

Program Purpose: Develops closeness among campers, provide an interactive, entertaining time, and bring the day to a close.

Program Length: .5 – 1.5 hours

Age: All

Maximum Number of Participants: unlimited

Objectives: Sing songs, participate in skits, have fun!

- Some purposes of Campfire:
 - Fun – enjoyment for all
 - Entertainment
 - Fellowship – bringing the group closer
 - Action – physical activity
 - Adventure – sharing stories
 - Education – learning new skills
 - Inspiration – character development

Preparation:

- Retrieve Campfire bin containing fire starting materials such as newspaper, cardboard, matches.
- Check wood supply down by fire ring. Don't put out too much, especially if group is doing their own campfire. Encourage using half burnt logs as well.
- Prepare a list of a combination of songs, skits, stories, chants in a pre-determined order. Pick ahead of time who is doing what.

Basic Outline:

- I. This is an outline of an hour long campfire. The idea is to start with a lot of energy. Do songs that have a lot of motions and let the kids be as loud as they want. Most of the time after the campfire, the kids go up to the cabins and get ready for bed. So, towards the end of you campfire you should be doing lower energy songs, skits and stories that calm the kids down so they are not all hyped before bed.

Intro: >5 min – Introduce yourself and what you will be doing.

Chant/Cheer: >5 min – Get the kids energy level up, have a friendly competition within the group.

Song: 5 min: (prepare skit) – high energy song to build on the energy of the group.

Skits: >5 min: a short, few lines skit that involves the kids and is funny.

Song (prepare skit): 5 min – Another high energy, repeat after me song

Skits: >5 min – a short, few lines skit that involves the kids and is funny.

Song: 5 min – A medium to high energy song, possibly repeat after me song

Interactive Story (prepare skit) – 5-10 min – A story that gets the kids doing actions or participating somehow in the story. This can be the turning point in the campfire and changing the mood to a more relaxed

Skits: 5 min – Either kids or adult skit, again age appropriate.

Song: 5 min – Medium energy song that still has some motions but is not so loud.

Song: 5 min – Low energy song that will calm the kids down.

Story or closing ceremony: 5-15 min – The kids should be quiet for this and maybe give them some things to think about.

- II. Each group is different and may have different expectations but the above outline is a good reference to follow.

Materials: The Campfire bin can be found in the wood shed above the campfire. There you will find everything you need to build a fire and props for skits or stories. Of course this bin should be replenished when needed of any fire building materials or props.

Background Information:

One of the most memorable activities for camp participants can be the time spent around the campfire. There will be campers who forget everything they learned and who taught them, but a well run campfire program will remain with them forever. Whether the campfire is good or not depends on the effort and preparation you are willing to put into it. Make sure you are prepared. There are four elements to a good campfire... Skits – humorous, skill demonstration, historical, etc. All skits should be positive and in good taste. Songs – a combination of fast and slow songs. Stories – storytelling can be a program hit with historical, humorous, hero, travel, and ghost stories. Use good judgment for these as well. Showmanship – your attitude and energy level, the elements of surprise in the program, the performers, all contribute to good showmanship.

Introduction:

Activities: Here are popular songs, skits, and stories with explanations. Many more can be found in the campfire binder.

SONGS:

Once a Naturalist Went Yodeling

Once a naturalist went yodeling on a mountain so high
(Wave hi to the kids)
When along came a *
Interrupting his cry
Yoodaaaalaaaay
Yodalay kee kee yodelay cuckoo cuckoo
(repeat 2 more times)
Yodalay kee kee ayo
* =
* cuckoo bird (cuckoo cuckoo)
*Grizzly bear (Rarggh)
*Avalanche (rumble rumble – spin arms from high to low)
*Timber Wolf (howl – hands cupping mouth)
*School teacher (“quiet class” – pointing finger)
*Killer whale (“free willy”)
*Rootin tootin grandma (huh huh – make arm motion twice - like you want to get a trucker to honk!)

Each * gets added during the chorus, so at the end you are doing every single noise/motion.

OH - KA - LAY - LA

*This is a repeat after me, do it 3 times and get louder each time
Oh-ka-lay-la, oh-oh ka-lay-la
Ah tera ticky tumba, a tera ticky tumba
No moosa-moosa-moosa, No moosa-moosa-moosa
Oh-A-la-way-ah-la-way-a-la-wah, Oh-A-la-way-ah-la-way-a-la-wah

Translation:

Oh, my baby, oh oh my baby
A pterodactyl took her! (twice)
I must I must retrieve her! (twice) They flew away, they flew far away.

My Bonnie

(On all the B's, if you are sitting, stand up and if you are standing, sit down.)
My Bonnie lies over the ocean
My Bonnie lies over the sea
My Bonnie lies over the ocean
Won't you bring back
My Bonnie to me, to me
Bring back, bring back
Oh bring back my Bonnie to me!

Bring back, bring back
Oh bring back my Bonnie to me!

(sing a couple of times, getting faster and faster or try to have ½ the group starting out sitting, and ½ starting out standing)

Singing in the Rain

I'm singing in the rain,
Just a singing in the rain,
What a glorious feeling
I'm happy again.

(repeat the song, over and over adding on these motions until the end when you are doing all of them)

Thumbs up (repeat chorus)
Elbows out (repeat chorus)
Knees together (chorus)
Feet apart (repeat chorus)
Butt out (chorus)
Head back (chorus)
Tongue out (chorus)
Turn around (chorus)

Boom Chick A Boom

(repeat after me!)

I said a Boom Chick-a-boom
I said a Boom Chick-a-boom
I said a Boom Chick-a-rocka-chicka
rocka-chicka boom

Chorus: Aha

Oh Yeah

One more time

Janitor Style

I said a broom sweep-a-broom (repeat)
I said a broom sweep-a-moppa-
Sweep-a-moppa sweep a broom

Chorus

Motorcycle Style

I said a vroom shift-a-vroom
I said a vroom shift-a-errrr-shift-a-errrr-shift-a-vroom

Chorus

Astronaut Style

I said a-vroom to the moon (repeat)
I said a-vroom, take a rocket, take
A rocket to the moon

Chorus

Wisconsin Style

I said a moo cheesea moo
I said a moo cheese and curds cheese and curds cheese and moo

Chorus

Valley Girl Style

I said like a boom chicka boom (repeat)
I said like a boom, like gag me with a spoon, chicka boom

Chorus

Underwater Style

Repeat first verse but with finger in

Mouth

Chorus

Taco Bell Style

I said a bean chicka bean

I said a bean burrito taco with a nachos supreme

Chorus

Real LOUD!!

Real quiet

GO BANANAS!!!!

(repeat after me, words and motions)

Bananas Unite! Bananas, Split!

Peel Bananas, peel, peel bananas

Peel bananas, peel, peel, bananas

Peel to the right

Peel to the left

Peel down the middle

Now take a bite

Go bananas, go, go bananas

GO BANANAS, GO, GO BANANAS

(Do this several times, getting faster each time).

Swimming Pool

(Teach the kids the song and actions first)

Swimming, swimming in a swimming pool,

When days are hot when days are cold in a swimming pool.

Backstroke sidestroke and fancy diving too.

Now wouldn't it be nice if there was nothing else to do

But . . .

(Hum first line sing rest, hum first and second line sing rest, etc . . .)

Da Moose

(repeat after me)

Da moose Da moose (hold hands up at head like moose antlers)

Swimmin in da water (swimming motions)

Eating his supper (pretend to eat out of a bowl)

Where did he go (shrug shoulders, hands out)

He go to sleep (tilt head onto hands)

(repeat above, very quietly)

(very loud)

DEAD MOOSE, DEAD MOOSE

FLOATING IN DA WATER

NOT EATING HIS SUPPER

WHERE DID HE GO

HE DECOMPOSED

The Bear Song

(repeat after me)

1. The other day (the other day)

I saw a bear (I saw a bear)

A GREAT big bear (a great big bear)

Away out there (away out there)

The other day I saw a bear,

A GREAT big bear away out there.

2. He sized up me (he sized up me)

I sized up him (I sized up him)

He looked at me (he looked at me)

I looked at him (I looked at him)

He sized up me, I sized up him.

He looked at me, I looked at him.

3. He said to me (he said to me)

Why don't you run (why don't you run)

I see you ain't (I see you ain't)

Got any gun (got any gun)

He said to me why don't you run,

I see you ain't got any gun.

4. And so I ran

Away from there

But right behind

Me was that bear

5. And up ahead

There was a tree

A great big tree

Oh golly gee

6. The lowest branch

Was ten feet up

I had to jump

And trust my luck

7. And so I jumped

Into the air

And missed that branch

Away up there

8. But don't you fret

And don't you frown

I caught that branch

On the way back down

9. That's all there is

There ain't no more

Unless I see

That bear once more

Tarzan Song

I love bananas coconuts and grapes

I love bananas coconuts and grapes

I love bananas coconuts and grapes

That's why they call me Tarzan of the apes

(Every time you repeat the verse replace the last fruit with a grunt)

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 this should be my last with you.

SKITS:

Upham Woods Radio Skit

See Appendix A

Bandana Banana

Need: yellow bandana

Instructor tells how they went to Mt. Ranier and went on a hike. Before they left, they had to give up their most unnecessary items and only take what was needed.

One of the items they were allowed to take was a bandana because it served so many purposes - which they will now demonstrate.

Instructor takes out bandana and shows it to the crowd
"I've got my bandana!"

other leader, then takes out Banana "I got my bandana!"

Instructor tells plant to do exactly as he does. Instructor goes through the following, and the plant does as he is told, each time asking, "are you sure?" or "should I do that now?"

Instructor: "First, fold it in half. Fold it again. Put it in your back pocket. Wipe your armpits with it. Now unfold it and put it on your head. Shine your shoes with it."

When done, the last instruction is "Whew, I've worked up a sweat, now wipe your forehead with it!"

Finally, the plant and instructor turn and face each other, and the Instructor is shocked "What happened to you?! Where's your bandana?"

Plant: "Bandana?? Bandana?! I though you said 'Banana'!"

The Important Papers

The setting can be either a king or a boss in his office who beckons to a courtier or assistant that he wants his royal or important papers. The person runs in with a sheath of papers, the king or boss quite agitated tosses them aside and demands that they bring him his important papers. Other people bring in other things one at a time such as a newspaper, magazine, etc. the king throws them aside and gets more and more upset demanding that he have his important papers. At last the

some one comes in with a roll of toilet paper (court jester, office boy etc.). The king knights him or the boss promotes him thanking him profusely and runs off the stage in visible relief.

The Lost Penny

Scene: One person acts as a lamp post, shining a flashlight on the ground. Another is groping around in the pool of light. (He's # 1). **A third person enters, sees # 1, and asks:** "What are you looking for?" **# 1:** "A penny that I lost".He joins # 1, and helps him search. A fourth and fifth enter and repeat the above scene.**Finally one of them asks # 1:** "Where did you lose the penny?" **# 1:** (Pointing away) "Over there".**Boy:**"Then why are you looking here?" **# 1:** "Because the light is better over here!"

Lunch Break

Props: Lunch bags or pails.

Announcer: The setting is a school lunch room. It is now lunch time, and two friends are about to eat.

Student 1:(Opens lunch bag and looks very disgusted) Yechhhh !! Egg salad sandwiches again!

Student 2:Look, if you hate them that bad, I'll swap with you. (Both pretend to eat, then exit.)

Announcer: The next day.

Student 1:(Enters with Worker 2, opens lunch bag and looks very disgusted) Yechhhh !!! Egg salad sandwiches again!

Student 2:O.K... I'll trade with you again. (Both pretend to eat, then exit.)

Announcer: The next day.

Student 1:(Enters with Worker 2, opens lunch bag and looks very disgusted) Yechhhh !! Egg salad sandwiches again!

Student 2: (Angrily) Look, if you don't like egg salad sandwiches, why don't you ask your mom to make something else ?

Student 1:My mom?? She's got nothing to do with it. I make my own sandwiches!

Bubble Gum Skit

1st camper walks out to the chair, takes his pretend gum out of his mouth, places it on the back of the chair, then walks off.

2nd camper walks out to the chair, leans his hand on the back, finds the gum on his hand, and totally disgusted wipes it on the seat of the chair and walks off.

3rd camper walks up to the chair and sits down. He realizes with great disgust that the gum is stuck to his bum. Disgusted, he peels it off, throws it to the ground, and walks off.

4th camper walks out to the chair, then realizes he's got gum stuck to his shoe. With great disgust he peels it off, sticks it to the back of the chair, and walks off.

1st camper comes back, walks up to the chair, peels it off, sticks it in his mouth and walks on.

The Doctors Office

This skit should be adults or chaperones of the campers. Characters required: 1 secretary and five patients. Props required: chairs or benches.

Scene begins with the secretary sitting on one of the chairs. First patient enters (must be a male).

Secretary: How can I help you?

Patient 1: Just here for my regular check up.

Secretary: 'Ok take a seat, the doctor will be right with you.

Patient 2: (enters with a terrible itch)

Secretary: How can I help you?

Patient 2: I need to see the doctor, I have a terrible itch.

Secretary: 'Ok take a seat, the doctor will be right with you.

(Patient 2 sits next to 1, and patient 1 develops an itch while patient 2 gets better)

Patient 2: Actually, I feel great, you can cancel my appointment. (leaves)

Patient 3 enters with a twitch in his leg.

Secretary: How can I help you?

Patient 3: I can't get rid of this twitch, I need to see the doctor.

Secretary: 'Ok take a seat, the doctor will be right with you.'

(patient 3 passes his twitch onto patient 1 who is still itching)

Patient 3: I feel much better, thank you. (leaves)

Patient 4: (repeat, this time with hiccups.)

Patient 5: (enters, is very pregnant) Excuse me, I need to see the doctor, it is an emergency.

Patient 1: (takes one look at the pregnant lady, stands up) 'FORGET IT, I am out of here.' (runs off stage)

J. C. Penny

One boy is sitting on a bench just passing time.

Another boy enters stage left looking at this shiny new belt. The boy on the log stands and says, "My, what a fine belt you have, Where did you get it?" The proud boy says "JC Penny". Belt boy exits Stage Right.

A couple moments pass and the log boy is whistling some scout song. Another kid enters from stage left just proud of this new shirt he has on. He brushes it to get the new threads off the shirt looks at the shirt and smiles with a huge grin. The log boy says, boy that is a great shirt, where did you get it? The shirt boy responds with a even bigger smile, "Why JC Penny" and he exits stage right.

Still another boy enters from stage left and just delighted with these pants he has on. He looks at the knees, he turns his head to see how they look from behind. And the log boy just cant resist asking, "Now where did you get them fine, fine pants?" The pants boys says, "oh, I got

them from JC PENNY!"

(This can be repeated several times with different items of clothing.)

Finally, a kid in what appears to be in only a towel (old shoes may be worn to protect feet) and his hair is all haggard he looks disheveled and a bit tattered.

The Log boy says, " Who are you and what are you doing?" The Towel Boy says uh, well, I'm JC Penny, and I am looking for my clothes!"

Conclusion:

Resources: