers share stories too. Be sure the stories are not scary.

Tip #3: Make use of cramped space to get to know each other better! What better way to get to know each other than being forced to sit in close quarters during the rain…

- Have a "Best-Friend" game modeled after the Newlywed Game, that asks "contestants" to answer questions about how well they know each other.
- Do silent interviews. Participants have to tell their partner 3 things about themselves without talking by acting out "charades-style."
TEACHING A CLASS AT CAMP

Teaching Tips & Techniques

One of your roles as camp counselor is to teach. We could never serve the number of youth that we do if our counselors did not take on some of the teaching responsibilities, so that staff could work on troubleshooting and managing the camp. Fortunately, 4-H is a non-formal youth education program. That means that a lot of the teaching is done through doing activities and playing games, which makes learning and teaching more fun!

4-H is known for its “hands on learning,” or “learning by doing.” The scientific term for this learning process is “Experiential Learning.” Facilitating (facilitating means leading or helping) this type of learning isn’t always easy, but the rewards are great. As counselors, you are also facilitators of this type of learning.

Experiential learning allows youth to experience something with minimal guidance. Instead of being “told” the answers, learners are asked questions to make sense of the experience themselves. This learning is done after the doing, and counselors help this process.
**DO- Experience the activity**
Counselor gives the instructions for the activity as outlined in the lesson plan. Ask if the youth have any questions before beginning, pass out any supplies or materials needed, then let them get started!

“Doing” questions:
- How is it working?
- What else might you try?
- What might make it easier?

**REFLECT- Share and process the activity**
Counselor asks campers questions to help them share what their experience was (WHAT HAPPENED?) and then asks questions to help them process (WHAT’S IMPORTANT) the experience.

“Sharing” Questions:
- What did you do?
- What happened?
- What was the most difficult? What was the easiest?

“Processing” Questions:
- What problems kept happening over and over?
- What similar experiences have you had?
- How did you feel when…?

**APPLY- Apply what they’ve learned from this experience to an everyday situation**
Counselor asks questions to help youth discover what they’ve learned and how it will help them in an everyday situation.

“Applying” Questions
- What did you learn through this activity?
- What is another situation in which you can use this skill/what you learned?
- How will you act differently in the future as a result of what you learned?
Be A Great Communicator!

Learning to listen is a basic skill that we all need for living, but it is especially important for camp counselors. At camp, the goal of a good listener is to keep the conversation going long enough so that you can understand what the real message is. For example, a camper that is homesick will probably tell you that she doesn’t feel good. If you keep the conversation going, you will probably be able to figure out the real problem and give the camper confidence in you and make her more likely to listen to your ideas.

The best way to keep the conversation going is by using open responses instead of closed responses. Here are some examples:

Camper says: It to go home. Billy is always mean to me.
Closed response: Just forget it, he probably didn’t mean it.
Open response: Has Billy been picking on you?

Camper says: You’re the meanest counselor in the world! I hate you!
Closed response: Don’t you talk to me that way!
Open response: You sure are angry with me…

Camper says: Watch me cast!
Closed response: Don’t hit me with the hook.
Open response: You have a good technique. Make sure that you are far enough away from everyone else so that you don’t hit anyone with the hook.

Training ourselves to listen is difficult enough, but getting campers to listen can be even harder! Before children will listen to us, we have to invite them to listen. We can do this with our body language, tone, and eye contact. Get down on their eye level, look them in the eye, and use a calm voice.

Children won’t listen when:
We are disrespectful
When we blame them
When we judge them
When we make fun of them
When we are sarcastic
When we nag them

Children will listen when:
They feel appreciated
They are respected for not wanting to tattle
They understand how you feel but don’t think you hate them
They understand the consequences of their actions
They have confidence that you will listen to their side of the story
Which approach is more likely to work?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Response A</th>
<th>Response B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campers have gotten waist deep in the water when they were instructed to only go in up to their knees</td>
<td>Why can’t you listen to the rules? I told you not to go in that deep- hurry up and get out!</td>
<td>Guys, I really worry when you don’t follow the safety rules because I know that one of you might get hurt.</td>
</tr>
<tr>
<td>A camper constantly interrupts you when you are trying to help another camper</td>
<td>Stop interrupting and wait for your turn!</td>
<td>I will help you as soon as I finish helping Johnny.</td>
</tr>
<tr>
<td>Campers left a mess after finishing the activity</td>
<td>You guys are such slobs! Do you think I’m your mother or something?</td>
<td>This mess is not for me to clean up myself. Who’s ready to help me?</td>
</tr>
<tr>
<td>A camper is constantly harassing you for attention</td>
<td>Stop it and quit bothering me!</td>
<td>I don’t like it when you pull on my sleeve/hit me, etc. Please say my name instead.</td>
</tr>
</tbody>
</table>

Encouragement is a big part of communication. Try to encourage the campers for what they are doing right, and they will be more likely to listen to you when you ask them to correct bad behavior. Remember, nothing works every time for every child. If the child’s behavior or attitude is interfering with camp or other counselors, seek out a staff member to address the problem.
LEARNING STYLES

All people are different and they learn information in different ways. These different ways of learning are called “learning styles”.

There are three primary ways that are important for you to understand as a camp counselor:

1. Visual
2. Auditory
3. Tactile/Kinesthetic (touch/movement)

My Learning Style

Background for Activity: Simply move right into this activity without giving any background information. The purpose of this activity is to allow participants to better understand their own learning styles. There are three steps to the activity. In the first step, you ask participants to remember and recall the names ten (10) items as they appear on a piece of paper (or overhead). In the second step, you ask participants to remember and recall the names of ten (10) items that you read aloud to them. In the third step, you ask participants to remember and recall the names of ten (10) items that you hand to them. Be careful not to give any hints or clues regarding the purpose of this activity. If you do, then this activity may not achieve the desired result. Step 3 of this activity requires preparation before you begin and you should allow adequate time for planning. You will need to obtain ten (10) items from your home that can be carried in a paper bag or backpack.

Instructions: This activity begins before you have any background information.

In Step 1, you will be asked to remember and recall the names of ten (10) items as they appear on a piece of paper (or overhead) and write them down under Step 1 of “My Learning Style” (Activity – Worksheet).

In Step 2, you will be asked to remember and recall the names of ten (10) items that are read aloud and write them down under Step 2 of “My Learning Style” (Activity – Worksheet).

In Step 3, you will be asked to remember and recall the names of ten (10) items that are handed to you and write them down under Step 3 of “My Learning Style” (Activity – Worksheet).

Share: How well were you able to recall each list of items? How many people were able to recall 1 item, 2 items, 3 items…Which information were you best able to recall? What did you learn about yourself during this activity?

Process: What was the purpose of this activity?

Discussion: Because all people are different, people learn information in different ways. These different ways of learning are called “learning styles.” The learning style of the person sitting next to you might be visual and yours might be auditory.
Although several “learning” styles have been identified, there are three primary ways that are important for you to understand as 4-H camp counselors-in-training: (1) visual, (2) auditory, and (3) tactile/kinesthetic (movement/touch).

How well you were able to recall each set of items may indicate your learning style. Visual learners are often able to recall the list of items that they can see. Auditory learners are often able to better recall the list of items that they hear. Tactile/kinesthetic (movement/touch) learners are often better able to recall items that they can touch and feel.

**Generalize/Apply:** Imagine that there are two 4-H Camp Counselors. One of them has learned about the different learning styles (like you have today). The other has not. Do you think that the counselor who learned about the different learning styles will perform better as a counselor? Why or why not? Explain your answer.
(STEP 1: SHOW THIS PAGE FOR 30 SECONDS)

cd player
frying pan
rug
ccoat hanger
light bulb
shoe lace
toothbrush
hammer
bagel
tire
(STEP 2: READ THE ITEMS ON THIS PAGE ONCE)

picture frame
lawn mower
comb
baseball hat
paper
pizza
paper clip
floppy disk
saxophone
tree
(STEP 3: DISTRIBUTE THE ITEMS ON THIS PAGE AND ALLOW PARTICIPANTS TO TOUCH THESE ITEMS FOR 2 TO 3 SECONDS EACH.)

coffee mug
stapler
football
fork
crayons
extension cord
candy
box
remote control
keys
ACTIVITY – WORKSHEET
My Learning Style
List as many items as you can remember after each step.

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>
How Youth Learn

Visual Learners
• Need to see the instructor’s body language and facial expressions to fully understand the content of a lesson.
• Often prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people’s heads).
• Prefer to take detailed notes (during a lesson) to absorb the information.
• May think “in pictures” and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, DVDs, flipcharts, and handouts.

Auditory Learners
• Learn best through lectures, discussions, talking things through and listening to what others have to say.
• Interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances.
• Benefit from reading text aloud and using a tape recorder.
• Written information may have little meaning until it is heard.

Tactile/Kinesthetic (touch/movement) Learners
• Learn best through a hands-on approach, actively exploring the physical world around them.
• Find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

Suggestions for Creating an Effective 4-H Camp “Classroom”

1. Learn campers’ names and use their names.
2. Be prepared. Collect all of your supplies and materials before the start of your class or activity.
3. Reduce distractions. (For example, weather, noise, room temperature, environmental distractions, campers in other classes, etc.)
4. Be sure that campers’ physical needs (hunger, thirst, bathroom, sleep, etc.) are met.
5. Be sure that campers’ emotional needs are met. (Foster an environment where campers can participate without being picked on, criticized, made to feel stupid, self-conscious, etc.)
6. Plan periodic breaks.
7. Be sure that you address multiple learning styles.
8. Provide a safe learning environment (no put-downs, no sarcasm, etc.; only constructive comments).
9. Can you think of any others?
Children Learn what they Live

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with fear,  
He learns to be apprehensive.

If a child lives with pity,  
He learns to feel sorry for himself.

If a child lives with jealousy,  
He learns to feel guilty.

If a child lives with encouragement,  
He learns to be confident.

If a child lives with tolerance,  
He learns to be appreciative.

If a child lives with acceptance,  
He learns to love.

If a child lives with approval,  
He learns to like himself.

If a child lives with recognition,  
He learns to have a goal.

If a child lives with fairness,  
He learns what justice is.

If a child lives with honesty,  
He learns what truth is.

If a child lives with security,  
He learns to have faith in himself.

If a child lives with friendliness,  
He learns that a world is a nice place in which to live.

By Dorothy Knott
RESOURCES USED


