

Camporee Challenge Ideas

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Blind Square

Objective

Scouts are to form a geometric shape with a 50-foot loop of rope

Procedure

Gather the group into a large circle. Place the loop of rope on the ground inside the circle at the feet of all the participants. Tell the group to blindfold themselves, then pick up the rope. When the group is ready, tell them to form a perfect square with the rope. When they think they have succeeded, have them remove their blindfolds.

Rules

- Each participant must hold onto the rope with at least one hand at all times.
- Blindfolds are to remain in place until they feel they have completed the shape.

Variations

- Have the group form different shapes (e.g. triangle, figure eight, etc.).
- Have the group form the shapes without speaking, either blindfolded or not.

Concepts

Handicap awareness, teamwork, cooperation, and communication.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did the group think the purpose of this activity was?
- How did being blind make you feel?
- Ask them to describe what happened. How well did they perform? Why?
- How could they improve?

Give the group the option of trying the activity a second time, then ask:

- What happened this time that was different?
- Can you think of specific examples when the group cooperated in completing this activity? Explain.
- What did you learn from this experience?

Materials

- Length of rope
- Blindfolds for everyone (use neckerchiefs)

Weight Pull

Objective - Scouts are to raise and lower a weight as often as possible in a given time using a rope and pulley.

Procedure - A weight is attached to a rope running through a pulley or tackle. Each person in the group must hold the rope behind a set point and then raise and lower the weight as many times as possible in 2 minutes.

Rules

- The weight may not be dropped from the top of the pulley.
- A safety area, which no one is allowed to enter, is drawn on the ground 6' around the weight.

Concepts

Teamwork, cooperation, and leadership.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- Were you doing more or less work than you thought you should?
- Did the group arrange itself in any particular order?
- How were they arranged?
- What was physically hard about this activity?
- What was mentally hard about this activity?
- How well did your group do?
- What could you do to improve?

Give the group the option to try the activity a second time.

Materials

- Heavy weight (about 200 pounds)
- Pulley
- Strong, large-diameter rope
- Timer

Minute Measure

Objective

Scouts should develop an awareness of the duration of a minute and to practice estimating time spans.

Procedure

Ask the group to find a comfortable spot and sit down. Explain that they are going to estimate 3 minutes. Have them close their eyes and keep them closed. They begin timing on a signal from the instructor. At the end of 1 minute, each one should raise their hand with one finger up. At the end of 2 minutes, they should raise another finger. At the end of 3 minutes, they should open their eyes and put down their hands. Everyone should remain silent until all are finished.

Rules

- Everyone keeps their eyes closed until they finish timing.
- Everyone remains silent until the end of the activity.

Concepts

Problem-solving and self-esteem.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How did you estimate the time?
- For those who finished first, how did you feel?
- What did you learn about yourself?
- Are there other ways we tell time?
- What are ways people use to estimate time?
- If you did it again, what would you do differently?
- Did you care if you were close or not?
- Would you like to do this again to see if you could improve?
- Did the time you spent waiting seem to take longer?

Give the group the option to try the activity a second time.

Materials - A watch with a secondhand or a stopwatch

Diminishing Load

Objective

To move a group across an open field as quickly as possible

Procedure

Instruct the group that they are to get across an open field as quickly as possible. To get across, a person must be carried.

Rules

- The first person must return to be carried across.
- If someone being carried touches the ground, both must return to be carried across.

Concepts

Problem-solving, teamwork, cooperation, and trust

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How did the group decide to solve the problem?
- Did anyone become the leader?
- How did the leader emerge?
- What things did you have to think about before you started?
- How did you feel when things didn't go as well as you wanted?
- How did you deal with the feelings?

Give the group the option to try the activity a second time.

Materials

None

Height Alignment

Objective

The group is to align themselves according to height.

Procedure

Instruct the group to blindfold themselves. When everyone is blindfolded, tell the group to arrange themselves in a line according to height without speaking.

Rules

- No one may talk during the activity.
- Blindfolds must remain in place throughout the activity.

Variation

Align according to shoe size, waist measurement, etc.

Concepts

Communication, problem solving, and handicap awareness

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What bothered you about not being able to speak?
- How did you communicate?
- Who became a leader?
- How did you decide to lead or follow?
- How did you know where to fit into the line?
- What did you learn from this activity?

Give the group the option to try the activity a second time.

Materials

- Blindfolds

Reach for the Sky

Objective

Scouts are to place a marker as high on an object (tree or wall) as possible.

Procedure

Break the larger group into groups of five. Each group is then to place a mark as high as possible on an object.

Rules

The group may not climb for the object, only place a mark on it.

Concepts

Teamwork, cooperation, and communication.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think was the purpose of the activity?
- What was the best part?
- What was the hardest part?
- How did the group decide to proceed?
- How well did you communicate with one another to solve the problem?
- Did anything hamper communication?
- Can you think of specific examples when the group cooperated in completing the activity?
- How did cooperation lead to success in the activity?
- What did you like about how the group made decisions?

Give the group the option to try the activity a second time.

Materials

- 2-inch masking tape or other marking material

Bowline Stroll

Objective - The group, joined together, is to travel over a course as quickly as possible.

Procedure

Everyone in the group ties a bowline around his waist, making sure the rope is snug around his middle. Next, they all tie the free ends of their ropes to one small loop of rope. Each person should be no more than 1 foot from the center loop. The group must then travel from point A to point B as quickly as possible.

Rules

- Care must be given to proceed safely.
- No one may be dragged by the group.

Concepts

Communications, teamwork, and cooperation.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did the group think the purpose of the activity was?
- How did the group decide the best way to move?
- Was anybody in the group a leader?
- How did you feel about that?
- What was the hardest part of the activity? Why?
- What was the best part of the activity?
- Can you think of specific examples when the group cooperated in the activity?
- What did you learn from the activity?
- What did you learn about the others?
- If you were to do this again, how would you do it differently?

Give the group the option to try the activity a second time.

Materials

- Enough rope for each Scout to have a 4-1/2-foot section
- One 6-inch diameter loop of rope

Human Ladder

Objective - The group forms a human ladder for one group member to cross.

Procedure

Participants are paired off and each pair is given one hardwood dowel to form a ladder rung. Several pairs standing together form a ladder. The climber starts out at one end and climbs onto the ladder, proceeding from one rung to the next. After the climber passes a rung, that pair moves to the front of the group, extending the ladder. Have the group move from one point to another, 20' to 30' away. Repeat until all members have been climbers.

Rules

- The rungs must be no higher than the pair's shoulders.
- A rung must not move while the climber is on it.

Variation - Travel around a set of obstacles.

Concepts

Teamwork, trust, and cooperation.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- What skills were developed by this activity?
- What made the climber uncomfortable?
- What made the climber comfortable?
- How did you work with your partner?
- How did your trust increase or decrease as the activity went on?
- What responsibilities did you feel toward the group?
- What was the hardest about climbing?
- How did the group work as a whole?
- Are there times when one group member relies on the rest of the group in real life? When?

Materials

Five to 10 hardwood dowels, 3' long and 1-1/4" in diameter

Plutonium Portation

Objective - The group is to move "hazardous plutonium" in a safe manner to a safe place.

Procedure - Explain to the group that a paper cup of "plutonium" capable of killing 3.75 million people needs to be moved to a safe place without spilling. The moving must be done wearing protective garments and using the transport device available. The transport device is a rubber band with four to six 3-foot strings that are attached to the main rubber band with smaller rubber bands.

Scouts are paired, and one Scout will be blindfolded (the protective garment). The nonblinded Scout leads his partner to a string. Then the entire group moves to the cup. Directed by their sighted partners, the blindfolded Scouts slip the centered rubber band over the cup by pulling their strings to expand the band. Once the rubber band is securely around the cup (which is three fourths full of water), the group must pick the cup up and move it 20' without spilling any water. Once the group has completed the task or failed, the Scouts change roles.

Rules

- Blindfolds remain on, no peeking.
- Partners may only speak with each other.

Variation: All Scouts are blindfolded and only one person directs their action. No one blindfolded may speak during the exercise.

Processing - You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- Did you trust your partner?
- When you were blindfolded, what other senses did you depend on?
- What did you like best?
- What parts were frustrating?
- Was the communication clear?
- When something went wrong, who did you want to blame?
- Were you able to work as a team and how did it feel?
- Are there any times in real life when something like this could happen?
- What did you learn?

Materials

- Water, paper cups, or foam cups
- Rubber bands and string

Rescue Rope

Objective

Each member of the group throws a rope to a "victim" and coils it as quickly as possible.

Procedure

Select a victim and place him 20' from the throwing line. One at a time, each member of the group throws the rope to the victim, coils the rope and hands it to the next person. They should attempt to do this as quickly as possible.

Rules

- Each person throws and coils once.
- Bonus points are awarded for each throw that is within reach of the victim.

Scoring

Time the event after the signal to begin, and record the number of people in the group who throw. Subtract 5 seconds for each throw within reach of the "victim." Calculate the average time.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How can these skills be applied to life inside and outside of Scouting?
- What advice would you give to a person trying this event?
- Did you see anyone do this differently than you?
- How did you feel about doing your best for the group?
- What did you like about this? Why?
- Give the group the option to try the activity a second time.

Materials

- Length of rope
- Stopwatch or watch with a secondhand

The Venerable String Burn

Objective - As quickly as possible, the group lights a fire that then burns through a string suspended 18' over it.

Procedure - After a starting signal, tinder and kindling are gathered by the group. They then build, light, and tend a fire until it burns through the string suspended about 18' above the pit.

Rules

- The group will receive two matches.
- Fires may not be raised off the ground.
- Fires may not exceed 12' in height.

Scoring

- Time the event after the signal to begin. Use a stopwatch or a watch with a secondhand.
- Subtract 30 seconds for each returned unburned match.
- Subtract 1 minute if the second attempt is better than the first.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- What job did you do?
- Did everyone do their fair share?
- What prevented everyone from taking part?
- How did the leaders lead?
- How did your group get organized?
- What would you do differently if you could do it again?

Give the group the option to try the activity a second time.

Materials

- String
- Wooden matches
- Uprights for string

Knot and Lash

Objective - Scouts will demonstrate tying basic Scout knots and lashes.

Procedure - Each member of the patrol is given the opportunity to demonstrate the following knots: square knot, clove hitch, sheet bend, taut-line hitch, two halfhitches, and bowline.

As a group, they demonstrate square, diagonal and shear lashing.

Rules

- Each knot and lash must be shown to the judge.
- Each knot and lash must be done properly.
- Members of the group may teach one another to tie or lash.
- There is no time limit.
- The leader should make sure the skills are taught to all correctly.

Scoring - The group will be scored on the number of tasks completed. For each of the six knots, 5 points are awarded if each group member can tie it, 3 points if some can tie it, and 1 point if no one can tie it.

For each lashing, 10 points are awarded if each member can do it, 5 points if some of the group can do it, and 1 point if no one can do it.

Processing - You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How can these skills be applied to Scouting?
- How can these skills be applied to non-scouting activities?
- Can you give specific examples where one Scout helped another?
- Did anyone who learned a knot today teach it to another Scout?
- How could your group have worked better together?
- Would you like to do this again to see if you could improve?

Give the group the option to try this activity a second time.

Materials

- Several lengths of rope
- Two lashing spars

Log Disassembly

Objective

Each participant cuts through a small log.

Procedure

In relay fashion, group members each cut through a small-diameter log. This is to be done as quickly and safely as possible.

Rules

- Only one person may cut at a time.
- Sawing safety rules in the *Boy Scout Handbook* must be followed.

Scoring

Record the average time of the group (average = total time divided by number of group members). Add 5 seconds for each unsafe action.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- Did anyone feel like they were not cutting fast enough?
- How did you feel?
- Did it bother you if things slowed you down?
- Did anyone see anything unsafe?
- Would you like to do this again to see if you could improve?
- What did you like best about this? Why?
- What's the purpose of this skill?

Give the group the option to try this activity a second time.

Materials

- Long log with a 3' to 6' diameter
- Safety saw
- Stopwatch or a watch with a secondhand

Conserve and Observe

Objective - This activity increases and improves Scouts' awareness of the environment and their observation skills.

Procedure - The larger group is divided into four groups: **scribes**, **seers**, **hearers**, and **feelers**. There is only one **scribe**. The other three groups should be roughly equal. The **hearers** and the **feelers** are blindfolded. When all this is done, the group is instructed to go out and observe as much as possible in 5 minutes.

- The **scribe** records all observations on paper.
- The **seers** observe only what they can see.
- The **hearers** observe only what they can hear.
- The **feelers** observe only what they can feel.

Rules

- The **scribe** and the **seers** must lead those who are blindfolded.
- Only those observations recorded on paper are scored.
- The group must think about the safety of everyone.

Scoring - The group is awarded one point for each observation listed.

Processing - You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- In what ways did you trust your guide?
- How did that affect your participation?
- What problems did the group have?
- How did you work around them?
- What ways did you observe?
- How may this be different from the way you normally observe?
- What do you think is the purpose of this activity?
- How do you think a blind person or a deaf person would do with this activity?

Give the group the option to try the activity a second time.

Materials

- Watch, Paper and pencils, Blindfolds

Rapid Transit

Objective - Scouts demonstrate the skills required for transporting people in an emergency situation.

Procedure - Pair off the group. Line pairs along one end of a field or other area. The members of each pair will be transporting one another from one side of the area to the other, using first aid transport techniques.

- For the first trip across, they demonstrate the walking assist.
- The second trip is done using single-person carries.
- The Scouts then divide into groups of three and demonstrates two-person carries for the third leg.
- Next, the entire group transports one victim, using a group carry.
- For the last trip, the group must carry a different victim on a stretcher made from scavenged material. This is all done as quickly as possible.

Rules

- Care must be used in all carries.
- If someone is dropped, that group must do that trip over.
- The group may confer on the techniques used.

Scoring - Time the event from the signal to begin until everyone has done the entire schedule of carries satisfactorily.

Processing - You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- Did the group have problems with any of the carries?
- When would you use these skills?
- Which carry did you enjoy the most? Why?
- What did you like or dislike about this event? How did it feel to be transported?
- Give the group the option to try the activity a second time.

Materials

- Stopwatch or watch with a secondhand

My Tree

Objective - The group learns to identify a tree using senses other than sight.

Procedure

The group pairs off in a central area. One person in each pair is blindfolded and turned around three times. After this, his partner leads him on a roundabout way to a tree. The blindfolded person is allowed to observe the tree using any sense but sight. When he is finished, he is led, still blindfolded, back to the start. The blindfold is then removed, and the Scout tries to find his tree. Repeat the process with roles reversed.

Rules

Blindfolded Scouts must be lead in a safe manner.

Variations

Have them locate a rock, patch of ground, etc.

Scoring

Award 5 points for locating the tree and 5 bonus points for finding it within 2 minutes.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did you like about this activity?
- What skills were developed by this activity?
- Ask each Scout how he found his tree.
- Did you trust the person leading you? Why or why not?
- Did you want the other person to find the tree or did you want them not to find it? Why?
- How is being "handicapped" for a short time different than if you had to deal with something your whole life?
- Would you like to do this again to see if you can improve?

Give the group the option to try the activity a second time.

Materials

- Blindfolds
- Watch

Which Way Do We Go?

Objective - A patrol is to correctly complete the compass course assigned.

Procedure - Divide the patrol into teams of two or three. Place a numbered stake in the ground for the start of each patrol's course. Ask the patrol members to follow the course and to place a numbered stake marked "END" where they end up. To assure that all participants gain experience using a compass, each team should be responsible for one leg of the course.

Course 1. From the start, go 125' on a compass reading of 94degrees; then go 137' on a compass reading of 213 degrees; then go 140' on a compass reading of 340 degrees.

Course 2 From the start, go 95' on a compass reading of 214degrees; then go 80' on a compass reading of 320 degrees; then go 90' on a compass reading of 69 degrees.

Course 3. From the start, go 120' at a reading of 48 degrees; then go 95' at a compass reading of 185 degrees; then go 160' at a compass reading of 280 degrees.

Scoring

The correct finishes to the three courses are as follows:

Course 1. 10' from the start on a compass reading 23 degrees. Permissible error (PE) is 20' 1".

Course 2. 25.5' from the start on a compass reading 309 degrees. PE is 13'3".

Course 3. 78' from the start on a compass reading 280 degrees. PE is 18'9".

Processing - You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did the group think the purpose of the activity was?
- How would the group describe their success at completing a compass course?
- What difficulties did they encounter?
- Examine the roles various individuals played and how the patrol functioned.

Give the group the option to try the activity a second time.

Materials

- Compass
- Stakes for starting and ending markers
- Compass course cards
- Correct answers for each course

Blind Tent Pitch

Objective

Scouts must perform a simple task without sight or talking.

Procedure

The group is given a two-person or similar size tent. They are instructed to pitch the tent properly, but they are blindfolded and told not to speak.

Rules

Use weights instead of stakes.

Scoring

Record the time needed to pitch the tent.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- What frustrated you the most?
- How did you communicate?
- If you had to name one thing that helped you the most, what was it?
- What times in real life might you not be able to hear or see?
- Would you like to do this again to see if you can improve?
- What did you like best?
- How did it feel to not be able to see or talk?

Give the group the option to try the activity a second time.

Materials

- Blindfolds
- Weights
- Two-person tent
- Stopwatch

Fahrenheit 212

Objective - The group is to light a fire and boil a pint or quart of water as quickly as possible.

Procedure

Tinder and kindling are gathered by the group after the starting signal. They build and start a fire and tend it until a pint or quart of water suspended 6" from the ground comes to a boil.

Rules

The group receives two matches.

Scoring

Record the time it takes to boil the water. Subtract 30 seconds if only one match is used. Subtract 1 minute if the second attempt is better than the first.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- Did anyone lead the group?
- How did that person lead?
- Are there other ways of leading?
- Did anyone get impatient?
- How did you deal with it?
- Did anyone see someone doing something they thought they could do better?
- What did you do?
- Would you like to do this again to see if you can improve?

Give the group the option to try the activity a second time.

Materials

- Pot
- Matches
- Water
- Tripod for suspending pot

Micro-Trails

Objective - The group sets up a nature trail on a small scale.

Procedure - The group receives 1 meter of string and 10 to 12 toothpicks. They are to choose an area in a field to set up a "micro-trail." They select a starting point, mark it with a toothpick and tie a string to the toothpick. Then, using the string, they mark a trail, using other toothpicks to mark interesting sites on the trail. When the group is done, they bring the judge on a "microtrail " hike.

Rules

- The trail can only be as long as the string.
- The time limit is 15 minutes.

Scoring

- 1 to 5 points for knowledge of nature
- 1 to 5 points for creativity in the trail construction
- 1 to 5 points for interpretive work on trail hike
- 1 to 5 points for group involvement and input

Processing - You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How did the group decide where to put the trail?
- Did everyone participate in the decision? Why or why not?
- What made making a "microtrail" tough?
- What ways did your observation skills improve?
- Did you teach anything? What was that?
- What did anyone learn?
- What did you like best about this activity?
- What is important about this activity?

Give the group the option to try the activity a second time.

Materials

- A string 1 meter long, Toothpicks

Rescue Rope II

Objective - The group rescues an "endangered victim."

Procedure - Each member of the patrol is given a 5" to 6" length of rope. Then the "victim" is placed about 30' from the group. On a signal, the patrol must tie the ropes end to end, using square knots. When the rope is completed, the group must coil the rope and throw it from the imaginary shoreline to the victim. The victim must catch the rope and tie a bowline around his waist. If the victim can't reach the rope, the group must recoil and throw the rope until the victim catches it.

Rules

- Each knot should be done properly.
- The group must not drag the victim.
- The group must stay behind the line.
- The victim must stay in one spot.

Scoring - Record the time of the event and add 15 seconds for each incorrect knot.

Processing - You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How can these skills be applied to your Scouting?
- How can these skills be applied to life outside of Scouting?
- Was everyone able to tie a knot?
- Who led the group?
- How did the leader lead?
- How did the group decide to coil and throw the rope?
- What problems did the group have?
- How did you work out the problems?
- Give the group the option to try the activity a second time.

Materials

- Stopwatch or timer, A 5' to 6' rope for each participant
- Pot , Matches , Water
- Tripod for suspending pot

Guesstimate

Objective

This helps Scouts learn to determine height, distance, temperature, and wind speed, using simple tools.

Procedure

Provide the group with reprints of the following from the *Boy Scout Handbook* (taken from the 1990 edition):

"Measuring Heights"

"Measuring Widths"

"Personal Measurements"

Tell the patrol that they will be asked to estimate certain measurements, using those guides. Give them a number of things to estimate - a tree, a flagpole, a road, a river, several small objects.

Rules

The group may not use any traditional measuring devices.

Scoring

Exact measurements are established by the leaders using traditional measuring devices and techniques.

- 10 or 25 points for each measurement within 5 percent of being exact
- 8 or 20 points for each measurement within 10 percent of being exact
- 6 or 15 points for each measurement within 25 percent of being exact
- 4 or 10 points for each measurement within 50 percent of being exact
- 2 or 5 points for each measurement within 200 percent of being exact

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- When could you use these skills?
- What new skills did you learn?
- What was the most challenging part of this activity?

- Did one person or the entire group work on each problem? How well did that work?
- In what ways could you improve the way the group worked?
- Where do you think these skills came from?
- Which one did you like best? Least? Why?

Materials

- Handouts from the Boy Scout Handbook
- Objects which have been measured by the facilitator and are to be measured by the group
- Paper and pencils

Stick It to "Em"

Objective

Scouts are to assemble and disassemble a shear-lashed pole.

Procedure

Divide the patrol in half and place the two groups on opposite sides of a 20-foot space. On each side, the groups will find three 7-foot lashing spars and two lengths of lashing rope. On a signal from the judge, each group lashes the spars into a pole, then passes it across the 20-foot space to the other group. Each group must disassemble the pole it receives.

Rules

If the pole touches the ground between the two spaces, the pole has to be brought all the way back and be repassed. Care should be taken to prevent injury.

Scoring

Time the event.

Processing

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- What was the hardest part of the activity?
- How did you work it out?
- Did you think of the two groups as separate or one team?
- Did you cooperate or compete?
- How did this come about?
- If one group was quicker than the other, how did the waiting group feel? How did the working group feel?
- Give the group the option to try the activity a second time.

Materials

- Six 7-foot lashing spars
- Four lengths of lashing rope
- Stopwatch or timer