

[SCOUTS]



# ***Badge Book***



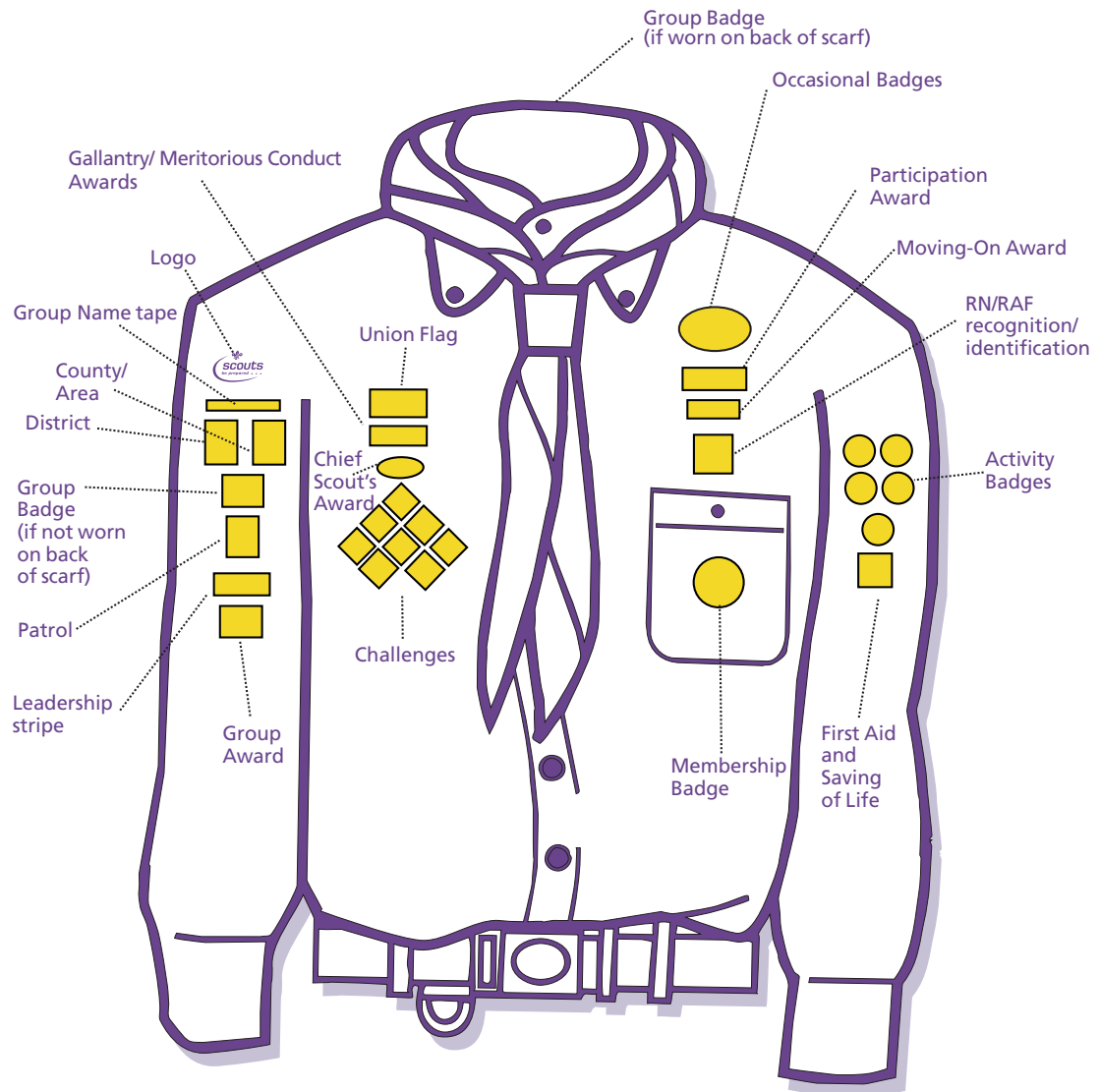
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# Scout Uniform



On My Honour, I promise that I will do my best  
 To do my duty to God and to the Queen,  
 To help other people and to keep the Scout Law

A Scout is to be trusted  
 A Scout is loyal  
 A Scout is friendly and considerate  
 A Scout belongs to the worldwide family of Scouts  
 A Scout has courage in all difficulties  
 A Scout makes good use of time and is careful of possessions and property  
 A Scout has self-respect and respect for others

# ***The Scout Membership Award***



When a young person joins the Troop, regardless of whether he or she was a Cub Scout, the following requirements will need to be completed to gain this Award:

- know about the Troop
- get to know other Members and Leaders in the Patrol and Troop
- find out about the ceremonies and traditions in the Troop
- find out about the activities that the Patrol and Troop does
- know and understand the Scout Promise and Law and the rules of the Troop
- know and understand the Scout Motto, Sign, Salute and Handshake
- show a general knowledge of the history and family of Scouts and Scouting around the world
- know what to do at Investiture.

Once a young person has completed these requirements, and when they feel ready to make their Promise, they can be invested. There is no fixed timescale for this process. You should discuss timing with the young person.

## ***The Promise Challenge***



Complete five activities in total, taken from at least two areas. Examples are provided below but other similar activities can also be undertaken.

### ***Area 1 – Commitment to the Promise and Scout Law***

1. Explain how you have recently 'done your best' on at least three occasions and how this has made a difference.
2. Explain to a new Scout in your Troop the meaning of the Scout Promise and Law.
3. Assist with the planning and take part in an investiture ceremony or similar.
4. Demonstrate that you can be trusted by taking on a special responsibility on behalf of the Troop. This might involve the management of money, or the Troop's reputation.

### ***Area 2 – Relationship with your God***

1. Take part in a number of acts of worship with others in the Troop, such as Scout Parades at your place of worship, and/or Scouts' Owns.
2. Complete a course that furthers your understanding of your own faith community.
3. Choose and read prayers and/or reflections for your Troop's opening and closing ceremony.
4. Hold the My Faith Activity Badge.

### ***Area 3 – The life of the Troop***

1. Take an active part in at least two Troop Forums and express your views on at least one item being discussed.
2. Contribute to the writing or reviewing of your Troop's 'Code of Conduct.'
3. Play a full part in at least two Troop Leadership Forums and help to implement a decision of the forum.
4. Successfully run a learning experience for other Scouts.
5. Successfully lead a group of Scouts at a two-day camp or other similar event.

### ***Area 4 – Developing beliefs and attitudes***

1. Honestly review an event or activity and decide how it might be done better in the future.
2. Visit an act of worship of another faith community and compare the traditions and customs with your own.
3. Investigate a political or world issue, such as climate change, smoking, fair trade and explain your views to others on the subject.
4. Take part in a debate on a topic of local or national interest.
5. As a Scout, give freely of your time to help someone less fortunate than yourself.

## ***The Community Challenge***



Complete the activities in the two following areas. Examples are provided below but other activities can also be undertaken.

### ***Area 1 – Exploring the local community***

Explore one aspect of how the local community works and is organised to the benefit of its members. The project should include some factfinding, a visit to or from a community facility or group and some form of report back.

For example: visits to see the workings of a theatre, tourist attraction, railway station, airport, local industry; chances to meet people involved in local government, charities, faith groups, interest groups; opportunities to hear about/take part in community traditions/customs, local clubs and interest groups.

### ***Area 2 – Community service***

Take an active part in some form of local community service totaling at least six hours. The time may be spent doing a number of different projects or by showing commitment to a single project over a longer period of time.

For example: running a fund-raising stall or game; delivering leaflets, clearing an area, gardening, collecting materials for recycling, helping with activities for younger children; moving furniture, clearing debris, painting fences, environmental projects. Where possible the service should link in with the visit in Area 1.



# ***The Fitness Challenge***



Complete the activities from one of the following two areas, demonstrating a noticeable improvement in the chosen discipline:

## ***Area 1 – Physical Challenge***

Choose a physical challenge which is new or which builds on an earlier achievement. The challenge could be an athletic event, a charity swim, a long distance cycle ride, a pool life-saving test or a long distance challenge hike. Indeed, it could be any event that requires the need to physically train in order to succeed. Consider a variety of activities/interests in choosing this challenge, and agree your choice with a Leader.

To complete the challenge:

1. Spend between four and six weeks preparing for the event, through an agreed programme of activity/training.
2. Show an understanding of the importance of a sensible and appropriate diet and the need for sufficient sleep.
3. Be able to explain the dangers and harmful effects of smoking, alcohol and drugs.
4. Successfully take part in the chosen physical challenge.

## ***Area 2 – Physical Development***

Choose a physical activity, which you wish to develop.

For example: circuit training, football skill training, aerobics routine, light weight training.

To complete the challenge:

1. Exercise regularly over a period of four to six weeks and keep a record that shows improvement over this period.
2. Show an understanding of the importance of a sensible and appropriate diet, and the need for sufficient sleep.
3. Be able to explain the dangers and harmful effects of smoking, alcohol and drugs.

# ***The Creative Challenge***



Complete activities from three of the following six areas:

## ***Area 1 – Performing***

Take part in a performance in front of an audience.

For example: short play, series of sketches, performing magic tricks, singing, playing a musical instrument, a Scout Show, a dance, or a puppet show.

### ***Area 2 – Crafts***

Have a go at some creative crafts.

For example: glass painting, macramé, art-straws, leatherwork, photography, sweet making, decorative knotting, or candle making.

### ***Area 3 – Promotions***

Promote local Scouting.

For example: a newsletter, poster, video, website, audio-based broadcast, or display.

### ***Area 4 – Problem solving***

Take an active part in activities requiring a number of problem-solving skills, effective teamwork and creative thinking.

For example: Incident hikes or timed challenges, mental, physical or skill.

### ***Area 5 – Construction***

Construct a model.

For example: model aircraft, 3-D jigsaw, model pioneering project, or model camp-site.

### ***Area 6 – Worship***

Take a leading role in preparing and participating in an Act of Worship or Scouts' Own.

For example: selecting or writing, prayers or music. This could be at a Troop meeting, residential experience or event.

## ***The Global Challenge***



Complete all the activities in one of the following two areas:

### ***Area 1: International contact***

Make contact with Scouts from another country outside the United Kingdom.

Then

Take part in a Troop or Patrol activity with these Scouts.

or

Take part in a Patrol or Troop activity based on things found out during the International contact.

This can be done a number of ways, for example through Nights Away in the UK or overseas, the Internet, pen pals, Jamboree on the-Air (JOTA), Jamboree-on-the-Internet (JOTI), or Lands of Adventure.

## ***Area 2: International issues***

Choose and investigate an international issue.

For example:

1. Trade
2. Health
3. Water & sanitation
4. Environment
5. Conflict
6. Refugees
7. Peace
8. Tourism
9. Homelessness
10. Poverty
11. Animal welfare
12. Conservation.

Then complete the following:

1. Show an understanding of the issues involved.
2. Take some action as a result of research
3. Compare how the issues affect the UK and countries overseas.

## ***The Outdoor Challenge***



Take an active part in one or more Nights Away, totaling at least two nights, preferably camping, to include many of the following activities:

1. Help to pitch and strike your tent.
2. Light a fire and cook at least one meal using an open fire.
3. Set up a suitable stove, and prepare a meal using a stove.
4. Demonstrate personal hygiene.
5. Keep your belongings organised and tidy within your accommodation.
6. Maintain a tidy and orderly site.
7. Take part in a wide game.
8. Take part in a campfire or other entertainment.
9. Build a simple pioneering project.
10. Build a useful camp gadget.
11. Explore the environment of your camp.

12. With others, successfully complete a two hour activity or project.
13. Provide a service commitment to the site for about an hour.

This list gives an idea of the type and style of the activities that the Nights Away should include. Depending on the activity there may be extra ideas that could be included, which can be agreed in the Troop Forum.

In addition to the above, demonstrate the following basic emergency aid skills during the Nights Away experience:

1. Understand the initial actions to take in the event of an accident.
2. Understand the importance of getting adult help and when to call the emergency services.
3. Know how to treat minor cuts, burns and scalds, stings and insect bites.

## ***The Outdoor Plus Challenge***



### Outdoor Plus Challenge

Complete the following activities:

- Hold the Outdoor Challenge.
- Have spent at least eight nights away as a Scout, four of which must be camping.
- Take an active part in further camp(s), which should include many of the following:
  1. Lead or help to lead a group of Scouts in setting up a well-organised site that includes sleeping tents, food and equipment stores, fire/stove, kitchen and eating area.
  2. Plan a balanced menu for a short camp.
  3. Show how to use safely an axe and/or a saw.
  4. Lead the cooking of a meal for the group.
  5. Show knowledge of the safety precautions for the use of lamps and stoves.
  6. Cook a backwoods meal with the group.
  7. Build a working camp gadget, such as an altar fire, camp oven or a gateway to a campsite.
  8. Take a leading role in the construction of a pioneering project.
  9. Build a bivouac and sleep in it.

Note: This list gives an idea of the type and style of the activities that the Nights Away should include. Depending on the activity there may be extra ideas that could be included, which can be agreed in the Troop Forum. In addition to the above, demonstrate knowledge in emergency aid for the outdoors and be able to:

- Demonstrate how to open an airway and give CPR.
- Know how and when to put a patient in the recovery position.
- Know how to recognise and treat fractures and severe bleeding.

- Know how to use direct pressure to stop bleeding.
- Demonstrate an awareness of the dangers of temperature extremes such as sunstroke, dehydration, heat exhaustion and hypothermia and know how to prevent and treat them.

## ***The Adventure Challenge***



Take part in three different activities, ideally on separate occasions. Examples of various suitable activities are given below. This is a guideline rather than a complete list.

### Adventure activities

- Climbing
- Hill walking
- Hiking
- Explore a town or area you don't know.
- Orienteering
- Plan and undertake a journey by public transport.
- Caving or pot holing
- Pony trekking or horse riding
- Cycling
- Sailing
- Canoeing
- Water-skiing
- Surfing
- Dragon boating
- Bellboating
- Sub-aqua
- Canal boating
- Rafting
- Pulling
- Gliding
- Powered aircraft
- Hovercrafting
- Stunt kiting
- Hot air ballooning
- Paragliding

For each activity:

- Know the safety issues involved and understand the use of any equipment needed for the activity.

- Show an awareness of environmental issues around the activity (such as erosion at popular climbing areas).
- Know about further opportunities to take part in the chosen activities.

## ***The Expedition Challenge***



Complete the activities in one of the following two areas:

### ***Area 1 – Expedition – ‘A journey with a purpose’***

Take part in an expedition over two days (including a night away) with at least three friends. Be involved in the planning of the expedition, complete relevant training and be properly prepared.

During the expedition:

1. Play a full part in the team.
2. Journey for at least four hours each day.
3. Use a map to keep track of where you are.
4. Stay overnight at a hostel or other suitable venue, or camp overnight at a suitable site.
5. Cook the evening meal and breakfast.
6. Achieve at least one goal, agreed with your Leader before the expedition.

The expedition may be on foot, canoe, cycle or sailing boat. Other options may be appropriate, and should be agreed beforehand.

Notes: Scouts must be supervised taking into account their preparation, training and level of experience. This may mean that certain legs are ‘led’ by young people themselves for information/ project purposes. As a minimum, supervision involves a visual check on departure and at the end of each day, and being in the area of the activity. The Scout Association Permit Scheme applies to certain land terrains and classifications of water. You can check the individual requirements of an activity by visiting the A to Z of Activities on [www.scouts.org.uk](http://www.scouts.org.uk). To lead a night’s away experience, a young person is required to hold a Nights Away Event Passport.

### ***Area 2 – Exploration – ‘A purpose with a journey’***

Take part in an exploration over two days (including a night away) with at least three friends, and report or present your findings. You must be involved in the planning of the exploration, complete relevant training and be properly prepared. You must have completed some initial research into the subject to be investigated. The challenge should take place somewhere you have never been before or don’t know well.

During the exploration:

1. Play a full part in the team.
2. Travel for at least 90 minutes to a hostel, campsite or other suitable venue.
3. Use a map to keep track of where you are.

4. Conduct the exploration within an agreed area (discussed with a Leader in advance) collecting evidence and information for the report or presentation.
5. Stay overnight at the venue and cook the evening meal and breakfast.
6. Complete the exploration before returning home.
7. Have the report or presentation ready within four weeks of the exploration.

The journey may be on foot, or by public transport, canoe, cycle, aircraft, wheelchair or boat. Other options may be possible and should be agreed beforehand.

Note: The 'exploration' element should last 4–5 hours over the two days. It could be anything from an investigation into bird life in a wood to visiting museums in a town.

## ***The Chief Scout's Gold Award***



This badge is the highest award available in the Scout Section. It is gained by completing:

- Promise Challenge
- Community Challenge
- Fitness Challenge
- Creative Challenge
- Global Challenge
- Outdoor Challenge

Plus two of the following three:

- Adventure Challenge
- Expedition Challenge
- Outdoor Plus Challenge

If a Scout has not quite completed the requirements for the top award when they move on to the Explorer Scout Unit, they may complete them in their first few weeks in the Explorer Scout Unit.

## ***Administrator***



Complete the requirements below:

1. Choose one of these activities:
  - (a) Type 200 words using a word processor or desktop publisher, ensuring that there are no mistakes before printing it out.
  - (b) Write 100 words of prose in a good legible hand.
2. Show a general knowledge of the administrative arrangements in a Scout Group. This should include the key roles and responsibilities of the Group Scout Leader, or of the Chairman, Secretary and Treasurer of the Group Executive Committee.
3. Know how a personal bank account operates.

4. After consultation with a member of the Leadership Team, draft a letter on an agreed subject and share this with this person.
5. Draft an invitation card for members of the public in connection with a Group, Troop or Patrol event. Share this with a member of the Leadership Team.
6. Choose one of these activities:
  - (a) Prepare a press release on a Group, Troop or Patrol event.
  - (b) Write an article for a magazine / newsletter reporting a Group, Troop or Patrol event.
7. Carry out the duties of secretary of a committee (this could be a Troop Forum, school club or council etc). These should include taking of minutes/action points, duplication and circulation.

## **Aeronautics**



Complete all the requirements in one of the following alternatives:

### **Alternative A**

1. Know the [Rules relating to access to airfields](#) in *Policy, Organisation and Rules*.
2. Understand the purpose and operation of ailerons, rudder, elevator and trim on a glider and have the effects of these controls demonstrated in flight.
3. Understand the functions and workings of the altimeter, airspeed indicator and variometer.
4. Assist a glider pilot with the ground handling, hangar parking and launching of his aircraft.
5. Demonstrate the signals used by the glider pilot and forward signaller for the launching of a glider and the procedure for stopping a launch.

### **Alternative B**

1. Know the [Rules relating to access to airfields](#) in *Policy, Organisation and Rules*.
2. Assist a pilot with ground handling, the picketing of a light aircraft and the preparation of a light aircraft for flight.
3. Understand the purpose and operation of ailerons, rudder elevator, flaps and trim on a light aircraft and have the effects of these controls demonstrated in flight.
4. Understand the functions and workings of the altimeter, airspeed indicator and engine instrumentation.
5. Demonstrate the marshalling signals used when marshalling powered aircraft. Identify the common signals displayed on the airfield signal square.
6. Understand the R/T procedure for a circuit of an airfield.



## **Alternative C**

1. Know the [Rules relating to access to airfields](#) in *Policy, Organisation and Rules*.
2. Demonstrate the marshalling signals used when marshalling powered aircraft; or demonstrate the signals used by a glider pilot and forward signaller for the launching of a glider and the procedure for stopping a launch.
3. Identify the parts of an aircraft and explain their functions in controlling the aircraft.
4. Assist with the ground handling and picketing of a light aircraft or the ground handling, rigging and de-rigging of a glider.
5. Demonstrate the ground checks that have to be carried out before flying a light aircraft or glider.
6. Demonstrate an ability to carry out two of the following:
  - (a) Tie knots and make splices used in glider launching equipment.
  - (b) Repair a small tear in the fabric surface of a light aircraft or glider.
  - (c) Replenish a light aircraft's fuel system.
  - (d) Carry out pre-use inspection of a parachute. Demonstrate how to put it on and take it off.
  - (e) Assist with the launching of a hot air balloon.
  - (f) Know the procedure for starting up a piston-engined aircraft.

## **Resources**

The Imperial War Museum at Duxford has developed resources for this badge. These can be found on the [IWM Duxford website](#).

# **Air Researcher**



Complete the requirements below:

1. Know the [safety rules relating to access to airfields](#) in *Policy, Organisation and Rules*.
2. Carry out research into one historical aspect of flight, and share your findings with others in the Troop. Example research topics are:
  - The development of aviation or flight over a period agreed with your assessor.
  - The development of a specific aircraft type, discovering details of its history, role and achievements. Examples might be: Spitfire, Boeing 747, Harrier or Wessex helicopter.
  - The development of balloons or airships from their first appearance to the present day.
  - The development of a type of aero engine. Examples might be jet or piston engines in general, or a specific engine such as the Rolls Royce Merlin.

3. In the course of your research, visit at least one place of interest that is directly relevant to your project. For example a museum, an air display or an aeronautics factory.
4. The presentation of your findings should include a model that you have made to illustrate some aspect of your research. Other resource materials such as diagrams and pictures should be used wherever possible.

## **Resources**

The Imperial War Museum at Duxford has developed resources for this badge. These can be found on the [IWM Duxford website](#).

The RAF Museum have now joined Duxford in providing resources for this badge: London – [http://www.rafmuseum.org.uk/london/learning/scout\\_groups.cfm](http://www.rafmuseum.org.uk/london/learning/scout_groups.cfm) and Cosford – [http://www.rafmuseum.org.uk/cosford/learning/scout\\_groups.cfm](http://www.rafmuseum.org.uk/cosford/learning/scout_groups.cfm).

## **Air Spotter**



Complete the requirements below

1. Be able to recognise by sight, three-quarters of the aircraft in the list published by The Scout Association. (The Information Centre have a free Aircraft Recognition CD for this purpose)
2. Complete one of the following activities:
  - (a) By yourself or with another Scout, take photographs or collect pictures of a minimum of ten different aircraft types found in Europe. Name the different types and their uses.
  - (b) Keep a log for at least four weeks including dates and times. Note the aircraft seen (giving any distinctive recognition features) and the aircraft's approximate heading.
3. Complete one of the following activities:
  - (a) Recognise and name national aircraft markings, both service and civil, of at least six countries including the United Kingdom.
  - (b) Understand the RAF and NATO system of letter designation according to aircraft function and give examples of three such designations.
  - (c) Name three basic training aircraft used in private flying. Give a brief report on one, naming a club and airfield where it is used (local, wherever possible).
4. Describe the key recognition features of six aircraft selected by an appropriate adult.

## **Angler**



Complete the requirements below:

## ***Health and Safety***

1. Know the water safety rules and the appropriate precautions to be taken when fishing from the bank or shore, or from a boat. Understand the dangers of wading in fresh water and shore fishing in the sea and the precautions to be taken.
2. Know the basic hygiene precautions to take when fishing.

## ***Angling Craft***

1. Go fishing in fresh or salt water on at least six occasions, recording the following:
  - numbers caught
  - species and size of fish
  - method, tackle and bait used
  - weather and water conditions

Discuss the trips undertaken.

2. Explain the signs of stress in fish. Know the Environment Agency Emergency Hotline number.

## ***Tackle and techniques***

1. Understand why it is important to discard used tackle properly.
2. Choose one of the following activities:
  - (a) Cast with beach fishing tackle a distance of 45 metres.
  - (b) Cast a ledger and float tackle into a 1 metre circle at least three times out of six at nine metres range.
  - (c) Cast a trout fly on a fly line into a 3-metre circle at least three times out of eight at 11-metre range.
3. Demonstrate how to set up one of the following sets of tackle:
  - waggler rig
  - swim feeder rig
  - fly cast
  - spinning rig
  - shore fishing rig
  - beach casting rig
4. Explain the importance of:
  - (a) Handling fish with care and releasing them carefully.
  - (b) Using a lower strength hook link when coarse, game or sea fishing.
5. Explain the importance of the one of the following activities:
  - (a) Setting a keep net correctly.
  - (b) How to use a priest to despatch fish quickly.

## ***Know your fish***

1. Be able to identify each of the species in one of the following groups:

- (a) Bass, cod, flounder, grey mullet, and mackerel
  - (b) Roach, perch, chub, common carp and tench
  - (c) Grayling, brown trout, rainbow trout and salmon
2. Have knowledge of the habitat and feeding behaviour of the fish identified and know suitable baits, flies, lures and hook sizes.

### **Administration and law**

Complete the requirements from either of the options below:

1. Freshwater fishing
  - (a) Know the dates of the fresh water season and size limits of freshwater fish in the areas in which they fish.
  - (b) Be able to explain why licenses and permits are required for fishing and know the age at which a national rod license is required.
  - (c) Know the location of the local fishing club and any waters they may control.
2. Saltwater fishing
  - (a) Know the size limits of saltwater fish in the areas in which they fish.
  - (b) Be able to explain why licences and permits are required for fishing and know the age at which a national rod licence is required.
  - (c) Know the location of the local fishing club and any waters they may control.

## **Artist**



Complete the requirements below:

1. Paint or draw an illustration of a scene from a story agreed beforehand.
2. Paint or draw either a person from life or an object set before you.
3. Paint or draw a landscape as agreed with an appropriate adult.
4. Show a selection of your recent work.

### **Notes**

*A computer drawing package may be used.*

## **Arts Enthusiast**



Complete the requirements below:

1. Take an active interest in a particular art form or artist. For example, this could be painting, pop music, sculpture, theatre, architecture, break dancing or similar. The interest could also be in a favourite artist.

2. Describe two visits made in relation to the interest. They might include photographs, film, recordings, concert programmes, ticket stubs, newspaper reviews, websites or other aids.
3. Demonstrate a detailed knowledge of a particular aspect of the interest. For instance, a particular painting, performance, sculpture, building or similar; or a particular person, movement or period connected with the chosen art form.
4. List major events, exhibitions or venues connected with the chosen art form or artist and be able to discuss their significance.

## Notes

*The particular art form or artist to be chosen should be discussed with an appropriate adult beforehand.*

# Astronautics



Complete the requirements below:

1. Explain the purpose of space exploration including:
  - Historical reasons.
  - Immediate goals in terms of specific knowledge.
  - Benefits related to Earth resources, technology, and new products.
2. Chose one topic below and with it undertake Option One or Two:
  - (a) A commercial or scientific rocket (Ariane, Delta, Soyuz, Proton, Zenit, etc).
  - (b) The NASA Space Shuttle.
  - (c) The International Space Station.
  - (d) A specific satellite (e.g. Envisat, Cassini, Aurora, etc).
  - (e) An unmanned space probe.

### Option One

Describe the topic's primary mission purpose; explain the functions of the component parts, together with a brief history and accomplishments of a specific mission and what was learned from that mission.

### Option Two

Build a scale model of or about the topic, either from a commercial kit, or from plans available from the Internet or model clubs and shops.

3. Discuss and demonstrate two of the following:
  - (a) The law of action-reaction in the context of rockets and zero or low-gravity environments.
  - (b) How rocket engines work, and their lift-off and re-entry procedures.
  - (c) How satellites stay in orbit and the different types of orbits they use.
  - (d) How satellite pictures of the Earth, planets and their moons are made and transmitted.
4. Complete all of the activities in one of the following Alternatives:

## **Alternative A – Rocketry**

1. Explain the Safety Code for Rocketry and be able to identify the principal parts of a rocket.
2. Describe how solid and liquid propellant rocket motors work.
3. Build, launch, and recover a single or double-staged model rocket.
4. Make a second launch to accomplish a specific objective. For example, carrying a fragile payload, aerial photography, altitude measurement, temperature measurement, parachute recovery, remote control, building a launch controller or launch pad.

## **Notes**

*This activity must follow the appropriate BMFA/UKRA safety codes on Rocketry.*

## **Alternative B – Space Exploration**

1. Describe how space satellites and probes have added to our knowledge of the Solar System.
2. Build an accurate scale model of a space exploration vehicle. Find out about its design, function, and basic operation. Be able to help others learn about your vehicle.
3. Design an inhabited base space colony. What conditions will you need to overcome to ensure suitable living arrangements, energy sources, special equipment, health and safety needs, and environmental protection or danger? Share and explain your design or model with others.
4. Using photographs, news clippings, electronic/internet articles etc, mount a display about a current space mission and share your findings with others.

## **Alternative C – Space Port**

1. With a group of Scouts, plan and participate in a themed 'Space Camp' or event, undertaking appropriate activities.
2. Assist in organising a visit to a space centre, museum, planetarium or rocketry enthusiasts group and share your experiences with an adult or other Scouts.
3. Make a list of the things an astronaut must have to survive for 14 days in a closed capsule, indicating how much of each is needed.
4. Find out about careers in the space industry.

# **Astronomer**



Complete the requirements below:

1. Demonstrate an understanding of the night sky and why the pattern of stars changes night by night throughout the year. Know the meaning of the terms celestial equator and poles; circumpolar; and zodiac.
2. Recognise the main constellations and know the names of some of their important stars.

3. Know the meaning of four of the astronomical terms below and where to find examples of:
  - An open star cluster (Pleiades, Hyades, Praesepe, Double Cluster in Perseus)
  - A globular cluster (Hercules)
  - A double star (Mizar and Alcor, Albireo, Epsilon Lyrae)
  - Another galaxy (Andromeda)
  - A nebula (Orion)
  - A red giant (Betelgeuse)
4. Give a general description of the Sun, individual planets, moons, comets and meteor showers, asteroids and meteorites. Know that the Solar System is part of the Milky Way galaxy.
5. Know about man's activities in space, to include SOHO, Hubble, Cassini, and the International Space Station.
6. Explain how the Moon affects the tides. Be able to advise on the state of the tide by using a tide table.
7. Visit a planetarium, observatory or science centre; or explore an aspect of astronomy further using relevant Internet sites.
8. Undertake a project of your choice for three months to further your understanding of astronomy before meeting again with your assessor to discuss your project. Example projects are:
  - Keep a diary of planetary events.
  - Record meteor showers and satellites seen while observing the night sky.
  - Keep a log of Moon halos and phases of the Moon.
  - Collect newspaper or magazine cuttings or website pages reporting on space missions across the world.
  - Maintain a general interest in astronomy and then meet again with your assessor to discuss your experience.

## ***Athlete***



Complete the requirements below:

1. Demonstrate an appropriate warm-up and warm-down routine using all the main muscle groups. Explain why both routines are advisable.
2. Discuss the safety rules associated with athletics, particularly throwing and jumping events.
3. Compete in any three events (two track and one field, or vice versa) and gain points as indicated on the score chart below.

### **Notes**

*For event 3, Scouts may use timings or distances achieved at school or other athletic events. A teacher or athletics coach would normally confirm these timings. The rec-*

Points	100m sprint Sec	200m sprint Sec	300m female Sec	400m male Sec	800m Min	1500m Min
10	13.4	28.0	44.0	64.0	2.30	5.10
9	14.0	28.8	47.0	67.0	2.40	5.25
8	14.7	31.4	51.0	71.0	3.00	5.45
7	15.3	32.6	55.0	75.0	3.10	5.50
6	15.8	33.2	59.0	79.0	3.20	6.20
5	16.3	34.0	63.0	83.0	3.40	6.50
4	16.8	35.5	68.0	88.0	4.00	7.30
3	17.6	38.3	74.0	94.0	4.20	8.00
2	18.3	40.0	80.0	100.0	4.40	8.30
1	20.0	45.0	100.0	120.0	5.00	9.30

*Athlete Badge Points Chart*

Points	High Jump Mtr	Long Jump Mtr	Shot Mtr	Discus Mtr	Cricket Ball Mtr
10	1.60	5.00	9.5	35.0	65.0
9	1.40	4.75	8.5	29.0	55.0
8	1.30	4.40	7.2	22.0	50.0
7	1.25	4.20	6.5	17.0	45.0
6	1.20	4.00	5.5	14.0	35.0
5	1.00	3.75	4.1	12.0	30.0
4	0.90	3.30	3.7	10.0	25.0
3	0.85	2.80	3.3	9.0	20.0
2	0.80	2.45	2.8	8.5	15.0
1	0.75	2.10	1.8	6.0	10.0

*Athlete Badge Points Chart*

Age	Points Female	Points Male
Under 11	6	8
Under 12	9	12
Under 13	13	15
Under 14	17	20
Under 15	22	24

*Minimum points total for the award of badge*



ommended weights of the shot, discus and cricket ball are 2.73 kg, 1kg and 0.135kg respectively. Scoring tables for the UK Athletics Shine Awards relevant to Scouts with special needs can be obtained from the Information Centre. Copies of the Shine Awards CD-ROM are available from UK Athletics at the address below. This information was correct at the time of publication. UK Athletics, Athletics House, Central Boulevard, Blythe Valley Park, Solihull, West Midlands, B90 8AJ. Tel: 0870 998 6800. Web: [www.ukathletics.net](http://www.ukathletics.net)

## Basic Aviation Skills



Complete the requirements below:

1. Know the [Rules relating to access to airfields](#) in *Policy, Organisation and Rules*. Draw a diagram/map or make a model of an airfield to show and name the different areas.
2. Understand the terms: nose, fuselage, tail, main-plane, port and starboard. Know the names of the control surfaces of an aircraft.
3. Construct and fly a chuck glider for at least 5 seconds or build and fly a hot-air balloon or kite.
4. Choose one of the following activities:
  - (a) Collect photographs or pictures of six aircraft that interest you, name them and their operational uses.
  - (b) Discuss an airline that you are interested in, or have travelled on, showing pictures of aircraft livery and logos.
5. Take part in a Patrol or Troop visit with other Scouts to a place of aviation interest.
6. From the list of Aviation Skills – training activities complete four items, each to be taken from a different section.

### Resources

The Imperial War Museum at Duxford has developed resources for this badge. These can be found on the [IWM Duxford website](#).

## Aviation Skills



Complete the requirements below:

1. Qualify with one of the following:
  - (a) Hold the Basic Aviation Skills Badge; OR
  - (b) Be at least 11½ years and complete requirements 1 and 5 of the Basic Aviation Skills Badge.
2. List the main types of aircraft and identify the parts of an aeroplane.

3. Identify 12 aircraft in use today from pictures or in flight. These must include at least 2 civil commercial aircraft, 2 military aircraft and 2 light private aircraft.
4. Explain how wind speed and direction are measured and how weather can affect various air activities. Demonstrate how to obtain a local forecast for an air activity.
5. Understand the phonetic alphabet, explain why it is used and demonstrate its use.
6. Demonstrate ability to trim a suitable model glider to perform a straight glide, stall and specified turn. Explain the relationships between lift, drag, thrust and weight.
7. Choose one of the following activities:
  - (a) Fly in a light aircraft or glider as a passenger and know the Rules in *Policy, Organisation and Rules* relating to flying.
  - (b) Help to organise a visit to an airfield or place of aviation history for a group of Scouts. Explain to your assessor what you would need to tell the Scouts prior to the visit.
8. From the list of Aviation Skills – training activities complete a further six items taken from at least four different sections.

## ***Advanced Aviation Skills***



Complete the requirements below:

1. Qualify with one of the following:
  - (a) Hold the Aviation Skills Badge; OR
  - (b) be at least 13 years old and complete requirements 1 and 4 of the Aviation Skills Badge.
2. Name the main control surfaces of an aeroplane; explain how they work and how they are controlled.
3. Choose one of the following two activities:
  - (a) Explain the duties of an aircraft marshaller and demonstrate marshalling signals.
  - (b) Explain the duties of a crew leader for a glider launch and demonstrate procedure and signals.
4. Know the types of air maps and the conventional signs used on them.
5. Choose one of the following activities:
  - (a) Explain the basic principles of a piston engine, including the four-stroke cycle, with consideration of valve and ignition timing.
  - (b) Compare and contrast the main parts and workings of a piston engine and a jet engine.
6. Explain the difference between ground speed and air speed and how wind is used in take off and landing. Explain how a wing gives lift. Explain the causes of stalling.

7. Take part in an air experience flight and point out on an air map the features that are over flown. Choose any means of air travel, for example powered aircraft, glider, balloon, airship.
8. From the list of Aviation Skills – training activities complete another six items from at least four different sections.

## ***Aviation Skills training activities***

### ***Section 1. Practical skills***

1. Build and fly one of the following:
  - (a) a rubber-powered model for at least 15 seconds.
  - (b) a glider for at least 15 seconds
  - (c) a model airship
  - (d) a hovercraft
  - (e) a boomerang
2. Build a scale model aircraft to a satisfactory standard from:
  - (a) plastic kit, plans or photographs. Talk about the aircraft's key points and history; OR
  - (b) by modifying a standard kit, produce a different but authentic version of the aircraft.
3. Make a solid model where all control surfaces operate and can be used to demonstrate their effect.
4. Demonstrate the signals required to launch a manned glider and participate as part of a launch or recovery crew.
5. Arrange for a suitably experienced instructor to give training in how a parachute works. Be able to put on a parachute harness and demonstrate the correct landing roll.
6. Assist with the launching and recovery of a paraglider. Make two ascents, without release.
7. Know the Rules in *Policy, Organisation and Rules* relating to flying and fly in an aircraft as a passenger.
8. Undertake a project to demonstrate a particular aeronautical principle and build a suitable model to illustrate it.
9. Build and fly at least five different designs of paper aeroplane, using published plans if desired.
10. One other activity of a similar nature and level of achievement as agreed by the Section Leadership Team.

### ***Section 2. Flight safety and airmanship***

1. Know the dangers posed to aircraft by birds and other wildlife and the methods employed to reduce the problem.
2. Understand the working of an airport fire service or emergency team, the equipment employed and main rescue methods.

3. Know the reasons for airport security, the main threats and means of counter-acting these threats.
4. Explain how an aircraft lifejacket works. Demonstrate its use.
5. Draw a runway and its circuit patterns indicating:
  - (a) climb-out; cross wind; down wind; base leg; final leg;
  - (b) runway markings;
  - (c) taxi-ways; over-shoot; under-shoot areas.
6. Explain and illustrate the purpose and workings of an ejector seat.
7. Understand the physical fitness requirements to fly as a pilot or passenger. Be aware of health concerns such as ear blockage, hypoxia and deep vein thrombosis.
8. Explain the emergency procedures for a manned glider in flight in the case of:
  - (a) cable failure in a winch or aero-tow launch, and engine failure of a motor glider;
  - (b) structural failure or collision at altitude;
  - (c) inability to release cable in the case of winch launch or aero-tow.
  - (d) Altitude loss to the extent that safe soaring is no longer feasible.
9. Understand the responsibilities of the commander of an aircraft. Examples include briefings, safety of load and passengers, completing relevant paperwork.
10. Demonstrate pre-flight inspection of an aircraft and explain why inspection of each part is important to safe operation.
11. One other activity of a similar nature and level of achievement as agreed by the Section Leadership Team.

### ***Section 3. Aerospace operations***

1. Describe at least six airlines by their names and markings, completing one of the following:
  - (a) identify the home countries and main operating bases;
  - (b) describe six routes operated by each airline, together with the aircraft used;
  - (c) describe the operations of an all-cargo airline. Know the main types of cargo aircraft and their special applications.
2. Discuss the design characteristics of a chosen aircraft in relation to its operational role.
3. Understand the principles of air launched and ground based anti-aircraft weapons and the systems used to counteract them.
4. Demonstrate knowledge of air and space surveillance systems, their types and applications.
5. Understand the advantages of mid-air refuelling for military aircraft, the main methods of fuel transfer and the main types of tanker employed.
6. Discuss the problem of aerospace flight including acceleration to escape velocity, the reason for weightlessness and re-entry problems.
7. Demonstrate a general knowledge of the progress of space exploration, describing in particular one space programme.

8. Understand the principles of re-usable space vehicles. Know their advantages and disadvantages over conventional rocket systems/launch vehicles.
9. Explain the roles of two recent space probes and two recently launched satellites, giving the main types of instruments used.
10. Demonstrate the scale of the solar system with a drawing or model to show the relative positions of the planets.
11. Any other one activity of a similar nature and level of achievement as agreed by the Section Leadership Team.

#### ***Section 4. Navigation***

1. Explain the workings and potential errors of an aircraft compass.
2. For a cross-country flight of at least 80 kilometres, work out the time of flight from an overhead starting point to an overhead destination for a given air-speed, assuming (i) a given headwind; (ii) a given tailwind.
3. Explain the workings of a Global Positioning System (GPS) and be able to demonstrate its usage.
4. Explain the workings of aircraft pressure instruments, for example an altimeter or air speed indicator. Explain the sources of errors.
5. For a cross-country flight of at least 80 kilometres, determine a heading given a track, wind speed and direction.
6. Demonstrate knowledge of conventional symbols used on an aeronautical chart and show how to do simple flight calculations.
7. Illustrate latitude and longitude by simple diagrams. Explain the need for different types of map projections.
8. Show a basic knowledge of Aeronav aids and equipment. Understand the concept of GPS.
9. Any other one activity of a similar nature and level of achievement as agreed by the Section Leadership Team.

#### ***Section 5. Meteorology***

1. Identify the basic clouds and explain how they are formed.
2. Explain how wind speed is measured and how weather can affect various air activities.
3. Demonstrate how to get a local forecast for an air activity.
4. Explain the flight conditions that can be expected in various cloud formations and weather conditions.
5. Outline how temperature and pressure are measured, list the units used and demonstrate conversions between different units by use of tables and by calculation.
6. Identify the weather conditions associated with the movement of air masses over the United Kingdom for example Polar, Tropical, Maritime, and Continental.
7. Explain how readings of upper air conditions are obtained.
8. Collect detailed weather maps of the United Kingdom either from the Internet or from a newspaper for a two-week period. Illustrate the development of significant weather features over this period.

9. Demonstrate ability to interpret Met Office reports and forecasts for pilots, such as METAR and TAF.
10. Any other one activity of a similar nature and level of achievement as agreed by the Section Leadership Team.

### ***Section 6. Aero engines***

1. Explain how jets or rockets obtain thrust. Explain the principle of the ramjet.
2. Explain the principles of a centrifugal or axial compressor type jet engine and identify the main components of such an engine.
3. Discuss the relative merits of piston engines, turbojets, turboprops, turbofans, ramjets and rockets.
4. Identify the main types of aircraft fuels and fuel systems.
5. Demonstrate knowledge of the causes of aircraft noise and disturbance. Know the design methods used to reduce aircraft noise and how the effects on local communities can be reduced.
6. Demonstrate knowledge of the effect of aircraft engine emissions on the atmosphere and how these can be reduced.
7. Any other one activity of a similar nature and level of achievement as agreed by the Section Leadership Team.

### ***Section 7. Communications and Air Traffic Control***

1. Identify the signals used on an airfield signals square, together with runway and airfield markings.
2. Identify the lamp and pyrotechnic signals used on an airfield.
3. Understand why Morse code is still transmitted by navigational beacons and be able to recognise six three-letter sequences either from a recording or written copy.
4. Explain the system of air traffic control in use at a small civilian airfield.
5. Demonstrate examples of the ground-to-air emergency code.
6. Understand the special communications difficulties for activities such as paragliding or hang gliding and the need for clearance in areas of military flying.
7. Any other one activity of a similar nature and level of achievement as agreed by the Section Leadership Team.

### ***Section 8. Principles of flight***

1. Explain the meaning of trim and the importance of weight and balance.
2. Explain the purpose and operation of flaps, slots and slats.
3. Explain how basic aerobatic manoeuvres are carried out.
4. Demonstrate knowledge of the principles of take-off and landing with special reference to light aircraft.
5. Explain the methods by which short or vertical take-off can be achieved.
6. Describe the airflow around a modern square parachute, explaining how it develops lift and how it is controlled.

7. Attain a reasonable standard on a home computer flight simulator programme and understand why the aircraft behaves as it does. The suitability of the programme is to be agreed by the Section Leadership Team.
8. Show knowledge of the methods for operating specialised passenger aircraft into city centres such as helicopters, STOL, tilt wing etc and the main drawbacks.
9. Any other one activity of a similar nature and level of achievement as agreed by the Section Leadership Team.

## Camp Cook



Complete all of the requirements below:

1. Explain how and where to shop for food and how to transport it.
2. Demonstrate proper storage and cooking under camp conditions. This must include knowledge of hygiene in the camp kitchen and how to prevent food poisoning.
3. Devise a day's menu (including quantities) for a group of 4 to 6 Scouts. (Consider first any cultural, religious, vegetarian or dietary needs of the group.)
4. Successfully cook and serve the day's menu.

### Notes

*All dishes are to be cooked under camp conditions and preferably on a wood fire.*

## Camper



Complete all of the requirements below:

1. Camp under canvas\* as a Scout for at least 15 nights.
2. Lead a group of Scouts in the pitching, striking and packing of a four to six person tent.
3. Know what to look for when choosing a campsite and in deciding the best position to pitch tents.
4. Show an understanding of the reasons for hygiene and the importance of being safe and tidy in camp.
5. Demonstrate how to store food hygienically at camp.
6. Construct two useful camp gadgets such as a camp larder, altar fire, flagpole, camp gate etc.
7. Prepare and cook either a full hot breakfast or a main meal for 2 to 6 people.

### Notes

*\* under canvas refers to any tentage*

# Campsite Service



Complete the requirements below:

1. Hold the Camper Badge.
2. Have worked for at least two days at a permanent District, County/Area or National Scout campsite or similar Activity Centre, helping the Warden or Manager to their satisfaction.
3. Explain and where possible demonstrate the maintenance required for some campsite equipment.
4. Explain and where possible demonstrate four of the following:
  - (a) The reasons for having clean toilets.
  - (b) How to unblock a drain.
  - (c) Prevention of frozen pipes and the steps to be taken when over ground pipes burst or leak.
  - (d) The need for good site drainage and clear ditches.
  - (e) Refuse disposal, including how to maximise the retention of recyclable materials.
  - (f) Respect for wildlife, balancing the requirements of campers.
  - (g) The use of computers in campsite management.
  - (h) Other important tasks as identified by the Warden or Manager.
5. Become familiar with an activity run on site. Explain the use and maintenance of equipment used for that activity.
6. Demonstrate an ability to competently use three items of equipment appropriate to your role.
7. Discuss developments and improvements you would like to see at a permanent campsite with which you are familiar.

# Canoeist



Complete the requirements below:

1. Qualify for the British Canoe Union's Paddlepower Passport.

## Notes

Reference should be made to the *Activity Rules in chapter nine of Policy, Organisation and Rules* and the *Adventurous Activity Permit Scheme*.



# Caver



Complete the requirements below:

1. Take part in at least four trips to at least two different cave systems. (Each visit must be as a member of a properly lead group)
2. Keep a record of these trips and the routes followed.
3. Have a good knowledge of the contents of the caving and cave conservation codes, and be able to show to the assessor an awareness of the environmental issues around caving.

## Notes

Reference should be made to the *Activity Rules in chapter nine of Policy, Organisation and Rules* and the *Adventurous Activity Permit Scheme* .

# Chef



Complete the requirements below:

1. Discuss how and where to shop for food and how to transport it.
2. Demonstrate proper storage and cooking. This should include knowledge of hygiene in the kitchen and how to prevent food poisoning.
3. Create a menu for a three-course meal for between two – four people to include the following menu items:
  - two cooked dishes;
  - a cake or pastry dish;
  - two sauces such as Mornay, apple, curry, mustard, parsley, chocolate, custard etc.
4. Cook and serve this menu, demonstrating the necessary preparation and serving skills.
5. Plan a full balanced menu for a small group of Scouts for at least one weekend. Discuss the choices made, assuming full kitchen facilities are available.

# Circus Skills



Complete the requirements below:

1. Select one skill from any two of the five alternatives below. Under experienced guidance, show by continuing effort some achievement in the two selected skills. Demonstrate the two selected skills before an audience.

- (a) Aerial: Trapeze, Roman Rings, Aerial Ladder, Aerial Rope, Wire Walking or related skills.
  - (b) Balance: Trick-cycling, Stilts, Ladder, Tightrope, Wire Walking, Perch, Roller Bolo, Slack-rope.
  - (c) Manipulative: Plate Spinning, Cigar Boxes, Club Swinging, Devil Sticks, Diablo Sticks, Juggling.
  - (d) Ground: Handstands, Tumbling, Acrobatics.
  - (e) Clowning: Including make-up and costume.
2. Find out about aspects of circus life, and discuss these with an adult.
  3. Observe at least two circus or street performers events and discuss these.

## Notes

*Note: Before attempting any of the skills participants must be of a fitness standard appropriate to both enjoy and execute the skill. Instructions in the safe use of the equipment must be given and all safety precautions and procedures must be observed in line with the Association's Health and Safety Policy. Participants are encouraged to join a workshop, or other course, to learn their chosen skills.*

## Climber



Complete the requirements below:

1. Show knowledge of the rope types used for rock climbing and explain how to coil and maintain them.
2. Demonstrate the ability to fit a climbing harness and tie in correctly.
3. Show understanding of the calls used in climbing.
4. Demonstrate the ability to abseil down a face (typically not less than 10 metres).
5. Take part in four separate climbs of up to 'Difficult' standard each using a different route. An experienced climber must supervise the climbs and will evaluate competence.
6. Explain the safety rules for climbing on both natural and artificial rock faces.
7. Show an awareness of the environmental issues around climbing on natural rock faces.

## Notes

*Reference should be made to the [Activity Rules in chapter nine](#) of [Policy, Organisation and Rules](#) and the [Adventurous Activity Permit Scheme](#). There is no requirement for the Scout to lead the rock climbs, only to be a competent second. Wherever possible, natural rock-face should be used.*

# Communicator



Complete the requirements in any one of the following alternatives:

## **Alternative A – Radio communication**

1. Complete the following three tasks:
  - (a) Log 25 different amateur radio stations, showing date, time, call sign, frequency, readability and location. Some broadcast stations may be included.
  - (b) Demonstrate how to tune a simple communications receiver.
  - (c) Give an example of a typical 'greetings' message.
2. Explain in simple terms how radio waves travel around the world. Know the more commonly used HF and VHF amateur frequency bands.
3. Complete the following two tasks:
  - (a) Know the Phonetic Alphabet and define at least eight international Q code signals.
  - (b) Demonstrate your ability to recognise call signs from the UK and near continent.
4. Visit an amateur radio station.
5. Understand the regulations governing the use of amateur radio equipment.

## **Notes**

*A Scout who holds or gains the Radio Amateur Novice Licence (Foundation, Intermediate or Full) or the Marine Radio Operator's Certificate of Competence and Authority to Operate or the Flight Radio Telephone Operator's Licence automatically qualifies for this Badge*

## **Alternative B – Communication codes**

1. Send and receive a short message by Morse code or Semaphore at a rate of five words per minute.
2. When sending and receiving a message, demonstrate that you know the appropriate procedure.
3. Know the International Phonetic Alphabet and define at least eight international Q code signals.
4. Construct a simple Morse code oscillator and send a short message.

## **Alternative C – Mobile and Internet communication**

1. Know how to use your mobile safely and how to keep it safe.
2. Understand the meaning of the following terms SMS, MMS, 3G, WAP, Bluetooth.
3. Send a creative text, multi-media or video message to invite a friend to a Scouts event.

4. Manage a mobile phone address book, including the setting up groups.
5. Show you can accurately input text at a rate of 50 characters per minute.
6. Know how to keep yourself safe when chatting online.
7. Know how to use an instant messaging service such as MSN Messenger or AOL Instant Messenger.
8. Show you know the meaning of some popular chat abbreviations.
9. Send a creative and imaginative e-mail or instant message to a friend showing photos of an enjoyable Scouting activity you have been involved with.
10. Manage an e-mail address book, including setting up groups.

## Notes

There are many online articles that can help in supporting this Badge, for example, *Keep Safe Online* ([www.chatdanger.com](http://www.chatdanger.com)); [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) and *The National Mobile Phone Crime Unit* ([www.met.police.uk/mobilephone/](http://www.met.police.uk/mobilephone/)).

## Craft



Complete the requirement below:

1. Make or decorate one or more articles, using whenever possible, original design ideas. The project should be discussed beforehand with a member of the Leadership Team and should take around six hours to complete. Appropriate care must be taken with all tools and materials to avoid injury. Some example projects are:
  - Make a container using basket making, woodturning, pottery, embroidery on plastic canvas, glass blowing, fibreglass construction.
  - Make a belt, bag, wall hanging, tablemat or waistcoat by weaving, macramé, beadwork or from leather.
  - Make an item of clothing or soft furnishing by sewing or knitting. (You may follow a pattern.)
  - Decorate clothing or soft furnishing (cushion, tablecloth etc) using embroidery, tapestry, lace making, tie and dye or wax and dye or fabric paints.
  - Make a picture using techniques such as mosaic, staining glass, quilting, calligraphy, pyrography, pressed flowers, fabric collage, printing with potato, lino, string, drypoint, aquatint, silk screen or similar.
  - Decorate an article (wood, metal, glass etc) by engraving or etching; or decorate enamelware.
  - Make an ornament or decorative article using candle-making, arranging flowers, carving in any medium (e.g. wood, slate, stone, soap), fly tying, jewellery making, pewterwork, copper or silver smithing, stone polishing, stone masonry or sculpture.
  - Make a small item of furniture.
  - Decorate a cake for a special occasion.

- Any other project of a similar skill level as agreed beforehand with the Leadership Team.

## **Cyclist**



Complete the requirements below:

1. Use a bicycle that is properly equipped and kept in good working order for at least 6 months.
2. Demonstrate an ability to carry out essential maintenance and repairs, including the following:
  - (a) check and adjust the brakes;
  - (b) check and adjust the gear change;
  - (c) adjust the seat and handlebars to a correct height;
  - (d) remove a wheel and locate and repair a puncture
  - (e) check and adjust your cycle helmet
  - (f) maintain a set of lights
3. Complete the requirements in one of the following alternatives:

### **Alternative A**

1. Explain what extra precautions should be taken when cycling in the dark or in wet weather. Understand why motor vehicles take longer to stop in the wet.
2. Demonstrate an ability to control a cycle along a slalom course.
3. Show an understanding of the Highway Code, including road signs and helmet use.
4. Have a basic knowledge of first aid and what to do in the case of accidents.
5. Have a working knowledge of map reading. Be able to orientate a map using a compass or conspicuous features. Be able to estimate distances and times taken to travel.
6. Plan and carry out an all day cycle ride of not less than 40 kilometres (25 miles).

### **Alternative B**

1. Have an understanding of The Scout Association's Rules for taking part in adventurous activities.
2. Demonstrate an understanding of the Mountain Bike Code of Conduct.
3. Demonstrate the ability to control the cycle over different types of terrain.
4. Show an understanding of the damage that may be caused to the environment through careless cycling across the countryside.
5. Have a basic knowledge of first aid, including the treatment of hypothermia and know what to do in the case of an accident.

6. Have a working knowledge of map reading. Be able to orientate a map using a compass or conspicuous features. Be able to estimate distances and times taken to travel.
7. Plan and carry out an all day ride of not less than 30 kilometres (20 miles).

### **Alternative C**

1. Achieve the Gold Trix Award of the British Schools Cycling Association.

### **Notes**

Web: <http://www.bsca.org.uk>

## **Dinghy Sailor**



Complete the requirement below:

1. Qualify for the Start Sailing Stage 2 Award of the Royal Yachting Association's Young Sailors Scheme.

### **Notes**

Reference should be made to the *Activity Rules in chapter nine of Policy, Organisation and Rules* and the *Adventurous Activity Permit Scheme*

## **D.I.Y.**



Complete the requirements below:

1. Be able to work safely in the home minimising dangers to yourself and others. Have knowledge of:
  - Hazard symbols and signs (e.g. toxic, flammable, irritant, electrical danger, slippery surface)
  - Know about and use safety equipment (e.g. goggles, gloves, masks, ear defenders).
  - Know how and where to turn off main supplies (water, electricity, gas) to the house. Know how to isolate individual electrical circuits at the consumer unit.
2. Show or explain how you would deal with four DIY emergencies from the list below:
  - Unblocking a sink.
  - Renewing a tap washer.
  - Curing an airlock in water or radiator pipes.
  - Thawing frozen pipes.
  - Patching a leaking pipe.

- Adjusting the float arm of a cistern.
  - Fitting a fused electrical plug to a cable.
  - Replacing a mains fuse or resetting a mains circuit breaker.
  - Changing a light bulb.
  - Helping to repair a broken window.
  - Repairing a tear in clothes or upholstery.
  - Removing common stains e.g. ink, wine, and coffee.
3. Take an active part in two major DIY projects, indoors or out, such as:
- Insulate a loft and/or fit draught proofing to windows and doors.
  - Insulate a cold-water storage tank, pipes and hot water cylinder.
  - Plan a colour scheme for a room and prepare a sample board.
  - Prepare and paint, paper or tile the walls of a room.
  - Prepare and paint woodwork or furniture.
  - Fit a curtain track and hang curtains.
  - Make a freestanding storage unit or put up shelves.
  - Cover a floor with vinyl overlay, lino, tiles or carpet.
  - Hang a door and fit or repair locks and other door furniture.
  - Carry out a home security survey and take action to make the house more secure by fitting window locks, marking property with a UV pen, or fitting a burglar alarm.
  - Lay a patio or path.
  - Build a low wall, barbecue, gate or fence.
  - Create and maintain a garden pond.
  - Repair bodywork on a car and clean and polish the car.
  - Any other project(s) of a similar skill level as agreed with an adult.

## Notes

*The Scout should be made aware that there are regulations that limit what an amateur may do in the home. Adult supervision is required for many of these projects.*

# Dragon Boating



Complete the requirements below:

1. Understand the safety rules, capsize drill and the water buddy system.
2. Know the procedures for loading, numbering off, stopping, bracing the boat, forward and backward paddling.
3. Understand the instructions and commands as advised by The Dragon Boat Racing Association.
4. Carry out practice training sessions for a minimum of 2 hours. Practise a race over a distance of at least 250 metres.

5. Take part in competitive or timed dragon boat event over a course of at least 250 metres.

## Notes

Where a Dragon boat is unavailable the badge may be taken in a Bell Boat Reference should be made to the *Activity Rules in chapter nine of Policy, Organisation and Rules* and the *Adventurous Activity Permit Scheme*

# Electronics



Complete the requirements below:

1. Show an understanding of components by completing the following three tasks:
  - (a) Be able to recognise common electronic components that are shown to you. Explain, in simple terms, the functions they perform in electronic circuits.
  - (b) Understand the systems used for marking components with their values and be able to identify the values of resistors and capacitors so marked. Understand the importance of the rating of a component.
  - (c) Know the symbols that are used to represent common components in circuit diagrams. Show how to identify the polarity of a diode and a specific pin number on an integrated circuit.
2. Demonstrate knowledge of safe working practices to be followed when handling electronic components, and circuit boards and when undertaking soldering.
3. Use a multimeter to measure voltage, current and resistance in a simple circuit. Discuss the relationship between these values.
4. Discuss the main differences in operation of digital and analogue circuits.
5. Construct three simple circuits, one of which should be based mainly on digital electronics. These may be from a book or magazine, or circuits that you have designed yourself. At least one of the circuits should be soldered using either strip-board or a custom made printed circuit board. Explain the principles behind the operation of each circuit and the typical values of voltage and current found in each.

# Emergency Aid

Young people should be trained and assessed using the syllabus and resources provided in conjunction with the British Red Cross. These are published on <http://www.scouts.org.uk/emergencyaid/> and supporting programme material for the first three stages can be found on Programmes Online.

At each stage Leaders should not assume prior knowledge but should cover the full syllabus using instruction games and exercises to reinforce the learning.

For stages 1 – 3 ongoing assessment is acceptable.



For stages 4 and 5 a more structured assessment at the end of the course is recommended to test knowledge.

## ***Emergency Aid 1***



Complete the requirements below.

1. Understand and recognise dangers in the house and outside.
2. Know what to do at the scene of an accident.
3. Know how to open an airway.
4. Know how to treat minor cuts, scratches and grazes.

### **Notes**

*This stage requires 1 to 2 hours activity/learning and should be trained and assessed by an adult or young leader familiar with the resource material.*

## ***Emergency Aid 2***



Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know how to get help from the emergency service.
3. Know how to clear an airway and place in the recovery position.
4. Know how to deal with minor bleeding.
5. Know how to deal with major bleeding.
6. Know how to deal with burns and scalds.

### **Notes**

*This requires 2 / 3 hours of training/activity and should be trained and assessed by an adult or young leader with First Response or equivalent external qualifications, familiar with the resource material.*

*A young person holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (such as the Young Life Savers key stage 2 [8 – 11yrs] or the Save a Life from the British Red Cross) automatically qualifies for this stage of the award.*

## ***Emergency Aid 3***



Complete the requirements below.

1. Know what to do at the scene of an accident.

2. Know when and how to contact the Emergency Services.
3. Be able to respond to the needs of an unconscious patient. Know how to open an airway, give CPR and how to place in the recovery position.
4. Know how to deal with major bleeding.
5. Know how to deal with burns and scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.
7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.

## **Notes**

*This stage requires 4 / 5 hours of training and activity and should be trained and assessed by an adult with current experience of First Aid training, who holds a First Response or equivalent external qualification and is familiar with the resource material.*

*A young person holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (such as the Young Life Savers key stage 3) automatically qualifies for this stage of the award.*

# **Emergency Aid 4**



Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know when and how to contact the Emergency Services.
3. Be able to respond to the needs of an unconscious patient. Know how to open an airway, give CPR to both an adult and a child and how to place in the recovery position.
4. Know how to deal with both minor cuts and bleeding and major bleeding injuries.
5. Know how to deal with burns and scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.
7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.
10. Know the common medication procedures used by individuals with asthma and how to deal with an asthma attack.
11. Know how to recognise the symptoms of a heart attack and take appropriate action.
12. Know how to deal with an injury to the head.

13. Know how to deal with a casualty with a suspected spinal injury.
14. Recognise the signs of a fracture and soft tissue injuries and how to protect from further injury or pain.
15. Know the signs and symptoms of Meningitis and the action to take.

## **Notes**

*This stage requires 8 hours of training and activity and should be trained and assessed by arrangement with an adult holding a full First Aid qualification and validated skills from the Adult Training Scheme in Presenting and Facilitating. Alternatively, a qualified First Aid Trainer from an externally recognised organisation may fulfil this role.*

*A person holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (such as the Young Life Savers key stage 3 [14 plus] automatically qualifies for this stage of the award.*

*This award exceeds the requirements of First Response and is a suitable alternative to the Young Leaders module K First Aid Master Class.*

# **Emergency Aid 5**



Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know when and how to contact the Emergency Services.
3. Be able to respond to the needs of an unconscious patient Know how to open an airway, give CPR to adults, children and infants and how to place in the recovery position.
4. Know how to deal with both minor cuts and bleeding and major bleeding injuries.
5. Know how to deal with burns and scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.
7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.
10. Know the common medication procedures used by asthmatics and how to deal with an asthma attack.
11. Know how to recognise the symptoms of a heart attack and take appropriate action.
12. Know how to deal with an injury to the head. Know how to treat a casualty with a suspected spinal injury.
13. Recognise the signs of a fracture and how to protect from further injury or pain.
14. Know how to recognise the symptoms of a stroke and take appropriate action.

15. Know how to recognise a range of muscular and skeletal injuries and how to protect from further injury and pain.
16. Know how to recognise and deal with a range of other medical conditions including Anaphylaxis, Angina, Cramp, Diabetes, Epilepsy, Febrile Convulsions and Meningitis.

## **Notes**

*This stage requires 16 hours of training and activity and should be trained and assessed by a holder of a current externally recognised First Aid Trainer qualification.*

*A person holding a first aid award cover this or a similar syllabus from a recognised First Aid provider (such as the British Red Cross Practical First Aid) automatically qualifies for this stage of the award.*

## **Entertainer**



As part of a group of Scouts, complete all the requirements in one of the following alternatives:

### **Alternative A**

1. Write and plan an original entertainment. This could take the form of a sketch, film or slide and tape presentation, campfire or stage routine involving the following: mime, drama, music, storytelling, conjuring, photography or sound recording.
2. Prepare the entertainment, ensuring that everyone has a job to do, for example actor, producer, stage manager, front of house, publicity manager.
3. Present the entertainment to an audience at a school, Pack, Troop or parents' evening.

### **Alternative B**

1. Take an active part in a Scout Show or other production. This should require a commitment to regular rehearsals.

## **Equestrian**



Complete the requirements below:

### **Riding**

1. Be able to catch a pony from a field or stable and tack up for riding.
2. Be able to walk, trot and canter a pony.
3. Be able to jump over small fences.

## ***Grooming and care***

1. Be able to groom correctly and explain why this is necessary.
2. Know how to take care of saddlery and other equipment.

## ***Horse Health***

1. Understand some of the basic health issues affecting horses, including worming and laminitis.
2. Show a basic knowledge of grass management to include recognising poisonous plant and the results of overgrazing.

## ***Safety***

1. Discuss road safety for riding.
2. Explain why a hat, body protector and stirrup and other safety equipment is necessary.

# ***Fire Safety***



Complete the requirements below:

1. Understand how the local Fire Service is organised.
2. Explain what action should be taken and why on discovering the outbreak of a fire in the home or at camp.
3. Give an explanation of the process of combustion. Know the effects of smoke and heat, and how to act in smoke.
4. Know the dangers and fire precautions necessary in the home relating to:
  - Oil heaters and open solid fuel fires;
  - Portable electric fires;
  - Drying clothes;
  - Electric wiring and fuses;
  - Smoking materials particularly matches;
  - Uses of household gas.
  - Party decorations, candles;
  - Closing doors and windows.
5. Explain the benefits of installed smoke detectors and describe where they should be sited.
6. Know the dangers of fire at camp and what precautions should be taken.
7. Know the causes of heath and grass fires.
8. Know how to make an emergency call for the Fire Service.
9. Be able to recognise various fire extinguishers including water, dry powder, foam and carbon dioxide types. Know what kinds of fire they should be used on.
10. Know how to deal with a person whose clothes are on fire.

11. Talk with your family about the actions to be taken in the event of a fire at home.

## Notes

*Taking part in a locally organised course with the Fire and Rescue Service can complete this Badge.*

## Resources

Chubb is now providing resource packs to help you achieve your Scout Fire Safety Badge. You can view and download the following resources as PDFs: [Poster](#), [Leaflet](#), [Certificate](#). Copies of these resources were sent to all Scout Leaders in January 2004.

More information is available at <http://www.chubb.co.uk/scouts>.

# Forester



Complete the requirements below:

1. Be able to identify at least 8 common types of tree growing in your area, including both deciduous and coniferous.
2. Know how to identify trees using identification keys.
3. Prepare soil and successfully transplant a young tree.
4. Understand the management of both natural woodland and commercial forests. Know the damage to which these areas may be exposed, for example through wind, frost, fire and animals.
5. Show how to select, use and care for appropriate equipment, and know the safety issues involved.
6. Show how to fell and trim out a tree or know the principles of laying a hedge.

## Notes

*The correct use of axes and saws must be understood and training given by a skilled person. Supervision by an adult is essential.*

# Global Conservation



Complete the requirements below:

1. Find out about an environmental issue that is important to your local community. Examples include:
  - recycling
  - energy efficiency in the home
  - water conservation

- local conservation groups
  - water or air pollution
2. Take part in a Troop activity that improves local conservation. Examples include:
- recycling
  - wildlife
  - energy
  - pollution
  - traffic fumes

The activity should involve at least 5 sessions over some weeks or a more concentrated project done over a shorter period of time, perhaps at a weekend conservation camp.

3. Get involved in a campaign to make others aware of an environmental issue. Examples might include:
- Writing about it to your MP or other local agencies
  - Use of an original, eye-catching method to inform others about saving energy or resources
  - Speaking to a community group
  - Recycling printer cartridges, tools or spectacles etc to aid an overseas development project

## **Resources**

co2balance have produced a [free on-line resource for Leaders and Young people](#) to help achieve this badge.

## **Guide**



Complete the requirements in one of the following alternatives:

### **Alternative A – for rural and suburban areas**

1. Show that you know the locality surrounding either your home or Scout Headquarters up to a radius of 2 kilometres in urban districts and 3 kilometres in rural districts. This should include knowledge of the location of many of the following:
- Doctors, veterinary surgeons, dentists, hospitals, ambulance station.
  - Fire station, police station, garages, shopping centres, retail parks and convenience stores.
  - Main bus stops, railway stations and routes of buses and trains to surrounding areas.
  - Local Scout Headquarters, public parks, theatres, sports and leisure complexes, cinemas, places of worship, museums, schools, colleges and local government buildings.

- Local routes that give access to the nearest motorway or national routes.
2. Show how to use a street map to point out six locations from requirement 1. From your home or Scout Headquarters, show the quickest route to one of the places.

### **Alternative B – for urban areas**

1. Have a general knowledge of what parts of the country are served from the local airport, and from the local mainline railway and coach stations.
2. Know how to reach the local airport, mainline railway and coach stations and major tourist attractions from your Scout Headquarters or home.
3. Show how to use a map of your district. Use it to point out six examples of places of interest. Show how to get to these places from your Scout Headquarters or home.
4. Give clear directions to a place of interest eight kilometres away to a person travelling by car or public transport.
5. Have a knowledge of which major local roads link to the motorway and A road network, and of the main cities the later serve.

### **Notes**

*The Troop Leadership Team may at its discretion vary the area described in requirement 1.*

## **Heritage**



Complete the requirements of one of the following alternatives:

### **Alternative A**

1. Over an agreed period, be involved with others in a project, which helps preserve some aspect of national or local heritage.

### **Alternative B**

1. Over an agreed period, be involved with a group that keeps traditional entertainment alive. Take part in at least one public performance.

### **Alternative C**

1. Complete a study of an aspect of national or local history or of family heritage.
2. Display, exhibit or present the results in a library, to a group of Scouts or local interest group.

## **Hiker**



Complete the requirements below:



1. As a member of a group of at least four and not more than seven Scouts, carry out three expeditions or journeys as follows:
  - (a) A journey or expedition of at least 12 km.
  - (b) Two journeys or expeditions of at least 20 km, both to include an overnight stop.
2. Before undertaking each expedition or journey, the group must provide a detailed *Route Plan (FS 120409)*.
3. All members of the group must show that they know the intended route and have knowledge of basic navigation, first aid and emergency procedures, including the *Home Contact system*.
4. After each journey or expedition, the group should give a verbal report.
5. Demonstrate awareness of developments in technology, such as the Global Positioning System (GPS); digital mapping; waterproof maps etc.

## Notes

*Reference should be made to the [Activity Rules in chapter nine of Policy, Organisation and Rules](#) and the [Adventurous Activity Permit Scheme](#) and the [Nights Away Permit Scheme](#). Expeditions by canoe, horseback or cycle of similar duration may be acceptable provided at least one overnight journey or expedition on foot is carried out. During cycling activities, cycle helmets must be worn at all times. The distances stated may be varied at the Leader's discretion. Alternative activities may be carried out as agreed by the Leadership Team.*

## Hikes Away 1



Complete 1 hike or journey with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

## Hikes Away 5



Complete 5 hike or journeys with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

## Hikes Away 10



Complete 10 hikes or journeys with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

## ***Hikes Away 20***



Complete 20 hikes or journeys with a purpose as agreed with the Section Leadership Team. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

## ***Hikes Away 35***



Complete 35 hikes or journeys with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

## ***Hikes Away 50***



Complete 50 hikes or journeys with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

### ***Notes***

Reference should be made to the Activity Rules in Chapter 9 of POR and the Activity Permit Scheme.

Examples of activities qualifying for a 'Hike Away' are listed below. Other similar activities could be undertaken.

For Scouts (plan for at least 4 hours of activity). Examples might be:

- Take part in a dusk to dawn hike
- Explore a bridle way on horseback
- An overnight expedition by foot (which would count as 2 hikes)
- A trip down a river in an open canoe
- Complete the 20 km cycle ride for the cyclist badge.

## ***Hill Walker***



Complete the requirements below:

1. With others, plan at least five one day journeys of 14 km or more in hilly country. At least 3 of these are to be in areas defined as Terrain One, led by an appropriate Permit Holder.
2. Using Ordnance Survey maps, complete all the information required on *Route Card (FS 120409)* for each journey, including the *Home Contact*.

3. Before setting out, list and explain the use of the equipment that should be taken including:
  - spare food, and safety/emergency equipment
  - what should be worn
  - what should be carried
4. Over a period, complete the planned journeys. Take turns in leading the group for part of the time.
5. Make a report to an audience about at least one of your journeys. Route cards, sketch maps and photographs should be presented where possible.
6. Demonstrate how the map and compass was used during the journey.
7. Demonstrate an awareness of the need to preserve the natural environment. For example, avoiding erosion, conserving wildlife habitat.
8. Demonstrate awareness of developments in technology, such as the Global Positioning System (GPS); digital mapping; waterproof maps etc.
9. Show knowledge of the publication Safety on Mountains (British Mountaineering Council).

### **Notes**

*Reference should be made to the [Activity Rules in chapter nine](#) of [Policy, Organisation and Rules](#) and the [Adventurous Activity Permit Scheme](#)*

## **Hobbies**



Complete the requirements for one of the following alternatives:

### **Alternative A**

1. Take up a hobby or interest for which you do not already have an Activity Badge.
2. Keep a record of involvement for a period agreed with a member of the Leadership Team.

### **Alternative B**

1. Make a collection or study of objects over an agreed period. Examples are stamps, metal badges, teaspoons or bookmarks.
2. Talk to a group about the collection or study chosen. Explain the reason for the choice.

### **Notes**

*This Badge is designed for those who regularly pursue a hobby for which there is no specific Activity Badge. The Scout can gain more than one Hobbies Badge. Alternative requirements can be agreed with a member of the Troop Leadership Team.*

# Information Technology 1



Complete the following:

1. Show that they can switch on and close down a computer safely.
2. Show that they know what the following are:
  - Monitor
  - Mouse
  - Printer
  - CD-ROM
  - Icon
3. Use a piece of software of their choice to show that they can produce a poster to show others what they do in Scouting. It should include both text and graphics.
4. Use a piece of painting software of their choice to produce a simple picture.
5. Show they can use a piece of software that requires the use of a CD-ROM

# Information Technology 2



Complete the following:

1. Produce a list of rules for using the Internet safely.
2. Show that they know what the following terms mean:
  - Modem
  - Browser
  - Search Engine
  - Digital Camera
  - Clip Art
  - Scanner
  - Menu
3. Show that they can save a file and open that file at a later date.
4. Choose four additional activities out of the following:
  - Access the Internet safely, to find out as much as they can about a topic of their choice.
  - Use a digital camera to take some digital photographs and use a piece of software to enhance or alter the original photographs.
  - Use a piece of software of their choice to produce a set of matching stationery for an event, e.g. birthday – place cards, invitations, posters etc.
  - Use a piece of simulation software and explain what they learnt from it.

- Produce a series of newsletters for their Section over a three-month period.
- Produce a simple pictogram or graph of something of interest to them or their Section.

## ***Information Technology 3***



Complete the following:

1. Show knowledge about the history of the Internet and how it works. Suggest how they think it may be used in the future.
2. Describe the advantages of using IT compared to manual systems in two of the following:
  - Letter writing
  - Graphic art, design or drawing
  - Accounts
  - Library records
  - Newspaper layout
  - Passing messages
  - News and weather
  - Information
  - Travel and holiday bookings.
3. Using email, demonstrate that they can:
  - Send an email
  - Reply to a sender
  - Reply to more than one sender
  - Open an attachment
4. Explain what a computer virus is, the possible effects and how they can be prevented.
5. Choose three additional activities out of the following:
  - Use a piece of presentation software (e.g. Powerpoint) to give a presentation to an audience.
  - Devise a simple database that could be used by their Section for a particular purpose, e.g. camp records, general records.
  - Produce a local map showing local facilities and places of interest.
  - Produce a simple spreadsheet to record subscriptions and expenses.

## ***Information Technology 4***



Complete the following:

1. Explain to the Assessor the laws which concern the copying of software, access to computer systems and storage of personal information.
2. Create a simple website for their Section.
3. Explain how an IT system is used by a major user, e.g. a supermarket chain or a bank.
4. Show how that they have used IT in their daily life over a period of six months, e.g. email, weather forecasts etc.
5. Explain the following terminology.
  - Macros
  - Web Publishing
  - Video Conferencing
  - Multi-tasking
  - Drag and Drop
6. Choose two additional activities out of the following:
  - Evaluate a range of professional websites.
  - Produce a range of information literature on an agreed theme, e.g. 'how to be more environmentally friendly' – leaflets, posters, fliers etc.
  - Produce a complex database for a specific purpose.
  - Take part in a video conference with a Scout from another part of the world.
  - Demonstrate their ability to use a control programme, e.g. Lego Dacta, LOGO beyond a basic standard.

## ***Information Technology 5***



Complete the following:

1. Design an integrated system using a number of pieces of software that, for example, a small company would need, such as a database, letters, invoices etc.
2. Design a website that has a series of pages and which includes links to other sites of a similar nature.
3. Reflect critically on the impact of IT on their own life and that of others – consider political, social, ethical, economic, moral and legal issues.
4. Produce an 'Internet Guide' for children of a younger age.
5. Produce a list of websites that would interest other Members of The Scout Association in the same Section as themselves.

### ***Resources***

The BCS provide an online resource for the staged IT badges at [www.itbadge.org.uk](http://www.itbadge.org.uk).

# Interpreter



Complete the requirements in one of the following alternatives:

## **Alternative A**

Complete the following in any foreign language:

1. Carry on a simple conversation for about ten minutes.
2. Write a letter of around 150 words.
3. After a few minutes of study, give a translation of a paragraph of basic text.
4. Act as an interpreter for a visitor who does not speak in your native language.
5. Communicate with a person who does not speak your native language.

## **Alternative B**

Complete the following requirements in a recognised sign language such as Makaton or BSL.

1. Carry out a simple conversation for about ten minutes.
2. Use sign language to describe a Scouting experience to another person.
3. Act as a translator for a short conversation between a sign language user and someone with no sign language experience.
4. Invite a sign language user to talk to the Troop about what it is like to have hearing or speech impediments. Help by acting as translator for them during their visit.

# Librarian



Complete the requirements below:

1. Demonstrate that you know how to look after books and CD-ROMs.
2. Show that you know how to use a library catalogue.
3. Explain how fiction and non-fiction books are arranged on the shelves and why they are treated differently.
4. Know what is meant by a Reference book or material. Gather information you need for a journey with a purpose by using some of the following reference material: leisure leaflet; bus or train timetable; almanac; gazetteer, Yellow Pages; Who's Who?
5. Demonstrate how to search for information on a CD-ROM encyclopaedia or using the Internet.
6. Talk to the assessor about:
  - (a) Books you have read and why you enjoyed them; or
  - (b) Information you have researched from books or online which you have found of particular interest.

# Lifesaver



Complete the requirements below:

1. Understand and explain how you would effect a rescue from water using the following methods: reach, throw, wade, row.
2. Hold one of the following:
  - (a) Royal Lifesaving Society UK. Rookie Star Grade 3 Summary Award
  - (b) Royal Lifesaving Society UK Lifesaving 3 Award
  - (c) National Aquatic Rescue Standard Silver Cross
3. Explain and where possible demonstrate actions to take in the following cases:
  - (a) someone falling through ice
  - (b) house fire
  - (c) gas leak
  - (d) car accident
  - (e) someone who has touched a live wire

Show an understanding of the risks associated with each action.

# Martial Arts



Complete the requirements below:

1. Attend regular training sessions in the chosen activity for not less than six months and demonstrate an improvement of at least one level over that period.
2. Take part in a competition or demonstration and discuss your performance with an instructor.

## Notes

Reference should be made to *Policy, Organisation and Rules* relating to *Martial Arts* .

# Master at Arms



Complete the requirements below:

1. Attend regular training sessions in a chosen activity (fencing, shooting or archery) and demonstrate an improvement in skill. Training should be for at least 5 sessions.
2. Know the safety rules associated with the activity and demonstrate their use.
3. Take part in the chosen activity at an officially supervised contest and discuss performance with the instructor.



## Notes

Reference must be made to the *activity rules* in *Policy, Organisation and Rules* relating to *Shooting* and *Archery*.

# Mechanic



Complete the requirements in one of the following alternatives:

### **Alternative A – motor car**

1. Know the principles of operation of an internal combustion engine and understand the function of the clutch, gearbox and rear axle differential.
2. Show how to check and refill the windscreen wash bottle of a car.
3. Show how to change a bulb at the front and in the rear light cluster of a car.
4. Show how to check the level of water in the radiator, 'top up' the radiator and know the importance of anti-freeze.
5. Show how to check tyre pressures and inflate a tyre correctly.
6. Remove and replace a road wheel.
7. Explain what to look for when checking that a tyre conforms to the legal requirement. Understand the reason why cross and radial ply tyres should not be mixed on the same axle.
8. Show how to change a wiper blade and replenish screen wash.
9. Know the outline requirements for an MOT road test.

### **Alternative B – power boat**

1. Complete one from the following two activities:
  - (a) Be able to discuss the principles and performance of several types of motorboat engines, other than two-stroke. Show knowledge of the maintenance needed by a familiar type of marine internal combustion engine, other than two-stroke
  - (b) Assist with the maintenance, dismantle, service and re-assemble an outboard engine. Demonstrate proper fitting to the transom of a boat. Be able to explain how to detect minor faults in starting and running whilst afloat
2. Complete one of the following two activities:
  - (a) As driver or mechanic member of a power boat's crew:
    - Assist in the preparation of the boat for a voyage by checking the engine for possible minor faults, checking the fuel supply and pump, and mustering the fire-fighting equipment.
    - In response to orders, operate the engine whilst getting underway from the quay.
    - Operate the engine to bring the craft alongside the quay and shut-down

- Lay out a kedge
  - Re-man the boat in response to a 'distress call' and under orders, start and operate the engine whilst proceeding to and manoeuvring alongside a 'stranded craft'.
  - Operate all the boat's gears in a confined area of water and a return journey to base, coming alongside with the tide (or current).
  - Know how to leave the engine in a proper manner and how to drain the engine in an emergency
- (b) Act as mechanic on at least one short cruise or expedition
- Be responsible for the running of the engine throughout the cruise.
  - Check the engine of a motorboat in preparation for a cruise or expedition to include the provision of fuel and its safe storage, an adequate tool kit and effective fire-fighting apparatus.
  - Accompany the expedition either as the mechanic or assistant and be fully or jointly responsible for the operation, care and maintenance of the engine throughout.

### ***Alternative C – aircraft***

1. Understand the basic principles of, and be able to point out the component parts of either:
  - (a) A aircraft piston engine;
  - (b) An aircraft gas turbine engine.
2. Understand the basic principles of flight and airframe construction of a fixed wing aircraft.
3. Know and be able to demonstrate Aircraft Marshalling signals used by day and night.
4. Demonstrate your ability to carry out four of the following:
  - (a) Replenish a light aircraft fuel and oil system.
  - (b) Rig and de-rig a glider.
  - (c) Picket a light aircraft.
  - (d) Change a set of plugs on a light aircraft engine.
  - (e) Inspect aircraft main and tail or nose wheel tyres or serviceability.
  - (f) Repair a small tear in the fabric surface of a light aircraft or glider.
  - (g) The pre-use inspection of a parachute and how to put it on and take it off.
  - (h) Check the control system of a light aircraft or glider for correct sense of movement.

### ***Alternative D – motorcycle or scooter***

1. Know the principles of operation of a two-stroke or four-stroke internal combustion engine and understand the function of the clutch, gearbox, carburettor and transmission of a motorcycle.
2. Remove, clean and check the gap of a sparking plug.
3. Check and top up the level of the engine oil.

4. Explain how to adjust the tension of the final drive chain.
5. Show how to change a bulb at the front and in the rear light cluster.
6. Show how to check tyre pressures and inflate a tyre correctly.
7. Remove and replace a road wheel.
8. Explain what to look for when checking that a tyre conforms to the legal requirement.
9. Know the outline requirements for an MOT road test.

## ***Meteorologist***



Complete the requirements below:

1. Explain how the following are measured:
  - (a) Wind force and direction
  - (b) Cloud type and extent
  - (c) Temperature
  - (d) Pressure
  - (e) Rainfall.
  - (f) Humidity
2. Keep a daily record of main weather conditions for at least two weeks.
3. Understand three different ways in which clouds are formed.
4. Know the typical weather produced in your own area by 'warm' and 'cold' air masses in summer and winter, noting the effects of land and sea.
5. Know how synoptic weather maps are produced. Be able to understand a simple map, with fronts and isobars, similar to those shown on television and in newspapers. Relate your observations in requirement 1. to a map.
6. Understand the effects of temperature, wind and water on the human body in cases of hypothermia and exhaustion.

### ***Resources***

The Met Office in conjunction with The Scout Association has produced a new [Meteorology Badge pack](#) which can be downloaded (as PDF) from the Sponsored badge area of the site.

## ***Model Maker***



Complete the requirements in one of the following alternatives:

### ***Alternative A***

1. Choose one of the following two activities:

- (a) Build a model involving the use of a plastic or white metal kit or pre-cast figures.
  - (b) Design and construct a model from wood, plastic or metal construction set (such as Lego or Meccano).
2. Demonstrate knowledge of the different types of kits or parts available in the material you chose.
  3. Discuss the experience of building the model with a knowledgeable adult.

### ***Alternative B***

1. Construct a model aeroplane, using a kit if desired. When flown, it must meet one of the following target flight performances:
  - (a) Hand launched glider: to fly for 25 seconds.
  - (b) Tow-launched glider: to fly for 45 seconds with 50 metres maximum line length.
  - (c) Rubber-powered aircraft: to fly for 30 seconds.
  - (d) Engine-powered aircraft: to fly for 45 seconds with 15 seconds maximum motor run.
  - (e) Control line aircraft: to show a smooth take off and landing, with three laps of level flight at about 2 metres, with a climb and dive.
2. Discuss the experience of building and flying the model with a knowledgeable adult.

### ***Alternative C***

1. Build an electric or engine-powered model boat or yacht not less than 45 cm in length (kits permitted) and show it to be capable of maintaining a straight course of not less than 25 metres.
2. Discuss the experience of building the model with a knowledgeable adult.

### ***Alternative D***

1. Choose one of the following two activities:
  - (a) Build an electric slot car racer and drive it a minimum distance of 122 metres on any track without stopping or leaving the slot more than four times.
  - (b) Build a free running car of any type (kits permitted) and demonstrate that it will run for at least 18 metres. Airscrew drive is allowed.
2. Discuss the experience of building the model with a knowledgeable adult.

### ***Alternative E***

1. Build a model coach or wagon and demonstrate that it runs satisfactorily behind a scale locomotive.
2. Build a scaled scenic model, such as a station or farmhouse (kits allowed) for a railway layout.
3. Discuss the experience of building your models with a knowledgeable adult.

## **Resources**

LEGO® have teamed up with The Scout Association to add an exciting new dimension to the Scout Model Maker Badge. They have given away 1,000 FREE LEGO TECHNIC Off Road Truck sets, for Scout Troops who participate in the Model Maker Badge.

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## **Musician 1**



Complete the following:

### **Skill**

Listen to a short tune of a couple of lines and then sing it back.

Listen to another tune and then beat or clap out the rhythm.

### **Performance**

Sing or play two different types of song or tune on their chosen instrument.

This performance must be either in front of other Scouts, or at a public performance, such as at a Group Shows, school concert or church service.

### **Knowledge**

Demonstrate some of the musical exercises that they use to practice their skills.

Talk about their instrument, and why they enjoy playing it (or the songs they sing and why they enjoy singing them).

Name several well-known pieces of music that can be played on their instrument.

Name several musicians who they have heard.

### **Interest**

Tell their Assessor about the music that they most like to listen to.

## **Musician 2**



Complete the following:

### **Skill**

Achieve Grade One of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice or by singing.

### **Performance**

Sing or play two different types of song or tune on their chosen instrument.

This performance must be either in front of other Scouts, or at a public performance, such as at a Group Show, school concert or church service.

### **Knowledge**

Demonstrate some of the musical exercises that they use to practice their skills.

Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them).

Name several well-known pieces of music associated with their instrument.

Name several musicians who are associated with their instrument or chosen songs.

### **Interest**

Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play or sing.

## **Musician 3**



Complete the following:

### **Skill**

Achieve Grade Two of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice.

### **Performance**

Sing or play (either as a solo or with others) two different types of song or tune on their chosen instrument. This performance must be either in front of the other Scouts, or at a public performance such as at a Group Show, school concert or church service.

### **Knowledge**

Demonstrate some of the musical exercises that they use to practice their skills.

Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them).

Talk about several well-known pieces of music associated with their instrument or chosen songs.

### **Interest**

Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play or sing.

## **Musician 4**



Complete the following:

### **Skill**

Achieve Grade Three or Four of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice by singing.

### **Performance**

Sing or play three different types of song or tune on their chosen instrument.

One should be a solo and one of the other two should accompany other musicians in an arrangement of their choice. The performance should be public, such as at a Group Show, school concert or church service.

### **Knowledge**

Demonstrate some of the musical exercises that they use to practice their skills.

Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them).

Talk about some of the musicians who are associated with their instrument.

### **Interest**

Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play or sing.

## **Musician 5**



Complete the following:

### **Skill**

Achieve Grade Five of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice or by singing.

### **Performance**

Sing or play three different types of song or tune on their chosen instrument.

One should be a solo and one of the other two should accompany other musicians in an arrangement of their choice. The performance should be public, such as at a Group Show, school concert or church service.

### **Knowledge**

Demonstrate some of the musical exercises that they use to practice their skills.

Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them).

Name several well-known pieces of music associated with their instrument.

Name several musicians who are associated with their instrument.

### **Interest**

Talk about their own interests in music, including what they listen to most and how this is similar to or different from the music they play or sing.

## **My Faith**



Complete the requirements below:

1. Take an active part at your place of worship. This might include, getting involved in community work, taking a special part in services or celebrations or following a training or study programme.
2. Complete the following:

- (a) Find out more about the origins of your faith and share what you found out with others in the Troop.
- (b) Explore some aspect of the history of your faith at a local, national or international level. This could be done by learning about influential people or by visiting a shrine or other holy place.
- (c) Be able to explain to an adult some of the teachings of your faith and how these affect the way you live your life.

## ***Naturalist***



Complete the requirements below:

1. Pick one of the following locations and, with appropriate permission, investigate the wildlife and plants found there. This activity should take at least one day.
  - (a) woodland
  - (b) parkland
  - (c) down land
  - (d) moor land
  - (e) seashore or sand dune.
  - (f) hedgerow
  - (g) roadside verge
  - (h) stream, river or canal
  - (i) small pond
  - (j) wetland
  - (k) marshland
2. Tell a knowledgeable adult what has been discovered using field notes, sketches, photographs or maps prepared on site.
3. Find out more about any one plant, animal or particular wildlife.
4. Discuss what has been found out, giving sources for information, for example museums, field guides or the Internet.
5. Discuss how human activities or management can affect wildlife.

## ***Basic Nautical Skills***



Complete the requirements below:

1. Swim 50 metres and stay afloat for five minutes.
2. Explain the safety rules that apply to boating, and the effects of winds, tide and current.
3. Demonstrate the difference between a buoyancy aid and a life jacket and explain when each should be used and how they function. Show how they are worn.



4. Complete any two of the following activities:
  - (a) Row a dinghy single-handed and carry out basic manoeuvres.
  - (b) Scull a dinghy and carry out basic manoeuvres.
  - (c) Sail a figure-of-eight course.
  - (d) Complete an introductory course for canoeing or kayaking.
  - (e) Crew a Bell Boat or Dragon Boat.
5. Carry out an activity using knots, bends or hitches. Make a lashing and demonstrate rope whipping or safe sealing.
6. Take part in a half-day expedition or exercise afloat.
7. Complete four items from the list of nautical skills training activities each one taken from a different section of the list.
8. Keep a log or other record of the water activities completed.

### **Notes**

*Reference should be made to the [Activity Rules in chapter nine](#) of [Policy, Organisation and Rules](#) and the [Adventurous Activity Permit Scheme](#)*

## **Nautical Skills**



Complete the requirements below:

1. Hold the Basic Nautical Skills Badge.
2. Demonstrate how to use your craft to recover a casualty from the water by taking part in a simple rescue exercise.
3. Heave a lifeline from a boat to land in reach of person 6 metres away, within two attempts.
4. Know the IRPCS steering rules and apply these to the craft used.
5. Plan and take part in a one-day expedition or exercise afloat.
6. Complete from the list of nautical skills training activities:
  - (a) One item from the Practical Skills section.
  - (b) One item from the Safety section.
  - (c) Two items from the rules of the road and communications section.
  - (d) A further five items from the remaining five sections.
7. Maintain a log or other record of the water activities completed.

### **Notes**

*Reference should be made to the [Activity Rules in chapter nine](#) of [Policy, Organisation and Rules](#) and the [Adventurous Activity Permit Scheme](#)*

# Advanced Nautical Skills



Complete the requirements below:

1. Hold the Nautical Skills Badge.
2. Demonstrate knowledge of pilotage, navigation lights, sound signals, tides, currents and eddies, as relevant to your local waters.
3. Take care of and maintain a boat or canoe for a period of at least three months.
4. Know how to get local weather forecasts, understand their importance and be able to recognise signs of changing weather.
5. Choose two of the following four activities:
  - (a) Gain the RYA Level 2 Power Boat
  - (b) Gain the RYA Start Sailing 3
  - (c) Gain the BCU Paddlepower Discover
  - (d) Gain the Scout Association's Pulling Badge.
6. Take part in an expedition afloat with a minimum 24 hour duration.
7. Obtain a Permit to undertake Water Activities.
8. Complete from the list of nautical skills training activities:
  - (a) One further item from the Practical Skills section, making sure that at least two skill areas have been covered.
  - (b) Two further items from the Safety section.
  - (c) One further item from the Rules of the road and communications section.
  - (d) Three further items from the remaining five sections.
9. Maintain a log or other record of the water activities completed.

## Notes

Reference should be made to the *Activity Rules in chapter nine of Policy, Organisation and Rules* and the *Adventurous Activity Permit Scheme*

## Nautical Skills training activities

### Section One: practical skills

#### *Pulling*

1. Gain the Scout Association's Pulling Badge.
2. Gain the Scout Association's Pulling Instructor Badge.

#### *Power*

1. Gain the Scout Association Power Coxswain Activity Badge (Narrow boat)
2. Gain the RYA Level 1 Powerboat
3. Gain the RYA Personal Watercraft Proficiency Award

### *Paddle sports*

1. Gain the BCU Paddlepower Passport
2. Gain the BCU Paddlepower Discover
3. Gain the BCU Paddlepower Explorer
4. Gain the BCU Paddlepower Excel
5. Gain the Dragon Boat Activity Badge

### *Sailing*

1. Gain the RYA Youth Windsurfing Level 1
2. Gain the RYA Youth Windsurfing Level 2
3. Gain the RYA Youth Windsurfing Level 3
4. Gain the RYA Young Sailor Scheme Start Sailing 1 Award.
5. Gain the NSSA Bronze Award
6. Gain the RYA Young Sailor Scheme Start Sailing 2 Award.
7. Gain the NSSA Silver Award
8. Gain the RYA Young Sailor Scheme Start Sailing 3 Award.
9. Gain the NSSA Gold Award
10. Gain the RYA Young Sailor Scheme Start Sailing 4 Award.
11. Gain the RYA Young Sailor Scheme Red Badge.
12. Gain the RYA Young Sailor Scheme White Badge.
13. Gain the RYA Young Sailor Scheme Blue Badge.
14. Gain the RYA Competent Crew Certificate.
15. Gain the RYA Sail Cruising Award

### ***Section Two: safety***

1. Demonstrate the HELP posture for survival in water.
2. With other Scouts, demonstrate the HUDDLE position for survival in water.
3. Explain how a life jacket works and be able to demonstrate its use.
4. Explain the effects of temperature, wind and water on the human body in cases of hypothermia and exhaustion. List the First Aid procedures in these cases.
5. With another canoeist, demonstrate two methods of canoe rescue.
6. Heave a lifeline from a boat to land within reach of person eight metres away twice from three attempts.
7. Acting as an assistant in a rescue exercise, board a craft not under control and bring it ashore' and single-handed.
8. Under sail, demonstrate the 'man overboard' procedure.
9. Using a training manikin, demonstrate the correct method of artificial ventilation.
10. Demonstrate capsize drill in a sailing dinghy.
11. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

### ***Section Three: boats and construction***

1. Name the parts of a boat or canoe and its equipment. Prepare it for a water activity and use it.
2. With other Scouts, clean, paint or varnish a boat.
3. Under supervision, carry out repairs to a boat or canoe.
4. Demonstrate simple sail repairs, using a palm and needle.
5. Rig a sailing boat and name the parts of the gear.
6. Refit or help build and maintain a boat or canoe.
7. Whilst afloat, construct and hoist a jury rig from available materials in the boat. Sail the jury-rigged boat 500 metres.
8. Under supervision, carry out routine maintenance on an outboard motor. Demonstrate the proper fitting of the motor to the transom of a boat.
9. Make a boat's bag or sail bag.
10. Build and demonstrate a working model of a boat.
11. Lead a team in the safe operation of a lock on a canal
12. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

### ***Section four: navigation***

1. Read a mariner's compass and have knowledge of variation and deviation.
2. Demonstrate how a position may be found from three bearings.
3. Demonstrate how compass error can be found from a transit bearing.
4. Plot a position using GPS.
5. Demonstrate the use of tide tables and tidal stream atlases.
6. Explain the system of strip maps of canals and rivers. Use such a publication to plan an expedition by canoe or dinghy.
7. Plot your position at sea using Dead Reckoning (DR) and Estimate Position (EP)
8. Using an inland navigation guide, plan a day's cruise in a motor vessel, calculating how long it will take to cover the required distance, taking into account both the number of locks and the mileage involved.
9. Use a sextant to measure vertical angles.
10. Complete a navigation exercise by day on water. Know how to find North by sun or stars.
11. Demonstrate how to take soundings with lead line and pole in local waters.
12. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

### ***Section five: rope work and tradition***

1. Hoist the colours for a Sea Scout Group. Pipe the 'still' and 'carry on' on a Bosun's call.
2. Demonstrate three further whistle calls commonly used in a Sea Scout Group.
3. Make a sail maker's whipping and one other type of whipping.
4. Make an eye splice and a back splice.

5. Make a short splice.
6. Demonstrate in a nautical setting the following knots with their correct use: clove hitch, rolling hitch, fisherman's bend and a form of stopper knot.
7. With others build a raft from spars and drums and prove it floats.
8. Prepare, coil and throw a heaving line with good accuracy.
9. Make a rope fender or other piece of rope work, for example, a lanyard.
10. Explain the differences in usage and stowage of natural and synthetic ropes.
11. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

### ***Section six: meteorology***

1. Know the Beaufort wind and sea scales.
2. Identify the basic types of clouds. Explain how they are formed, how wind speed is measured and how weather can affect water activities.
3. Record the shipping forecast and explain what it means for any given sea area or inshore waters.
4. Identify the weather associated with frontal systems. Be able to explain the meaning of terms used on a weather map, for example, col, ridge, trough and occlusion.
5. Explain how temperature and pressure are measured.
6. Identify the weather conditions associated with the movement of air masses.
7. Find the geostrophic wind speed from information given on a synoptic chart, and discuss its relationship to wind on land and in coastal waters.
8. Set up a simple weather station and keep a log of daily recordings over a month.
9. and make a weather map from it
10. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

### ***Section seven: expeditions***

1. Demonstrate knowledge of the pulling orders used in single or double-banked boats, and take charge of a pulling boat.
2. Be able to steer and manoeuvre a boat, canoe or dinghy.
3. Complete a one-day expedition with others by canoe, pulling boat or sailing dinghy.
4. Complete a 24 hour expedition with others by water, to include an overnight camp..
5. Form part of a crew on an offshore cruising vessel for not less than 24 hours, to include at least one night afloat.
6. Form part of a crew on an inland cruising vessel for a trip of not less than 48 hours, to include two nights afloat.
7. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

## **Section 8: rules of the road and communications**

1. Know the rules for getting afloat on tidal waters and on inland waters.
2. Know the International Maritime distress, storm, fog and danger signals.
3. Know the international (IALA) Buoyage System.
4. Know the sound signals used by powered vessels underway and at anchor.
5. Know the navigation lights carried by different types of vessels. Identify at least three different types of vessel from lights displayed.
6. Have a working knowledge of the International Yacht Racing Rules and the Yardstick Handicapping System.
7. Know the effects of currents in non-tidal waterways and the effect of heavy rain in an area drained a natural river. Explain what is meant by a river in spate and the associated dangers.
8. Advise on suitable moorings and anchorages for different types of craft locally, and give local emergency landing places for small craft.
9. Explain the difficulties of paddling on British waters and how to gain information on access to rivers and lakes. Explain why sensitivity should be shown when launching and landing to other users.
10. Explain the systems of sea-lanes in national and international waters.
11. Gain a VHF licence
12. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

## **Navigator**



Complete the requirements in one of the following alternatives:

### **Alternative A – land**

1. Using 1:50 000 and 1:25 000 scale Ordnance Survey maps:
  - (a) Show that you understand the meaning of scale, true, grid and magnetic north and can recognise conventional map symbols.
  - (b) Interpret contour lines in terms of shape and steepness of terrain. Know the meaning of topographical features such as valley, col, ridge, spur, etc.
  - (c) Show how to set a map with and without a compass. Be able to use and give six – figure grid references. Demonstrate the use of a romer to improve accuracy.
  - (d) Show how to measure distances on a map and how to estimate timings for a particular route.
  - (e) Show how to find north without the aid of a compass, by day or night.
  - (f) Demonstrate your awareness of the latest developments in electronic technology such as the Global Positioning System.
2. Be familiar with traffic signs and signals as illustrated in The Highway Code.
3. With other Scouts, accompany a motorist on a journey of at least 30 kilometres, taking it in turns to act as navigator to a stated destination. The route

should avoid motorways and major roads and if possible should be cross-country, using a variety of roads and lanes. There should be no prior route preparation.

4. Walk two compass routes of at least 2 kilometres each. One route should have start and end points defined on a map by an adult and the second by the Scout.
5. Demonstrate an ability to:
  - (a) Convert grid bearings to magnetic bearings and vice versa.
  - (b) Use back bearings to check the route.
  - (c) Estimate current position using a compass.
  - (d) Walk on a bearing, including 'deviating from course', (the four right angles technique to circumvent an obstacle).

### ***Alternative B – air***

1. Given three headings and corresponding tracks, work out in each case the type and the amount of drift in degrees. Illustrate each case by a simple diagram.
2. Demonstrate with a compass how an aircraft can be turned on to various compass headings.
3. Choose one of the following activities:
  - (a) Draw on a topographical air map a track for an imaginary flight of not less than 80 kilometres. Point out the landmarks that would show up on both sides of the track in clear visibility at an altitude of about 600 metres.
  - (b) Identify on a topographical air map landmarks seen during a flight of about half an hour's duration in clear weather
4. Illustrate by means of a simple diagram how a fix can be obtained from two position lines. Describe briefly two ways in which bearings can be obtained in an aircraft.
5. Show an understanding of compass headings by completing the following two tasks:
  - (a) Given the true heading and the variation and deviation, work out the compass heading on which the pilot should be flying.
  - (b) Given two sets of true, magnetic and compass headings, work out the variation and deviation in each case.
6. Illustrate latitude and longitude by simple diagrams.
7. Draw on a topographical map the track between any two places not less than 100 kilometres apart and measure the exact distance. Given the aircraft's air speed as 130 km/h, work out the time of flight from overhead starting point to overhead destination in each of the following conditions:
  - (a) With no wind at all.
  - (b) With a head wind of 30 km/h.
  - (c) With a tail wind of 50 km/h.
8. Demonstrate your awareness of the latest developments in electronic technology such as the Global Positioning System.

### **Alternative C – water**

1. Have a good working knowledge of charts, chart datum and symbols used.
2. Display an aptitude in compass work by completing the following three activities:
  - (a) Read a mariner's compass marked in points and degrees and have knowledge of compasses generally.
  - (b) Know about variation and avoiding deviation. Be able to correct a magnetic compass course for variation and deviation to obtain a true bearing. Given a true bearing, successfully adjust this to obtain a compass course.
  - (c) Understand how compass error can be found from a transit bearing.
3. Complete two of the following:
  - (a) Understand how a position may be found from two intersecting position lines.
  - (b) Understand what is meant by a 'cocked hat' position and how to use it safely. Plot a position from any three cross bearings
  - (c) Plot a position using the 'running fix' method.
  - (d) Plot a position using a combination of compass bearings and any one or more of the following:
    - Satellite navigation system.
    - vertical sextant angle.
    - horizontal sextant angle.
    - line of soundings.
    - transits.
4. Be able to use tide tables and tidal stream atlases.
5. Understand the use of the marine log to obtain distance run and speed.
6. Understand the buoyage system for United Kingdom coastal waters and other methods of marking dangers and channels.
7. Demonstrate your awareness of the latest developments in electronic technology such as the Global Positioning System and electronic charts.
8. Undertake a coastal voyage of between four and six hours acting as navigator. A log should be kept showing courses steered, distance run, navigation marks passed and weather experienced. During the voyage:
  - Plot the estimated position every hour by keeping up the dead reckoning.
  - Whenever appropriate, and not less than once per hour, plot an observed position by bearings or other means of obtaining a fix.

### **Notes**

*The voyage should be planned on the chart beforehand using tidal streams to the best advantage and giving hourly courses to steer for an assumed speed.*

### **Alternative D – GPS Navigation**

1. Demonstrate an awareness of the Global Positioning System (GPS) to include:
  - (a) How it works



- (b) Ownership and control of the system
  - (c) Benefits to society
  - (d) What factors affect accuracy.
2. Programme a hand-held GPS receiver to perform the following functions:
    - (a) Find your location (grid reference and latitude/longitude) and record it
    - (b) Enter the grid reference of a local landmark and navigate to the waypoint
    - (c) Enter the latitude/longitude coordinates of a nearby point and navigate to the waypoint, checking the accuracy
    - (d) Walk on a bearing using the GPS and a map.
  3. Demonstrate an understanding of the difference between Ordnance Survey and latitude/longitude coordinates.
  4. Using an Ordnance Survey map (1:25 000 or 1:50 000 scale) plan a route of at least 4km that contains a minimum of 10 waypoints. Discuss the features and challenges that exist along the route. Programme the route into a hand-held GPS and undertake the journey.
  5. Sign up to a geocaching website. Find out about geocaching and demonstrate an understanding of what is involved in both locating and placing a geocache.
  6. Demonstrate an understanding of the safety and environmental aspects of geocaching, e.g. relevant Activity Rules in chapter nine of Policy, Organisation and Rules; Highway Code; Countryside Code and guidelines produced by the Geocaching Association of Great Britain (GAGB).
  7. Find five geocaches using a GPS, at least 3 of which must be 'multi-caches' with at least two waypoints. Discuss the accuracy of the information provided and of the GPS receiver you used.
  8. With adult assistance where necessary:
    - (a) Plan, assemble and hide 2 caches, one of which should be a multi-cache. The planning should involve making sure the location is suitable and that other navigators have proper access to the land and terrain
    - (b) Either submit your caches to a geocaching website, or give the details to other Scouts to successfully find the caches.

## Notes

Reference should be made to the *Activity Rules in chapter nine of Policy, Organisation and Rules* and the *Adventurous Activity Permit Scheme*

## Nights Away 1



Complete 1 night away as part of a recognised Scout activity, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 5***



Complete 5 nights away on recognised Scout activities, sleeping in either tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 10***



Complete 10 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 20***



Complete 20 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 35***



Complete 35 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 50***



Complete 50 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 75***



Complete 75 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 100***



Complete 100 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 125***



Complete 125 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 150***



Complete 150 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 175***



Complete 175 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

## ***Nights Away 200***



Complete 200 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

### ***Notes***

Young people of any Section may, with the agreement of their Leader, also include nights away spent on educational trips, Duke of Edinburgh Award Expeditions and other similar excursions.

## ***Orienteer***



Complete the following:

1. Know the map colours and common symbols used on an orienteering map.
2. Be able to orientate a map using either terrain or compass and understand how to navigate whilst keeping the map set to the ground. Be able to 'thumb' the map to log a changing position.
3. At an orienteering event, accurately transfer relevant details from a master map to a personal orienteering map.
4. Complete three courses at orienteering events recognised by the BOF, or of other similar standard.

5. Show knowledge of safety procedures, basic First Aid, appropriate clothing and equipment for countryside navigation.
6. Demonstrate knowledge of the Countryside Code.

## Notes

*A Scout who has qualified for the Yellow Standard Award of the British Orienteering Federation automatically qualifies for this Badge.*

# Parascending



Complete the requirements below:

1. Know the [Rules relating to access to airfields](#) as laid down in *Policy, Organisation and Rules* and the Scout Association *Factsheet on parascending*.
2. Take part in a parascending course and be able to:
  - (a) Demonstrate a good landing roll.
  - (b) Be able to put on a harness and adjust it.
  - (c) Assist on more than two occasions as tensiometer reader, observer or log keeper.
3. Know the main characteristics and different types of parachutes used by parascenders.
4. Show a basic knowledge of the theory of flight.
5. Experience at least four parascending flights. (Where a Scout is under 14 years, flights must be taken in tandem, and under the instruction of a BHPA dual qualified instructor.)

## Notes

*Reference should be made to the [Activity Rules in chapter nine](#) of *Policy, Organisation and Rules* and the [Adventurous Activity Permit Scheme](#)*

# Photographer



Complete the requirements from one of the following alternatives:

## Alternative A – still photography

1. Choose one of these two activities:
  - (a) Produce twelve prints of photographs (negative or digital) taken by yourself covering at least two different aspects from this list:
    - portrait
    - still life or similar

- land or seascape
  - sport or similar action
  - flash-gun
  - time-lapse photography
- (b) Produce six black and white photographs where you have undertaken some part of the processing.
2. Choose one from the following two activities:
- (a) Show knowledge of the main functions of a film camera, including shutter speed, aperture, film speed, depth of field and lens focusing.
- (b) Show knowledge of the main functions of a digital camera including resolution, digital compression and how these effect the final print. Show knowledge of the types of removable memory available.
3. Discuss the different types of camera and the accessories available.
4. Choose one from the following activities:
- (a) Describe the process of developing black and white films and prints, including the use of an enlarger.
- (b) Describe the processes and equipment needed to produce prints from a digital camera, including the use of editing software.
- (c) Describe the processes and equipment needed to scan prints or negatives from existing photographs, including the use of editing software.
5. Diagnose faults that occur both at the photographing or printing stages, such as over/under exposure and high/low contrast. Explain the difference between camera shake and subject movement.
6. Demonstrate that you know how to care for a camera and accessories.

### ***Alternative B – video photography***

1. Produce at least two short films from two of the following categories:
- (a) documentary;
- (b) music video etc for document consistent punctuation;
- (c) drama;
- (d) situation comedy;
- (e) advertisement;
- (f) training film;
- (g) environmental;
- (h) community;
- (i) current affairs.

A story board and script should be produced for each of these. The film can be edited 'in camera' or by using simple editing equipment.

2. Discuss the following:
- (a) The main features and functions of a video camera, including zoom, focus, aperture, shutter speed, white balance and common tape formats.
- (b) Problems that may be encountered when using automatic settings and

how these may be overcome.

3. Show an understanding of the following:
  - (a) Camera techniques such as panning, zooming, the use of close-ups, long shots, and the use of additional lighting.
  - (b) Production techniques such as editing, how to avoid jumpy cuts, maintaining continuity.
4. Demonstrate that you know how to care for a video camera and accessories such as tapes, batteries, microphones and lights.

### **Notes**

*Section B1 can be completed as a small group with each person taking a different responsibility, for example camera operator, director, or editor.*

## **Physical Recreation**



Complete the requirements below:

1. Take a regular part in an active sport or physical pursuit for which an Activity Badge has not been gained. This can be a team game such as rugby, football, cricket or water polo; or an individual sport such as tennis, squash, running or gymnastics; or a pursuit such as walking, yoga, ice skating, dancing or keep fit.
2. Be able to demonstrate a reasonable level of skill in their sport or pursuit and give evidence of improvement.
3. Explain the rules or guidelines that govern the sport or pursuit chosen.
4. Demonstrate the preparations they make before taking part in the sport or pursuit. These may include any special equipment or clothes required and /or warm-up and warm-down routines.

### **Notes**

*This badge is for those who regularly take part in sport or physical pursuit activities for which there is no specific Activity Badge. A Scout can gain more than one Physical Recreation Badge for different sports or pursuits. The sport or pursuit chosen should not be that which forms part of the school curriculum. It may, however, include school sports played after school or at weekends*

## **Pioneer**



Complete the requirements below:

1. As a member of a group, take part in the following:
  - (a) An indoor pioneering project, for example, constructing a guided missile launcher or chariot

- (b) An outdoor pioneering project, for example, building a monkey bridge, a raft, or parallel or aerial runway\*.
2. Demonstrate the following:
    - (a) A whipping or safe rope sealing.
    - (b) A splice.
    - (c) The correct way to coil and store a rope.
    - (d) The use of simple blocks and tackle.
    - (e) The use of levers to extract objects or move heavy weights.
    - (f) Anchorages for firm and soft ground.
    - (g) An understanding of the need for supervision and safety in pioneering projects.
  3. Name and tie at least 6 knots and 3 lashings useful in pioneering.

## Notes

Reference should be made to the [Aerial Runway Code \(FS120006\)](#) and the [Activity Rules in chapter nine of Policy, Organisation and Rules](#)

# Power Coxswain



Complete all the requirements from one of the following alternatives.

## Alternative A – powerboats

1. Qualify for the RYA Level 1 Powerboat Award.
2. Carry out a Scout activity as a coxswain of a powered craft (planning or displacement), demonstrating safe procedures and courtesy to other water users.

## Alternative B – narrow boats

1. Have a general knowledge of the canal system and, using a navigation guide, identify the following:
  - (a) Suitable places to moor and wind.
  - (b) Locks, bridges and local hazards.
  - (c) Location of water points and sanitary stations.
  - (d) Location of shops and telephones
2. Using a navigation guide, calculate how long it will take to cover a given distance, taking into account both the number of locks and the mileage involved.
3. Know the safety precautions necessary with regard to:
  - (a) Fire-fighting appliances.
  - (b) Man overboard' drill.
  - (c) Locks.
  - (d) Tunnels.

4. Show knowledge of the principles of a marine engine by:
  - (a) Starting and stopping an engine, changing gear and know the effect of transverse thrust with a single screw.
  - (b) Recognising fouling of the screw due to weed or rubbish and knowing how to clear it with engine stopped.
  - (c) Using the stern grease gland screw.
5. Prepare the boat for service and, with the help of a crew, cast off and leave moorings.
6. Show an ability to control the boat by:
  - (a) Steering past moored boats.
  - (b) Steering past a boat travelling in the opposite direction.
  - (c) Steering through a bridge.
  - (d) Bringing the boat alongside a bank and mooring up.
  - (e) Turning in a winding hole and manoeuvring in confined water, such as a marina.
  - (f) Taking the boat through a lock with the help of a crew.
  - (g) Stopping the boat quickly using reverse gear, as in a man overboard situation. Be aware of the dangers to a person in the water from a moving screw.

## Notes

Reference should be made to the *Activity Rules in chapter nine of Policy, Organisation and Rules* and the *Adventurous Activity Permit Scheme*.

# Public Relations



Complete the requirements below:

1. Complete one of the following:
  - (a) Produce and use a presentation about Scouting using audio and visual media, which can be shown to other people not involved in Scouting.
  - (b) Produce and use a presentation about your Troop using a mixture of audio and visual media that can be shown to a Beaver Colony, Cub Pack or parents in your Group.
2. Find out about local media outlets (for example: Radio, TV, Newspapers and online opportunities). Make contact with your local media development manager to consider coverage of a positive news story or feature connected with local Scouting.
3. Complete two of the following:
  - (a) Prepare and present a live report (either to camera or microphone) at a Scouting event or activity. The report should be accurate and informative and reflect the adventure of Scouting.



- (b) Prepare a static display about your Troop or Group that can be exhibited in your local Library, Information Centre, or other similar public place.
- (c) Help to design a website for your Group or Troop and maintain it for at least two months.
- (d) Interview a local personality public figure or someone in the local news (eg Church leader, politician, media celebrity). Present the interview to your Troop. Take advice from a Leader before contacting the person.
- (e) Write a report about a local Scout activity and get it published in one or more of the following:
  - Your Group, District or County /Area newsletter or website
  - SCOUTING magazine or on the scouts.org Website
  - The local press.

## ***Pulling***



Complete the requirements in both the practical and on shore training sections.

1. Row a dinghy single-handed and carry out in sequence the following manoeuvres:
  - (a) Take the boat away from a bank side mooring.
  - (b) Row in a straight line for a 100 metres
  - (c) Complete a figure-of-eight course.
  - (d) Scull over the stern between two points 20 metres apart and turn through 180 degrees.
  - (e) Draw stroke over the bow.
2. Using a round turn and two half hitches, moor to a ring, post or bollard.
3. Be able to point out and name the basic parts of a pulling boat.
4. As part of a crew of a boat:
  - (a) Take a place as an oarsman, including stroke.
  - (b) Understand boat orders and be able to act on them.
  - (c) As bowman, be a lookout and report hazards to the coxswain using standard maritime directions e.g. starboard, port quarter, dead ahead, etc.
5. From a boat, heave an unweighted line to land within reach of target 5 metres away with not more than three attempts.
6. Understand the safety rules that apply to Scout boating.
7. Know the difference between a lifejacket and a buoyancy aid and show the correct method of wear.
8. Understand the importance of wearing appropriate clothing for various weather conditions.
9. Know what actions and safety requirements to take when being towed.
10. Have a basic knowledge of 'Rules of the Road' for your local waters.

## Notes

Reference should be made to the *Activity Rules in chapter nine of Policy, Organisation and Rules* and the *Adventurous Activity Permit Scheme*



# Quartermaster

Complete the requirements in one of the following alternatives.

## Alternative A

1. Assist a Group or Troop Quartermaster for an agreed period to show ability in the following areas:
  - (a) Care and storage of tentage, including how to do simple repairs.
  - (b) Care and storage of cordage, to include whipping, splicing, hanking, coiling and safety inspections.
  - (c) Safe storage and handling of fuels used by the Group such as methylated spirits, paraffin, petrol and gas.
  - (d) Care of cooking stoves and cooking utensils, to include simple repairs, cleaning and general maintenance.
  - (e) Convenient storage of a Section's training and games equipment.
  - (f) Care and storage of equipment used for adventurous activities. For example, sailing gear, canoes and paddles, lifejackets and buoyancy aids, go-karts, or climbing ropes.
2. Be able to keep a simple record showing equipment issued and returned.
3. Understand that general tidiness is the secret of good quarter mastering. Explain how this is achieved in the Troop or Group store.

## Alternative B

1. As equipment quartermaster, assist at a nights away experience for at least two days. During this time show ability in at least three of the following areas:
  - (a) Care and maintenance of all tentage, including the ability to do simple repairs to guy lines and fabric tears.
  - (b) Care and storage of all cordage, to include whipping, splicing, hanking, coiling and safety inspections.
  - (c) Safe storage and handling of fuels used by the camp, such as methylated spirits, paraffin, petrol and gas.
  - (d) Care, maintenance and general storage of all tools such as axes, spades and saws.
  - (e) Care and storage of equipment used for adventurous activities such as sailing gear, canoes and paddles, lifejackets and buoyancy aids, and climbing ropes.
2. Be able to keep simple records showing equipment issued and returned.
3. Maintain and replenish a portable First Aid kit.

4. Select tools to take to camp to complete emergency repairs on equipment
5. Understand that general tidiness is the secret of good quartermastering. Explain how this was achieved at a nights away experience at which the Quartermaster assisted.

### **Alternative C**

1. Assist at a residential experience for at least two days, by taking on the role of food quartermaster. Complete the following:
  - (a) Plan a balanced menu for the event.
  - (b) Draw up a complete shopping list.
  - (c) Assisting in the purchasing of food and account for the money spent.
  - (d) Help arrange the transport of food to the venue
  - (e) Supervise the safe storing food. Explain how to keep fresh food cool in a camping environment, without refrigeration, how to protect from rodents, vermin and insects and how to avoid cross contamination of foods.
  - (f) Demonstrate the importance of cleanliness and good hygiene when allocating food ensuring that the right items and quantities are issued for each meal
  - (g) Supervise the disposal of waste and unused food.
  - (h) Look after and maintain any cooking stoves and other cooking utensils.
2. Understand that general tidiness is the secret of good quartermastering. Explain how this was achieved at the nights away experience at which the Quartermaster assisted.

## **Smallholder**



Complete the requirements in one of the following alternatives:

### **Alternative A**

1. Have a good knowledge of farming practices in your locality.
2. Know the organisation and daily and seasonal operations of a farm of your own choice, with special reference to the livestock, crops, cultivation, rotation, machinery and labour force.
3. Discuss the changes in farming practices that have taken place recently in your locality and the reasons for these.

### **Alternative B**

1. Cultivate an area of garden or an allotment for a period agreed beforehand with the Leadership Team.
2. Grow successfully three kinds of hardy annual flower, three kinds of vegetable and two kinds each of bulbs, herbaceous plants and flowering shrubs or roses. As an alternative, grow eight types of plant.
3. Discuss the work done and the results achieved.

## **Alternative C**

1. Keep any kind of livestock for a period agreed beforehand with the Leadership Team. For example:
  - For farm animals or birds, know how they should be housed, fed, breed and their economic uses. Show how to handle them safely and know about animal welfare
  - Manage a hive. Show some of the honey produced.

## **Notes**

*An experienced adult adviser will be required to oversee the activities.*

# **Snowsports**



Complete the requirements below:

1. Demonstrate knowledge of the following:
  - (a) The clothing and protective equipment to wear for different weather conditions, snow and artificial surfaces
  - (b) The safety features of your equipment (bindings, Brakes etc)
  - (c) The importance of warming-up before taking part in snow sports
  - (d) The importance of drinking plenty of fluids especially in the mountain environment
  - (e) The safest places to stop on a run
  - (f) The importance of staying together as a group
  - (g) What to do in the event of an accident
  - (h) The FIS safety code (published by the Federation International de Ski)
  - (i) The hazards of the mountain environment for snowsports.
2. Complete all the requirements in one of the following alternatives:
  - (a) Qualify for Snowlife Snowsports Ski Awards level 2
  - (b) Qualify for Snowlife Snowsports Snowboards Awards level 2
  - (c) Qualify for Snowsport England Nordic Award level 1
  - (d) Complete at least 16 hours of Snowsports as part of a family or education holiday to a ski resort.

## **Notes**

*In France, an equivalent level would be the “ESF Flocon [which means ‘snowflake’] or One Star” and in Italy the Scuola Italiana di Sci One and Two Star Bronze.*

# Sports Enthusiast



The Badge is designed for those who follow a sport, rather than participate. While many Scouts might choose football or basketball, the requirements could encompass sports as diverse as archery, motor racing and water polo.

Demonstrate your interest in a sport that you follow by completing the requirements below:

1. Explain the rules governing the chosen sport.
2. Describe the levels of achievement within the chosen sport either locally, nationally or internationally.
3. Show knowledge of some of the personalities, champions or other experts within the sport and explain how they might have inspired you.
4. Talk about the equipment required for the sport.
5. Describe a recent major event, championship or landmark in the sport.
6. Explain how you follow the sport and how you keep up to date with developments.

## Notes

*Scouts may gain more than one Sports Enthusiast Badge.*

# Street Sports



Complete the requirements below:

1. Take a regular part in a street sport such as skateboarding, BMXing, roller or in-line skating or another street sport as agreed with the Leadership Team.
2. Complete all the activities below:
  - (a) Own or use equipment for a street sport for 6 months. Be able to check, adjust and repair the equipment to ensure safe use.
  - (b) Be able to demonstrate a reasonable level of skill in the chosen street sport and show evidence of improvement.
3. Explain the safety rules for your chosen sport.
4. Demonstrate ability in the chosen sport to other people or your Troop. This could be an exhibition or a public event or competition.

## Resources

Fruit Shoot have made available a [fact sheet](#) to help with this badge.

# Survival Skills



Complete the requirements below:

1. Demonstrate knowledge of the following:
  - (a) How to prevent and treat the effects of extreme heat (sunstroke and dehydration) and cold (hypothermia).
  - (b) The first aid treatment for external bleeding and shock, the correct method of applying mouth-to-mouth breathing and the dangers involved in moving injured people.
  - (c) How to construct different kinds of shelter.
  - (d) How to build several different types of fire and the burning qualities of different woods.
  - (e) The correct use of International Distress Signals, using whistle, torch, mirror or markers.
  - (f) Some basic actions to take while waiting rescue that will both keep you (and your group) safe and will assist your rescuers in locating you.
  - (g) Some edible plants and/or fruit to be found locally.
  - (h) Methods of filtering and purifying water.
2. With a group of at least three Scouts, take part in a survival exercise lasting about 24 hours, during which the group should:
  - (a) Construct a shelter of natural or salvaged materials and sleep in it.
  - (b) Cook all meals over an open fire.
  - (c) Cook without utensils or aluminium foil. A knife may be used.
  - (d) Demonstrate methods of finding direction by day or night without a compass.

## Notes

*Requirement 1 must be completed before requirement 2 is undertaken. The Leadership Team should select suitable country for this so that supervision is possible. Wild mountainous country is not intended. The Nights Away Scheme must be followed. Alternative activities may be undertaken as agreed with the Leadership Team.*

# Swimmer 1



Complete the following:

### **Safety:**

Know the safety rules and where it is safe to swim locally.

### **Enter Pool:**

Without using the steps, demonstrate a controlled entry into at least 1.5 metres of water.

**Short Swim:**

Swim ten metres on their front.

**Tread Water:**

Tread water for 30 seconds in a vertical position.

**Water Skills:**

Using a buoyancy aid, float still in the water for 30 seconds.

Demonstrate their ability to retrieve an object from chest deep water.

Perform a push and glide on both their front and back.

**Distance Swim:**

Swim 25 metres without stopping.

**Swimming Activity:**

Take part in an organised swimming activity.

## Swimmer 2



Complete the following:

**Safety:**

Know the safety rules and where it is safe to swim locally.

**Enter Pool:**

Demonstrate a controlled entry or dive from the side of the pool, into at least 1.5 metres of water.

**Short Swim:**

Swim ten metres on their front, ten metres on their back, and ten metres on their back using only their legs.

**Tread Water:**

Tread water for three minutes in a vertical position.

**Water Skills:**

Surface dive into at least 1.5 metres of water and touch the bottom with both hands.

Mushroom float for ten seconds.

Enter the pool and push off from the side on their front and glide for five metres.

From the side of the pool, push off on their back and glide for as far as possible.

**Distance Swim:**

Swim 100 metres without stopping.

**Swimming Activity:**

Take part in an organised swimming activity.

## Swimmer 3



Complete the following:

**Safety:**

Know the safety rules and where it is safe to swim locally.

Explain the rules governing swimming for Scouts.

**Enter Pool:**

Demonstrate a controlled entry or dive from the side of the pool into at least 1.5 metres of water.

**Short Swim:**

Swim 50 metres in shirt and shorts.

**Tread Water:**

Tread water for three minutes with one hand behind their back.

**Water Skills:**

Surface dive into 1.5 metres of water and recover an object with both hands from the bottom. Return to the side of the pool holding the object in both hands.

Enter the water from the side of the pool by sliding in from a sitting position. Using any floating object for support, take up and hold the Heat Escape Lessening Posture for five minutes.

**Distance Swimming:**

Swim 400 metres without stopping.

**Swimming Activity:**

Take part in an organised swimming activity, since gaining their previous Swimming Badge.

## Swimmer 4



Complete the following:

**Safety:**

Know the safety rules and where it is safe to swim locally.

Explain the rules covering swimming for Scouts.

**Enter Pool:**

Demonstrate a racing dive into at least 1.5 metres of water and straddle jump into at least two meters of water.

**Short Swim:**

Swim 100 metres in less than four minutes.

**Tread Water:**

Tread water for five minutes.

**Water Skills:**

Surface dive into 1.5 metres of water, both head first and feet first and swim at least five metres under water on both occasions.

Enter the water as for unknown depth. Swim ten metres to a floating object and use it to take up and hold the Heat Escape Lessening Posture for five minutes.

**Distance Swim:**

Swim 800 metres without stopping. They should swim 400m on their front and



400m on their back.

**Swimming Activity:**

Take part in an organised swimming activity, since gaining their previous Swimming Badge.

## Swimmer 5



Complete the following:

**Safety:**

Know the safety rules and where it is safe to swim locally.

Explain the rules covering swimming for Scouts.

**Enter Pool:**

Demonstrate a racing dive into at least 1.5 metres of water and a straddle jump into at least two meters of water.

**Short Swim:**

Swim 100 metres in shirt and shorts. On completion, remove the additional clothes and climb out of the pool unaided. Time limit three minutes.

**Tread Water:**

Tread water for five minutes, for three of which one arm must be held clear of the water.

**Water Skills:**

Scull on their back, head first for ten metres then feet first for ten metres. Move into a tuck position and keeping their head out of the water, turn 360 degrees.

Swim ten metres, perform a somersault without touching the side of the pool and continue to swim in the same direction for a further ten metres.

Demonstrate the Heat Escape lessening Posture.

Demonstrate a surface dive, both head and feet first into 1.5 metres of water.

**Distance Swimming:**

Swim 1000 metres using any three recognised strokes for a minimum distance of 200 metres per stroke. This swim must be completed in 35 minutes.

**Swimming Activity:**

Take part in an organised swimming activity, since gaining their previous Swimming Badge.

## Water Sports



Complete one of the following requirements:

1. Qualify for the Watermanship Proficiency Award of the Amateur Rowing Association.
2. Qualify for the Snorkel Diver Award of the British Sub-aqua Club.
3. Qualify for the British Surfing Association's Junior Scheme Level 3 Award.

4. Qualify for the Bronze Grade of the British Water Ski Federation.
5. Qualify for the Royal Yachting Association National Windsurfing Scheme Level 1.
6. Qualify for the Discover Scuba Diving Award of the Professional Association of Diving Instructors.

## Notes

*UK Headquarters can provide alternative requirements for water sports not catered for in the above. A Scout can gain more than one Badge. Reference should be made to the [Activity Rules in chapter nine](#) of *Policy Organisation and Rules* and the [Adventurous Activity Permit Scheme](#)*

## World Faiths



Complete one of the following activities:

1. (a) Visit a place of worship for a faith other than your own and find out the differences between this building and your own place of worship  
(b) Attend a religious festival from a faith different to your own.
2. Complete one of the following activities:
  - (a) Learn about the life of a founder or a prominent leader of a Faith (such as Prince Siddhartha Gautama, Mohammed, Jesus Christ, Mahatma Gandhi or a saint such as St George)
  - (b) Find out about someone whose faith has had a significant impact upon his or her life.
3. Read a sacred text from another faith and show how it compares it with a similar teaching from to your own faith.
4. Find out how following the teachings of another faith affects an individual's daily life. This could include food or dietary laws, rituals, prayers or religious observances.

## Writer

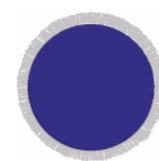


Complete any four requirements from those below, discussing the choice with an appropriate adult:

1. Compose a poem of at least eight lines and discuss its meaning and construction.
2. Create a short story of around 600 words around an idea agreed with an appropriate adult beforehand.
3. Write a descriptive passage of around 600 words on a subject agreed with an appropriate adult beforehand.

4. Write a 400-word review of a favourite book, play or other work of literature and discuss this with an appropriate adult.
5. Produce a published article of around 500 words in length. This could be in the form of a contribution to a school, faith community or Scout magazine or a letter to a local paper.
6. Keep a diary on a subject and for a length of time agreed with an appropriate adult beforehand.
7. Write a play or dramatic sketch lasting at least 10 minutes.
8. Interview a local celebrity, or other interesting person. Write or type out the interview to show the questions you asked and the interviewee's replies.
9. Write a letter to a pen pal (real or imaginary) of at least 150 words.
10. Read a piece of your work in front of an audience.

## ***Activity PLUS***



Activity PLUS badges can be awarded if you develop your skills or knowledge to a higher level than the Activity Badge. It should represent a significant achievement, taking into account your abilities and the nature of the activity, as well as local facilities.

Complete the requirements below:

1. Hold the relevant Activity Badge.
2. Agree a target with the Troop Leadership Team before seeking to gain a PLUS badge. This should involve taking part in additional training or involvement in the activity, in order to develop further your knowledge and / or skills.

Examples of appropriate targets might be:

- (a) For the Canoeist PLUS, achieve the BCU Paddlepower Discover
  - (b) For the Pulling PLUS take charge of a boat under oars
  - (c) For the Meteorologist PLUS, keep a weather diary for an agreed number of months
  - (d) For the Dragon Boating PLUS, train for a month as part of a team to compete in a National Dragon Boat Competition.
3. Achieve the target to the satisfaction of the Troop Leadership Team.

### **Notes**

*Policy, Organisation and Rules* and relevant *Activity Factsheets* should be referred to where appropriate. A PLUS badge can be awarded for any Activity Badge, apart from the following: Any Staged Activity Badge; Basic Aviation skills; Aviation Skills; Advanced Aviation Skills; Basic Nautical skills; Nautical Skills; Advanced Nautical Skills.

## ***Partnership Awards***

The young person must complete the following requirements:

1. Identify a partner and a project or activity that relates to the themed area – Environment, Faith or International Friendship.
2. Together with those involved, set objectives for what you wish to achieve and plan the project.
3. Take part and successfully complete the joint activity.
4. Assess the benefits to those involved.
5. Award the Partnership Award to those Members taking part.

### ***Time requirement***

There is no set time requirement associated with the award. Project Leaders should work with partners to establish a realistic timetable bearing in mind the ages and availability of the Sections or partners involved.

Leaders should be guided by the principle that young people should make a significant time contribution, while experiencing new and challenging personal development opportunities, as is appropriate to their age and availability. For example, Beaver Scouts might undertake one hour per week for four weeks at their Colony meeting, with a two-hour project one Saturday. However, Explorer Scouts might contribute 32 hours over the course of two weekends within the same project.

### ***Partners***

A partner may be within Scouting, including Scout Network(s) or an appropriate external organisation.

Examples would include:

- A Beaver Scout Colony, Cub Scout Pack, Scout Troop, Explorer Scout Unit and a Scout Network working together
- A Beaver Scout Colony, Cub Scout Pack and a Scout Troop working together
- Four Explorer Scout Units working together
- A Scout Troop with a local British Trust for Conservation Volunteers
- A Scout Network working with a local authority or Scout Fellowship.

## ***International Friendship Partnership Award***



### ***Example activities***

- Beaver Scouts and Cub Scouts organise an 'unfair games' event with the local Oxfam Committee to draw attention for the need for Fair Trade
- Scout Groups spend a weekend bag packing to raise funds for a charity
- Beaver Scouts and Cub Scouts organises a penny fair to buy goats for an African family
- A local Scout Troop acts as a host to Dutch Scouts for a weekend camp at a local site
- Explorer Scouts perform a two-mile walk for charity.

# ***Environment Partnership Award***



## ***Example activities***

- Scouts link with young ornithologists to make and set up bird boxes in local woodland
- Explorer Scouts work with the Waterways Trust on canal restoration project
- Cub Scouts work with local villagers to clear and renovate a churchyard
- Explorer Scouts work with a local building contractor to paint a historical mural on the temporary wall surrounding the building site
- Scouts and Guides design and decorate a float for the local carnival on a local heritage theme.

# ***Faith Partnership Award***



## ***Example activities***

- Scout Troop builds links with the local Sikh community culminating in a Scout's Own and campfire
- A Jewish Cub Scout Pack pairs with a Chinese community youth group for a special festival, in each culture e.g. Jewish New Year and Lunar New Year. Together they prepare their place of worship, make decorations for homes and explore the stories of each tradition
- A Catholic Scout Group works with their Parish team to organise a series of special youth liturgies during Holy Week
- A Scout Group participates fully in the local Parish's harvest festival and distributes the produce after the service to those in need
- A Muslim Scout Troop shares details about one of its festivals and an Open Scout Troop illustrates how it celebrates a variety of festivals with its members.