



Camp 100 Activity Pack



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What is an activity pack?

This is a pack of activities, adaptable to all ages, designed to help leaders and young people learn more about and get enthused for Camp 100 our centenary camp happening in 2025! For more information about the camp please see the info pack or visit our website.

While the key aim of the pack is to get young people prepared for camp, the activities should also be enjoyable for everyone in your group, even if they're not all going to Camp 100.

All the resources are downloadable and printable from the barcodes in the plans.

Please send any and all feedback and pictures of your group doing the activities (only where you've got photo permission for everyone in them) to yourideas@camp100.org.uk.

You can download extra copies of this pack (as well as copies of the information pack) on our website www.camp100.org.uk. Accessible versions are also available there also.

We hope you enjoy the activities and look forward to seeing you at Camp for lots more!

Camp Simulator

Aim:

Gives groups an idea of what a day in camp could look like. This activity is most suitable for elfins and pioneers

Time:

It should take 45 minutes but the pace should be fairly snappy.

Materials:

- Paper plates or pictures of paper plates
(<https://drive.google.com/file/d/1f3Gg-o2liYo0hV9Jp0QlxaPyCoH51Y2/view?usp=sharing>)
- Colouring pens or pencils
- A list of all the centres and their descriptions
- Songbooks if needed for campfire
- Laptop to watch video from Common Ground
(<https://www.youtube.com/watch?v=MiwvANUyCkA>)

Method:

Narrate the steps people will go through and try to get them to imagine the camp they are in. Here are the steps:

Setting up the camp - Get the group to role play putting up tents. Encourage them to work together to create a circle of tents: soon they will meet other districts and international groups to form the village! Then settle down to sleep in their tents.

Sleeping - Narrate the sounds of a morning camp and transition

into the morning cry. Everyone wakes up and emerges from their tents to greet the sun, ready for a new day of camp!

Breakfast - First things first: breakfast! Give everyone a paper plate or a picture of the plate and tell them they can fill one third of the plate with a drawing of their ideal camp breakfast (we would love to see what your young people draw so dont forget to send pictures of the finished plates)

Morning circle - Get everybody to gather in a circle and give some camp announcements. You can get the young people to nominate a chair of the circle and they can make some silly announcements. Play a name game or a circle game.

Clans - It's time to meet your clan! Split everyone into 2 or 3 groups, including the adults too! Explain that clans are groups where we help each other to do the tasks around the camp like cooking and cleaning. Teamwork is very important so we will play a game to practise our team working skills: the human knot game! Everyone holds hands with someone who is not next to them. Then, the group has to untangle the knot without letting go of anyone's hand.

Morning activities - Have the different centres and their descriptions hung up around the venue, they can go and choose what they want to do. Narrate how they might find activities at camp, hearing from a friend, seeing on a chalkboard, wandering into a session drawn by the sound of laughter etc.

A few examples of centres:

- Solidarity Centre- A place to learn how we can work together to create a better world and be inspired to create one! Workshops will cover topics such as what socialism is, class struggle, and direct action.
- STEM Cell- Science, Technology, Engineering and Maths will all be covered in new and exciting ways! Come put on a lab coat and learn about the stars and beyond...
- MEST-UP - A centre to discuss, explore and dissect topics such as mental health, identity, intoxicating substances, and well being in a supportive space.
- Arts and Crafts Centre - Painting, drawing, cutting, sticking, playing instruments... Come get creative at the arts and crafts centre!
- The Cool Zone - A space only for those under 12 years old to play and have fun. Also known as the cool centre!
- Underground Printing Press - Got something to say? Get creative and put those thoughts down using old fashioned mechanical printing presses. Will your canvas be a letter, a poster, a t-shirt...?

Call everyone back together to find a friend and share what centre they visited, again narrate this as what is happening rather than asking them to do it.

Lunch - They can now fill in the second third of the plate with what they want to eat for lunch.

Afternoon activities in the village - Say that you then play some games in the village and get them to play a favourite game.

Dinner/Tea - Come back together and fill out the last section of the plate.

News - gather round a laptop or projector to watch a video from Common Ground (for example the video linked in the materials section is on YouTube. Called 'Common Ground 2022' uploaded by Woodcraft Folk). Again, narrate the going to the news, the big tent, the large numbers of people.

Evening programme - After the news, it's time for the evening programme! Tell the group that on camp there will be fun for all ages on the main stage in the evening. Play some music and everyone can dance, you can even play a game of musical statues.

Campfire - The finish the night, get everyone to gather around for a campfire. Either use a lantern or volunteer children to pretend to be a fire. You can sing some songs from the songbook and share stories and memories about previous camps. Use this opportunity for any questions.

Bed time - Narrate the bedtime routine as the group settle back down into their tents for night time. You can dim the light and read a bedtime story.

Each of these sections can take no more than about 5 minutes and some should be less.

Birthday Wishes

Aim:

It's Woodcraft's 100 year birthday! Learn about Woodcraft's past and think about how we can make a better future.

Time:

This activity will take between 25-45 minutes, depending on age group.

Materials:

- For the timeline: String, pegs or post-it notes & pens.
- Cut-out candle flame shapes
(<https://drive.google.com/file/d/1uyfiOyk99osib23JiacHRcggf-tuuvw1/view>)
- Flipchart paper with a big birthday cake drawn on it.

Method:

1. Today we're going to celebrate a birthday!

Get the young people to guess whose birthday. Give them a clue that it's a 100 year birthday...

2. What are Woodcraft values?

Young people think individually or in pairs about what Woodcraft Folk means to them. Go around the circle and everyone says one word. No wrong answers here!

3. What happened in the last 100 years?

Use a piece of string to create a timeline. At one end is 2025 and the other end is 1925.

Ask the young people if they can think of any important historical events that happened in the last 100 years.

On post-its or pieces of paper, young people write events that have happened and add them to the timeline. Depending on age, they can think of events themselves or you can read out historical events and they have to guess approximately where it goes on the timeline.

Here are some suggestions:

WW2 starts - 1939

WW2 ends - 1945

Creation of the EU - 1993

UK voting to leave the EU -2016

Covid-19 pandemic begins - 2020

Then, read out these Woodcraft Folk milestones. Get young people to guess when they happened and put them on the timeline. You can add some milestones for your own district for example: when your district was founded, important camps you have attended etc.

- Woodcraft was founded - 1925
- Membership reaches 1000 people - 1932
- First international camp in Belgium - 1939 (700+ people attended less than a month before the war started)

- First international camp in the UK happened in Brighton - 1946 (Just after the war ended)
- Woodcraft becomes a charity - 1952
- Woodcraft gets Lockerbrook centre - 1964
- Cudham activity centre opens - 1974
- Woodcraft's first Anti-racist education project started - 1986
- Woodcraft takes on Biblins campsite from Forestry England - 2017
- Lockdowns in response to Covid-19 means the closure of our groups, the biggest disruption to our work since WW2 - 2020
- Common Ground International camp - 2022

Reflect on the timeline. How much has changed in the last 100 years?

4 What can we achieve in the next 100 years?

Use the templates provided or cut out birthday candle shapes. On a big piece of paper, draw a birthday cake that says Woodcraft Folk's birthday!



Young people can draw or write their birthday wishes for the world and Woodcraft in 100 years in the candle flames. In 100 years, I hope we will...

After everyone has written a wish and stuck them on the birthday cake, go around the circle and read the wishes out. Reflect on the wishes and think about ways in which we can make these happen in Woodcraft.

5. Send pictures of your timelines and birthday wishes to your.ideas@camp100.org.uk! We would love to collect them together to make 100 wishes for 100 years.

Adaptations:

For venturers, you may want to add a longer discussion during the reflection. For elfins and pioneers you can simplify the timeline activity and include less facts.

A video on Woodcraft's history could be an additional activity or you can replace the timeline activity with this if you want to run a shorter session. You can use the same reflection questions. For example, 'Who Are These Folk?' on YouTube by Mediaco-op (Run time 8 mins) https://www.youtube.com/watch?v=k0cZ3Svnyhg_

Understanding each other

Aim:

This activity introduces the social model of disability and encourages young people to see the perspective of disabled people and their differing needs.

It provides tools to look at their own needs - regardless of if they are disabled/neurodiverse or not - and can help them understand these and by extension others in their group.

Time:

This activity will take approximately 45 minutes. Could be shortened to 30 minutes or extended to 1 hour.

Materials:

- Video explaining social model and a way to show it (<https://www.youtube.com/watch?v=OgQQ-1TmCaQ&t=8s>)
- Pens
- Drawn or printed 'Guide to me / Superhero card' (<https://drive.google.com/file/d/11cJZAmbkGTCNqAWY0oW-n533sUCO0Vm/view>)

Method:

Introduce aim of the activity -to learn about disability and neurodiversity.

Show videos to help understand the social model of disability. The one linked above is an animation showing the perspective of a world designed around wheelchair users. You can also find it by searching 'Let's Raise the Roof - A Social Model of Disability' on YouTube. (run time 4 mins)

If any of the children in your group are disabled/neurodiverse you could ask them if they wanted to talk about their experiences. This could be pre-recorded and showed.

Discuss these videos- thoughts, feelings, opinions, questions. What barriers might people have? Timings between 10-20 mins depending on length of videos and discussion.

Move into main activity which is creation of 'guide to me'/superhero card that outlines various things and needs someone may have.

If needed, explain that this is applicable to everyone regardless of if they are disabled or not- we all have these needs but some are already included in society and accepted.

People can work on their own and with others and younger groups may need support with filling it in. Drawing also works as an alternative here. Spend 15 mins-30 mins on this.

End activity by asking people to share different elements of their cards. Share as pairs! Can help encourage shyer people to join in.

- Have you learned something new about someone or yourself?
- Can this help you make someones life a bit easier and safer at Woodcraft Folk?

This can take between 10-20 minutes or until the end of the session.

End by discussing how these can be used- to communicate with friends, family, trusted adults or in environments like Woodcraft Folk and camps.

The short animation is nice way to introduce to everyone the topic and get people thinking and for older groups other videos that are a more complex explanation can be found.

This is suitable for all ages as is. Adaptations come down to the timings which can be increased or decreased depending on how many videos are shown, length and depths of discussion and amount of time on users guides to me. This will vary with the attention span of the group.

For elfin and pioneer groups, use the 'superhero card' variant of the guide to me template. It adapts language and concepts.

Note: A personal discussion helps keep young people more engaged as they can then understand the real life practical impacts of discrimination and equality. This could mean members of the group filming their own content to show.

Guide to me			
Conditions I like to live and learn in	Times and hours I like to be active	The best ways to communicate with me	Ways I like to receive feedback
Things I need	Things I struggle with	My strengths and things I love	Other things to know about me?

Superhero card			
My character name (picture optional)	My natural habitat - where I'm happiest	My powers (strengths)	My weaknesses (struggles or challenges)
My sidekick: what or who I work best with	My arch-enemy: what or who causes me trouble	Where I'm least happy (most vulnerable)	Other things to know about me...

The curse of burnout

Aim:

To understand burnout and how to avoid it. Recommended for Pioneers and older. A Woodie alternative to “Werewolf”.

Time:

This activity will take approximately 1 hour.

Materials:

- As many printed character cards as there are players (or assign roles to playing cards):

<https://drive.google.com/file/d/1M-Vk4EkZMws87dXjD3AWwSDdaFOhQ98B/view>

Note: There should always be 1 “Burnout”, 1 “Volunteer Support”, 1 “Comms Lead” and 2 “Woodies”. If playing with a smaller group, ignore the extra players throughout the game guide. If playing with a bigger group, the addition of 2 “Secret Friends” and 1 “Village Coordinator” can be added. As the group size increases, you can increase the amount of “Burnout” and “Volunteer Support” and fill the rest with more “Woodies”.

Method:

Intro: Although we get a lot out of being a part of Woodies, young people and adults alike, sometimes things can get a bit

too much and this impacts us negatively. This is often referred to as “burnout”. In order to make sure the events we run are enjoyable for everyone involved, “volunteer support” is there in the background to make sure those that are looking after us get the support they need to not burnout. After playing this game, take some time to think about how each role might be reflected within your own group and come up with some ways you can help prevent burnout in the first place!

How to play: The Curse of Burnout takes place over a series of game days & nights of camp. During the camp days the woodies work together to determine who among them is spreading burnout throughout the camp and vote once per day to help rid them of the curse. The game ends if all woodies are burnt out (burnout wins) or if no burnout remains (Woodies win). Enjoy and good luck.

1. All players start by sitting in a circle. Choose your Comms Lead - someone who understands the rules or has played werewolf/mafia before.

2. The first night - the Comms Lead asks:

- All players to close their eyes to signify night has commenced
- The Secret Friends to raise their hands, while keeping their eyes closed. Thus disclosing their roles without revealing their identities to each other.

- The Burnout to wake up, making themselves known to the Comms Lead and to each other. They are then asked to choose someone to drain and then to go back to sleep. If the Burnout chooses a Woodie, their energy is drained and they must act sluggish, if they choose the Volunteer Support, there is no effect.
- The Volunteer Support to wake up, making themselves known to the Comms Lead and to each other. They are then asked to choose someone to support and then to go back to sleep. If the Volunteer Support chooses a burnt out Woodie, they gain their energy back, if they choose the Burnout, there is no effect.

3. The first day

- Comms Lead wakes everyone up, they do not announce who has been drained, but do announce if anyone has been saved, e.g. “someone was/no one was saved last night”.
- If playing with a Village Coordinator they are voted upon now.
- Woodies vote on who they think the Burnout are (with the Village Coordinator getting two votes). If the woodies vote for a woodie who has been burnt out rather than the Burnout, there is no effect. However if the woodies vote for the Burnout, they support them and by morning the Burnout becomes a Woodie.







4. The following nights - The Comms Lead asks:

- The Burnout to wake up (only those who started with the role) to choose one person to drain. Then go back to sleep.
- The Volunteer Support to wake up to choose one person to support. Then go back to sleep.

5. The following days

- The Comms Lead announces if someone has been saved.
- They then lead a discussion ending in the vote.

character cards

 <p>Please find the cause of this curse, help point those out who seem drained by the curse's effect. If you are affected by burnout, <u>act like it!</u></p>	 <p>Your aim is to infect everyone with burnout without getting caught! Try to push suspicion onto others during the daytime to prevent you being found out.</p>	 <p>Your aim is to help your fellow woodies. Select one woodie per night who seems effected to rid them of their curse. You might not know if your help worked as you cannot help the original burnout.</p>
 <p>Though your bond is unknown, your support for one another is enough to protect you from the curse of burnout. Once both are affected by burnout, both are rid of the curse.</p>	 <p><u>Chosen before game starts.</u></p> <p>You are the narrator. Hand out the character cards randomly at the start of the game. Then narrate the game following the outlined game structure.</p>	<p><u>Chosen by vote on the first day</u></p>  <p>You lead your fellow woodies. Make sure everyone has their turn to speak and voice their thoughts. You get <u>two</u> votes during the day-time investigation.</p>

Centres centres centres!

Aim:

To find out what a centre is and to try out some activities from some of the centres at camp 100. Plus, to share what we most enjoyed!

Time:

This activity is for a whole group night session. It consists of 3 mini activities. Each is approx 15 mins plus an introduction and reflection. You can choose to split the activities into different group nights if you prefer.

Materials:

- Cardboard
- Paper
- Toothpicks or lolly sticks or similar
- Pens to write with
- Blue tac

Method:

1. Explain what a centre is!

At big woodcraft camps there are tents which have their own theme, these are centres. Each centre will have lots of activities to do related to their theme. The activities you're about to do are just some examples but there will be lots more at camp.

2. Note on how to run the activity

'Centres Centres Centres' simulates a big camp by running 2 or 3 different activities at the same time. Each young person does one activity and then reports back to the group. Venturers can lead the activities. If you have limited capacity, run one activity at a time and let young people choose which to do first.

3. Everyone chooses an activity to do.

There are 3 activities to choose from and each one is related to a centre which will be at Camp 100. Explain each centre one by one (see 2nd last page of this document) and then explain the activities related to them. Explain that at camp, they will get to choose which activities they want to do! Get the young people to choose the activity they're going to do, perhaps by running to that part of the room! How to set up and run each activity is explained at the end. An overview:

- STEM Cell - Build a building that can withstand a hurricane.
- Underground Printing Press - Work together to write a story about a spy! The problem is you don't know what the person before you has written!
- Solidarity Centre - This fun circle game called 'In and Out' shows the differences and similarities between different people.

4. Everyone come together and discuss what they did

Once the activities have finished, get everyone back together. Have a discussion about each activity e.g. what did everyone do, what did people enjoy? Discuss how the activities related to the centre's theme.

5. Share all the centres that will be at Camp 100

Emphasise the links between the activities they just did and the centres they relate to. Emphasise that these centres will be at Camp 100. You can show them the other centres which will be at the camp 100 and give their short description (found in the Camp simulator activity).

The activities:

STEM Cell - Hurricane Simulator (approx. 15 mins)

Equipment:

cardboard, paper

toothpicks or lolly sticks or similar,

blue tac

marshmallows

Introduction: See if anyone knows what a hurricane is and then explain it. Get some people to describe their house or their school. Explain that in some places where hurricanes are common buildings have to be built to withstand them. The science of how to build things is called engineering!

Activity: Individually, in pairs or in groups give each some cardboard as their base, some paper, some toothpicks and some marshmallows. Explain that they need to build a building which will withstand a hurricane. Group leaders should be aware that many children especially if they have neurodiversity's can get

very upset and not understand why things they've made have been destroyed. Please be aware.

Give them 15 minutes to do so. Afterwards one by one use a fan or waft some cardboard towards each structure. Discuss which ones worked best and why (tips: shorter buildings, buildings with less surface area, and buildings with rounded walls or roofs do better).

Solidarity Centre - In and Out: How does it feel to be different? (Approx. 10 mins)

Equipment:

- No equipment needed, just a big space like a hall or outdoor space.

Introduction: This game is to show the differences and similarities between different people and to experience how it feels to be a minority.

Ask the children to stand in a circle. Explain to the group that you will call out a statement and if the statement is true, they have to make a tight circle with the other people this applies to. If the statement is not true for them, they have to try to break into this circle. Make it clear that you cannot kick, punch or hurt other people and the game will be stopped if it becomes too aggressive.

Sections: Read out the statements or make up your own (not just related to physical appearance). Everyone who...

has brown hair

has green eyes

has a dog or a cat at home

has a sibling

is wearing trainers

Wears glasses

Has watched TV today

Finish the activity with a group hug or massage circle. Then reflect together:

How did it feel being in the circle? How did it feel to be on the outside trying to get in? How did you try to break into the circle? If you succeeded in breaking into the circle, how did it make you feel? Have you ever felt like you're in the minority or majority in real life? If so, how did you deal with that?

Underground Printing Press - Spy stories (Approx. 15 mins)

Equipment:

- Paper
- Pens

Introduction: See if anyone can explain what a spy is. Get them to sit in a circle or several smaller circles of roughly 6 people. Give them each a paper and some pens. Explain that they're going to

write a story about a spy bit by bit. Read out the below listed sections of the story one by one. With each one they should write a sentence for it, fold their paper over, and pass the paper to their right. They then have to write the next part of the story without seeing what was written before! After the last part (the title) get everyone in the circle to read out their stories.

Sections: Describe the spy, describe where the spy is, reveal that the spy is trapped and ask them to describe how they're trapped, what special gadget does the spy use to free themselves, now the spy is free what transport do they use to escape, how does the spy celebrate when they get back to the spy headquarters, give the story a title.

These activities are suitable for all age groups but you may wish to shorten activities for younger groups and run every activity as a whole group.

Other adaptations:

Note that the solidarity centre activity involves physical contact. This can be adapted if participants are not comfortable with it. The adapted version involves stepping into the circle if a statement is true and observing who steps in without any physical contact, followed by a discussion instead of a group hug or massage circle.

International friendship

Aim:

To think about how we can welcome our international friends from across the world to Camp 100 and to introduce IFM-SEI.

Time:

This activity should take approximately 45 minutes.

Materials:

- Best done inside on tables
- Pens
- Paper
- A phone for photos/videos
- Card
- Some basic phrases in French and Spanish printed

Method:

Intro: Start the activity by asking the group where they think Woodcraft Folk groups are? (they might know that we have groups across England, Scotland and Wales but if they don't, tell them!)

Ask if they think that there are Woodcraft Folk groups in other countries?

After they have answered ask if they have heard about IFM-SEI? (some may have no idea! But some may know, if some know, ask if they know what the letters stand for).

Explain: IFM-SEI (International Falcon Movement, Socialist Education International) are an organisation who bring together and support different groups across the world including Woodcraft Folk! IFM-SEI have been an organisation since 1922 and their international network spans across Europe, Asia, Africa, South America and the Middle East. Because Woodcraft Folk are part of IFM-SEI we have lots of friends across the world. We invite them to our international camps and they invite us to theirs and we sometimes work on projects together.

Some groups will already have a connection or past experience with an international group - if this is the case, introduce this relationship/talk about experiences you have shared. If your group has not been to an international camp/connection with a group, explain that at Camp 100 there will be the opportunity to meet many international friends and find out more about different countries.

Activity: Explain to the group that the main 3 languages at Camp 100 will be English, Spanish and French. Ask if the group knows any words in French or Spanish already.

Get into smaller groups/pairs and brainstorm the following questions:

- How can we welcome international groups to Camp 100?
- What might our international friends be worried about coming to camp? How can we help them be less worried?

Now time to get crafty and creative...

Create some invitations for Camp 100 to our international friends
If you have connections with an international group you can address to them and if not, make a general invitation to our international friends

(English) You are invited to Camp 100!

(French) Vous êtes invité au Camp 100!

(Spanish) Estas invitade al Camp 100!

(English) Hello Friends

(French) Bonjour Amis

(Spanish) Hola Amigues

(English) Welcome

(French) Bienvenue

(Spanish) Bienvenides

(English) Are you coming to Camp 100?

(French) Tu viens au camp 100?

(Spanish) Vienes a Camp 100?

Use the Spanish/French phrases to help make it welcoming. If you know other languages within your group you could add these in too!

Groups could also decide to do a video invitation and record a video of the group inviting international friends to join us next summer.

Finish with a circle discussion. Ask the group:

- What will you do at Camp 100 to welcome international campers?
- How would you feel going to an international camp in another country?
- What are you excited to learn from our international friends?

Note: Venturers can maybe take on some more phrases. Elfins may need support with writing.



Reducing food carbon

Aim:

To think about the impact of our food choices, learn about making menus for camps and discuss the recent motion to make camps net zero by 2030 and how this relates to food

Time:

This activity should take approximately 45 minutes.

Materials:

- Pens
- Paper
- Monopoly money or coins (or even Post-it notes)
- Print the ingredients, price lists and exmple menu

Method:

1. Introduction talk about food on camps and how we work with a limited budget. Different foods costing different amounts, protein and imported foods are more expensive but we need them for a nutritious tasty meal.

2. Split into small groups and plan out a menu for a day at camp. Give the group a budget of 30 money per day to spend. Let them create fun meals and see if there's any money left for pudding.

- Get the groups to present their menus explaining their choices and what they might've sacrificed.
- Introduce the idea of carbon cost, before giving them the carbon table, get them to guess how much it might cost.
- Send them back into groups and calculate the carbon cost.

3. Then do a second day but ask them to think about the carbon cost this time, still within this 30 money budget.

- Get them to present the second day, ask them what changed when they were making it: what did they struggle with, what surprised them.

4. Reflection: Mention at last year's AG, Woodcraft decided to work towards net zero camps and what we think about meeting this target, how can we make choices with our diet to reach that?

For Venturers we suggest you add the Table of Minimum Requirements per Day. You could reduce food budgets as you go, slightly adjust the money/carbon cost of ingredients based on changes in supply.

Feel free to adjust this workshop based on what you think your kids can handle, it can be a simple thought exercise or a complicated puzzle.

Ingredient price list		
Ingredient	Price cost	Carbon cost
Beef Meatballs/Burgers	10	60
Lamb Burgers/Meatballs	10	20
Pork Sausages	10	7
Bacon	10	7
Hot Dogs	5	7
Chicken	5	5
Veggie Sausages	10	1
Veggie Meatballs/Burgers	10	1
Beans/Peas	2	1
Tofu	2	1
Hallumi	5	15
Cheese	5	15
Eggs	5	5
Nuts	5	0
Cake	10	5
Chocolate	5	20
Fruit/tinned fruit	2	0
Spices	1	0
Sugar	1	2
Peppers/Tomatoes	1	1
Salad	1	1
Carrots/onions	1	1
Other Vegetables	1	1
Noodles/pasta/bread	1	1
Rice	1	3
Potatoes	1	1
Oats/cereal	1	2

Minimum Requirements per day				
	Protein	Starch	Vegetable	Special
Minimum	2 protein per day	1 starch per meal	3 veg per day	To taste

Additional resources including example menus and sources can be found here:



Looking for even more activities? Check out our 100 100s:

INSIDE

ON MY OWN

BUILD SOMETHING WITH EXACTLY 100 LEGO BRICKS

LIST 100 THINGS YOU WOULD LIKE TO DO BEFORE YOU ARE 100

WRITE A STORY EXACTLY 100 WORDS LONG

LIST 100 PLACES YOU WOULD LIKE TO GO TO

LEARN 100 WORDS IN ANOTHER LANGUAGE

DARN 100 SOCKS

MAKE BUNTING 100 TRIANGLES LONG

READ 100 STORIES

LIST 100 ITEMS TO TAKE TO CAMP

DO A PUZZLE WITH 100 PIECES

FINISH 100 PUZZLES

MAKE 100 ORIGAMI CRANES

WRITE A MANIFESTO OF 100 CHANGES FOR THE NEXT 100 YEARS

WRITE A LIST OF 100 INSPIRING PEOPLE OR MOMENTS

ACT OUT A WOODCRAFT VALUE IN EXACTLY 100 SECONDS

INVENT A GAME USING 100 CARDS

BAKE 100 COOKIES

CREATE A PLAYLIST EXACTLY 100 MINUTES LONG

WRITE 100 POEMS

AS A GROUP, STAND UP AFTER EXACTLY 100 SECONDS (WITHOUT SPEAKING)

MAKE A PAPER CHAIN GARLAND 100 LINKS LONG

100 BANNERS MADE ABOUT THINGS IMPORTANT TO YOUNG MEMBERS

PUT 100 THINGS IN A MATCHBOX

ROLL EXACTLY 100 6S IN UNDER 100 SECONDS

RECORD 100 WOODCRAFT SONGS

THROW AWAY 100 FELT TIP PENS (THAT NO LONGER WORK)

DRAW EXACTLY 100 WOODCRAFT FOLK LOGOS IN UNDER 100 SECONDS

SHARPEN 100 PENCILS

MEND 100 ITEMS

FORM A GROUP OF PEOPLE WHO TOGETHER HAVE BEEN IN WOODCRAFT FOR 100 YEARS

DRAW AROUND AND CUT OUT 100 HANDS

MAKE ART WITH 100 CUT OUT HANDS

WITH A GROUP

WEAR AN ITEM OF WOODCRAFT CLOTHING ON 100 DIFFERENT DAYS

DO 100 UNNOTICED GOOD DEEDS

WRITE A LIST OF 100 THINGS THAT MAKE YOU HAPPY

TRY 100 DIFFERENT TYPES OF FOOD YOU'VE NEVER HAD BEFORE

GET 100 THANK YOU'S FOR BEING HELPFUL

EXPERIENCE FOOD FROM 100 DIFFERENT COUNTRIES

MAKE A STOP MOTION FILM 100 SECONDS LONG

STAND ON ONE LEG FOR 100 SECONDS

DO ANY ACTIVITY FOR 100 DAYS IN A ROW

LEARN 100 NEW FACTS ABOUT PEOPLE IN YOUR LIFE

MAKE A COLLAGE OUT OF 100 THINGS

LEARN A DANCE ROUTINE THAT IS 100 SECOND LONG

LISTEN TO 100 MINUTES OF THE WOODCRAFT PODCAST

100 100s

WATER 100 PLANTS

BUILD A MARBLE RUN 100CM LONG

TURN 100 THREADS INTO FRIENDSHIP BRACELETS

DANCE FOR 100 MINUTES

RECOGNISE 100 FLAGS

KNIT OR CROCHET 100 BLANKET SQUARES

PLAY 100 WOODCRAFT GAMES

BUILD A TOWER 100CM TALL

LEARN TO SAY HELLO IN 100 LANGUAGES

SPOT 100 THINGS THAT ARE WOODCRAFT COLOURS

GET 100 PEOPLE TO SIGN A PETITION

BE SILENT FOR 100 MINUTES

100 CAKES... ..BAKED

...SOLD

...EATEN

WRITE A SONG THAT IS EXACTLY 100 WORDS LONG

DONATE 100 THINGS TO A LOCAL FOOD BANK

MAKE A DRAWING USING EXACTLY 100 PENCIL STROKES.

GET 100 HIGH FIVES

SING A SONG WITH 100 PEOPLE

AS A GROUP, EAT EXACTLY 100 BISCUITS

SING LINK WITH EXACTLY 100 PEOPLE

OUTSIDE

INTRODUCE YOURSELF TO 100 PEOPLE AT A WOODCRAFT EVENT

TAKE 100 PHOTOS AT CAMP

DO 100 MINUTES OF CLAN DUTY

DO 100 MINUTES OF COMMUNITY ACTION

IDENTIFY 100 ANIMALS, BIRDS OR INSECTS

BUILD A FIRE WITH 100 PIECES OF WOOD

DO 100 PIECES OF ACTIVISM

COLLECT 100 PIECES OF LITTER

FIND EXACTLY 100 LEAVES IN UNDER 100 SECONDS

LISTEN TO 100 SONGS BEING SUNG FROM THE WOODCRAFT FOLK SONGBOOK

PLANT 100 SEEDS

RECYCLE 100 ITEMS

**100 TREES... ..HUGGED
...PLANTED
...DRAWN**

CHOP 100 ONIONS

RAISE £100 TO HELP YOUR GROUP GO TO CAMP 100

WALK 100 MILES

CYCLE 100 MILES

IDENTIFY 100 PLANTS OR TREES

PUT 100 WOODCRAFT FOLK STICKERS AROUND YOUR COMMUNITY

100 NIGHTS CAMPED

STRAIGHTEN 100 TENT PEGS

FEED 100 HUNGRY CAMPERS

RECRUIT 100 NEW MEMBERS

SHARE A SKILL WITH 100 PEOPLE

HULA HOOP FOR 100 MINUTES

PLAY A WIDE GAME WITH 100 PEOPLE

WASH UP 100 ITEMS

TEACH 100 PEOPLE TO PLAY A GAME

WHITTLE 100 TENT PEGS

MAKE A CHAIN 100 PEOPLE LONG

100 TENTS ERECTED

Please send any and all feedback to yourideas@camp100.org.uk

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