

Campfire Resource

Activity Kit



Hands on Activities for Guides and Leaders to Explore and Learn How to Run a Successful Campfire

Preface

The concept of this resource came about after I had the privilege of assessing an older Guide for her Campfire Certificate for Outdoors Trefoil 3. She led an enjoyable evening for the young Guides who held her in high regard but I recognized there was a need for a fun way for older Guides in particular to expand on their basic knowledge about leading campfires, especially if they were gaining this Certificate as part of the Queen's Guide Award.

While there are some excellent books on the subject of campfires, I felt that an interactive resource would supplement the existing material and would appeal to both Guides and Leaders as a fun way of enriching their knowledge.

This resource has many applications. For the original target group – the teenage Guides – it covers much of what is required for the Trefoil 3 Outdoors Certificate. Lone Guides and Leaders who are isolated from their peers will be able to learn at home with hands-on activities. Junior Leaders can use it as a teaching tool with younger Guides. It can also be used by Patrols. Adult Leaders who feel unsure about leading campfires will find this an ideal companion full of tips and topics to explore.

A well-run campfire is one of the most touching ways of experiencing that special Guiding Spirit. The bonds of friendship and the sisterhood of Guiding are easily expressed and felt around a campfire and I trust that all those who use this resource will provide for their sister Guides campfire memories to last a lifetime.

Happy singing.

Christine Campbell



Concept created and written by Christine Campbell.
Design and Layout by Kirsty Wood Lancashire

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How To Use

The ideal way to use this resource is to begin with Set 1 and explore each set sequentially.

The whole pack could be completed in one extended session or spread over a period of weeks.

Instructions are provided on each set's title page as to how to use its components.

The kit can be used by INDIVIDUALS or by GROUPS.

- For **individual use**, it is self paced and user friendly for those with average reading skills.
- **Patrols** could explore a new set at each weekly meeting as part of patrol time.
- For a **larger group activity or at a training**, a portion of the kit - Sets 1 to 5 only - could be used as a Round Robin exercise. For this purpose, any of these sets can be starting points so players can begin at the same time and proceed in any sequence. *(As Sets 1 and 2 take less time to complete than Sets 3, 4 and 5, additional activities will be needed at those bases. Books of skits and campfire yarns or Guide songbooks with accompaniment music on CDs could be provided to assist the participants to add to their repertoire and fill the extra time.)*
- Another variation to the Round Robin exercise is to stagger the starting times of each group to allow them to all begin at Set 1. Other activities can be offered for the late starters and early finishers e.g. fire building, Guide songs sing along, skit rehearsals, drama, puppets, making percussion instruments.

Please note: Sets 6 and 7 should be attempted only when Sets 1 – 5 have been completed.

Preparation For Use

For durability, cards and baseboards should be laminated prior to cutting.

The complete kit could be stored in a display folder with cut cards in sealed bags. Each activity set has its own title and instruction page.

Cutting Instructions

Set 1Cut around each of the 4 circles.

Set 2Cut around each of the 5 strips of text.

Set 3....Cut horizontally to give 6 cards for each of the four colours.
This activity can be made more complex by cutting each of the 6 cards in half on the vertical line, giving 12 cards per set.

Set 4Cut around each of the 7 music symbols - treble clefs and music notes.

Set 5Cut around each log.

Set 6Retain these Work Sheets as the masters and photocopy as necessary.

Set 7Retain the Campfire Program Planning Sheets as the masters and photocopy as required. After laminating, use a craft knife to carefully cut on dotted lines only.

Set 8Retain the evaluation and assessment sheets as the masters and photocopy as required.

SET 1

"A Circle is Round"

CONCENTRIC CIRCLES

Topic

Establishing the Campfire Circle

This activity is designed to emphasise the importance of using circles when arranging seating for a campfire.

Preparation

Cut around each of the 4 circles.

Just a reminder: For durability, cards should be laminated before cutting.

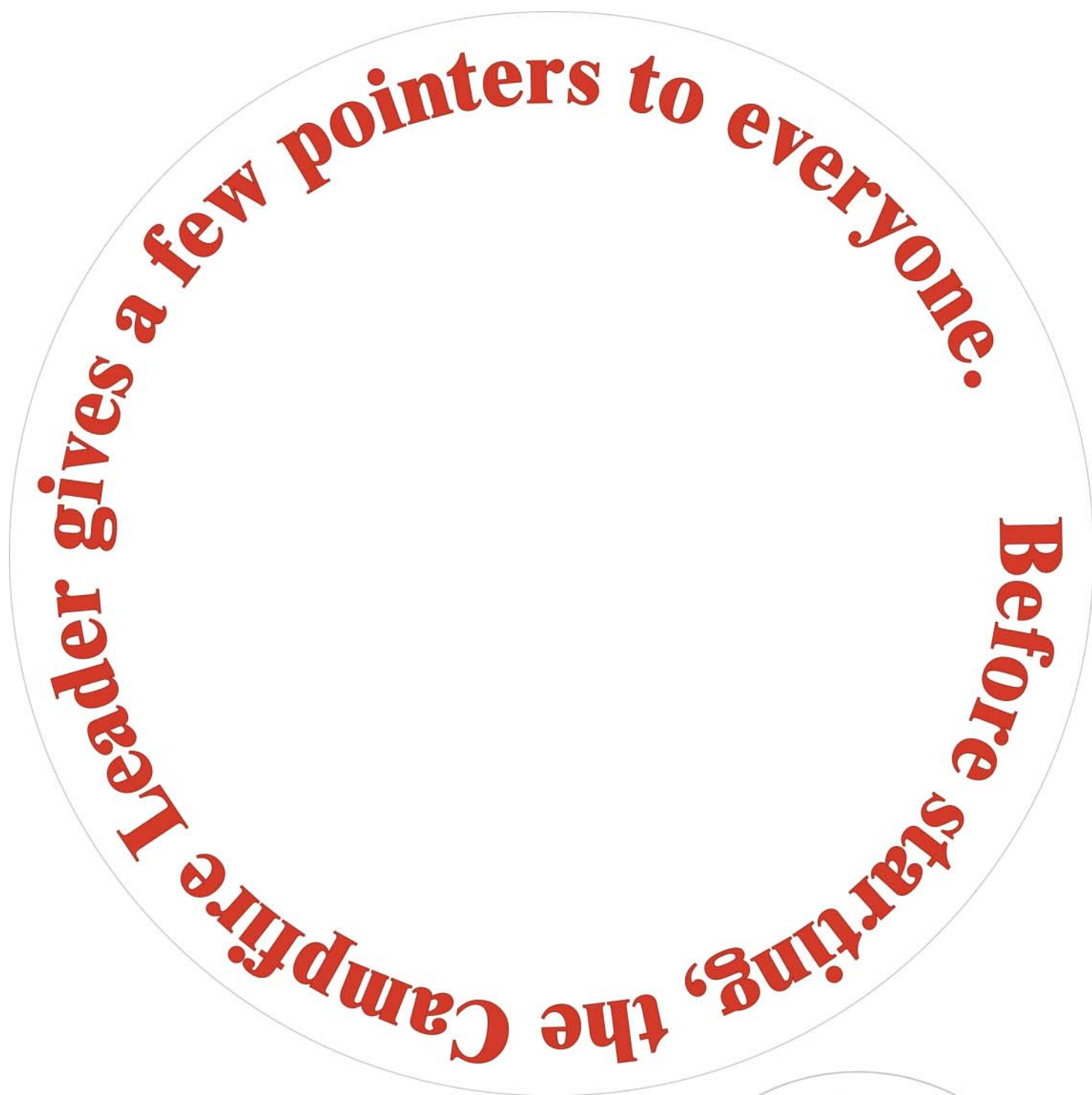
How to Use

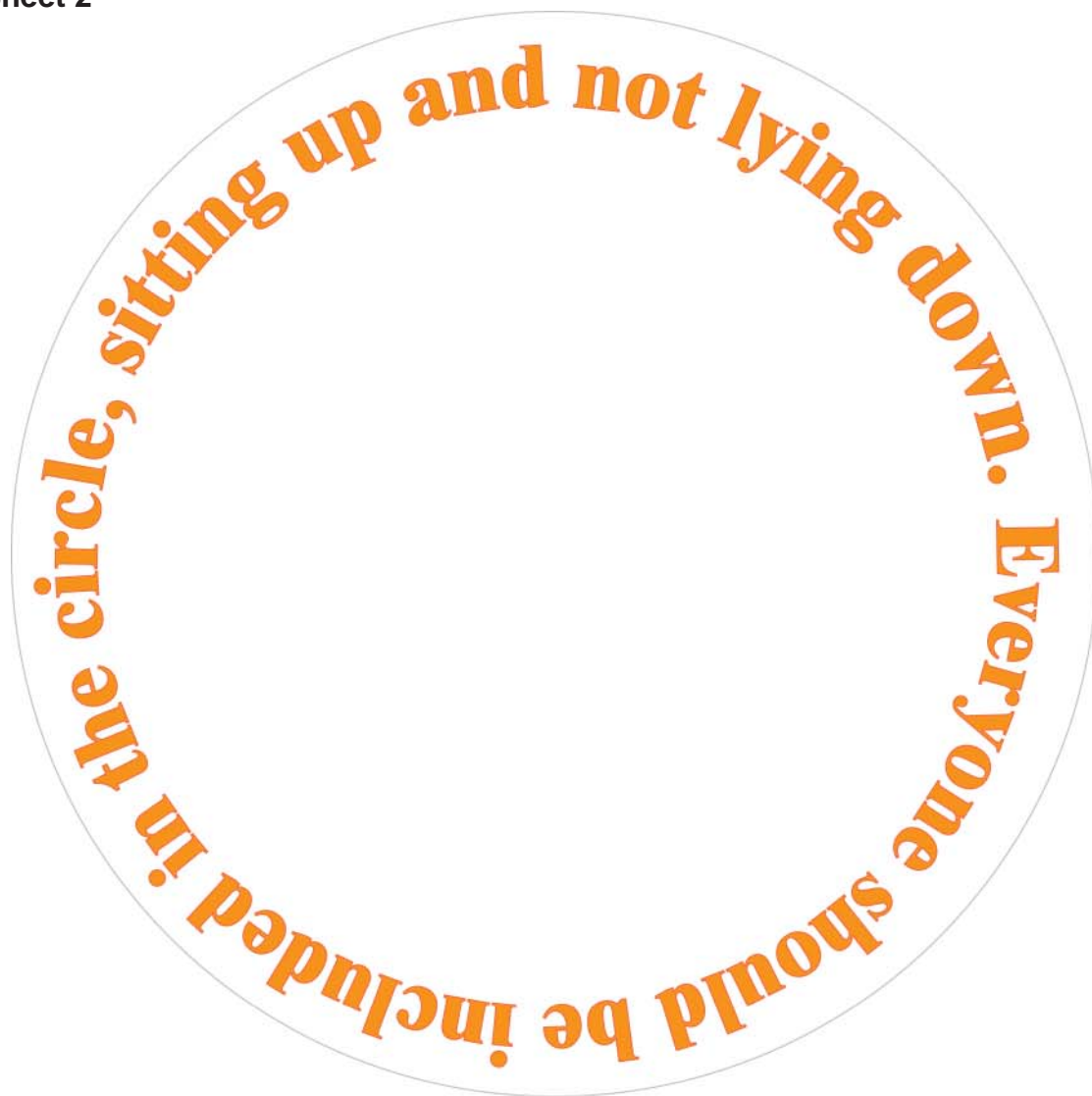
Begin with the smallest circle and layer circles underneath each other, in order of size, reading the text as you go.

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

*A circle is round it has no end,
That's how long I want to be your friend.*







SET 2



"Throwing Some Light on the Subject"

TORCH BEAMS

Topic

Torch etiquette

This activity puts the spotlight on consideration for others in the Campfire Circle.

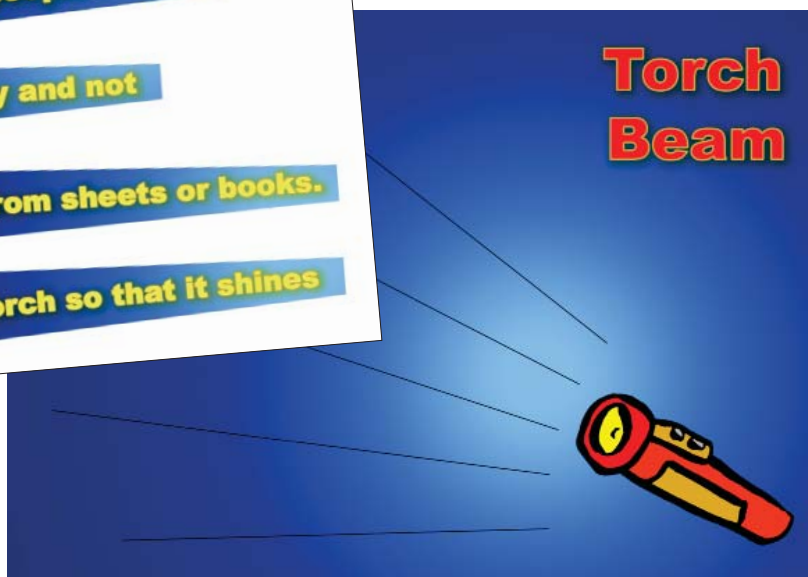
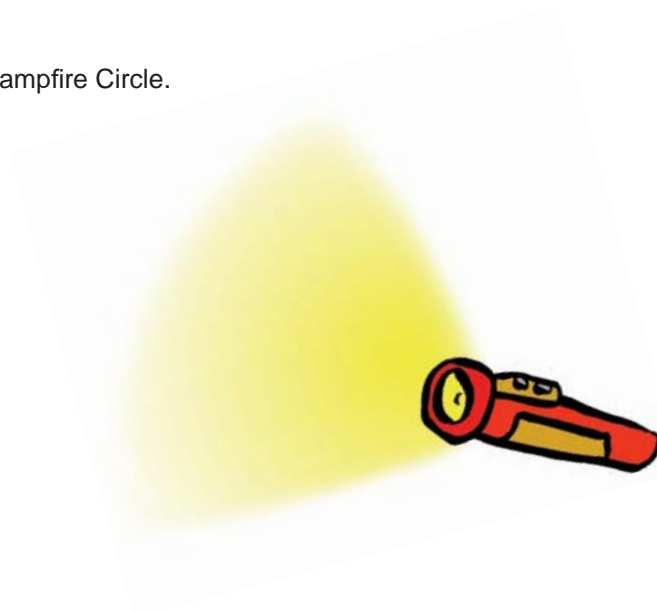
Preparation

Cut around each of the 5 strips of text.

Remember to laminate before cutting the cards.

How to Use

On the lines of the baseboard, assemble the 'beams of light' in the correct order to form sentences.



Use your torch only when

into other people's eyes.

in towards your body and not

reading words from sheets or books.

Hold your torch so that it shines



**Torch
Beam**

SET 3

"Side by Side"

DOMINO CARDS

Topic

Set A – Pre-Campfire Patter

Presents the essence of good manners and respect.

Set B – Campfire Leader Skills

Details the particular skills of a Campfire Leader.

Set C – The Program

Covers the structure and content of the program.

Set D – The Fire

Teaches about the building and use of the fire and safety issues.

Set E – The Afterglow

Focuses on the spirit of the campfire and the follow-up tasks.



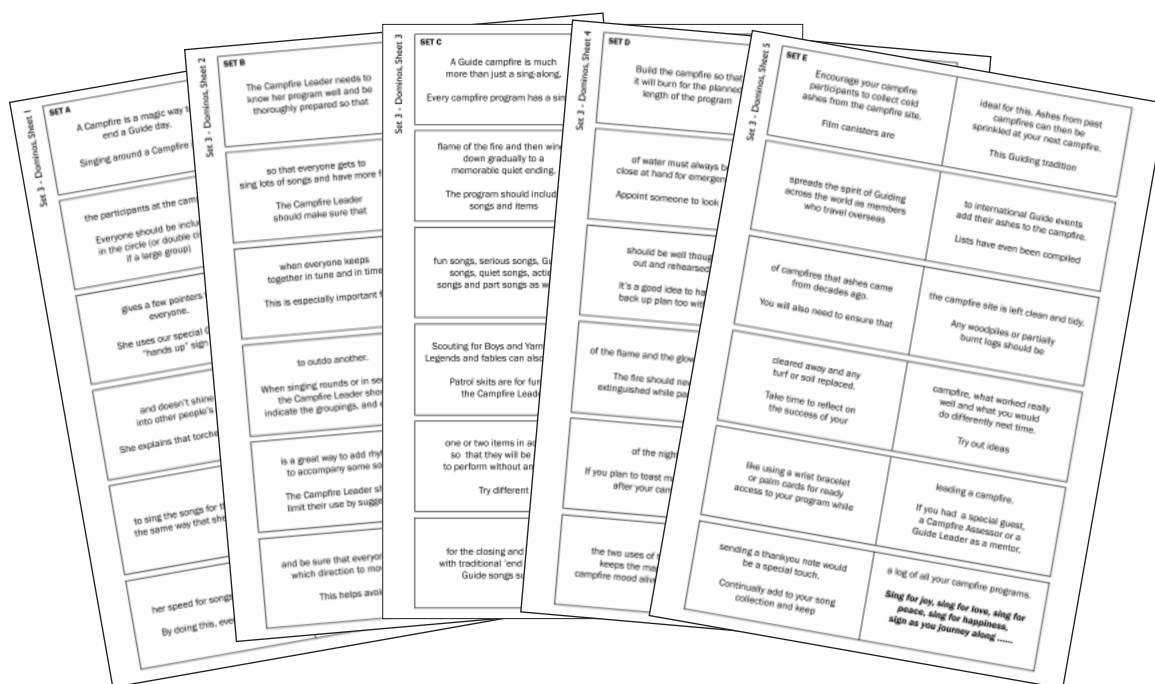
Preparation

Cut horizontally to give 6 cards for each of the four colours. This activity can be made more complex by cutting each of the 6 cards in half on the vertical line, giving 12 cards per set.

Remember cards should be laminated before cutting.

How to Use

Beginning with Set A, select cards of the same colour. Read the text carefully and arrange the cards in the correct sequence, placing them end to end or at right angles, as for conventional Dominoes.



SET A

A campfire is a magical way to
end a Guide day.

Singing around a campfire is

a special worldwide
Guiding tradition.

The 'Campfire Circle' means

the participants at the campfire.

Everyone should be included
in the circle (or double circle
if a large group)

and must sit rather than
lie down.

Before the campfire starts,
the Campfire Leader

gives a few pointers to
everyone and asks for mobile phones
to be turned off.

She uses our special Guide
"hands up" sign

instead of shouting to get
everyone quiet and attentive.

She explains how to hold a torch
so that it faces inwards

and doesn't shine out
into other people's eyes.

She explains that torches are used

only when reading words
from word sheets or songbooks.

She asks everyone

to sing the songs for this campfire
the same way that she does even if

they know another version.

Another good tip she gives is
about keeping in time with

her speed for songs and actions.

By doing this, everyone shows

respect for the Campfire Leader
and for all the others at the campfire.

SET B

The Campfire Leader needs to know her program well and be thoroughly prepared so that

she can keep things moving without a break.

This keeps everyone interested and focused. Talking should be kept to a minimum

so that everyone gets to sing lots of songs and have more fun.

The Campfire Leader should make sure that

everyone can hear the starting pitch for the songs and can see or hear the speed of her beat.

The singing is more enjoyable

when everyone keeps together in tune and in time.

This is especially important for

rounds and part songs so that everyone can enjoy the blended sounds of the harmonies.

No group should try

to outdo another.

When singing rounds or in sections, the Campfire Leader should indicate the groupings, and explain

how and when each group is to start. She should also indicate the number of times through and give the lead.

Using homemade instruments

is a great way to add rhythms to accompany some songs.

The Campfire Leader should limit their use by suggesting

which songs to use them for.

For action songs, the Leader should give instructions clearly and slowly

and be sure that everyone knows which direction to move first.

This helps avoid

confusion which can disrupt the whole program.

SET C

A Guide campfire is much more than just a sing-along.

Every campfire program has a similar

structure.

After the special opening it builds up in intensity and energy to a high point to match the

flame of the fire and then winds down gradually to a memorable quiet ending.

The program should include songs and items

to suit that particular group of people - by age and Guiding experience.

A good campfire program includes a variety of

fun songs, serious songs, Guiding songs, quiet songs, action songs and part songs as well as

skits, yells, stories and yarns.

Some of the yarns BP loved to tell his Scouts can be found in

Scouting for Boys and *Yarns by BP*.
Legends and fables can also be used.

Patrol skits are for fun but the Campfire Leader

should check them out beforehand to see where they will fit in best and that they are tasteful.

She should alert the patrol

one or two items in advance so that they will be ready to perform without any delay.

Try different

ways of applauding skits - such as a watermelon bravo or a thunder clap.

Sometimes special effects can be used

for the closing and together with traditional 'end of the day' Guide songs such as

Canadian Vespers or Invitation to Taps, another memorable campfire comes to a close.

<p>SET D</p> <p>Build the campfire so that it will burn for the planned length of the program</p>	<p>without needing to be fed more timber. Keep it covered beforehand, as damp cold air will affect the lighting of it.</p> <p>A metal bucket</p>
<p>of water must always be close at hand for emergencies.</p> <p>Appoint someone to look after</p>	<p>the fire during the campfire.</p> <p>The method of lighting the fire and the opening ceremony</p>
<p>should be well thought out and rehearsed.</p> <p>It's a good idea to have a back up plan too with an</p>	<p>extra person with matches and a candle.</p> <p>Keep the mood of the program moving to match the intensity</p>
<p>of the flame and the glow of the fire.</p> <p>The fire should never be extinguished while participants</p>	<p>are nearby.</p> <p>Let the embers glow so that people can still enjoy the</p>
<p>atmosphere of the night.</p> <p>A campfire is for ceremony and not for cooking. However if you plan to toast marshmallows after your campfire,</p>	<p>make sure that everyone moves away for a while after the special campfire closing.</p> <p>This separates</p>
<p>the two uses of the fire and keeps the magic of the campfire mood alive a little longer.</p>	<p><i>“Softly falls the light of day As our campfire fades away.”</i></p>

SET E

Encourage your campfire participants to collect cold ashes from the campfire site.

Small containers are

ideal for this. Ashes from past campfires can then be sprinkled at your next campfire.

This Guiding tradition

began in 1926 in the USA and spreads the spirit of Guiding across the world as members who travel overseas

to international Guide events add their ashes to the campfires.

Lists have even been compiled

of campfires that ashes came from decades ago.

You will also need to ensure that

the campfire site is left clean and tidy.

Woodpiles or partially burnt logs should be

cleared away and any turf or soil replaced.

Take time to reflect on the success of your

campfire, what worked really well and what you would do differently next time.

Try out ideas

like using a wrist bracelet or palm cards for ready access to your program while

leading a campfire.

If you had a special guest, a Campfire Assessor or a Guide Leader as a mentor,

sending a thank you note would be a special touch.

Continually add to your song collection and keep

a log of all your campfire programs.

“Sing for joy, sing for love, sing for peace, sing for happiness, sing as you journey along”

SET 4

"Tuning In"

MUSIC CARDS - SYMBOLS AND NOTES

Topic

Musical leadership and copyright issues.

This set covers some of the basic musicality required of a Campfire Leader and presents important information about the legalities of copyright.

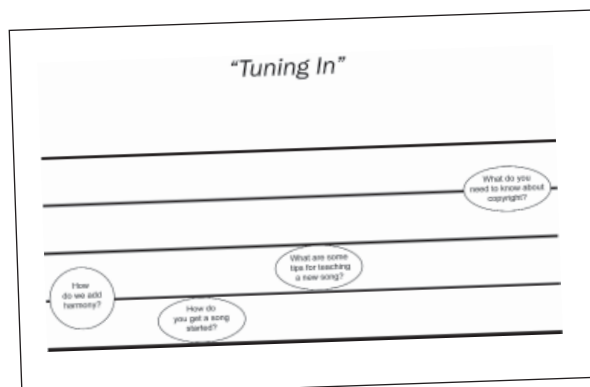
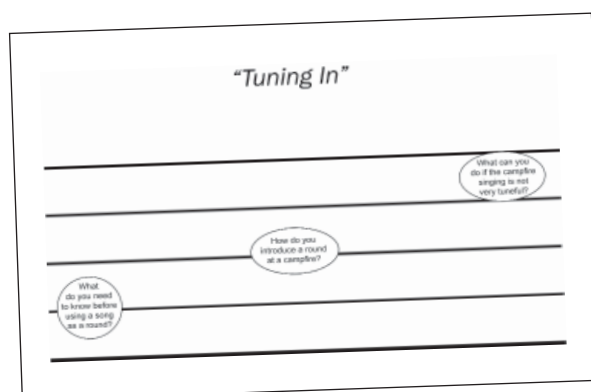
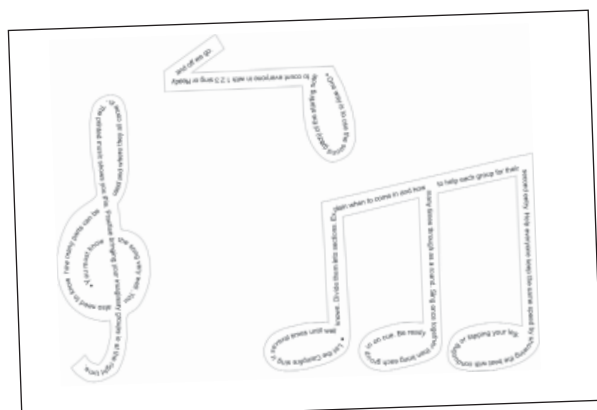
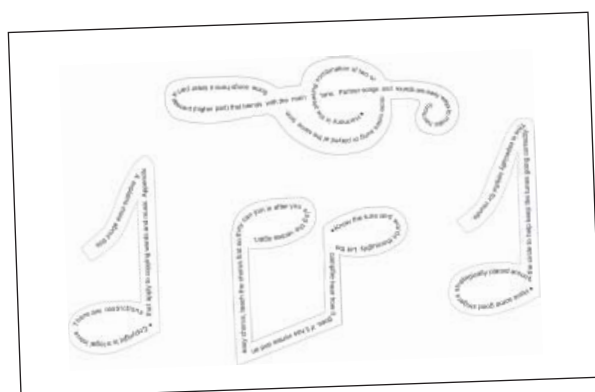
Preparation

Cut around each of the 7 music symbols – treble clefs or music notes.

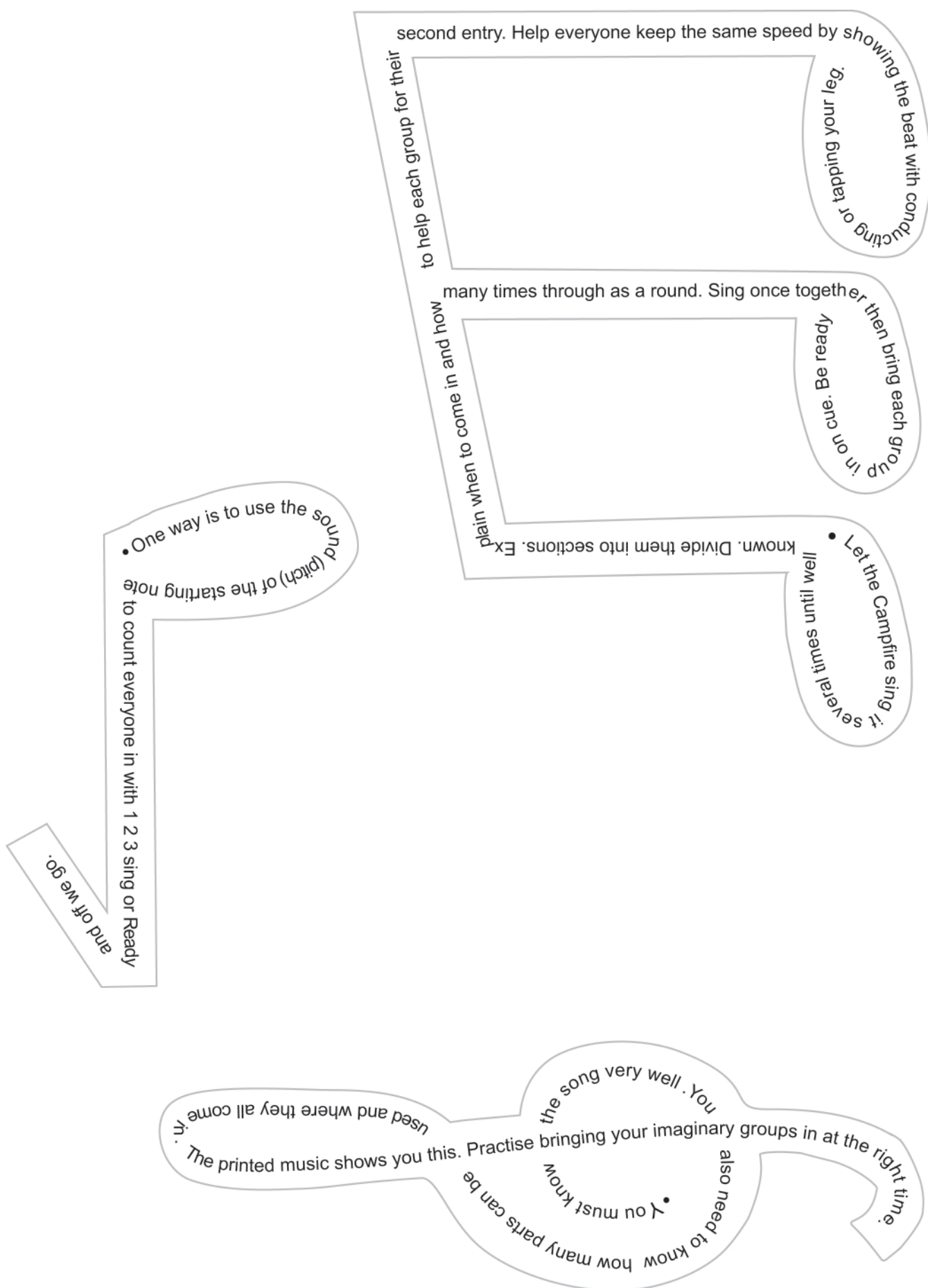
Remember cards should be laminated before cutting.

How to Use

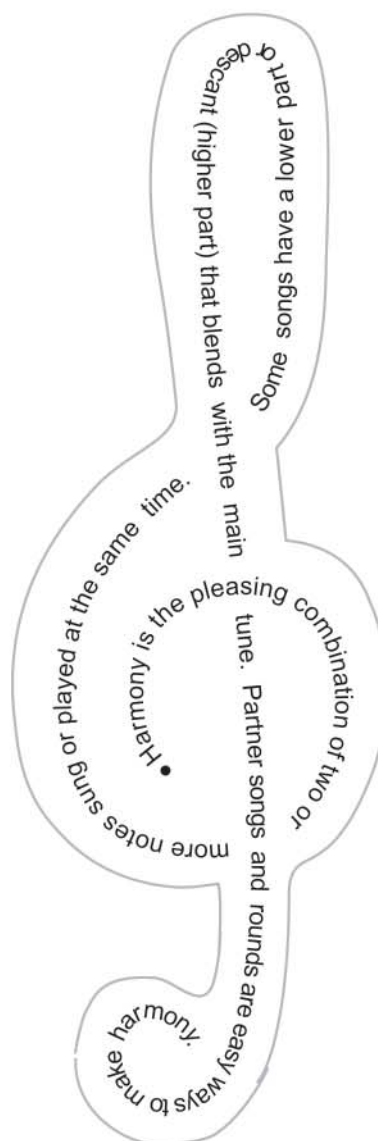
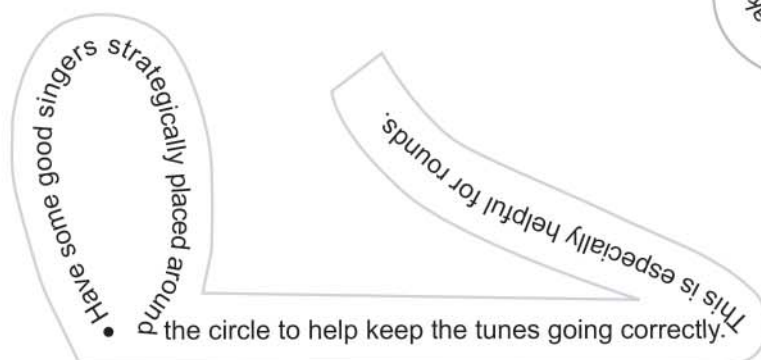
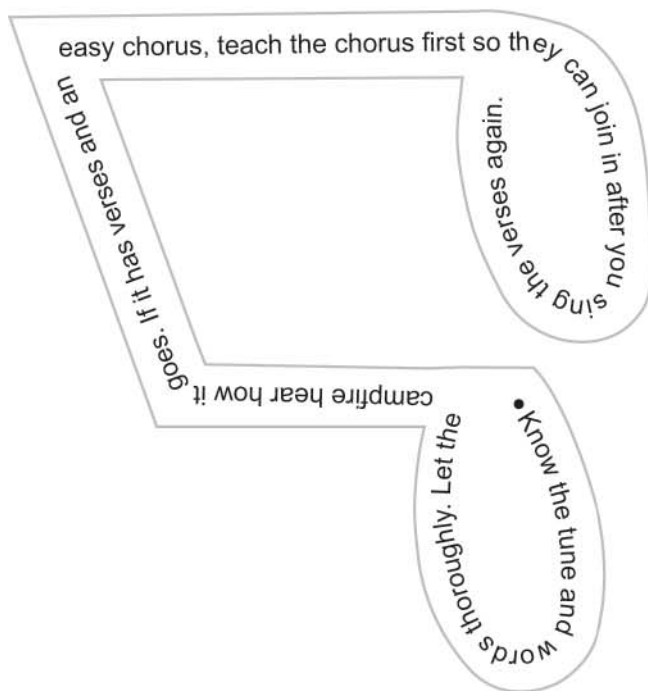
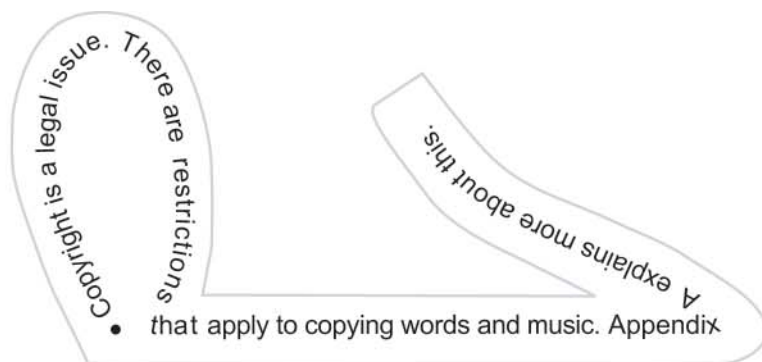
Working from left to right on the staff (music lines) baseboards, read one question at a time and find the relevant answer, placing this music symbol on top of its question.



Set 4 - Sheet 1



Set 4 - Sheet 2



“Tuning In”

What can you do if the campfire singing is not very tuneful?

How do you introduce a round at a campfire?

What do you need to know before using a song as a round?

“*Tuning In*”

What do you
need to know about
copyright?

What are some
tips for teaching
a new song?

How do
you get a song
started?

How
do we add
harmony?

SET 5

"Log On"

BUILDING THE FIRE



Topic

Building the fire

This activity is designed to teach about fires – safety, firewood, construction, site – while replicating the actual construction of a fire.

Preparation

Cut around each log.

Remember cards should be laminated before cutting.



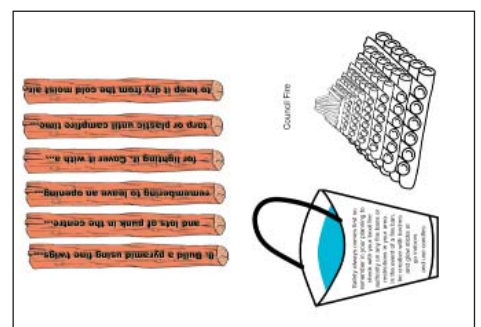
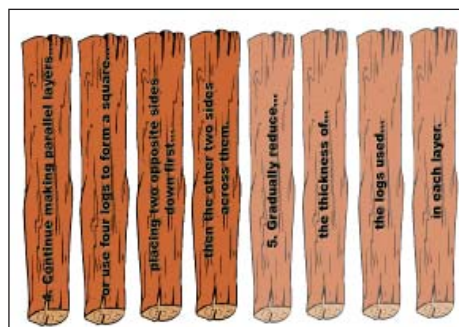
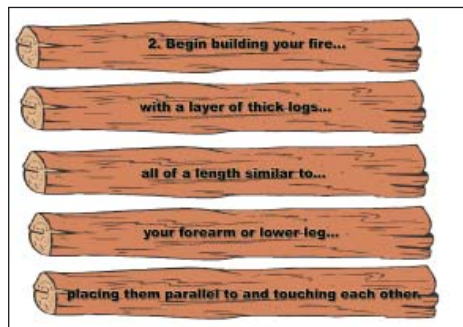
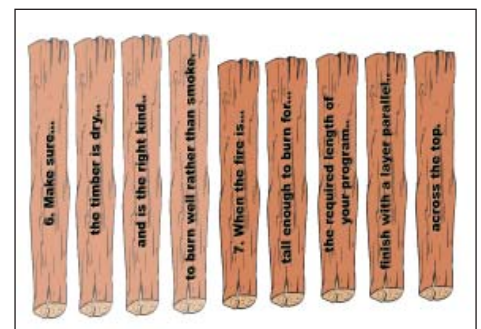
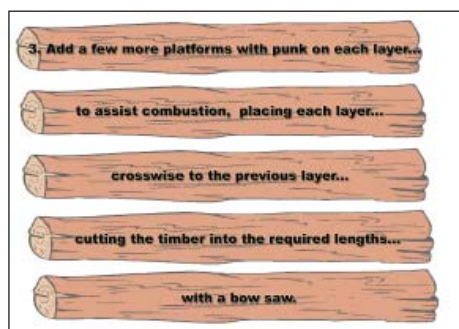
How to Use

Gather together the 'log' cards of the same length and place these sets side by side as though grading the timber for a wood pile. Each set is a different shade.

Beginning with the biggest logs for the bottom layer, arrange them into a logical reading order, placing the cards side by side in a parallel fashion.

Similarly, assemble subsequent layers and place each set side by side on a table or floor, OR place on top of the previous layer at right angles as though building a real campfire. Finish with a pyramid fire of the smallest 'timber' positioned on the top layer. (This is the Council Fire style of construction and allows for the fire to be lit at the top so that it burns down slowly.)

Alternatively, you can arrange the first three layers of cards in parallel fashion with the middle row at right angles. Add rows 4-6 as a Cob House shape on top of that and again finish with the pyramid. (For simplicity here, the cards for the pyramid could be laid out as the spokes of a wheel.)





1. When choosing a site for your fire...



use an existing campfire site if possible...



or ungrassed or turfed area...



away from overhanging trees...



**and remember to clear a two metre area
around the site.**



2. Begin building your fire...



with a layer of thick logs...



all of a length similar to...



your forearm or lower leg...



placing them parallel to and touching each other.



3. Add a few more platforms with punk on each layer...



to assist combustion, placing each layer...



crosswise to the previous layer...



cutting the timber into the required lengths...



with a bow saw.



4. Continue making parallel layers...



or use four logs to form a square...



**placing two opposite sides
down first...**



**then the other two sides
across them.**



5. Gradually reduce...



the thickness of...



the logs used...



in each layer.



6. Make sure...



the timber is dry...



and is the right kind..



to burn well rather than smoke.



7. When the fire is...



tall enough to burn for...



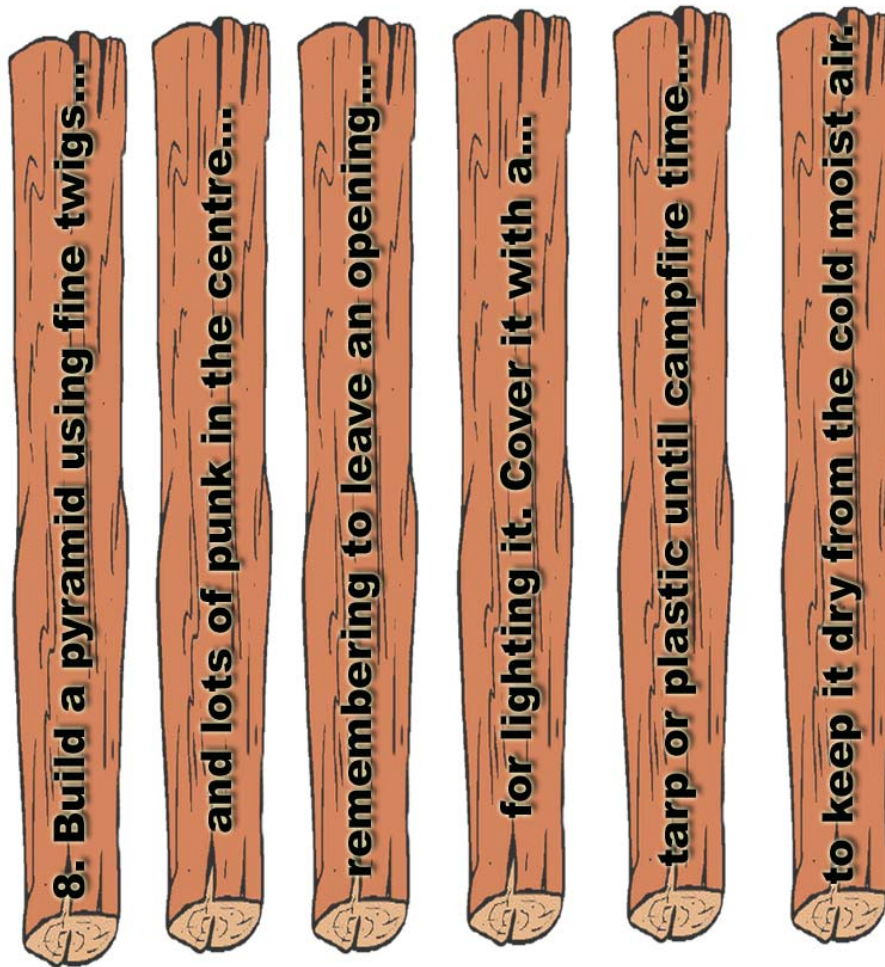
**the required length of
your program..**



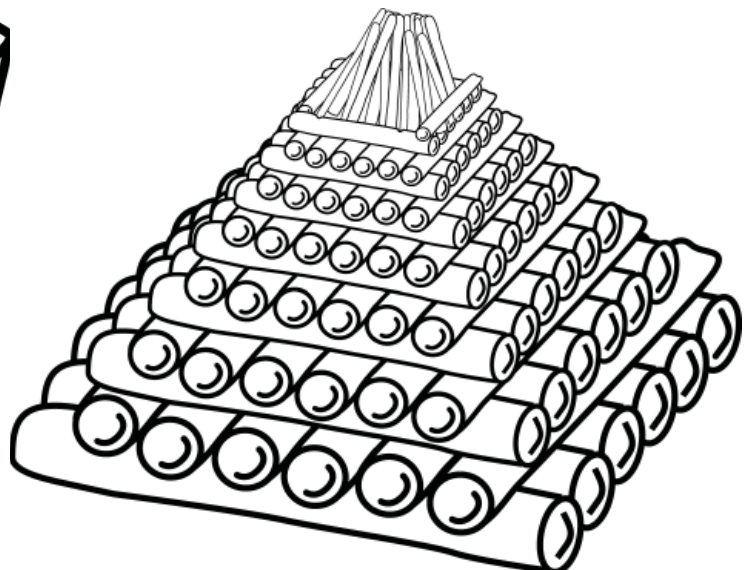
finish with a layer parallel..



across the top.



Council Fire



SET 6

"Making it Happen"

PLANNING SHEETS



Topic

Organising a campfire.

These pages promote the need for a thorough approach to planning a successful campfire.

Preparation

Retain these Work Sheets 1-3 as the masters and photocopy as necessary.


How to Use

For thorough and detailed planning, work through the sheets, in order, recording your plans and decisions. Identify where you will need help with specific skills.



Set 6 - Sheet 4

CAMPFIRE ACROSTIC



C Campfire Leader
Be confident and organised. Know the program thoroughly. Adopt a fun and smooth approach. Ensure all safety issues are covered – covered areas, bucket of water. For larger groups, stand to lead. Keep the program moving. Use sketched crowd management techniques e.g. stand near the disruptive ones, get the songs going without too much yelling, give skit groups time to get ready in silence.

A Atmosphere
Appreciate the right day, the surroundings. Enjoy the glow and warmth of the fire. Use special effects e.g. single fire with candles, grains of sugar sprinkled on the coals, sparkles, flames, sounds of water, and nature. Include quiet moments, humming, soft singing.

M Memories and melodies
Magical campfire moments are remembered forever. Check out the Guiding tradition of sparkling wishes from campfires past on the new fire. Make sure the tunes and the right sparkling wishes from campfires past on the new fire. Make sure the tunes and the right sparkling wishes from campfires past on the new fire. Make sure the tunes and the right sparkling wishes from campfires past on the new fire.

P Program and participants
Structure the program to match the intensity of the fire. Have a balanced program with meaningful songs as well as humorous ones. Spend as much as 10-15 minutes on singing, games, skits, puns, rounds, partner songs, harmony songs, percussion accompaniment, poems, skits.

F Fun and friendship
Singing fosters the fun. Togetherness can foster friendship. Laughter and music bring in the twinkles brings people closer to nature and to each other. Singing together in time with the music (and in the same direction) is a bonding and enjoyable activity.

I Interest and imagination
Create something special – for an opening, a closing, a surprise item or skit, a mock camp fire for a wet night or during a fire ban. A campfire is much more than a songbook. It has a particular structure – how to light and back to low. Lots of thought goes into the choice of songs, where they come in the program and what follows.

R Repertoire and repetition
Keep a song book. File campfire material under categories – poems, silly songs, fun songs, action songs, musical songs, friendship songs, readings. Have songs or rounds about particular situations – how to light and back to low. Lots of thought goes into the choice of songs, where they come in the program and what follows.

E Etiquette and enthusiasm
There is a right and a not so good way to handle most things at a campfire. Make the group aware of a few things before the fire starts – sit up and not lie down, minimal use of torches and always sharing moments, songs in time and in time with the leader, song that version of a song is different one, keep together with those around. NB: A campfire is not meant to be a cooking fire – it is a ceremonial event. However if marshmallows are the order of the day, then everyone must move away for a little while after the campfire closes and come back later to make something.

Extinguish the fire only when no one is around. Pour water gently around the outer edge of the fire and work inwards.

Having a campfire? Great! Let's get started.

WHY?

- ☐ Fun!
- ☐ Practice!
- ☐ Special event?
- ☐ Ceremony?
- ☐ Guiding skill?
- ☐ Other?

Details: _____

WHERE?

At camp? ☐ In a park? ☐ In the bush? ☐

At a hall? ☐ Inside? ☐ Outside? ☐

On private property? ☐ By a stream? ☐

Somewhere else? Details: _____

WHO?

Who'll be there?

Guides? ☐ What age? _____

Leaders? ☐ Parents? ☐ Families? ☐

Special guests? ☐

Who'll do the work – one person or a group?

Who'll be the Campfire Leader?

More details? _____

WHAT ELSE?

Potential? _____

Notified Council? _____

Invitations? _____

Marshmallows? _____

Music? _____

Pathway lights? _____

Fire items? _____

WHAT IF...

the weather is bad?

the Campfire Leader loses her voice?

the fire won't light?

SKILLS CHECKLIST

What skills does your Campfire Leader need help with?

- ☐ Fire building and safety issues
- ☐ Planning a balanced program
- ☐ Learning new songs
- ☐ Singing the songs correctly
- ☐ Staying in tune and in time
- ☐ Making the actors
- ☐ Starting everyone off together
- ☐ Leading and managing groups
- ☐ Campfire courtesy

Any special points: _____

THE FIRE

Area to be prepared? _____

Style of fire? _____

Kind of timber and where from? _____

Who'll build it? _____

Bucket of water for safety? _____

Cover the fire with what? _____

Special lighting ceremony? _____

TIMING

How long will it run? _____

What can you leave out if need be? _____

Details: _____

PROGRAM

Give guidelines for you to answer later

Will you use songbooks, word sheets or neither?

What are the copyright issues?

What's the order of the special opening?

Will it reach a high point when the flame is brightest?

Is there variety in the program?

Take the following as you include them:

- ☐ Opening/closing readings
- ☐ Opening verse
- ☐ Welcoming/getting to know you songs
- ☐ Sparkling of wishes from past campfires
- ☐ Guiding songs, friendship songs
- ☐ Part songs, rounds
- ☐ Action songs
- ☐ Fun/humorous songs
- ☐ Non-singing item – skit, jolt
- ☐ Skits, poems
- ☐ Songs with a message
- ☐ Quiet songs
- ☐ Closing

DAY IS DONE

Is the fire out?

Remember to collect cold ashes for your next campfire.

Who do you need to thank?

Anything else?

*By the blazing cherry firelight
Let's have met in fellowship tonight*

Having a campfire? Great! Let's get started.

WHY?

- ☐ Fun?
- ☐ Practice?
- ☐ Special event?
- ☐ Ceremony?
- ☐ Guiding spirit?
- ☐ Other?

Details

WHEN?

Time of year _____

Day _____

Time _____

Place _____

WHERE?

At camp? ☐

In a park? ☐

In the bush? ☐

At a hut? ☐

Inside? ☐

Outside? ☐

On private property? ☐

By a stream? ☐

Somewhere else?

Details

WHO?

Who'll be there?

Guides? ☐ What age? _____

Leaders? ☐ Parents? ☐ Families? ☐

Special guests? ☐ _____

Who'll do the work - one person or a group? _____

Who'll be the Campfire Leader?

More details?

WHAT ELSE?

Permission? Yes/No

Notify Council? Yes/No

Invitations? Yes/No

Notices/fliers? Yes/No

Maps? Yes/No

Pathway lights?

Fire bans?

WHAT IF

the weather is bad? _____

the Campfire Leader loses her voice? _____

the fire won't light? _____

SKILLS CHECKLIST

What skills does your Campfire Leader need help with?

- ☐ Fire building and safety issues
- ☐ Planning a balanced program
- ☐ Learning new songs
- ☐ Singing the songs correctly
- ☐ Staying in tune and in time
- ☐ Mastering the actions
- ☐ Starting everyone off together
- ☐ Leading and managing groups
- ☐ Campfire courtesy

Any special points

THE FIRE

Area to be prepared? _____

Style of fire? _____

Kind of timber and where from? _____

Who'll build it? _____

Bucket of water for safety? _____

Cover the fire with what? _____

Special lighting ceremony? _____

TIMING

How long will it run?

What can you leave out if need be?

Details

PROGRAM

Some questions for you to answer here

Will you use songbooks, word sheets or neither?

What are the copyright issues?

What's next after the special opening?

Will it reach a high point when the flame is brightest?

Is there variety in the program?

Tick the following as you include them

- ☐ Opening/closing reading/s
- ☐ Opening song/s
- ☐ Welcoming/getting to know you songs
- ☐ Sprinkling of ashes from past campfires
- ☐ Guiding songs, friendship songs
- ☐ Part songs, rounds
- ☐ Action songs
- ☐ Fun/nonsense songs
- ☐ Non-singing items – skits, yells
- ☐ Stories, yarns
- ☐ Songs with a message
- ☐ Quiet songs
- ☐ Closing

DAY IS DONE

Is the fire out?

Remember to collect cold ashes
for your next campfire.

Who do you need to thank?

Anything else?

***By the blazing cheery firelight
We have met in fellowship tonight***

CAMPFIRE ACROSTIC



C Campfire Leader

Be confident and organised. Know the program thoroughly. Adopt a fun and smooth approach. Ensure all safety issues are covered – cleared area, bucket of water ... For larger groups, stand to lead. Keep the program moving. Use discreet crowd management techniques e.g. stand near the disruptive ones, get the songs going without too much patter, no yelling, give skit groups time to get ready in advance

A Atmosphere

Appreciate the night sky, the surroundings. Enjoy the glow and warmth of the fire. Use special effects eg single file with candles, grains of sugar sprinkled on the coals, sparklers, flares, sounds of water, and nature. Include quiet moments, humming, soft singing

M Memories and melodies

Magical campfire moments are remembered forever. Check out the Guiding tradition of sprinkling ashes from campfires past on the new fire. Make sure the tunes are the right ones and sung correctly - enlist the help of musical friends if necessary. Learn to memorise. Include some well-known simple songs to put people at ease.

P Program and participants

Structure the program to match the intensity of the fire. Have a balanced program with meaningful songs as well as nonsense ones, quiet as well as noisy, non-singing items, parts, rounds, partner songs, harmony songs, percussion accompaniment, yarns, skits.

F Fun and friendship

Singing breaks the ice. Togetherness can foster friendships. Laughter and music ringing in the treetops brings people closer to nature and to each other. Swaying together in time with the music (and in the same direction!) is a bonding and enjoyable activity.

I Interest and imagination

Create something special – for an opening, a closing, a surprise item or skit, a mock camp fire for a wet night or during a fire ban. A campfire is much more than a singalong. It has a particular structure – low to high and back to low. Lots of thought goes into the choice of songs, where they come in the program and what follows.

R Repertoire and repetition

Keep a song folio. File campfire material under categories – yarns, silly songs, fun songs, action songs, multicultural songs, friendship songs, readings. New songs or rounds should be sung quite a few times before singing in parts. Collect a variety of good campfire song books. Understand and observe copyright restrictions.

E Etiquette and enthusiasm

There is a right and a not-so-good way to handle most things at a campfire. Make the group aware of a few things before the fire starts - sit up and not lie down, minimal use of torches and always shining inwards, keep in tune and in time with the Leader, sing that version even if there's a different one, keep together with those around.

N.B. A campfire is not meant to be a cooking fire – it is a ceremonial event. However if marshmallows are the order of the day, then everyone must move away for a little while after the campfire closes and come back later to make 'sommomores'.

Extinguish the fire only when no one is around. Pour water gently around the outer edge of the fire and work inwards.

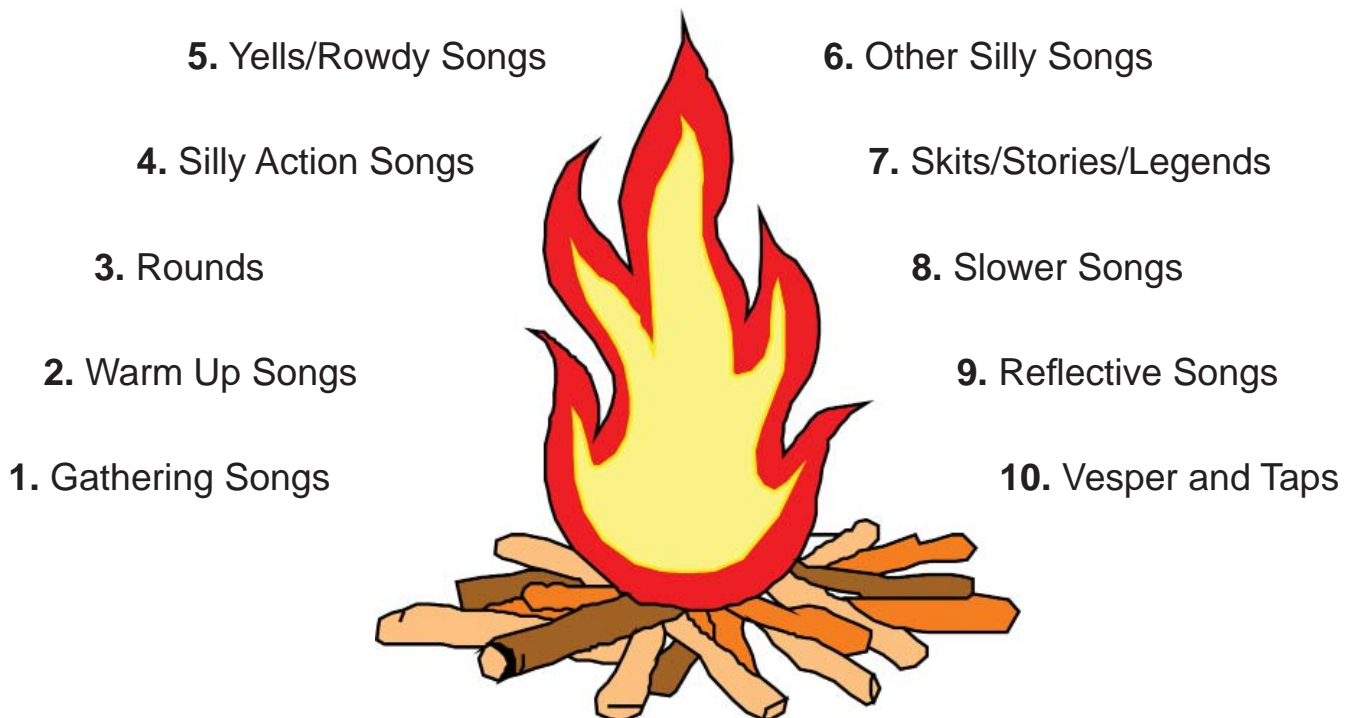
CREATING CAMPFIRES

Having a campfire is a great way to finish a day with friends; however there are a few things that help a campfire to be a really great experience.



- a well-built fire
- risk management
- campfire etiquette
- fun and friendship
- memorable moments
- supportive participants
- a skilled Campfire Leader
- a varied and balanced program

PLANNING THE PROGRAM



SONG SUGGESTIONS

OPENING SONG	Campfire's Burning	LS 8
OPENING SONG	Swedish Fire Song	LS 13
OPENING SONG	Come Come Light Up the Fire	LS 7
OPENING SONG	Campfire Opening (Australian)	LS 6
OPENING	Spirit of Guiding	LS 4
GREETINGS	Liege Song	LS 135
GREETINGS	We're All Together Again	LS 15
GREETINGS	Hello	LS 9
GREETINGS	We want Everyone Happy	AC 37
GREETINGS	It's a Good Time to Get Acquainted	LS 11
ROUNDS	I Like the Flowers	LS 206
ROUNDS	Kookaburra	TAS 62
ROUNDS	Canoe Song	LS 71
ROUNDS	Tzena	AC 6
ROUNDS	Make New Friends	LS 169
PART SONGS	Caravan Song	AC 62
PART SONGS	Swinging Along	CNC 4
PART SONGS	You and I	LS 16
PART SONGS	Hey Dee Roan	LS 10
PART SONGS	Upward Trail	LS 180

SONG SUGGESTIONS

WORLD GUIDING	Jubelana	LS 33
WORLD GUIDING	International Camp Song	AC 35
WORLD GUIDING	The Chief	LS 22
WORLD GUIDING	Our Chalet Song	LS 38
WORLD GUIDING	Our Cabana Song	LS 37
INTERNATIONAL	Planting Rice	TAS 76
INTERNATIONAL	A Friendly World	LS 166
INTERNATIONAL	Land of the Silver Birch	CNC 18
INTERNATIONAL	It's a Small World	LS 81
INTERNATIONAL	Toembai	LS 94
ACTION SONGS	In a Cottage in a Wood	AC 17
ACTION SONGS	Cuckoo Song	AC 16
ACTION SONGS	Cuddly Koalas	LS 124
ACTION SONGS	Maleyla	LS 138
ACTION SONGS	Dutch Shoe Game	AC 10
FUN/NONSENSE	Apples and Bananas	LS 120
FUN/NONSENSE	Mingled Melodies	LS 140
FUN/NONSENSE	TIRO	LS 143 (b)
FUN/NONSENSE	The Bear Song	LS 123
FUN/NONSENSE	My Daddy Had an Apple	TAS 50

SONG SUGGESTIONS

YELLS	Timber	LS 117
YELLS	The Great Sneeze	LS 104
YARNS	Kim in Secret Service	SFB 4
YARNS	Life in the Open	SFB 36
ASHES	Sprinkling of ashes from past campfires	
REFLECTIVE	O How Lovely Is the Evening	LS 210
REFLECTIVE	Somewhere There's a Forest	LS 212
REFLECTIVE	Barges	LS 69
REFLECTIVE	By the Blazing Cheery Firelight	AC 88
REFLECTIVE	Pass It On	LS 173
QUIET SONGS	Quietly	LS 211
QUIET SONGS	Danish Bells	LS 73
QUIET SONGS	Canadian Campfire Goodnight (Linger)	LS 222
QUIET SONGS	Carra Barra Wirra Canna	AC 54
QUIET SONGS	Peace of the River	LS 231
VESPER/ CLOSING	Softly Falls the Light of Day	LS 233
VESPER/ CLOSING	Soualle'	AC 55
VESPER/ CLOSING	As You Say Goodnight	LS 219
VESPER/ CLOSING	Taps	LS 93
VESPER/ CLOSING	Invitation to Taps	LS 94

SONG SUGGESTIONS - Own Choice

Category

Song Title

Song Book Reference

[illegible]

OPENING SONG				
GREETINGS				
ASHES				
WORLD GUIDING				
ACTION SONG				
ROUND/ PART SONG				
FUN/NONSENSE				
SKIT				
YELL				
YARN				
REFLECTIVE SONG				
QUIET SONG				
VESPERS/ CLOSING				

OPENING READING /CEREMONY				
OPENING SONG				
GREETINGS				
PART SONG/ ROUND				
ACTION SONG				
SKIT				
FUN/NONSENSE				
ACTION SONG				
WORLD GUIDING				
ASHES				
INTERNATIONAL				
YARN				
QUIET SONG				
VESPERS/ CLOSING				

[illegible]

SET 8

"How Did It Go?"

EVALUATION



Topic

Reviewing the end result - your campfire

These pages are designed to assist the Campfire Leader to review all aspects of the experience and also to gather comments from peers or participants.

Preparation

Retain the self evaluation and peer assessment sheets as the masters and photocopy as required.

How to Use

Take time to consider the Self Evaluation sheet. Make notes as you reflect on the four areas. Also ask your peers and campfire participants for their feedback, using the one minute assessment sheet.



Set 8 - Sheet 1
PHOTOCOPIABLE PAGE

Campfire Self Evaluation

Campfire Date _____
Location/Occasion _____
Participants/Group _____

PEOPLE

Did they have fun? _____
How well did they join in? _____
Was there something for everyone? _____
What concerns were there? _____
How easy was it for everyone to feel included? _____
Is there anything you would change next time? _____
How did your helpers manage? _____
Could they feel the Guiding spirit? _____
How about the friendship aspect? _____
What else? _____

PROGRAM

Did the program suit the group? _____
What worked really well? _____
How did it flow? _____
Was the length suitable? _____
What would you do differently next time? _____
What would you do again? _____
What else should have been included? _____
How was the balance of the content? _____
How much did you enjoy it? _____
Was it a real 'Guide-flavoured' program? _____

FIRE

How did the lighting of the fire go? _____
Did the fire burn well? _____
Would you use different timber next time? _____
Was the size and style of fire suitable? _____
Did the fire last as long as you had planned? _____
Were there any safety concerns? _____
Did someone care for putting out the fire? _____
What about collecting ashes next morning? _____

LEADERSHIP

Was it a successful Campfire? _____
What were the highlights? _____
How well did the singing go? _____
Which songs would you include again? _____
For what reason? _____
How did the introduction of the songs go? _____
What would you do differently next time? _____
What skills need to be developed more? _____
Was it one of those special warm fuzzy Guiding experiences? _____

Set 8 - Sheet 2
PHOTOCOPIABLE PAGE

A ONE MINUTE ASSESSMENT

For peers and participants

How do you feel about this campfire?

Campfire held on _____ at _____ led by _____

Did you have fun?	Yes	Most of the Time	No
Did everyone else enjoy themselves?	Yes	Most of the Time	No
Was it easy to join in?	Yes	Most of the Time	No
Was everyone included?	Yes	Most of the Time	No
Could you hear the Leader?	Yes	Most of the Time	No
Did the fire burn well?	Yes	Most of the Time	No
Did you learn something new?	Yes	No	No
How did the singing go?	Good	OK	Not so good

What was your favourite song? _____
What worked really well? _____
What would you do differently? _____
What was special for you? _____

A ONE MINUTE ASSESSMENT

For peers and participants

How do you feel about this campfire?

Campfire held on _____ at _____ led by _____

Did you have fun?	Yes	Most of the Time	No
Did everyone else enjoy themselves?	Yes	Most of the Time	No
Was it easy to join in?	Yes	Most of the Time	No
Was everyone included?	Yes	Most of the Time	No
Could you hear the Leader?	Yes	Most of the Time	No
Did the fire burn well?	Yes	Most of the Time	No
Did you learn something new?	Yes	No	No
How did the singing go?	Good	OK	Not so good

What was your favourite song? _____
What worked really well? _____
What would you do differently? _____
What was special for you? _____

Campfire Self Evaluation

Campfire Date _____

Location/Occasion _____

Participants/Group _____

PEOPLE



Did they have fun? _____

How well did they join in? _____

Was there something for everyone? _____

What concerns were there? _____

How easy was it for everyone to feel included? _____

Is there anything you would change next time? _____

How did your helpers manage? _____

Could they feel the Guiding spirit? _____

How about the friendship aspect? _____

What else? _____

PROGRAM



Did the program suit the group? _____

What worked really well? _____

How did it flow? _____

Was the length suitable? _____

What would you do differently next time? _____

What would you do again? _____

What else should have been included? _____

How was the balance of the content? _____

How much did you enjoy it? _____

Was it a real 'Guide-flavoured' program? _____

FIRE



How did the lighting of the fire go? _____

Did the fire burn well? _____

Would you use different timber next time? _____

Was the size and style of fire suitable? _____

Did the fire last as long as you had planned? _____

Were there any safety concerns? _____

Did someone care for putting out the fire? _____

What about collecting ashes next morning? _____

LEADERSHIP



Was it a successful Campfire? _____

What were the highlights? _____

How well did the singing go? _____

Which songs would you include again? _____

For what reason? _____

How did the introduction of the songs go? _____

What would you do differently next time? _____

What skills need to be developed more? _____

Was it one of those special warm fuzzy Guiding experiences? _____



A ONE MINUTE ASSESSMENT

For peers and participants

How do you feel about this campfire?

Campfire held on _____ at _____ led by _____

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Did the fire burn well?	Yes	Most of the Time	No
Did you learn something new?	Yes		No
How did the singing go?	Good	OK	Not so good
What was your favourite song?	_____		
What worked really well?	_____		
What would you do differently?	_____		
What was special for you?	_____		



A ONE MINUTE ASSESSMENT

For peers and participants

How do you feel about this campfire?

Campfire held on _____ at _____ led by _____

Did you have fun?	Yes	Most of the Time	No
Did everyone else enjoy themselves?	Yes	Most of the Time	No
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Could you hear the Leader?	Yes	Most of the Time	No
Did the fire burn well?	Yes	Most of the Time	No
Did you learn something new?	Yes		No
How did the singing go?	Good	OK	Not so good
What was your favourite song?	_____		
What worked really well?	_____		
What would you do differently?	_____		
What was special for you?	_____		

APPENDIX A

Copyright

Copyright is a complex issue and all copyright provisions must be considered carefully prior to copying any material.

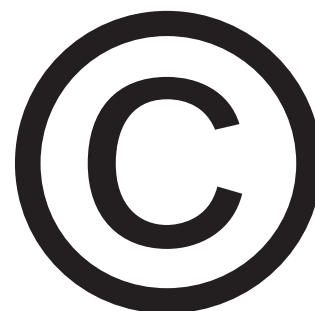
Australian copyright law recognizes that individuals have the right to protect the moral and economic interests arising from their creative works. The Copyright Act is federal legislation and applies throughout Australia. The Act is amended from time to time and in many cases the courts have had to decide how it should be interpreted and applied. Therefore it is inappropriate to include here any details or interpretation of these regulations.

It is an individual's responsibility to seek out the current information relevant to a particular situation and use of the material in question and to be well informed about the Copyright Act and its implications. Breaches of the Act are serious crimes and can yield hefty fines which can have a major impact on the lives and families of offenders.

You cannot make the assumption that it is acceptable to photocopy words for campfire song sheets. You must explore fully if there is a copyright restriction on each work or research to see if the song is in the public domain. The copyright requirements for the words (lyrics) would differ for each piece, depending on the song, its origin and its age. Therefore a simple statement about photocopying is not applicable to all songs.

Printed music also comes under copyright restrictions as do sound recordings and several other types of material.

Further explanation on all aspects of copyright can be found in the Information sheets available from the Australian Copyright Council at <http://www.copyright.org.au>



Further sources of information:

APRA - Australasian Performing Right Association - <http://www.apra.com.au>
 The APRA website has a 'Works Search' in which you can search the copyright for particular pieces.

AMCOS - Australasian Mechanical Copyright Owners Society Ltd

CAL - Copyright Agency Limited <http://www.copyright.com.au>

Footnote:

Ideally, the best solution is for Districts or Units to purchase multiple copies of a particular songbook. If there are neighbouring Guide Districts, consider discussing your choice of songbook with them. If each District chose to buy a different Guide songbook and were happy to share their resources, this would enable you to incorporate into your campfire programs a wider variety of songs, especially those with multiple verses and special words.

APPENDIX B

Alternate Campfires

Don't despair if the rain comes tumbling down just before your campfire or the wind is howling or there's a fire ban in your area. Your campfire doesn't have to be cancelled. Here are several alternate ways to still create a memorable setting for your campfire.

Remember: In the case of a fire ban, choose only those effects which do not include flames.

Whatever type of alternate setting you create, treat it with the same respect as a real fire and expect the same campfire etiquette from the participants.

Glow sticks

These can be worn by participants, suspended from trees or rafters, or placed strategically around the room or campfire area.

Fairy lights

Christmas or fairy lights draped over trees or attached to ceilings, walls or a potted fallen tree branch brought indoors will create a magical fantasy land effect. If using these outdoors, ensure the electricity cords or leads are safe and out of the way.

Lanterns

Kerosene lanterns, used with care (but not in a fire ban or windy conditions) could form the outline of a circle or line the pathway to the campfire.

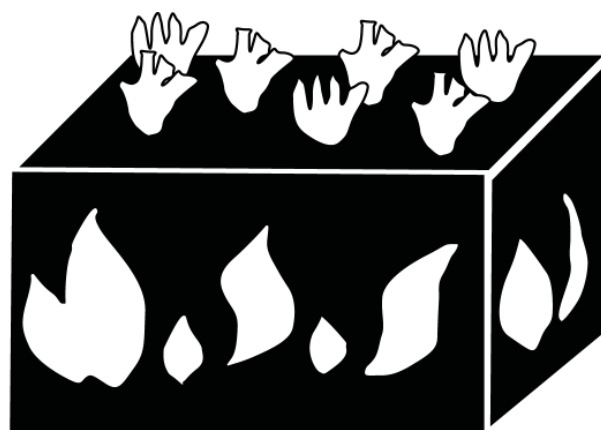
Torches

Position spotlight torches to shine up the trunks of large gum trees or illuminate the area across a lake.

Candles

Floating candles in a clear bowl with the addition of a few flowers – hibiscus, frangipani or rose petals – will make a pretty effect. Have a helper extinguish some candles at intervals so as to create the effect of the 'fire' burning down.

Portable Box Campfire



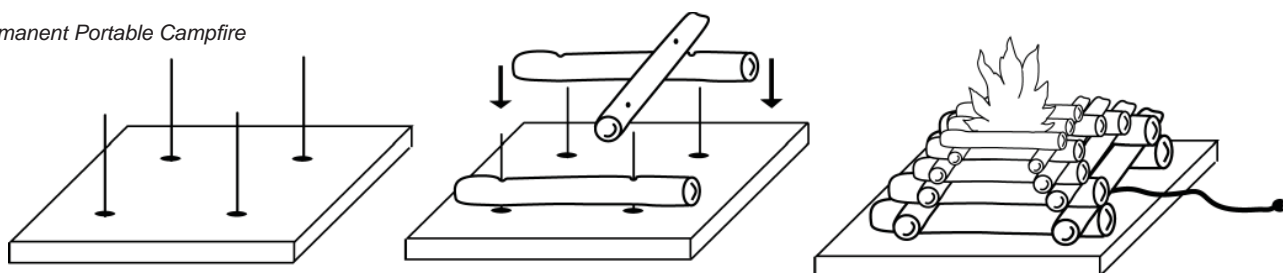
Portable Campfires

Cut out the shape of flames in the sides of a box. Cover the walls on the inside with red and orange cellophane and a sheet of ordinary paper to diffuse the light from the bulb you place inside. Punch holes through the top of the box to let heat and light out. Sprays of red, yellow or orange cellophane can be poked out through these holes to look like flames. The box can be painted black on the outside to add to the effect. Place a strong torch or an electric bulb on the inside.

A similar idea with a box is to use tails of 'fire-coloured' crepe paper through the holes in the top and position the box safely above a fan and a light source. Watch the streamers dance in the light.

A permanent portable 'fire' can be made using a lightweight timber platform as the base with a cob house fire constructed on top, using graduated timber logs with holes drilled near each end and threaded horizontally onto four vertical metal spikes which are secured into the baseboard. Your portable campfire can be taken anywhere to have on hand for an emergency mock campfire.

Permanent Portable Campfire



Acknowledgement is given to Guides Queensland Tried and True sheets for some of the ideas on this page.

APPENDIX C

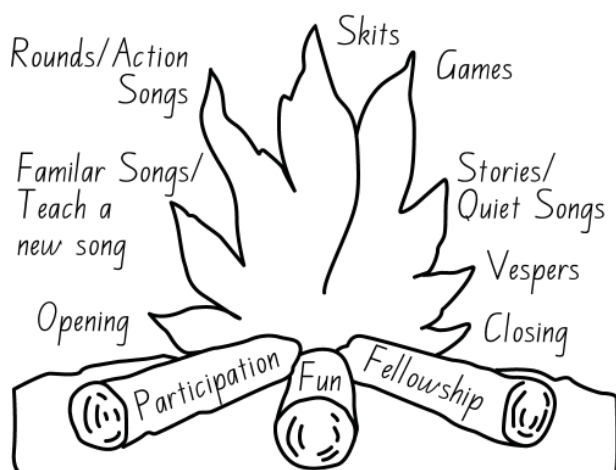
Reflections

Let's Have a Campfire!

A personal reflection from a sister in Guiding who was passionate about campfires.

One of the joys of camping, for me, has always been the part of the evening program when we have a real campfire.

I do enjoy the traditional program of songs which 'follow the fire', that is, the songs build up in energy level and length as the fire burns bright, then slip away into a quieter mood as the fire dies down, sinks into red embers and we close. This always seems so satisfying and promotes a special spirit of unity and belonging.



Anyone can conduct a good campfire – be the Campfire Leader – provided you know what you wish to achieve. You should be in charge though not always a contributor.

If you have a mixed group for a campfire and are uncertain what songs the participants know, it would be best to stick to those which can be picked up easily and are not dependent upon lots of words and difficult tunes. You may need to teach 'how it goes' before launching into the song. Non-singing activities can also be included, so everyone feels a part of the occasion.

If you have a group of girls who sing frequently together, you can be more ambitious with the program and include longer songs of better musical quality. Some songs, while they are great favourites, are more suited to singing on a bus or around the washing up rather than at campfire.

Some hints

As Campfire Leader, make sure the fire is well made. A council fire has solid layers of logs so that as the fire burns down from the top, there is wood to sustain it. During councils, Red Indians did not want to disturb proceedings by having to get up and stoke the fire – hence a council fire. Check there is enough room for people to sit. At big gatherings it may be better to have double circles or even more, rather than have a single circle that spreads out too far. A small group may fit around only on one side.

For effect it is great to have an opening and I have seen some spectacular ones – the flame soaring down from a nearby tree to light the fire in a sudden blaze for example. But a well thought out

ceremony can get the campfire underway with a surge of feeling if you can't, or don't want to be, truly spectacular.

As the Campfire Leader, you are in charge of the conduct of the campfire, so mention campfire manners. This means the participants are shown how to face their torches in towards themselves and not out across the campfire to shine in the eyes of the people opposite. It is much better if lying down is not allowed at a traditional campfire, for people don't sing while in a recumbent position.

Traditionally, skits are part of campfires and so they should be BUT – have you considered the benefit of some training in preparing and presenting skits or vetting the item before it is aired? People MUST be able to hear the words and especially the punch line, or the skit is a waste of time.

It is usual to close the campfire with people standing to sing a vesper and have a prayer or reading. You may like to sing Invitation to Taps before you sing Taps, after which everyone disperses.

Tradition of the Ashes: In 1926 at camp Edith Macey in the USA a bundle of logs was put on the log fire burning in the hall to symbolize the gifts given by countries attending. From this came the tradition of taking a small amount of ashes to other fires, spreading the spirit of International Guiding. You can be part of this sharing. Enjoy campfires!

Margaret Eustance



References for Further Reading on Campfires

Let's Sing Manual.....	Guides New Zealand
Campfire Activities.....	Girl Guides of Canada
Campfire Leader's Handbook.....	Scout Association of Australia

SOLUTIONS

Playing Your Cards Right - Piecing It All Together

If you want to check that you have assembled the cards correctly you can match your constructed sentences with the solutions below.

SET 1

“A Circle is Round”

Reading from the outside to the centre

Singing around a campfire is a special Guiding tradition. The ‘Campfire Circle’ means the participants in a circle around the fire. Everyone should be included in the circle, sitting up and not lying down. Before starting, the Campfire Leader gives a few pointers to everyone.

SET 2

“Throwing some light on the subject”

Reading from the top to the bottom of the baseboard.

Use your torch only when reading words from sheets or books. Hold your torch so that it shines in towards your body and not into other people's eyes.

SET 3

“Side by Side”

Set A – Pre-Campfire patter

A campfire is a magical way to end a Guide day. Singing around a campfire is a special worldwide Guiding tradition. The ‘Campfire Circle’ means the participants at the campfire. Everyone should be included in the circle (or double circle if a large group) and must sit rather than lie down. Before the campfire starts, the Campfire Leader gives a few pointers to everyone and asks for mobile phones to be turned off. She uses our special Guide “hands up” sign instead of shouting to get everyone quiet and attentive. She explains how to hold a torch so that it faces inwards and doesn't shine out into other people's eyes. She explains that torches are used only when reading words from word sheets or songbooks. She asks everyone to sing the songs for this campfire the same way that she does even if they know another version. Another good tip she gives is about keeping in time with her speed for songs and actions. By doing this, everyone shows respect for the Campfire Leader and for all the others at the campfire.

Set B – Campfire Leader Skills

The Campfire Leader needs to know her program well and be thoroughly prepared so that she can keep things moving without a break. This keeps everyone interested and focused. Talking should be kept to a minimum so that everyone gets to sing lots of songs and have more fun. The Campfire Leader should make sure that everyone can hear the starting pitch for the songs and can see or hear the speed of her beat.

The singing is more enjoyable when everyone keeps together in tune and in time. This is especially important for rounds and part songs so that everyone can enjoy the blended sounds of the harmonies. No group should try to outdo another. When singing rounds or in sections, the Campfire Leader should indicate the groupings, and explain how and when each group is to start. She should also indicate the number of times through and give the lead. Using homemade instruments is a great way to add rhythms to accompany some songs. The Campfire Leader should limit their use by suggesting which songs to use them for. For action songs, the leader should give instructions clearly and slowly and be sure that everyone knows which direction to move first. This helps avoid confusion which can disrupt the whole program.

Set C – The Program

A Guide campfire is much more than just a sing-along. Every campfire program has a similar structure. After the special opening it builds up in intensity and energy to a high point to match the flame of the fire and then winds down gradually to a memorable quiet ending. The program should include songs and items to suit that particular group of people - by age and Guiding experience. A good campfire program includes a variety of fun songs, serious songs, Guiding songs, quiet songs, action songs and part songs as well as skits, yells, stories and yarns. Some of the yarns BP loved to tell his Scouts can be found in Scouting for Boys and Yarns by BP. Legends and fables can also be used. Patrol skits are for fun but the Campfire Leader should check them out beforehand to see where they will fit in best and that they are tasteful. She should alert the patrol one or two items in advance so that they will be ready to perform without any delay.

Try different ways of applauding skits - such as a watermelon bravo or a thunder clap. Sometimes special effects can be used for the closing and together with traditional ‘end of the day’ Guide songs such as Canadian Vespers or Invitation to Taps, another memorable campfire comes to a close.

Set D – The Fire

Build the campfire so that it will burn for the planned length of the program without needing to be fed more timber. Keep it covered beforehand as damp cold air will affect the lighting of it. A metal bucket of water must always be close at hand

Solutions - Page 2

for emergencies. Appoint someone to look after the fire during the campfire. The method of lighting the fire and the opening ceremony should be well thought out and rehearsed. It's a good idea to have a back up plan too with an extra person with matches and a candle. Keep the mood of the program moving to match the intensity of the flame and the glow of the fire. The fire should never be extinguished while participants are nearby. Let the embers glow so that people can still enjoy the atmosphere of the night. A campfire is for ceremony and not for cooking however if you plan to toast marshmallows after your campfire, make sure that everyone moves away for a while after the special campfire closing. This separates the two uses of the fire and keeps the magic of the campfire mood alive a little longer. Softly falls the light of day as our campfire fades away.

Set E – The Afterglow

Encourage your campfire participants to collect cold ashes from the campfire site. Film canisters are ideal for this. Ashes from past campfires can then be sprinkled at your next campfire. This Guiding tradition began in 1926 in the USA and spreads the spirit of Guiding across the world as members who travel overseas to international Guide events add their ashes to the campfires. Lists have even been compiled of campfires that ashes came from decades ago. You will also need to ensure that the campfire site is left clean and tidy. Woodpiles or partially burnt logs should be cleared away and any turf or soil replaced. Take time to reflect on the success of your campfire, what worked really well and what you would do differently next time. Try out ideas like using a wrist bracelet or palm cards for ready access to your program while leading a campfire. If you had a special guest, a Campfire Assessor or a Guide Leader as a mentor, sending a thank you note would be a special touch. Continually add to your song collection and keep a log of all your campfire programs. Sing for joy, sing for love, sing for peace, sing for happiness, sing as you journey along

SET 4 "Tuning In"

Question 1.

What do you need to know before using a song as a round?

You must know the song very well. You also need to know how many parts can be used and where they all come in. The printed music shows you this. Practise bringing your imaginary groups in at the right time.

Question 2.

How do you introduce a round at a campfire?

Let the Campfire sing it several times until well known. Divide them into sections. Explain when to come in and how many times through as a round. Sing once together then bring each group in on cue. Be ready to help each group for their second entry. Help everyone keep the same speed by showing the beat with conducting or tapping your leg.

Question 3.

What can you do if the campfire singing is not very tuneful?

Have some good singers strategically placed around the circle to help keep the tunes going correctly. This is especially helpful for rounds.

Question 4.

How do we add harmony?

Harmony is the pleasing combination of two or more notes sung or played at the same time. Some songs have a lower part or

descant (higher part) that blends with the main tune. Partner songs and rounds are easy ways to make harmony.

Question 5.

How do you get a song started?

One way is to use the sound (pitch) of the starting note to count everyone in with 1, 2, 3 sing or Ready and off we go.

Question 6.

What are some tips for teaching a new song?

Know the tune and words thoroughly. Let the Campfire hear how it goes. If it has verses and an easy chorus, teach the chorus first so they can join in after you sing the verses again.

Question 7.

What do you need to know about Copyright?

Copyright is a legal issue. There are restrictions that apply to copying words and music. Appendix A explains more about this.

SET 5 "Log On"

Reading from bottom layer to the top of the campfire.

Layer 1

When choosing a site for your fire, use an existing campfire site if possible or ungrassed or turfed area away from overhanging trees and remember to clear a two metre area around the site.

Layer 2

Begin building your fire with a layer of thick logs all of a length similar to your forearm or lower leg placing them parallel to and touching each other.

Layer 3

Add a few more platforms with punk on each layer to assist combustion, placing each layer crosswise to the previous layer, cutting the timber into the required lengths with a bow saw.

Layer 4

Continue making parallel layers or use four logs to form a square, placing two opposite sides down first then the other two sides across from them.

Layer 5

Gradually reduce the thickness of the logs used in each layer.

Layer 6

Make sure the timber is dry and is the right kind to burn well rather than smoke.

Layer 7

When fire is tall enough to burn for the required length of your program, finish with a layer parallel across the top.

Layer 8

Build a pyramid using fine twigs and lots of punk in the centre, remembering to leave an opening for lighting it. Cover it with a tarp or plastic until campfire time to keep it dry from cold moist air.

Campfire Resource Activity Kit



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Appendix A..... Copyright

Appendix B Alternate Campfires

Appendix C Reflections

Solutions..... *Playing Your Cards Right - Piecing It All Together*

Concept created and written by
Christine Campbell. Design and
Layout Kirsty Wood Lancashire

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SUGGESTED APPLICATIONS FOR USE

This kit is ideal for use by:

- Older Guides working towards gaining the Campfire Certificate for Outdoors Trefoil 3*
- Lone Guides
- Junior Leaders
- Patrols
- Unit Leaders
- Adult members

The kit contains hands on activities which encourage an individual to explore and learn in a fun way the many aspects related to running a successful campfire and becoming a skilled Campfire Leader.

Further details on how to use this kit are given inside, along with the preparation requirements of laminating and cutting the cards before use.

**The requirements for Trefoil 3 can be found in Look Wider Still.*