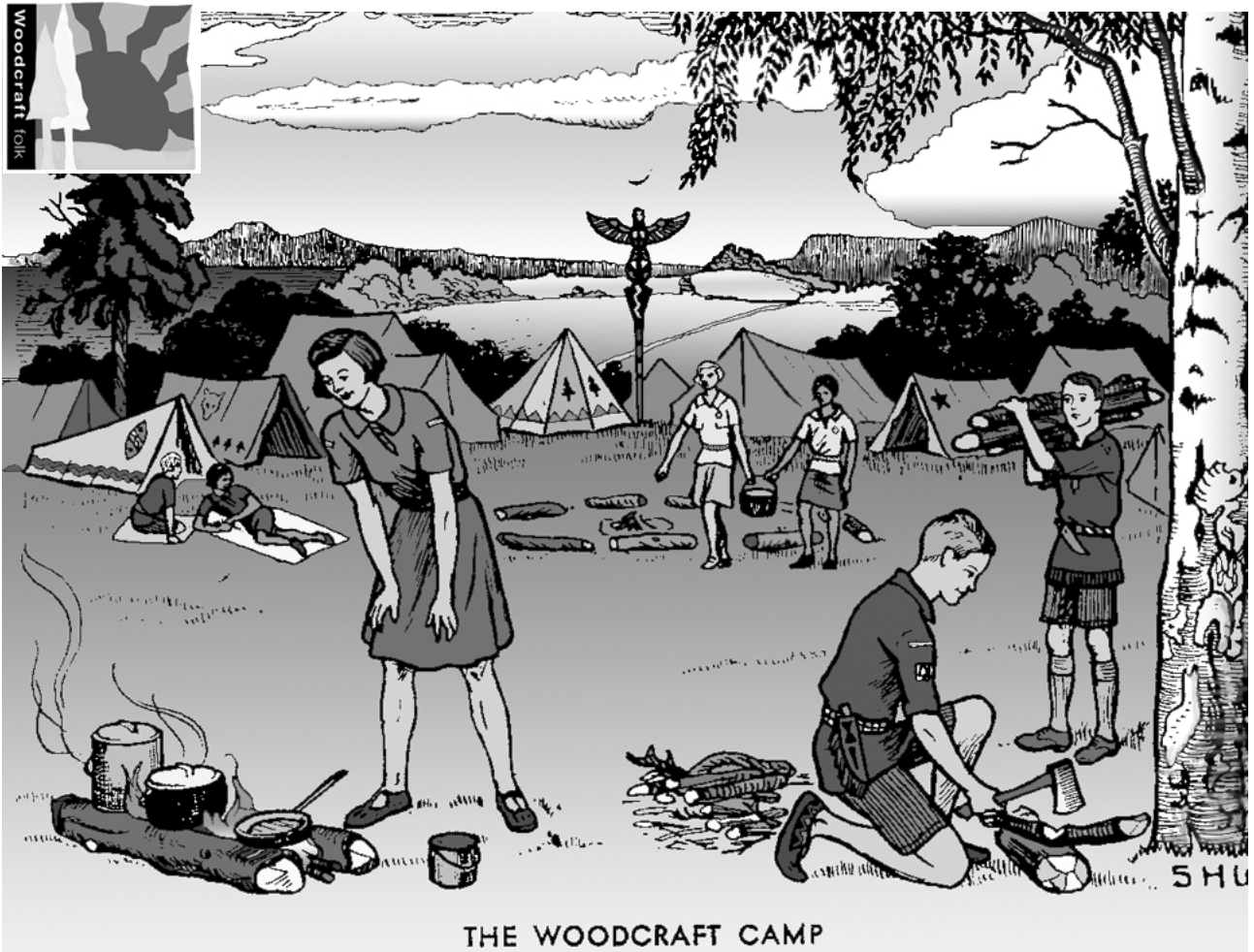


# FOLK HISTORY TRAIL



An investigation using archive material for 10–15 year olds



An investigation using archive material for 10–15 year olds  
 From: [www.woodcraftheritage.org.uk](http://www.woodcraftheritage.org.uk)

## CONTENTS OF THIS ACTIVITY PACK

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Leader's notes – how to use this activity pack.	A1–A5
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The documents. <i>Please note that these are contained in an additional file: Environment Activity Part 2, which you will need to download separately.</i>	C1–C20
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# LEADER'S NOTES

## AIMS

The aims of this activity are:

- To introduce participants to issues about children's experience of the countryside during the twentieth century;
- To use material from the Woodcraft Folk's digital archive to explore this and related issues.

## INTRODUCTION

This activity has been designed primarily for outdoor use – preferably at a camp or over a wide area of varied habitat suitable for hiding the 'clues'. It could form a full day activity about the history of the Woodcraft Folk with warm-up activities and the Wide Game in the morning and follow-up activities in the afternoon.

An amount of preparation is required for the Wide Game – this is detailed below, and if you are able to build and light a campfire this will greatly add to the atmosphere for the activity.

## WHAT YOU WILL NEED:

Printouts of the various documents in this pack:

- **Information sheet**
- **Set(s) of the documents**
- **Answer sheets:** The number of copies you need will depend on the number of small groups you split up into.
- **Question sheets**
- **Clue sheet**
- **Answers and feedback**
- **Trail Symbols sheet**
- **Fire Lighting Ceremony.**



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You will need pens or pencils, clip boards, plastic wallets, string and may also find it useful to have blutac (to stick the archive documents on the walls) and clip boards for the question sheets.

## PREPARATION

Print out a set of **question sheets** and seal each one in a clear plastic sleeve – the sort with holes down the side for putting in a ring binder. Attach a piece of string to each through one of the holes.

Shortly before the activity begins, place these questions around the playing area. As far as possible, try to place each question in a location that is linked to its subject. How well you hide the questions and the size of the area you spread them around will depend on safety factors and the age and experience of the group members – you will need to make a risk assessment of these factors.

If you have sufficient time and a suitable site, arrange the questions along a wildwood trail that you have laid (refer to the sheet of 'Trail Symbols' if you are unsure how to do this). If you do lay a trail, you will need to ensure that the group members understand the symbols before the set off and you may wish to give them a copy of the Trail Symbols sheet too.

## POINTS TO CONSIDER:

**Reading ability:** This activity requires well-developed reading ability as most of the archive documents were written for an adult audience, and some of the language is rather old-fashioned. If you have children in the group/class with poor reading skills make sure to place them in groups where they will get sympathetic peer support. Emphasize to all the groups that they should help each other with the difficult bits of reading and talk about what they have read to ensure that the whole group has understood it.

**Time required:** The whole activity will probably take around 1hr 30 minutes to two hours minimum, however if you are undertaking this at a camp it can easily be made into a whole day of activity.

**On-line version:** If you are unable to undertake this activity in the outdoors, and have access to a computer suite with one internet-enabled PC available for every 2 or 3 children in the group, consider using the on-line version of this



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activity, with an introduction from you and a follow up discussion. The follow-up discussion will include the issues listed below (under 'General follow up discussion') and should also include discussion about the group's experience of using the interactive version and exploring the documents through a computer interface.

## HOW TO RUN THE ACTIVITY:

There are five main sections to the activity

- Setting the scene – explanation and discussion of social situation of children in early twentieth century Britain and aims of the Woodcraft Folk at the time (20 minutes);
- Wide Game (1 hour);
- Marking the answers and giving feedback (15 minutes);
- General follow up discussion. (15 minutes);
- Follow-up activities, if time permits.

### Setting the scene

If you are able to have a campfire, gather the group around it at the start of the activity. You could appoint a 'Keeper of the Fire' to look after it and make sure it is kept alight as a base for everyone to return to later.

You might also consider enacting the **Fire Lighting Ceremony**.

#### ***Teachers working with school group should:***

- Explain that the Woodcraft Folk is a youth group that started in the 1920s.
- Find out whether any students in the group have heard of the Woodcraft Folk or have been members.

Next, use the **information sheet** to tell the story of the early Woodcraft Folk camps and outdoor activities.



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## The wide game

A description of how to play the game is given below, however, it will probably be necessary to make adaptations depending on the particular location you are running it in and the age and experience of the group you are working with.

Divide the participants into groups of 4 or 5. Give each group a clipboard with an answer sheet and a set of documents. (If you are working in a small area or doing this activity indoors you could have a single set of documents for the whole group, displayed at a central location).

Set each group off in a different direction (or at time intervals if all are to follow a single trail) to find the hidden question cards. Set a time limit (approximately one hour – again this will depend on the area over which the questions are spread).

Ask the groups to find and answer as many questions as they can but they should return at the end of the time period even if they haven't finished. Make sure that at least one person in each group has a watch! Explain that all the answers can be found in the set of **archive documents** they have been given.

A leader (or possibly, the 'Keeper of the Fire') will have the clue sheet. Any group that is stuck on one of the questions can send a runner back to base to get the clue to the question they are trying to answer. Be careful to explain that the clue points to the document that contains the answer, not the answer itself.

Have a drink and a snack waiting for everyone when they return – if possible prepared over the open fire and served at the fireside.

## Marking the answers and giving feedback

At the end of an hour, re-assemble the whole group (around the fire if you were able to have one). Taking turns, ask each of the sub-groups to report on the answer they have worked out to one of the questions.

Check their answer against that on the **answer sheet** and, if it is right, give the **feedback** comments. If the answer is wrong, ask whether any of the other groups have found a different answer for that question.



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## General follow up discussion

Here are questions you may wish to ask during the follow up discussion:

- What did the activity tell you about the lives of children and young people in the early days of the Woodcraft Folk?
- How does this differ from our lives today?
- What activities do you think children in the early Woodcraft Folk groups enjoyed the most?
- What things do you think were/are better then/now?
- What do the group enjoy most about camping and outdoor activities today?

## Extension activities

A list of **extension activities** is provided. Most of these are suitable for carrying out on camp. Several activities could be run at the same time with participants choosing one or two activities to try or working their way through all of them in a 'roundabout' fashion.

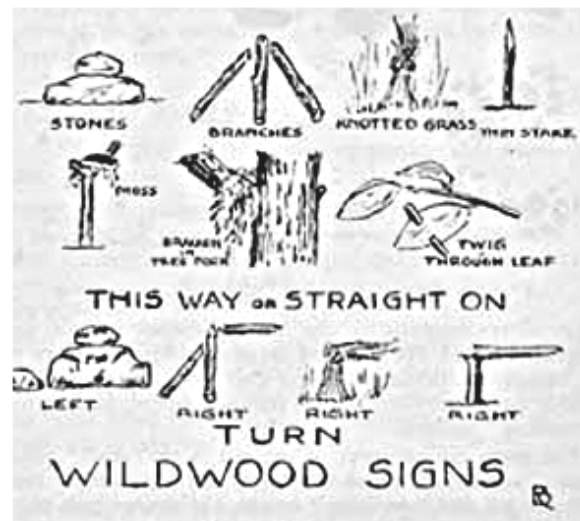


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## INFORMATION SHEET

A big concern for the young men and women who began the Woodcraft Folk in 1925 was that, in those days, many children lived in slum conditions in the cities and rarely, if ever, visited the countryside. Poor housing, diet, and a heavily polluted atmosphere all had terrible effects on the health of these city kids.

The early Woodcrafters felt that they could help to improve both the physical health and the mental well being of these youngsters by taking them out into the countryside and introducing them to the wonders of the natural environment. They wanted to teach survival in the outdoors (the real meaning of the word 'Woodcraft') and instill a love of nature.



In the early days, the Woodcraft Folk used customs and rituals based on those of the Native American peoples to make their groups appeal to children's sense of adventure. Tribal dancing and the making of home-crafted garments were among their regular activities. At camp they carved totem poles and learned to follow the tracks of wild animals and lay trails for their friends to follow.





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It is not difficult to see how attractive these activities would be to children who knew only life in the grey and grimy cities.

When the Woodcrafters left the city and hiked to camp they became different people. It was common to adopt a 'Woodcraft' name – taken from nature or Native American culture. So Leslie Paul became Little Otter and Basil Rawson was Brown Eagle.



The Woodcraft Folk groups gave their members badges for their skills and knowledge. These included a Naturalist badge and awards for hiking and camping skills. They played lots of 'wide games'. These were games played over a wide area in the outdoors – often variations on hide-and-seek, treasure hunts or re-enactments of historical events.



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## ANSWER SHEET

Tick the box next to the correct letter for each answer:

- |                    |                            |                            |                            |                            |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Question 1</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 2</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 3</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 4</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 5</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 6</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 7</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 8</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 9</b>  | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 10</b> | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 11</b> | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |
| <b>Question 12</b> | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> c | <input type="checkbox"/> D |



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## Question 1

What sort of fire is this



- A. Trench
- B. Galley
- C. Pagoda
- D. Hunter



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## Question 2

How much did a Cottage Tent cost in 1925

- A. £5
- B. £1
- C. £10
- D. £50



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## Question 3

Should this boy have the stick his is cutting:



- A. Leaning against the log
- B. Making a bridge between two logs
- C. On the log
- D. On the ground



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## Question 4

Co-operation means:

- A. Working together
- B. Looking after number one
- C. Running a supermarket
- D. Winning the argument



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## Question 5

The first thing you should do to pitch a tent is:

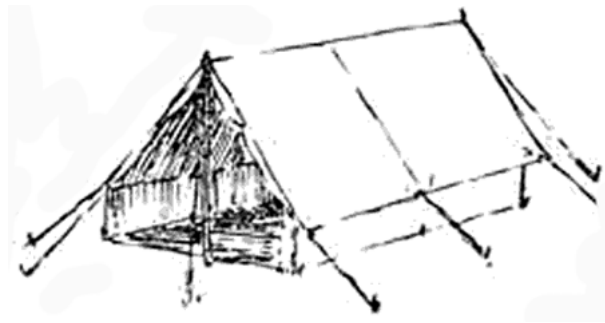
- A. Put in the back pole
- B. Peg down the door
- C. Unfold the tent and spread out the base
- D. Fix the corner wall guys



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## Question 6

What sort of tent am I?



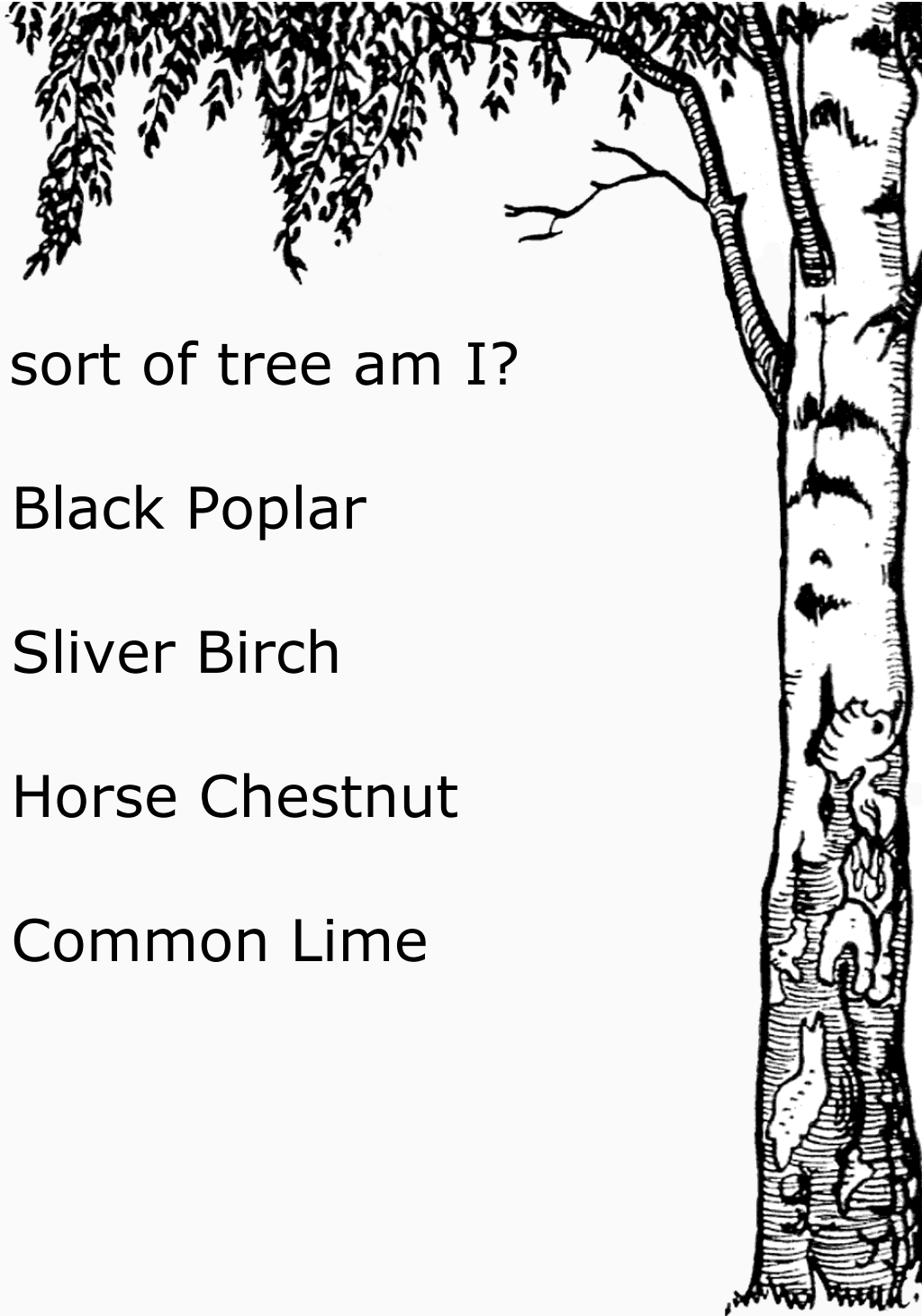
- A. Cottage
- B. Husky
- C. Bell
- D. Mountain





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## Question 7



What sort of tree am I?

- A. Black Poplar
- B. Sliver Birch
- C. Horse Chestnut
- D. Common Lime



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## Question 8

Which of the following things could have been made as a 'camp gadget'?

- A. A potato peeler
- B. A personal stereo
- C. A left-handed screwdriver
- D. A boot scraper



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## Question 9

Woodcrafter Basil Rawson was amongst the 'mass trespassers' who broke the law in their campaign for the right to ramble over the moorlands of Britain. In what year did this take place?

- A. 1926
- B. 1928
- C. 1932
- D. 1982



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## Question 10

The early Woodcraft Folk were keen on the customs of the native American peoples and adopted a great deal of their culture. What does this symbol mean:



- A. Peace
- B. War
- C. Time
- D. Girls



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## Question 11

Who said: “It’s a great life, and you haven’t lived until you have become a woodcrafter. Just think of it! Room to run and play and adventure and to roam freely: no one to tell you off if you run about in shorts and shoes, no one to tell you to ‘Keep off the Grass’, and no one to tell you not to spoil your new suit!”

- A. Silver Birch
- B. Eaglefeather
- C. Bracken
- D. Mossback



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## Question 12

The Camp Chief has a flaming torch on the front of her tabard and the Keeper of the Fire has a fire on hers. What symbol appears on the dress of the herald who has the job of waking the camp up in the morning and making announcements through the day?

- A. A megaphone
- B. A horn
- C. A cockrel
- D. A lark



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## CLUES

Question 1 Basil might help you light your fire.

---

Question 2 The Wayfarer's Fellowship kept a careful record of everything they spent.

---

Question 3 Tatonka Wamblee gives advice to Pioneers on Axemanship.

---

Question 4 Lucky page 7.

---

Question 5 Pitching a tent in words and pictures.

---

Question 6 You'll need to go in this direction.

---

Question 7 Roy Cooper and Patrick Kelly signed their names next to me.

---

Question 8 Look out for the pots and pans.

---

Question 9 If you focus properly you will find the answer.

---

Question 10 The Thunder Bird, Bear and Raven will show you the signs.

---

Question 11 He was telling Little Brother about the Folk.

---

Question 12 The models may be wearing trainers but these costumes come from the 1930s.



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## ANSWERS AND FEEDBACK

### Question 1

Answer: **D. Hunter**

Feedback: *For this cooking fire, green logs are trimmed flat on the top and inside and laid in the same direction as the wind so that the heat and flames from the fire are blown along the fireplace.*

### Question 2

Answer: **B. £1**

Feedback: *The tent cost £1 but the poles had to be bought separately – another 10 shillings (50p in today's money)!*

### Question 3

Answer: **C. On the log**

Feedback: *Tatonka Wamblee says "Never chop sticks by leaning them against a log. Always lay sticks on a log or chopping block."*

### Question 4

Answer: **A. Working together**

Feedback: *At Woodcraft Folk camps young people have a say in how the camp is run and help each other with all the work like cooking and washing up.*

### Question 5

Answer: **C. Unfold the tent and spread out the base**

Feedback: *Well, OK, tents have changed quite a lot since then – but this still the first thing you have to do!*





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### Question 6

Answer: **A. Cottage**

Feedback: *The early Woodcrafters liked two or three person tents as these were good enough for standing camps but still light enough for mobile camping.*

### Question 7

Answer: **B. Sliver Birch**

Feedback: *A smallish fast growing short lived tree. Good firewood and pulpwood. Its papery bark is good for lighting fires. Seeds consumed by redpolls, siskins and other small birds.*

### Question 8

Answer: **D. A boot scraper**

Feedback: *Camp gadgets were made using only 'wildwood' or natural materials found around the campsite. They were intended for practical use so the needed to be strong and well constructed.*

### Question 9

Answer: **C. 1932**

Feedback: *The ramblers defied the game keepers who looked after the open moorlands for their rich masters to shoot birds on. Several of the trespassers were sent to prison for their actions but since that time the campaign has succeeded in getting a great deal more of Britain's open countryside opened to the public.*

### Question 10

Answer: **B. War**

Feedback: *Unfortunately the Woodcrafters had a rather false and romantic image of the native American people. They had little idea of the way in which the native Americans' lives were changing and of the racism and persecution they were facing.*



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### Question 11

Answer: **D. Mossback**

Feedback: *Leslie Paul wrote this pamphlet to recruit young members to the Folk in 1929. It included the declaration which new members signed, saying that they would do their utmost:*

- 1. To camp out and keep fit in mind and body;*
- 2. To work for World Peace and Co-operation;*
- 3. To understand the mysteries of Nature and the History of the World, that when I am older I may take my place as an intelligent and useful member of mankind.*

### Question 12

Answer: **C. A cockrel**

Feedback: *These brightly coloured tabards were not worn all the time but just used for ceremonies at camp.*



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## EXTENSION ACTIVITIES

Here are some more activities you might like to try:

Relevant archive document references	Activity	Suitability	
		Woodcraft Folk groups	Schools
FH_009_07_062	Build/sculpt and decorate a totem pole	✓	✓
FH_062_05_029 FH_062_05_030	Make a small cooking fire and cook lunch on it.	✓	✓
FH_062_05_036 FH_062_05_038	Make a 'camp gadget'	✓	✓
FH_026_29_001 FH_026_319_001	Design a personalised Woodcraft 'jerkin'	✓	
FH_062_05_021 and see sheet included in this pack	Lay a wildwood trail for another group to follow	✓	✓
FH_063_13	Find and identify five (or more) different trees/flowers/birds/insects	✓	✓
FH_009_07_054	Make your own belt	✓	✓



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## CURRICULUM LINKS

Links to National Curriculum goals at or around Key Stage 3:

ENGLAND	SCOTLAND	WALES
<p><b>Citizenship:</b>            2a) Developing skills of enquiry and communication: Pupils should be taught about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, (including ICT based sources).</p> <p>2c) contribute to group and exploratory class discussions, and take part in debates.</p> <p><b>History:</b>            2c) to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied.</p> <p>4a) Pupils should be taught to identify, select and use a range of appropriate sources of information including</p>	<p><b>English:</b>            Level C: Reading will feature as part of group activities such as problem solving, decision-making, science experiences.</p> <p>Level D: Pupils, in groups or individually, will be given practical reading tasks (e.g. using timetables, brochures, running a book club).</p> <p><b>PSD:</b>            Carry out a range of tasks on their own and in a group;            Discuss more than one strategy for copying with or tackling problems;            Apply a problem-tackling process in relevant situations;            Demonstrate ability to co-operate;            Demonstrate ability to select from several choices and to discuss reasons for the choices made.</p>	<p><b>History:</b>            4.1) Pupils should be taught to: investigate historical topics independently using a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistics and other numerical data, interpretations and representations and, where appropriate, ICT.</p> <p>4.3) Pupils should be taught to: select sources and collect relevant information from them.</p> <p><b>English: Oracy</b>            1.1) Talk for a range of purposes, including: exploration and consideration of</p>



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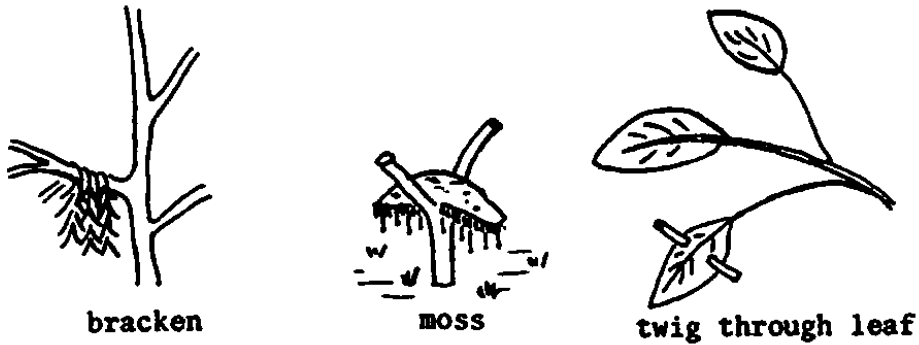
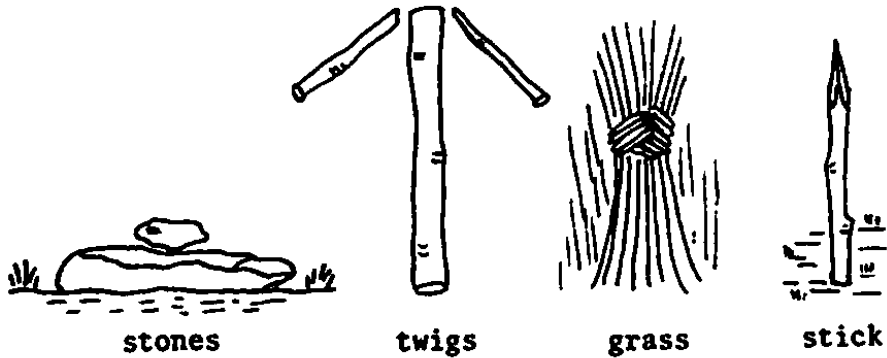
<p>accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for</p> <p><b>English:</b>        3c) Group discussion and interaction: sift, summarise and use the most important points;        4a) Use a variety of dramatic techniques to explore ideas, issues, texts and meanings.</p>	<p><b>Religious and Moral Education:</b>        Level C: Reflect on the benefits and responsibilities of belonging to groups e.g. clubs, family, friends.        Level D: Recognize situations involving moral conflict, show awareness of alternative viewpoints and be able to offer a personal opinion, backed by reasons.</p>	<p>ideas, literature and the media; argument, debate, prediction and persuasion; analysis.</p> <p>2.7) Sift, summarize and use salient points, cite evidence and construct persuasive arguments.</p> <p><b>English: Reading</b>        2.10) Pupils should be given opportunities to read factual and information texts in order to: select information, using ICT as appropriate.</p> <p><b>PSE:</b>        Recognize moral issues and dilemmas in life situations.</p>
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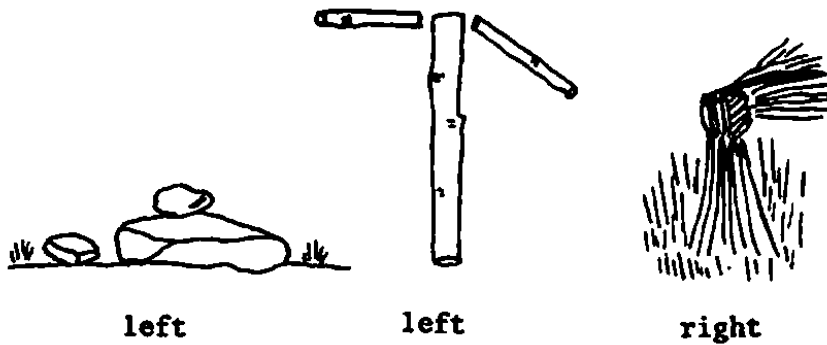
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# WILDWOOD TRAIL SYMBOLS

## SOME WILDWOOD TRAIL SIGNS



THIS WAY OR STRAIGHT ON



TURN



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## FIRE LIGHTING CEREMONY

*Motemaster:*

Make ready the Fire, O Keeper.

*Keeper of the Council Fire:*

The Council Fire I make, See the spark, O my brothers,  
The Spark is in your hearts,  
May it burn forever.

See the Flame O my Brothers,  
May it burn for every.  
The Flame is in your hearts,  
May it never die/

Behold the Fire  
I have lit the Fire of Fellowship  
Upon the Campstead  
Within the Council Circle,  
It is the Fire Of Woodcraft.  
Feed it, O my Brothers, with the Tree of Knowledge.  
The Fire is in your hearts,  
The Fire shall never die.  
I have spoken.

*Motemaster:*

Behold the Fire.

Are there any here who bring greetings?

*(Greetings from participating Groups or Clans – a representative brings a stick to put on the fire, saying: "I bring greetings from....")*

It is well!

Greetings and smooth Trailing to the people of the earth.

Let us now gather round the fire and make merry according to tradition.



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We have lit the fire of Woodcraft  
Upon the Campstead.  
This is the fire that Primitive Man worshipped,  
This is the fire round which  
Men of all ages and all places  
Have sat and deliberated or made merry  
According to desire,  
This is the fire that assisted Man  
In his evolution.

Let us who carry the torch of Woodcraft,  
Let us who will develop our bodies and our minds in  
Strength, grace and suppleness for the service of the people,  
Gather round the fire,  
Cherish in your hearts the sacred fire of life,  
The Flame is in your hearts.

*All:*

The Fire shall never die.

*Motemaster:*

Peace and Goodwill to all men.  
Herald! Proclaim ye the law.

*Herald:*

List, O Woodcraft Folk, for it is the Law of Fellowship I proclaim.  
Learn to grow strong like the pine.  
Keep yourself supply and clean,  
Read from the great book of nature, be hearty, happy and keen.  
Work when there is work to be done, be helpful to all those in need,  
Be faithful and true to your word, and pure in thought, word and deed.  
I have spoken.