


Buckinghamshire Scout Council


Badge Booklet








Name.....








Activity badges		the following badges are listed below
<ul style="list-style-type: none"> • Administrator • Aeronautics • Air Researcher • Air Spotter • Basic Aviation Skills • Aviation Skills • Advanced Aviation Skills • Aviation Skills training options • Angler • Artist • Art Enthusiast • Astronomer • Athletics • Camp Cook • Camper • Campsite Service • Canoeist • Caver • Chef • Circus Skills • Climber • Community • Craft • Cyclist • Dinghy Sailor • D.I.Y. • Dragon Boating • Electronics • Emergency Aid • Entertainer • Equestrian • Forester • Global Conservation • Guide • Heritage 	<ul style="list-style-type: none"> • Hiker • Hill Walker • Hobbies • Interpreter • Librarian • Life Saver • Martial Arts • Master at Arms • Mechanic • Meteorologist • Model Maker • My Faith • Naturalist • Basic Nautical Skills • Nautical Skills • Advanced Nautical Skills • Nautical Skills training options • Navigator • Orienteer • Photographer • Physical Recreation • Pioneer • Power Coxswain • Public Relations • Pulling • Quartermaster • Racing Helm • Radio Communicator • Skater • Smallholder • Snowsports • Sports Enthusiast • Survival Skills • Water Sports • World Faiths • Writer 	
Administrator		
	<ol style="list-style-type: none"> 1. choose either A) word processor type 200 words ensuring no mistakes before printing, B)use a typewriter to type 200 words with no more than 10 mistakes C) hand write 100 word prose 2. show general knowledge of scout group admin 3. know how personal bank account works 4. write a letter and send it to the assessor 5. draft an invitation card addressed to the public about a event 6. either write press release or write an article for a magazine about the scout group 	



	7. carry out duties of a secretary of a committee
Aeronautics	
	<p>Either</p> <ol style="list-style-type: none"> 1. know the rules re airfield according to POR 2. Understand purpose of ailerons, rudder, elevator or trim on a glider and effects demonstrated in flight 3. understand workings and function altimeter, airspeed indicator and variometer 4. assist a glider pilot with ground handling, hangar parking, launching and show signals used by glider pilot and forward signaller for the launching of a glider and the stopping of a launch <p>or</p> <ol style="list-style-type: none"> 1. Know the rules relating to access to airfields in POR. 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. <p>Or</p> <ol style="list-style-type: none"> 1. Know the rules relating to access to airfields in POR 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: <ol style="list-style-type: none"> a. Tie knots and make splices used in glider launching 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 a pre-use inspection of a parachute and demonstrate how to put it on and take it off. e. Assist with the launching of a hot-air balloon




Air researcher	
	<ol style="list-style-type: none"> 1. know rules of airfield according to POR 2. Carry out research into one aspect of the history of flight (see scout base) 3. Visit a place of interest related to research 4. present findings including a model
Air spotter	
	<ol style="list-style-type: none"> 1. Identify photographs or silhouettes shown for ten seconds each, threequarters of the aircraft in the list published by Headquarters for this purpose. 2. Keep a log for three months reporting aircraft seen, giving identities or recognition features, approximate headings, times, dates and so on. 3. Choose one of the following three activities: <ol style="list-style-type: none"> a. Recognise and name national aircraft markings, both service and civil, of at least six countries including the United Kingdom. b. Understand the RAF 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, preferably local. 4. Describe the recognition features of six aircraft selected by the assessor.
Basic Aviation Skills	
For aviation skill options please see scoutbase	
	<ol style="list-style-type: none"> 1. Know the rules relating to access to airfields as laid down in POR. 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, mainplane, port and starboard. Know the names of the control surfaces of an aeroplane. 3. Construct and fly a chuck glider for at least five seconds, or build and fly a hot-air balloon or kite. 4. Choose one of the following two activities: <ol style="list-style-type: none"> a. Collect photographs or pictures of six aircraft of interest, give their names and describe their operational uses. b. Discuss an airline that they are interested in or have travelled on, showing pictures of aircraft livery and badges. 5. visit, with other Scouts, to a place of aviation interest. 6. From the list of aviation skills training activities, complete four items, each item to be taken from a different section.
Aviation Skills	
For aviation skill options please see scoutbase	
	<ol style="list-style-type: none"> 1. Choose one of the following two options: <ol style="list-style-type: none"> a. a Hold the Basic Aviation Skills Badge. b. Be at least 11½ 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 either from pictures or in flight 12 aircraft in common use today. This must include at least two civil commercial aircraft, two military aircraft and two light private aircraft. 4. Explain how wind speed and direction are measured and how weather can affect various air activities. Demonstrate how to get a local forecast for an air activity. 5. Recite the phonetic alphabet and explain why it is used.





	<ol style="list-style-type: none"> 6. Explain the relationships between lift, drag, thrust and weight. Demonstrate the ability to trim a suitable model glider to perform a straight glide, stall and specified turn. 7. From the list of aviation skills training activities, complete another six items, taken from at least four different sections 8. Choose one of the following two activities: <ol style="list-style-type: none"> a. Know the rules in Policy, Organisation and Rules relating to flying, and fly in a light aircraft or glider as a passenger. b. Organise a visit to an airfield or place of aviation history for a group of Scouts. Explain to the assessor what they would need to tell the Scouts before the visit
Advanced Aviation Skills	For aviation skill options please see scoutbase
	<ol style="list-style-type: none"> 1. Choose one of the following two options: <ol style="list-style-type: none"> a. Hold the Aviation Skills Badge. b. Be at least 13 and complete requirements 1 and 4 of Aviation Skills. 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: <ol style="list-style-type: none"> 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 two activities: <ol style="list-style-type: none"> 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 to aid take-off and landing. Explain how a wing gives lift and list factors affecting lift and the causes of stalling. 7. From the list of aviation skills training activities, complete a further six items from at least four different sections 8. Take part in an air experience flight and point out on an air map the features that they fly over. Choose any means of air travel


<p>Angler</p> 	<ol style="list-style-type: none"> 1. Know the water safety rules and the appropriate precautions to be taken when fishing from a boat. Understand the dangers of wading in fresh water and shore fishing in the sea and the precautions to be taken. Know the basic hygiene precautions to take when fishing 2. Go fishing in fresh or salt water on at least six occasions in three months. Keep a record of, or discuss with the assessor, these fishing trips showing numbers, species and size of fish caught, method, tackle and bait used, weather and water conditions. 3. Explain the signs of fish stress and know the Environment Agency Emergency Hotline number. Know who to inform if they see poaching, pollution or fish in distress and the emergency telephone number. 4. From observation in the wild, or from photographs or sketches, identify an otter, water vole, heron, cormorant and kingfisher. 5. Explain why water plants are important. 6. Show consideration for other water users Understand why it is important to discard used tackle appropriately. 7. Choose one of the following three activities: <ol style="list-style-type: none"> a. Cast with beach fishing tackle a measured 45 metres. b. Cast a ledger and float tackle into a one metre circle at least three times out of six at nine metres range. c. Cast a trout fly on a fly line 11 metres into a three metre circle hitting the circle three times out of eight. 8. Demonstrate how to set up one of the following sets of terminal tackle: <ol style="list-style-type: none"> a. Waggler rig b. Swimfeeder rig c. Fly cast d. Spinning rig e. Shore fishing rig f. Beachcasting rig 9. Explain the importance of: <ol style="list-style-type: none"> a. Handling fish with care and releasing them carefully. b. Using a lower strength hook link when coarse, game or sea fishing. 10. Explain the importance of one of the following two activities: <ol style="list-style-type: none"> a. Setting a keepnet correctly. 11. How to use a priest to despatch fish quickly. Be able to identify each of the species in one of the following groups: <ol style="list-style-type: none"> a. Bass, cod, flounder, grey mullet and mackerel. b. Roach, perch, chub, common carp and tench. c. Grayling, brown trout, rainbow trout and salmon. 12. Have knowledge of the habitat and feeding behaviour of the fish identified and know suitable baits, flies,
<p>Artist</p> 	<ol style="list-style-type: none"> 1. Paint or draw an illustration of a scene from a story chosen by the assessor. 2. Paint or draw either a person from life or an object set before them. 3. Paint or draw a landscape chosen by the assessor. <p>Show the assessor a selection of their recent work.</p>





<p>Art Enthusiast</p> 	<ol style="list-style-type: none"> 1. Take an active interest in a particular art form, for example, painting, music, sculpture, theatre, architecture or similar. 2. Describe to the assessor two visits made in relation to their interest. they could use photographs, film, recordings, guides or other aids. 3. In discussion with the assessor, demonstrate a detailed knowledge of a particular aspect of interest. For example, a particular artist, composer, sculptor or architect; or a particular movement or period within the art form. 4. list major events or venues connected with the chosen art form and be able to discuss with the assessor their significance
<p>astronomer</p> 	<ol style="list-style-type: none"> 1. Recognise the prominent constellations visible throughout the year, such as: <ul style="list-style-type: none"> • Winter: Orion, Aries, Auriga, Taurus (Pleiades and Hyades), Canis Major, Canis Minor. • Spring: Leo, Bootes. • Summer: Cygnus, Lyra, Aquila, Delphinus. • Autumn: Pegasus and the Circumpolar constellations of Ursa Major and Cassiopeia. 2. Recognise and show a basic knowledge of the following stars: <ul style="list-style-type: none"> • Winter: Sirius, Procyon, Betelgeuse, Saiph, Rigel, Aldebaran, Hamal, Capella. • Summer: Deneb, Vega, Altair. • Autumn: Merak, Dubhe. 3. Talk to the assessor about their experience of astronomy. This should include sightings of meteor showers, changes of planetary positions and eclipses. 4. Know the meanings of basic astronomical terms such as axial rotation, synodic and sidereal periods, opposition, conjunction, meridian, ecliptic and celestial equator. 5. Give a general description of the Solar System, the individual planets and the Galaxy. 6. Know about landings made or planned on other bodies in the Solar System since 1969 and about human activity in space. 7. Explain how astronomy contributes to space missions.
<p>Athletics</p> 	<ul style="list-style-type: none"> • Demonstrate warm up and down routines • Know safety precautions especially with regards to throwing or jumping • Compete 3 track or field events to level to score appropriate points for the badge according to your age - see scout base for details (physically handicapped scouts please see scout base)




cyclist	
	<ul style="list-style-type: none"> • Own or use for 6 months a bike in good working order • Demonstrate ability to carry out small repair including at least 4 of: <ul style="list-style-type: none"> a. Replacement of a brake cable b. Replacement of a worn chain c. Replacement of a broken spoke d. Removal and replacement of cranks or pedals e. Adjustment of bearings and gears. • Complete one of the following <p>off road</p> <ul style="list-style-type: none"> • an understanding of The Scout Association's Rules for taking part in adventurous activities. • understanding of the Mountain Bike Code of Conduct. • ability to control the cycle over different types of terrain. • understanding of the damage that may be caused to the environment • basic knowledge of First Aid • sound knowledge of map reading • Plan and carry out an all-day ride of not less than 30 kilometres (20 miles). <p>on road</p> <ul style="list-style-type: none"> • Explain what extra precautions should be taken when cycling in the dark or in wet weather conditions, • ability to control a cycle through a slalom course. • understanding of the Highway Code as it relates to cyclists • basic knowledge of First Aid and what to do in the case of accidents. • Have a sound knowledge of map reading, • Plan and carry out an all-day ride of not less than 40 kilometres (25 miles). <p>cycle tricks</p> <ul style="list-style-type: none"> • Achieve the Gold Trix Award of the British Schools Cycling Association.
Camp cook	
	<ul style="list-style-type: none"> • Discuss how and where to shop for food and how to transport it. • Demonstrate proper storage and cooking under camp conditions. • Create a day's menu that includes quantities for a group of between four and six Scouts. • Successfully cook and serve the menu that they have created.





craft	
	<p>Make or decorate one or more items, using their own design ideas as much as possible. This should take approx 6 hours and be agreed with the assessor prior to making it. For ideas see scout base.</p>
camper	
	<ul style="list-style-type: none"> • Camp under canvas as a Scout for a total of at least 15 nights. • Lead a group of Scouts in the pitching, striking and packing of a four to six person tent. • Know what to look for when choosing a campsite. • Show an understanding of the reasons for camp hygiene and the importance of being safe and tidy in camp. • Demonstrate how to store food in a suitable tent. • Construct a camp larder, a camp oven and two other gadgets of their own choice. • At a camp, cook for between two and six people one of the following two meals: <ul style="list-style-type: none"> a. A hot breakfast meal b. A dish for a main meal, which must include two vegetables. • Have a good knowledge of Nights away, a complete guide to Scout camping, holidays, expeditions and Sleepovers.
Campsite service	
	<ol style="list-style-type: none"> 1. Hold the Camper Badge. 2. Have worked for at least five days at a permanent District, County, Area or National Scout campsite, helping the Wardens or Managers 3. Explain the daily maintenance required for campsite equipment. 4. Explain four of the following: <ul style="list-style-type: none"> The importance of having clean toilets, The procedure for unblocking a blocked drain and preventing burst pipes during the winter and the steps to take when pipes do burst. The need for good drainage and keeping ditches clear. Refuse disposal and how this can be set up to separate out the recyclable materials. The need to respect wildlife The increased use of computers in campsite management. 5. Become familiar with an activity run on site and explain the use and maintenance of equipment used for that activity. 6. Demonstrate the ability to use three of the following: <ul style="list-style-type: none"> Hand axe Bush or bow saw Maul Two-man cross-cut saw Pruning tool Sickle Hand tools, such as a hammer and chisel, wood saw and hacksaw. 7. Discuss with the assessor developments and improvements they would like to see on any permanent campsite with which they are familiar.


caver	
	<ol style="list-style-type: none"> 1. Take part in at least four different trips to at least two different cave systems as a member of a properly led 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 discuss with the assessor measures that can be taken by participants in the activity to reduce conflict and promote conservation.
chef	
	<ol style="list-style-type: none"> 1. Discuss how and where to shop for food and how to transport it. 2. Demonstrate proper storage and cooking. 3. Create a menu for a three-course meal for between two and four people including all of the following parts: <ul style="list-style-type: none"> • Two cooked dishes • A cake or pastry dish • Two sauces, such as Mornay, Apple, Curry, Mustard, Parsley, Chocolate etc. 4. Cook and serve the menu they have designed, 5. Plan a balanced and varied menu for a group of Scouts lasting at least one weekend. Assume full kitchen facilities and common utensils are available. Discuss their choices with the assessor.
Circus skills	
	<ol style="list-style-type: none"> 1. Select two skills from the list below. Show evidence of continuing effort and achievement and demonstrate their ability before an audience. <ol style="list-style-type: none"> a. Aerial: Trapeze, Roman rings, aerial ladder, aerial rope. b. Balance: Trick-cycling, stilts, ladder, tightrope, wire walking, c. Manipulative: Plate spinning, cigar boxes, club swinging, devil sticks, diabolo sticks, juggling d. Ground: Handstands, tumbling, acrobatics e. Clowning: Including make-up and costume 2. Find out about one aspect of circus life, and discuss it with the assessor. 3. Watch at least two events, such as circus or street performers, and discuss these with the assessor.
community	
	<p>either</p> <ol style="list-style-type: none"> 1. Find out about the range of community services provided within the local community, Discuss with the assessor how these services are provided and how well they meet the needs of the people they are designed to serve. 2. After talking to the assessor, find out more about one aspect of community concern in their area. 3. Give valuable voluntary service to the community for an agreed period of time. Explain to the assessor what they have learned from this experience.


	<p>Or</p> <ol style="list-style-type: none"> 1. Push a friend or get a friend to push them in a wheelchair around a town Describe the experience to the assessor. 2. Show how to open and close a wheelchair properly and how to take it up and down curbs, down a slope and up and down stairs. 3. Demonstrate the techniques of lifting someone who has a weakness in the legs and of transferring them from one chair to another. 4. Describe and, if possible, show eight items of aids used by people with Special Needs. Explain to the assessor how these items are used. 5. Learn some words in Makaton or British Sign Language 6. Help to run a Special Needs awareness activity for a group of Scouts. 7. Choose one of the following activities: <ol style="list-style-type: none"> a. Help at a PHAB Club or Gateway Club or Pack or Troop that caters for Scouts with Special Needs for an agreed period. b. Help at a camp at which there are a number of Scouts with Special Needs. c. One other activity of a similar nature and level of achievement as agreed between yourself and the Section leadership team. 8. Having completed sections 1 - 7, discuss how they now feel about people with Special Needs <p>Or</p> <ol style="list-style-type: none"> 1. Take part in a visit to a local police station and find out about: <ol style="list-style-type: none"> a. The organisation of the police service including the rank structure and the various specialist departments. b. Communications including personal radio, emergency system and phonetic alphabet. c. The practical side of preventing and detecting crime. 2. Show an understanding of crime prevention in the home and the community. 3. Watch a stranger for a period of two minutes and, after a period of time, be able to describe him or her in such a way as to allow the person to be recognised <p>Or</p> <ol style="list-style-type: none"> 1. Take part in a locally organised course as agreed between themselves, the Section leadership team and the police service.
canoeist	
	<p>Qualify for BCU 2 star award</p>




climber	
	<ol style="list-style-type: none"> 1. Show knowledge of ropes used in rock climbing and explain the care and inspection for faults. 2. ability to fit a climbing harness and tie in correctly. 3. ability to select, test and make the following: <ul style="list-style-type: none"> • A spike belay using main ropes. • A thread belay using a suitable sling and karabiner. • A running belay using chocks, nuts or similar devices. 4. understanding of the calls used in climbing. 5. ability to abseil down a face (not less than ten metres). 6. Take part in four separate climbs (the standard should be 'difficult'), each using a different route 7. Show understanding of Safety on Mountains 8. Be able to discuss the various pressures on cliff environments
Dingy sailor	
	<p>Qualify for the Royal Yachting Association's Young Sailors Scheme Start Sailing Stage 2.</p>
DIY	
	<ol style="list-style-type: none"> 1. Be aware of safety in the home, which may include: <ul style="list-style-type: none"> • Recognise chemical hazard symbols and know how to minimise the danger to themselves and others. • Recognise hazards • Know about and use safety equipment • Know how and where to turn off main supplies to the house and to isolate individual electrical circuits if necessary. • Be aware that there are regulations that limit what an amateur may do. • Show or explain how they would deal with four minor emergencies, (for example see scout base) 2. Take an active part in two major DIY projects, indoors or out, (for examples see scout base)
Dragon boating	
	<ol style="list-style-type: none"> 1. Understand the safety rules, capsize drill and the buddy system. 2. Know the procedures for loading, numbering off, stopping, bracing the boat, forward and backward paddling. 3. Understand the instructions and commands 4. Carry out practice training sessions for a minimum of two 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.



Electronics	
	<ol style="list-style-type: none"> 1. Show an understanding of components by completing the following: <ol style="list-style-type: none"> a. recognise common electronic components which are shown to them by the assessor. Explain their functions b. Understand the systems used for marking components with their values and be able to identify the values of marked resistors and capacitors. 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. knowledge of safe working practices 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. Show an understanding of circuits by completing the following two tasks: <ol style="list-style-type: none"> a. 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 they have designed themselves. At least one of the circuits should be soldered, using either strip-board or a custom-made printed circuit board. b. Explain to the assessor the principles behind the operation of each circuit and the typical values of voltage and current found in each.
Emergency Aid	
	<p>Either of the following:</p> <p>Hold, or meet the requirements of the Young Lifesaver (Key Stage 3 [Senior]) of the St. John Ambulance, and demonstrate how to prevent and treat the effects of sunstroke and dehydration and hypothermia.</p> <p>Hold, or meet the requirements of The Schools First Aid Certificate of the British Red Cross Society.</p>
Entertainer	
	<p>either</p> <ol style="list-style-type: none"> 1. Write and plan an original entertainment with a group. 2. Prepare the entertainment, 3. Present the entertainment to an audience <p>or</p> <ol style="list-style-type: none"> 1. Take an active part in a Scout Show or other production. This should require a commitment to regular rehearsals.





Equestrian	
	<p>Qualify for pony club's "c" standard</p>
Fire Safety	
 	<ol style="list-style-type: none"> 1. Understand how the local fire service works. 2. explain the process of combustion. Know the effects of smoke and heat, and how to act in smoke. 3. Know the dangers of and understand the fire precautions necessary in the home 4. Explain the benefits of smoke detectors in the home and describe where they should be located. 5. Know the dangers of fire at camp and what precautions should be taken. Know the causes of heath and grass fires and how to deal with an outbreak. 6. Explain what action should be taken, and why, on an outbreak of fire. Know how to call the fire service and the correct procedure to be followed. 7. Know how to use and recognise various fire extinguishers including water, dry powder, foam and carbon dioxide types. Know what kinds of fire they should be used on. 8. Know how to deal with a person whose clothes are on fire. 9. Talk with their family about the actions to be taken in the event of a fire in their home.
Forester	
	<ol style="list-style-type: none"> 1. Be able to identify at least eight common types of tree 2. Know how to identify trees using the identification keys. 3. Prepare soil and successfully transplant a young tree. 4. Understand the management of both natural woodland and commercial forestry. Know some of the dangers to which these areas may be exposed, for example, frost, fire and animals. 5. Know how to select, use and care for appropriate equipment, and the safety issues involved. 6. Know how to fell and trim out a tree or know the principles of laying a hedge.

Global conservation	
	<p>Choose two of the following activities:</p> <ol style="list-style-type: none"> 1. Find out all they can about animals, birds, plants or fish which are in danger of extinction in their own country. Find out what can be done to save them and, if possible, help to do so with expert advice. 2. Over a week, make a list of everything that their family throws away. Highlight items that could have been reused or recycled. 3. Find out about local facilities for recycling and encourage their family and friends to use them. 4. Find out how families can save energy in their homes. 5. Look for and record evidence of wildlife in their garden or a local park. 6. Be aware of some of the effects gardeners can have on local wildlife, for 7. Find out about a local group or organisation that works for conservation. <p>And Choose one of the following activities:</p> <ol style="list-style-type: none"> 1. Make a list of ways in which the Troop camp could prevent pollution. Make sure that their list is used when planning a camp or expedition. 2. Plan and carry out a conservation project with members of an Explorer Scout Unit. 3. Create a scented garden for a blind person. 4. Adopt a pond and carry out conservation work and maintenance, getting permission and expert advice as necessary. 5. Build a hide, use it for observing wildlife, preferably staying overnight, and then report their findings. 6. Assist with the preservation of a stretch of water, such as a stream or canal. 7. Survey a derelict site, recording how nature has started to reclaim it. Plan and, where possible, take action to help further reclamation. 8. Survey the local area to find examples of how man has damaged nature. Show how this can be avoided. Send the results of their survey to the relevant authorities. 9. Survey the local area to find examples of how man has tried to improve his environment. Send a letter of appreciation to the relevant authorities. <p>And choose two of the following activities:</p> <ol style="list-style-type: none"> 1. Explain how different types of pollution in soil affect growing plants. Describe the safeguards that need to be taken. 2. Explain the pollution caused by motor vehicles. Describe how this affects people, plants and buildings and, where possible, illustrate their findings. 3. Explain the causes of water pollution and the action that could be taken to lessen the effects. 4. Explain how government, industries and other agencies are helping people to become aware of conservation. 5. Explain how trees are useful to man. 6. Explain why so many animals in the world are threatened by extinction and suggest what the Patrol can do to assist in their survival. <p>And Choose two of the following activities:</p> <ol style="list-style-type: none"> 1. Prepare a checklist of do's and don'ts for campers and hikers, so that the natural environment is neither destroyed nor harmed by their

	<p>activities. Give a copy of the list to each member of the Troop.</p> <ol style="list-style-type: none"> 2. Plan a campaign to conserve energy at home, at school, at camp or at Troop meetings. Support their campaign with posters, displays, and information for the press and advertising material. 3. Help to make a bird box, bird table or bird feeder with a Cub Scout Pack. 4. As part of the plans for an expedition, plan a project to improve the environment. Carry out the project and report on it to the local Lions or Rotary Club, sponsoring authority, Parents' /Carers' Open Evening or similar occasion. 5. Use an original and eye-catching method to inform others about the importance of saving energy and resources. For example, design a poster or collage, produce a photographic display or a short video, compose a song or poem or make a model out of recycled material.
Guide	
	<p>Rural and suburban areas</p> <ol style="list-style-type: none"> 1. Show that they know the area surrounding either their home or Scout Headquarters. The area size should be up to two kilometres radius in boroughs and urban districts, and up to three kilometres radius in rural districts. 2. Know the location of the following: <ul style="list-style-type: none"> • Doctor's surgery, veterinary surgeons, dentists, hospitals and ambulance station. • Fire station, police station, garages, shopping centres, retail parks and convenience stores. • Bus stops, railway stations and bus and train routes to surrounding areas. • Local Scout Headquarters, public parks, sports and leisure complexes, theatres, cinemas, churches and other places of worship, museums, schools and colleges, local government buildings and any other building or place of local interest. 3. Show that they understand how to use a street map of the district and use it to point out six examples in requirement 2. Guide the assessor by the quickest route to any of the places, from either their home or Headquarters. <p>Town and cities</p> <ol style="list-style-type: none"> 1. Have a sound general knowledge of which parts of the country are served by the mainline railways and how to reach the main railway terminals, the main motor coach stations, air terminals, and tourist attractions, for example, museums, zoos and castles from their Headquarters or home. 2. Show that they understand how to use a map of their district and use it to point out six examples of places of interest. Show the assessor how to get to these places from either their home or Headquarters. 3. Give directions to a person travelling by car or public transport, to a place of interest eight kilometres away, chosen by the assessor.

Heritage	
	<p>Either Over a period agreed with the assessor, be involved with others in a project that helps preserve an aspect of national or local heritage</p> <p>Or Over a period agreed with the assessor, be involved with a group that keeps traditional entertainment alive. Take part in at least one public performance, for example, clog dancing, folk singing, musical group or band.</p> <p>Or Complete a study of an aspect of national or local heritage or history..Mount a display, exhibition or presentation of their work. This could be a custom or craft, the history of a building or the life of a famous person</p> <p>Each should take 12 hours</p>
Hiker	
	<ol style="list-style-type: none"> 1. Working as a group of at least four and not more than seven Scouts, carry out three expeditions or journeys as follows: <ul style="list-style-type: none"> • A journey or expedition of at least 12 kilometres. • Two journeys or expeditions of at least 20 kilometres, both of which must include an overnight stop. 2. the group must provide a detailed route card. 3. All members of the group must know the intended route and have knowledge of basic navigation, First Aid and emergency procedures. 4. After each journey or expedition, the group must give a verbal report. 5. Demonstrate their awareness of the latest developments in technology such as the Global Positioning System.
hillwalker	
	<ol style="list-style-type: none"> 1. plan at least five one-day journeys of at least 14 kilometres in hilly countryside. Three must be Terrain One, and be led by an appropriately authorised person. 2. Using Ordnance Survey maps, and other local knowledge, complete Scout Route Plan. 3. Complete each of the one-day journeys that they have planned. Take turns in leading the group for part of the time. 4. keep a log of walks 5. Demonstrate the use of map and compass during the journeys. 6. Show that they know about the equipment needed for hill walking including: <ul style="list-style-type: none"> • What to wear • What to carry in a day rucksack. 7. Gain an awareness of the preservation of the natural environment, for example, erosion, wildlife habitat and so on. 8. Demonstrate awareness of the latest developments in electronic technology, such as the Global Positioning System. 9. Show knowledge of Safety on Mountains (published by the British Mountaineering Council).

hobbies	
	<ol style="list-style-type: none"> 1. Be actively involved with a hobby or interest of their choice, not covered by other Activity Badges. 2. Keep a record of their involvement over a period of time agreed between themselves and the assessor. <p>Or</p> <ol style="list-style-type: none"> 1. Make a collection or study of objects over a period of time agreed with the assessor, for example, stamps, metal badges, teaspoons or bookmarks. 2. Talk to the assessor about the subject they have chosen, and the reason for their choice.
interpreter	
	<p>Complete the following in any foreign language.</p> <ol style="list-style-type: none"> 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 an approximate translation of a paragraph of basic text. 4. Act as an interpreter for a visitor who does not speak in their native language. 5. Either: <ol style="list-style-type: none"> a. Write letters for a Scout Group, school or similar body, for example, helping with the arrangements for a foreign visit or exchange. b. Correspond regularly with a person of their own age who does not speak their native language. <p>Or</p> <p>Complete the following requirements in a recognised sign language such as Makaton or British Sign Language.</p> <ol style="list-style-type: none"> 1. Carry out a simple conversation for about ten minutes. 2. 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 the experience of having hearing or speech impediments, or both. Help to act as translator for them during their visit.

librarian	
	<ol style="list-style-type: none"> 1. Demonstrate how to look after and care for books. 2. Show how to use a library catalogue. This could include the subject index or on-line computer catalogues. 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. Demonstrate what sort of information they could get from the following types of books: dictionaries, timetables, almanacs, gazettes and Who's Who? 5. Demonstrate how to search for information on a CD-ROM encyclopaedia
lifesaver	
	<ol style="list-style-type: none"> 1. Understand and explain how to effect a rescue using the following methods: reach, throw, wade and row. 2. Hold one of the following: <ol style="list-style-type: none"> a. The Royal Lifesaving Society UK Rookie Star Grade 3 Summary Award. b. The Royal Lifesaving Society UK Lifesaving 3 Award. c. The National Aquatic Rescue Standard Silver Cross. 3. Explain, and where possible demonstrate, methods of rescue used in case of ice-breaking, house fire, gas poisoning, car accident and contact with live wire.
Martial arts	
	<ol style="list-style-type: none"> 1. Discuss the safety rules of their chosen activity, and the responsible use of the skills learned, with the assessor or instructor. 2. Demonstrate their ability in a Martial Art activity recognised by the Sports Council. 3. Have attended regular training sessions in the selected activity for a period of not less than six months and demonstrate an improvement of at least one level over that period. 4. Take part in a competition or demonstration and discuss their performance with the assessor or instructor.
Master at Arms	
	<ol style="list-style-type: none"> 1. Demonstrate their ability in an activity such as fencing, shooting or archery. 2. Know the safety rules associated with their chosen activity and demonstrate their use. 3. Have attended regular training sessions in the selected activity and demonstrate an improvement in their ability. This should involve six to eight sessions over a period of three months. 4. Take part in the selected activity in a properly supervised contest and discuss their performance with the assessor.
Mechanic	



1. Know the principles of operation of an internal combustion engine and understand the function of the clutch, gearbox and rear axle differential of a motor car.
2. check and refill the windscreen wash bottle.
3. Show how to disconnect and remove an old car battery and to safely install and connect a new one.
4. check the level of water in the radiator, how to top up the radiator, and know the importance of anti-freeze.
5. check tyre pressures and inflate a tyre.
6. Remove and replace a road wheel.
7. Explain what to look for when checking that a tyre conforms to the legal requirement.
8. Understand the reason why cross- and radial-ply tyres should not be mixed on the same axle

or

1. Show that when operating the engine of a power craft they can respond quickly to orders given by the coxswain.
2. Choose one of the following three activities:
 - a. discuss the principles and performance of several types of motor boat engines, other than two-stroke, and show a knowledge of the special care and maintenance needed by a type of small marine internal combustion engine familiar to them, other than two-stroke.
 - b. Have a working knowledge of small motor boat four-stroke engines and show a knowledge of the special servicing required by a small marine diesel unit.
 - c. With minimum assistance, dismantle, thoroughly service and re-assemble an outboard engine and demonstrate proper fitting to the transom of a boat. Be able to explain how to detect minor faults in starting and running whilst afloat.
3. Choose one of the following two activities:
 - a. As driver or mechanic member of a power boats 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.
 - Whilst afloat, demonstrate how to deal with minor running defects in compression, ignition, electrics, filters, intake and outlet and in overoiling.
 - Operate the engine to bring the craft alongside the quay and shutdown.
 - Lay out a kedge anchor.
 - 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'.
 - This part of the test is to include operation of all 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.
 - Thoroughly check and service the engine of a motor boat in preparation for a cruise or expedition to include the provision of fuel and safe storage, an adequate tool kit and effective fire-fighting appliances.
 - Accompany the expedition either as the mechanic or assistant mechanic and be fully or jointly responsible for the operation, care and maintenance of the engine throughout.



or


1. Understand the basic principles of, and be able to point out the component parts of, one of the following two options:
 - a. an aircraft piston engine
 - b. an aircraft gas turbine engine.
2. Understand the basic principles of flight of a fixed-wing aircraft.
3. Know and be able to demonstrate Aircraft Marshalling signals used by day and night.
4. Demonstrate their ability to carry out four of the following activities:
 - 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 for 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.
5. Check the control system of a light aircraft or glider for correct sense of movement.



or


1. Know the operation principles 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. Clean and top up a motorcycle battery. Understand the basic electrical circuit of a motorcycle including the frame earth concept. Be able to identify and change a fuse.
4. Check and top up the level of the engine oil.
5. Explain how to adjust the tension of the final drive chain.
6. Describe the procedure for removing and replacing both road wheels.
7. Check the tyre pressure and depth of tread.

Meteorologist	
	<ol style="list-style-type: none"> 1. Be able to explain and demonstrate how the following are measured: <ul style="list-style-type: none"> • Wind force and direction • Cloud type and amount • Temperature • Pressure • Rainfall amount 2. Keep a record of these weather conditions for at least two weeks. 3. Understand at least three different ways in which clouds are formed. 4. Know the typical weather produced in their own area by 'warm' and 'cold' air masses in summer and winter, noting the effects of land and sea. Understand the weather associated with a change of air mass at 'fronts'. 5. Know how synoptic weather maps are produced and be able to understand a simple map, with fronts and isobars, similar to those shown on television and printed in some newspapers. Relate their observations in requirement 1 to these maps. 6. Understand the effects of temperature, wind and water on the human body in cases of hypothermia and exhaustion.
Model maker	
	<ol style="list-style-type: none"> 1. Construct a model aeroplane - the use of a kit is permitted. When flown, it must meet one of the following minimum flight performances: <ol style="list-style-type: none"> a. Hand-launched glider to fly for 25 seconds. b. Tow-launched glider with 50 metres maximum line length to fly for 45 seconds. c. Rubber-powered aircraft to fly for 30 seconds. d. Engine-powered aircraft with 15 seconds maximum motor run to fly for 45 seconds. e. Control line aircraft to show a smooth take-off, three laps level flight at approximately two metres and climb and dive with a smooth landing. f. Have a knowledge of the basic principles of flight, including the three axes and their effect on stability and control. <p>Or</p> <ol style="list-style-type: none"> 1. Build an electric or engine-powered model boat or yacht, not less than 45cm in length (kits permitted) and show it to be capable of maintaining a straight course of not less than 25 metres. 2. Give a clear explanation of Archimedes' Principles. <p>Or</p> <ol style="list-style-type: none"> 1. Choose one of the following two activities: <ol style="list-style-type: none"> a. Build an electric slot car racer, not from a kit, though a commercial body and other parts may be used, 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. Know how track and wheelbase are measured and sketch and explain




	<p>Ackerman steering.</p> <p>Or</p> <ol style="list-style-type: none"> 1. Build a coach or wagon and demonstrate that it runs satisfactorily behind a locomotive. 2. Build a scenic model, such as a station, farmhouse and so on, to scale for a layout (kits are allowed). 3. Draw an electric circuit for a simple track layout. 4. Detail the safety precautions to be taken when assembling such a layout. <p>Or</p> <ol style="list-style-type: none"> 1. To a standard agreed with the assessor, complete one of the following two activities: <ol style="list-style-type: none"> a. Build and fully finish 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. Discuss with the assessor the difficulties encountered whilst building the model and the advantages and the disadvantages of using the material chosen. 3. Demonstrate a knowledge of the different types of kits or parts available in the material they chose
My Faith	
	<ol style="list-style-type: none"> 1. Take an active part in the place of worship of their religion. For example, volunteer to get involved in community work, take a special part in the services, if possible, or take part in the youth programme. 2. Complete the following: <ul style="list-style-type: none"> • Find out more about the origin of their religion and present their findings to a suitable audience. • Explore the history of their faith. This may be at a local, national or international level. This could be done by finding about important people in the history of their faith or they could visit a place of importance for their faith. 3. Be able to explain some of the beliefs of their faith. This could be done by explaining the meaning of the important festivals
Naturalist	
	<ol style="list-style-type: none"> 1. Find out about plant and animal wildlife during any two of the seasons of the year, in one of the following sets of environments: <ol style="list-style-type: none"> a. <ul style="list-style-type: none"> • a piece of woodland • a piece of parkland • a piece of downland • a piece of moorland • a piece of seashore, sand-dune or rocks. <p>The area looked at should be approximately 5,000 square metres (or half hectare) in size.</p> <ol style="list-style-type: none"> b.


	<ul style="list-style-type: none"> a. a length of hedgerow b. a length of roadside verge c. a length of stream, river or canal d. a small pond. <p>Tell the assessor what they have discovered, using field notes, simple sketches or photographs and sketch maps.</p> <ul style="list-style-type: none"> 2. Discuss with the assessor how human activities or management, for example, replacing deciduous trees with conifers, waste oil discharged by oil tankers at sea, and cutting hedges and roadside verges by machine instead of manually can all affect the wildlife. 3. Find out more about any one plant or animal, for example, a fern, grass, wild flower, tree, shrub, butterfly, moth, insect, amphibian, wild animal, bird or fish. Discuss with the assessor the results of their observations and the sources of any information used, for example, museums, books, and the Internet.
Basic Nautical Skills	For practical skills and training activities see scout base
	<ul style="list-style-type: none"> 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. Explain the difference between a buoyancy aid and a life-jacket. Adjust one to fit them and wear it to enter the water from a height of one metre. 4. Complete the following: <ul style="list-style-type: none"> a. Row a dinghy single-handed and carry out basic manoeuvres. b. And one of the following four activities: <ul style="list-style-type: none"> a. Scull a dinghy over the stern and carry out basic manoeuvres. b. Sail a figure-of-eight course. c. Qualify for the BCU One Star Test. d. Qualify for the RYA National Dinghy Certificate Scheme Level 1. 5. Carry out an activity using a knot, a bend, a hitch, and a lashing and demonstrate rope sealing. 6. Take part in a half-day expedition or exercise afloat. 7. From the list of nautical skills training activities, complete four items, each one from a different section. 8. Keep a log of the water activities they complete.


Nautical skills	For practical skills and training activities see scout base
	<ol style="list-style-type: none"> 1. Hold the Basic Nautical Skills Badge, or be at least 11½ and complete requirements 1, 2, 3, 4a, 5 and 6 of the Basic Nautical Skills Badge. 2. Have some knowledge of rescue by boat or canoe and be able to carry out a simple rescue exercise. 3. Heave a lifeline from a boat, to land within reach of a target six metres away, within two attempts. 4. Know the steering and sailing rules and apply these to the craft being used. 5. Plan and take part in a one-day expedition or exercise afloat. 6. Complete from the list of nautical skills training activities: <ol style="list-style-type: none"> 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. <p>Keep a log of the water activities they complete</p>
Advanced Nautical Skills	For practical skills and training activities see scout base
	<ol style="list-style-type: none"> 1. Hold the Nautical Skills Badge, or be at least 13 and complete requirements 1 to 5 of the Nautical Skills Badge. 2. Demonstrate knowledge of pilotage, navigation lights, sound signals, tides, currents and eddies, as relevant to their 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 one of the following two activities <ol style="list-style-type: none"> a. Gain the Pulling Coxswain Award, or take charge of a pulling boat and carry out a range of manoeuvres including: getting underway, man overboard, picking up a buoy, anchoring and coming alongside. Show a working knowledge of the pulling orders and be able to demonstrate them to less experienced members of the crew. b. Gain the RYA Level 2 Dinghy Sailing Award, or take charge of two other people in a sailing boat and demonstrate crew management and a range of sailing skills including: launching and recovery, getting underway, coming alongside, tacking and gybing, man overboard, picking up a buoy, anchoring and capsized recovery. 6. Take part in an expedition afloat with a minimum 24 hour duration. 7. Obtain an authorisation to undertake water activities (Form W). 8. Complete from the list of nautical skills training activities: <ol style="list-style-type: none"> 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. Keep a log of the water activities they complete.

Navigator	
	<ol style="list-style-type: none"> 1. Using 1:50 000 and 1:25 000 scale Ordnance Survey maps: <ul style="list-style-type: none"> • Show that they understand the meaning of scale, true, grid and magnetic north and can recognise conventional map signs. • Interpret contour lines in terms of shape and steepness of terrain, and know the local names and meanings of topographical features such as col, ridge and spur. • Show how to set the map with and without a compass. Be able to use and to give six-figure grid references and demonstrate the use of a Romer measurer to improve accuracy. • Show how to measure distance on the map and how to estimate timings for a particular route. • Show how to find north without the aid of a compass, by day or night. • Demonstrate their awareness of the latest developments in electronic technology such as the Global Positioning System. 2. Be familiar with the traffic signs and signals as illustrated in The Highway Code. 3. With other Scouts, accompany a motorist, each Scout taking it in turns to act successfully as a navigator for a journey of at least 30 kilometres. The route should avoid motorways and other major roads and, whenever possible, should be ideally a cross-country route using a number of different roads and lanes. The journey should also include navigating with no previous preparation of the route. 4. Accurately complete two compass routes of at least two kilometres, one with the beginning and end as defined on a map by the assessor, and the second chosen by themselves. During these exercises, show that they can: <ul style="list-style-type: none"> • Convert grid bearings to magnetic bearings, and vice versa. • Use back bearings to check their route. • Pinpoint their position using a compass. 5. Demonstrate methods of route selection, including aiming off, and the four right angles and step counting techniques. <p>Or</p> <ol style="list-style-type: none"> 1. Given a series of three headings and corresponding tracks, work out in each case the type and the amount of drift in degrees and illustrate each case by a simple diagram. 2. Demonstrate with a compass how an aircraft can be turned on to three successive compass headings. 3. Choose one of the following two activities: <ol style="list-style-type: none"> a. Draw on a topographical air map a track for an imaginary flight of not less than 80 kilometres, and point out the landmarks which 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, thus enabling position lines to be drawn on a chart. 5. Show an understanding of compass headings by completing the following two tasks: <ol style="list-style-type: none"> a. Given the true heading and the variation and deviation, work

	<p>out the compass heading on which the pilot should be flying.</p> <p>b. Given two sets of true, magnetic and compass headings, work out the variation and deviation in each case.</p> <p>6. Illustrate by simple diagrams latitude and longitude.</p> <p>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 130km/h, work out the time of flight from overhead starting point to overhead destination in each of the following conditions:</p> <ul style="list-style-type: none"> • With no wind at all • With a head wind of 30km/h • With a tail wind of 50km/h. <p>8. Demonstrate their awareness of the latest developments in electronic technology such as the <i>Global Positioning System</i>.</p> <p>1. orHave a good working knowledge of charts, including the projection, datum and symbols used and the tidal information given.</p> <p>2. Display an aptitude in compasses by completing the following three activities:</p> <ol style="list-style-type: none"> a. Read a mariner's compass marked in points and degrees and have a knowledge of compasses generally, including variation and deviation. b. Be able to apply variation and deviation to a compass course or bearing to obtain a true reading. Give a true reading to obtain a compass course. c. Understand how compass error can be found from a transit bearing. <p>3. Complete the following four activities:</p> <ol style="list-style-type: none"> a. Understand the theory of how a position may be found from any two position lines. b. Plot a position from any three cross bearings. Understand what is meant by a 'cocked hat' and how to use it safely. 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: <ul style="list-style-type: none"> • Decca or satellite navigation system • Vertical sextant angle • Horizontal sextant angle • Line of soundings • Transits. <p>4. Have a working knowledge of tide tables and tidal stream atlases.</p> <p>5. Understand the use of the marine log to obtain distance, run and speed.</p> <p>6. Understand the buoyage system for United Kingdom coastal waters and other methods of marking dangers and channels.</p> <p>7. Undertake a coastal voyage of between four and six hours acting as navigator. A log must be kept. During the voyage:</p> <ul style="list-style-type: none"> • plot the estimated position every hour by keeping up the dead reckoning. • whenever appropriateplot an observed position by bearings or other means of obtaining a fix. <p>8. The voyage, which need not have a definite destination, should be planned on the chart beforehand using tidal streams to the best advantage and giving hourly courses to steer for an assumed speed.</p> <p>9. Demonstrate their awareness of the latest developments in electronic technology such as the <i>Global Positioning System</i></p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

orienteer	
	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the Country Code. 2. Show an understanding of safety procedures, basic First Aid, appropriate clothing and equipment required for countryside navigation. 3. Explain the following principles of orienteering: <ul style="list-style-type: none"> • Check points • Attack points • Route planning and the importance of contours. 4. Using a 1:10 000 or similar scale orienteering map, show an ability to set the map and transfer relevant details from a master map. 5. Take part in three competitive orienteering events and complete the courses.
photographer	
 	<p>Still photography</p> <ol style="list-style-type: none"> 1. Choose one of the following two activities: <ol style="list-style-type: none"> a. Produce 12 photographs, taken by themselves, covering at least two of the subjects from the following: <ul style="list-style-type: none"> • Portrait • Still life or similar • Land or seascape • Sport or similar action • Flash-gun • Time-lapse photography. <p style="text-align: center;">These can be conventional or digital photographs.</p> b. Produce six black and white photographs where they have undertaken some part of the processing themselves. 2. Choose one of the following two activities: <ol style="list-style-type: none"> a. Discuss with the assessor the main functions of a film camera including shutter speeds, apertures, film speed, depth of field and lens focusing b. Discuss with the assessor the main functions of a digital camera, including resolution, digital compression and how these effect the final print. Show a knowledge of the types of removable memory available. 3. Discuss the different types of camera on the market and the various accessories available for them. 4. Choose one of the following three activities: <ol style="list-style-type: none"> 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 enhancing or editing software. c. Describe the processes and equipment needed to produce prints from existing photographs, including the use of enhancement or editing software. 5. Diagnose faults that occur both at the photographing and printing stages such as over- and under-exposure and high and low contrast. Explain the difference between camera shake and subject movement. 6. Demonstrate that they know how to care for camera and accessories.

	<p>Or</p> <p>Video photography</p> <ol style="list-style-type: none"> 1. Produce at least two short films, using two of the following categories: <ol style="list-style-type: none"> a. Documentary b. Music video c. Drama d. Situation comedy e. Advertisement f. Training film g. Environmental h. Community i. Current affairs. <p>For each of these they should produce a storyboard and script. The film can be either edited 'in camera' or by using simple editing equipment.</p> <ol style="list-style-type: none"> 2. Complete the following two tasks: <ol style="list-style-type: none"> a. Understand the main features and functions of a video camera including zoom, focus, aperture, shutter speed, white balance and common domestic tape formats. b. Discuss with the assessor problems that may be encountered when using automatic settings and how these problems may be overcome. 3. Show an understanding of the following: <ul style="list-style-type: none"> • Camera techniques such as panning, zooming, the use of close-ups, long shots and the use of additional lighting. • Production techniques such as editing, how to avoid jumpy cuts, maintaining continuity. <p>4 Demonstrate that they know how to care for a video camera and accessories such as tapes, batteries, microphones and lights.</p>
Physical recreation	
	<p>This badge is designed for those who take part regularly in sport or physical pursuit activities for which there is no other Scout Activity Badge.</p> <ol style="list-style-type: none"> 1. Take part regularly in two active sports or physical pursuit activities in which they do not already hold an Activity Badge. These can range from team games such as rugby, football, cricket or water polo, to individual sports such as tennis, squash, running and gymnastics, to pursuits such as walking, yoga, dancing and keep fit. 2. Show a commitment to their sport or pursuit for an extended period. The assessor will be looking for a minimum involvement of an hour a week, or half day a month. 3. Be able to demonstrate that they have reached a reasonable level of skill in their sport or pursuit, and show evidence that they have improved. 4. Explain to the assessor any rules, laws or guidelines that govern their sports or pursuits. 5. Demonstrate to the assessor any preparations they make before taking part in their sport or pursuit. These may include any special equipment or clothes required and warm-up and warm-down routines. 6. Choose one of the following two activities: <ol style="list-style-type: none"> a. Act as an official, such as a referee, linesman or umpire in a game organised for the group.

	<p>b. Demonstrate to a group of young people some of the skills or knowledge they have developed, and encourage them to try the sport or pursuit. All due care must be taken to ensure the young people are not put at risk as it must be recognised the candidate is not a trained instructor.</p> <p>7. Choose one of the following two activities:</p> <p>a. Know the names and performances of two international, national or local sports personalities. Be able to discuss what they have achieved within the sport or pursuit.</p> <p>Show they have further developed their interest in the sport or pursuit through studies on their own, using books, videos or magazines.</p>
Pioneer	
	<ol style="list-style-type: none"> 1. As a member of a group take part in the following: <ul style="list-style-type: none"> • An indoor pioneering project, for example, constructing a guided missile launcher or chariot. • An outdoor pioneering project, for example, building a monkey bridge, water raft, or parallel or aerial runway. 2. Demonstrate the following: <ul style="list-style-type: none"> • A whipping • A splice • The correct way to coil and store a rope • The use of simple blocks and tackle • The use of levers to extract or move heavy weights • Anchorage for firm and soft ground • An understanding of the need for supervision and safety in pioneering projects. 3. Demonstrate and know the names of at least ten knots and lashings. These could include: <ul style="list-style-type: none"> • Sheetbend • Clove hitch • Round turn and two half hitches • Bowline • Timber hitch • Sheepshank • Square and sheer lashings • Harvesters hitch • Double sheetbend • Fisherman's knot • Rolling hitch • Figure of eight lashing • Diagonal lashing
Power coxswain	






Either power boats:



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


Or narrow boats:


1. Have a general knowledge of the canal system, in particular:
 - Suitable places to moor and wind
 - Locks, bridges and local hazards
 - The location of water points, sanitary stations
 - The location of shops and telephones.
2. Know the safety precautions necessary in narrowboats for:
 - Fire-fighting appliances
 - 'Man overboard' drill
 - Locks
 - Tunnels.
3. Have a knowledge of the basic principles of a marine engine, and by demonstration afloat show:
 - That they can start and stop the engine, operate the gears and understand the effect of transverse thrust with a single screw.
 - That they can recognise fouling of the screw due to weed or rubbish, and know how to clear it with special emphasis on immobilising the engine.
 - That they know how to use the stern gland screw.
4. Take charge of the boat under qualified supervision and complete the following manoeuvres:
 - a. Prepare the boat for service and, with the help of a crew, cast off and leave their moorings.
 - b. Show their ability to control the boat by:
 - Steering past moored boats.
 - Steering past a boat travelling in the opposite direction.
 - Steering through a bridge hold.
 - Bringing the boat alongside a bank and mooring.
 - Turning the boat in a winding hole and manoeuvring in confined water, such as a marina.
 - Taking the boat through a lock with the help of a crew.
 - c. Whilst moving forward, stop and reverse the boat to an object dropped in the water. Be aware of the dangers to a person in the water from a moving screw.


Public relations	
	<ol style="list-style-type: none"> 1. Using some visual aids, give a five-minute verbal presentation about Scouting to an external body not involved in Scouting, for example, the local Lions or Rotary Club or sponsoring authority. 2. Get some media coverage for a Scouting event, expedition or activity. This can be done by preparing a press release, taking a photograph, producing a publication or writing a short article for the Group, District or County/Area newsletter, parish magazine or similar. 3. Assist the Group, District, or County/Area with a promotional event. 4. Complete two of the following: <ol style="list-style-type: none"> a. Produce at least four editions of a newsletter for Scouts in the Group. b. Create a simple display or exhibition to show Cub Scouts the fun of being a Scout or for use at an open evening for parents. c. Arrange a visit for a group of Scouts to the local newspaper or radio or television station, which may include hospital radio. <p>Prepare and carry out a simple survey to find out the image of Scouting locally amongst their friends. Report the findings to the Section leadership team and others in the Troop.</p>
Pulling	
	<ol style="list-style-type: none"> 1. Swimming. 2. Boat handling. <ul style="list-style-type: none"> • Row a dinghy single-handed and carry out in sequence the following manoeuvres: <ul style="list-style-type: none"> • Take the boat away from a bank side mooring • Row in a straight line • Complete a figure-of-eight course • Scull over the stern between two points 20 metres apart and turn through 180 degrees • Draw stroke over the bow. 3. Making fast. <ul style="list-style-type: none"> • Using a round turn and two half hitches on a bight, moor to a ring post or bollard. 4. Parts of a boat. <ul style="list-style-type: none"> • Be able to point out and name the basic parts of boats normally used, for example: <ul style="list-style-type: none"> • Rudder - Painter • Oars - Crutches • Gunwale - Rowlocks • Tiller - Thwart • Thole pins - Transom • Stretcher - Sculling notch 5. Act as part of a boat's crew. <ul style="list-style-type: none"> • Take a place in a boat's crew as an oarsman, including stroke. • Understand the boat orders and be able to act on them. • As a Bowman, act as lookout and be able to report hazards to the Coxswain using the standard indications of directions: for instance, port quarter, and dead ahead. 6. Heaving a line. <ul style="list-style-type: none"> • Heave an unweighted line to land within reach of a target at five metres with not more than three attempts. 7. Understand the safety rules that apply to Scout boating. 8. Know the difference between a life-jacket and a buoyancy aid and show

	<p>the correct method of wearing them.</p> <ol style="list-style-type: none"> 9. Understand the importance of wearing appropriate clothing for various weather conditions. 10. Know what actions and safety requirements to take when being towed. 11. Have a basic knowledge of the 'rules of the road' for their local waters.
<p>Quartermaster</p>	
	<p>Either</p> <ol style="list-style-type: none"> 1. Assist a Group or Troop Quartermaster for an agreed period of time long enough to show their ability in the following areas: <ul style="list-style-type: none"> • The care and storage of tentage, including how to do simple repairs such as replacing guy lines. • The care and storage of cordage, to include whipping, splicing, hanking, coiling and safety inspections. • The safe storage and handling of all fuels used by the Group, such as methylated spirits, paraffin, petrol and gas. • The care of cooking stoves and cooking utensils, to include simple repairs, cleaning and general maintenance. • The convenient storage of all of a Section's training and games equipment. • The care and storage of equipment used for adventurous activities, for example, sailing gear, canoes and paddles, life-jackets and buoyancy aids, go-karts, and climbing ropes. 2. Be able to keep a simple record showing the equipment issued and returned. 3. Understand that general tidiness is the secret of good quartermastering. Explain how this is achieved in their own Troop or Group. <p>Or</p> <ol style="list-style-type: none"> 1. Assist the Camp Quartermaster at a camp or holiday for at least five days. 2. Show their ability in the following areas: <ul style="list-style-type: none"> • The care and maintenance of all tentage, including the ability to do simple repairs to guy lines and fabric tears. • The care and storage of all cordage, to include whipping, splicing, hanking, coiling and safety inspections. • The safe storage and handling of fuels used by the camp, such as methylated spirits, paraffin, petrol and gas. • The care and maintenance of cooking stoves and other cooking utensils. • The care, maintenance and general storage of all tools such as axes, spades and saws. • The care and storage of equipment used for adventurous

	<p>activities, for example, sailing gear, canoes and paddles, lifejackets and buoyancy aids, and climbing ropes.</p> <ol style="list-style-type: none"> 3. Be able to keep a simple record showing equipment issued and returned. 4. Demonstrate the importance of a First Aid kit, and be able to check that its contents are complete and up to date before going to camp. 5. Describe how food is stored at camp. 6. Show to the assessor the tools that they would take to camp to complete emergency repairs on equipment. 7. Understand that general tidiness is the secret of good quartermastering. Explain how this was achieved in the camp at which they assisted the Quartermaster.
Racing helm	
	<p>Qualify for the Royal Yachting Association's Young Sailors Scheme Start Sailing Stage 3.</p> <p>And</p> <p>Qualify for the Royal Yachting Association's Red Badge.</p>
Radio Communicator	
	<ol style="list-style-type: none"> 1. Complete the following three tasks: <ol style="list-style-type: none"> a. Log 25 different amateur radio stations showing details of date, time, call sign, frequency, readability and location. Some broadcast stations may be included. b. Show how to tune a simple communications receiver. c. Give an example of a typical 'greetings message'. 2. Know the more commonly used HF and VHF amateur frequency bands and explain in simple terms how radio waves travel around the world. 3. Complete the following two tasks: <ol style="list-style-type: none"> a. Know the international phonetic alphabet and define at least eight international Q code signals. b. Demonstrate their 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. <p>Or</p> <ol style="list-style-type: none"> 1. Send and receive a short message by Morse code or Semaphore at a rate of five words per minute. 2. Demonstrate that they know a recognised procedure when sending and receiving a message. 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 to the assessor <p>Or</p> <ol style="list-style-type: none"> 1. Complete the following three tasks: <ol style="list-style-type: none"> a. Log 25 different Citizens' Band users contacted showing

	<p>details of date, time, identification, signal strength, readability and location.</p> <ol style="list-style-type: none"> b. Discuss with the assessor their experiences in keeping the log, for example, use of equipment and effect of various conditions on range of reception. c. Demonstrate the use of Citizens' Band equipment by making a contact with another Citizens' Band user and maintaining the contact for at least two minutes. <ol style="list-style-type: none"> 2. Discuss with the assessor the DTI recommended Code of Practice and the reasons for reserving certain channels for specific functions. 3. Demonstrate a knowledge of the 'ten codes' used and discuss their advantages and disadvantages. 4. Show a working knowledge of the conditions under which a DTI Citizens' Band Licence is issued, how suitable equipment may be recognised and the restrictions on its use. Show that all equipment used conforms to these regulations. 5. Discuss with the assessor the cause of radio and television interference and the steps that might be taken to minimise the effects.
Skater	
	<ol style="list-style-type: none"> 1. Own, or have used satisfactorily for at least six months, in-line or quad roller skates and appropriate safety equipment. Know how to keep them in good order. 2. Be able to make simple checks, adjustments and repairs to their skates at the discretion of the assessor, for example, rotate wheels, clean or change bearings, remove and replace a brake shoe. 3. Demonstrate that they are familiar with and use the IISA Rules of the Road and The Highway Code, and that they know how to relate to traffic, pedestrians and other skaters. 4. Demonstrate the following: <ul style="list-style-type: none"> • The ready position • Stroking and gliding • Scissoring • Two methods of stopping • Two methods of turning • How to fall safely, get up and regain balance. <p>Or</p> <ol style="list-style-type: none"> 1. Own, or know how to use, ice skates and appropriate safety equipment. Know how to keep them in good order. 2. Demonstrate the following: <ul style="list-style-type: none"> • Forward and backward glides • Forward and backward sculling • Forward and backward stroking • Snowplough stop • Backward march and glide • The bumtwister • Long scarecrow • Turning using outer and inner edges • Forward spiral. <p>A Scout who has completed the National Ice-Skating Association Fun Skate 4 will</p>

	<p>automatically pass this Badge.</p> <p>Or</p> <ol style="list-style-type: none"> 1. Own, or have used satisfactorily, for at least six months, a skateboard and appropriate safety equipment, all in good working order. 2. Be able to make simple checks, adjustments and repairs to their skateboard at the discretion of the assessor, for example, rotate wheels, clean or change bearings, remove and replace a truck (metal axle). 3. Demonstrate that they are familiar with safety precautions for skateboarding. 4. Demonstrate the following: <ul style="list-style-type: none"> • How to stop safely • Methods of turning • A selection of tricks, such as an ollie (leaving the ground on the board without using their hands) • How to fall safely
Small holder	
	<ol style="list-style-type: none"> 1. Have a good knowledge of the farming practices of their local area, with a more detailed knowledge of those of the immediate area in which they live. 2. Know the farm organisation and daily and seasonal operations of a farm of their own choice, with special reference to the livestock, crops, cultivations and machinery and labour force of the farm. 3. Complete the following two tasks: <ol style="list-style-type: none"> a. Discuss with the assessor and give an account of the changes in the farm practices that have taken place recently in their immediate area, with particular reference to the starting or giving up of crops or types of stock, and the reasons for these changes. b. Produce a set of 12 photographs, of at least eight different seasonal jobs that cover a whole year, taken by themselves on the farm of their choice. Simple snapshots are enough. Give a brief description of what they represent. <p>Or</p> <ol style="list-style-type: none"> 1. Cultivate out of doors an area of at least 15 square metres for a year, during which time three kinds of hardy annual flower, three kinds of vegetable and two kinds each of bulbs, herbaceous plants and flowering shrubs or roses should be successfully grown. As an alternative, grow eight types of vegetable. 2. Discuss with the assessor the work they have done in their garden and the results achieved. <p><i>The assessor should visit the garden at least four times during the year.</i></p> <p>Or</p> <ol style="list-style-type: none"> 1. If the animal is a small animal, such as a dog, cat, rabbit or mouse, know its breeding habits, and how the animal should be fed, housed, exercised

	<p>and trained.</p> <ol style="list-style-type: none"> 2. If the animal is a farm animal, for example, a horse, cow, sheep, pig or goat, know how it should be fed and housed, its breeding habits and economic use. Show they know how to handle the animal, for example, ride the horse or milk the cow. 3. If the animal is a bird: <ul style="list-style-type: none"> • Caged bird - keep, feed and care for the bird. • Domestic bird such as a hen, bantam or pigeon - keep, feed and care for the bird. Know the uses of the bird and how to handle it. 4. If the animals are bees, keep and manage a hive of bees for a year. Know their uses and show some of the produce. 5. If the animals are fish: <ul style="list-style-type: none"> • Set up and keep an aquarium containing a proper balance of freshwater fish and plant life. Keep a minimum stock of three fish. • Discuss with the assessor the keeping of the aquarium during the year, with particular reference to the results obtained.
Snow sports	
	<p>Either alpine skiing</p> <ol style="list-style-type: none"> 1. Demonstrate each of the following: <ul style="list-style-type: none"> • How to carry equipment safely. • How to put on and take off skis correctly. • How to fall and get up safely. • Turn 360° on a flat surface. • Sidestep and herringbone up a slope using poles for stability. • Turn 180° on a slope using poles for stability. • How to get on and off a chairlift correctly. • How to use a beginners' draglift, either button or T-bar. • Traverse across a slope from left to right and right to left showing good body position, stance and use of edges. • Sideslip down a slope demonstrating control and use of edges. • Six linked snowplough turns showing control of the turn and speed. • Snowplough turns into a traverse showing good body position, stance and use of edges. • A no falls descent of an easy (green) slope, showing balance, control and stopping. 2. Explain to the assessor: <ul style="list-style-type: none"> • The best places to stop on a slope. • The safety features of their equipment, such as bindings and brakes. • The importance of warm-up. • The correct clothing for different weather conditions, snow and artificial surfaces. • The correct procedures to follow in the event of an accident. • The importance of staying together when in a group. 3. Discuss with the assessor: <ul style="list-style-type: none"> • The need for protective equipment. • The dangers of the mountain environment and how these are best avoided.



- The FIS Safety Rules.



Or Nordic skiing




1. Demonstrate each of the following:
 - How to carry equipment safely.
 - How to put on and take off skis correctly.
 - How to fall and get up safely.
 - Turn 360° on a flat surface using star turns.
 - Double pole push on a slight downhill slope.
 - Sidestep and herringbone up a slope.
 - Direct ascent uphill with walking glide on easy terrain.
 - Turn 180° on a slope using poles for stability.
 - Snowplough glide and brake.
 - Diagonal stride, walking step on the flat, with improved glide.
 - Traverse across a slope from left to right and right to left showing good body position and stance. Step up to stop.
 - Six linked snowplough turns showing control of the turn and speed.
 - A no falls descent of an easy (green) slope, showing balance, control and stopping.
 - Complete a short tour over varied terrain (about 2km).
2. Explain to the assessor:
 - The equipment they should carry with them when going cross-country.
 - The safety features of their equipment, such as bindings and skins.
 - The importance of warm-up.
 - The correct clothing for different weather conditions.
 - The correct procedures to follow in the event of an accident.
 - The importance of staying together when in a group.
3. Discuss with the assessor:
 - The need for protective equipment.
 - The dangers of the mountain environment and how these are best avoided.
 - The FIS Safety Rules.





Or snowboarding




1. Demonstrate each of the following:
 - How to carry equipment safely.
 - How to put on and take off a board correctly.
 - Turn 360° on a flat surface with one and two feet attached.
 - Climbing up the slope, board on toe edge.
 - How to fall and get up safely.
 - Skating on the flat.
 - How to get on and off a chair lift correctly.
 - How to use a beginners drag lift, either button or T-bar.
 - Traverse across a slope from left to right and right to left showing good body position, stance and use of edges.
 - Falling leaf down a slope, toe and heel edges.
 - Six linked turns showing control of the turn and speed.

	<ul style="list-style-type: none"> • Turns into a traverse showing good body position, stance and use of edges. • A no falls descent of an easy (green) slope, showing balance, control and stopping. <p>2. Explain to the assessor:</p> <ul style="list-style-type: none"> • The best places to stop on a slope. • The safety features of their equipment, such as bindings and leash. • The importance of warm-up. • The correct clothing for different weather conditions, snow and artificial surfaces. • The correct procedures to follow in the event of an accident. • The importance of staying together when in a group. <p>3. Discuss with the assessor:</p> <ul style="list-style-type: none"> • The need for protective equipment. • The dangers of the mountain environment and how these are best avoided. • The FIS Safety Rules <p><i>ASSGB/BASI One and Two Star qualify for the appropriate Alpine, Nordic or Snowboard section. In France an equivalent level would be the ESF Falcon and One Star. In Italy an equivalent level would be the Scuola Italiana di Sci, One and Two Star Bronze.</i></p>
Sports enthusiast	
	<ol style="list-style-type: none"> 1. Know the rules and laws governing their chosen sport and be able to answer questions on them. 2. Know about the varying levels of training or competition of the sport they follow, and be able to describe the differences at each level. 3. Have a good background knowledge of the teams and/or sporting personalities of their chosen sport. 4. Talk about the equipment required for the sport. 5. Be able to list major events for the sport of their choice. 6. Describe events that they have attended in pursuit of their interest. If this has not been possible, explain to the assessor how they keep up to date with their sport. <p><i>Scouts may gain more than one Sports Enthusiast Badge.</i></p>
Survival skills	
	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the following: <ul style="list-style-type: none"> • How to prevent and treat the effects of extreme heat (sunstroke and dehydration) and cold (hypothermia). • 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. • How to construct different kinds of shelter. • How to build several different types of fire and the burning qualities of different woods. • The correct use of the International Distress Signal, using signals involving items such as whistle, torch and mirror. • Rescue techniques, for example, air and sea rescue. • Edible plants, or fruit, or both. • A suitable method of filtering and purifying water.

	<p>2. With a group of at least three Scouts, take part in a survival exercise lasting about 24 hours, during which the group will:</p> <ul style="list-style-type: none"> • Construct a shelter of natural or salvaged materials and sleep in it. • Cook all meals over an open fire. • Cook without utensils or aluminium foil. A knife may be used. • Demonstrate methods of finding direction by day or night without a compass.
Water sports	
	<p>complete one of the following activities.</p> <ol style="list-style-type: none"> 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 Red Award of the Professional Association of Diving Instructors.
World faiths	
	<p>Complete three options from the list below.</p> <ol style="list-style-type: none"> 1. Visit a place of worship for a religion other than their own, and find out the differences between this building and their own place of worship. 2. Attend a religious festival from a faith different to their own. Present what they found out to a suitable audience. 3. Find out about a founder of a faith or a prominent leader of a faith, for example, Prince Siddartha Gautama, Mohammed or Jesus Christ. 4. Look at the sacred text of another faith and see if they can find a teaching that is comparable to their own faith. 5. Find out about the impact that believing in a faith different from their own has upon the daily lives of those who follow it, for example, food and dietary laws, rituals and prayers. 6. Find out about someone whose faith has impacted significantly upon their life.

writer	
	<p>Choose any three from the following, and discuss the</p> <ol style="list-style-type: none"> 1. Compose a poem of at least eight lines, and discuss its meaning and construction with the assessor. 2. Write a short story of around 600 words from an idea agreed with the assessor. 3. Write a descriptive passage of around 600 words on a subject agreed with the assessor. 4. Write a 400 word review of a favourite book, play or other work of literature and discuss this with the assessor. 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 the assessor. 7. Write a play or dramatic sketch lasting at least ten minutes. 8. Interview a local celebrity, or other interesting person. Write or type out the interview to show the questions they asked and the interviewee's replies. 9. Write a letter to a pen pal of at least 150 words. The pen pal can be real or imaginary. 10. Read a piece of their work in front of an audience.
The Outdoor Challenge	
	<ul style="list-style-type: none"> • The Scout should take an active part in a residential experience, preferably camping, for at least two nights. During the event, they should take part in many of the camp activities (a list of examples can be found on scout base) • The Scout will need to demonstrate basic emergency aid skills when on a residential experience; including the initial actions needed in event of emergency, understanding importance of getting an adult and when to call emergency services and how to treat minor cuts, scalds, burns, stings and insect bites
The Outdoor Plus Challenge	
	<ul style="list-style-type: none"> • hold the Outdoor Challenge • have spent at least eight nights away as a Scout, four must be camping • The scout will have to demonstrate emergency aid including mouth to mouth on simulator, recover position and when to use it, recognition and treatment of fractures, use of direct pressure to stop bleeding and an awareness of the dangers of temperature extremes • take an active part in a further camp of at least two nights, which should include many of the following: lead a group of Scouts in the setting up of a well-organised site that includes sleeping tents, food and equipment stores, fire/stove, kitchen and eating area, plan a balanced menu, show how to use an axe and saw, lead the cooking of a meal for the group, show knowledge of safety precautions for the group, cook a backwards meal, build a working gadget, lead a pioneering project, build a bivouac and sleep in it.

The creative challenge	
	<p>The scout must complete one of each of the following:</p> <ul style="list-style-type: none"> • performing: entertain in front of an audience • crafts : have a go at some creative crafts • promote local scouting • problem solving :take part in activities requiring an number of problem solving skills • construction: make something using a construction kit eg 3d jigsaw or model pioneering project • worship: take a leading role in preparing and participating in an act of worship or scouts own
The Fitness Challenge	
	<p>The Scout needs to choose a physical challenge (agreed by a leader) , which they have either not attempted before, or which builds on an earlier achievement. They will then need to:</p> <ul style="list-style-type: none"> • Spend between four and six weeks preparing for the event, through an agreed exercise programme. • show during this period an understanding of the importance of a sensible and appropriate diet, and the need for sufficient sleep • keep a record of their progress during this time • be able to explain the dangers and harmful effects of smoking, alcohol and drugs.
The Global Challenge	
	<p>The scout needs to complete both of the following</p> <ul style="list-style-type: none"> • Make an international contact. The Scout must then take part in an activity with their Patrol or Troop. This activity must be based on what the Scout has found out from their international contact. • International issues. The scout should choose 2 issues (examples on scoutbase) and complete a series of activities to help them understand the issues and take some action. They should compare how these issues affect the UK and overseas countries
The Community Challenge	
	<p>The scout needs to complete the 2 areas:</p> <ul style="list-style-type: none"> • Explore local community, including fact-finding, a visit and some feed back • Community service, for a least 6 hours

The Adventure Challenge	
	<p>The scout must take part in three different activities on separate occasions, for each they should know the safety precautions, show awareness of environmental issues and know about further opportunities to take part in the activity chosen.</p> <ul style="list-style-type: none"> • General activities eg climbing, walking • Water activities • Air activities
The Expedition Challenge	
	<p>The scout must take part in an expedition over 2 days one night with 3 friends after relevant preparation and training. They should stay in suitable accommodation, cook their dinner and breakfast journey for at least 4 hours a day, use a map and compass, achieve at least one agreed goal. This may be on foot, canoe, cycle or sailing boat.</p>
The Chief Scout Gold Award	
	<p>The scout must complete the Outdoor Challenge, plus at least four of the remaining Challenges, plus a personal challenge.</p> <p><u>The personal challenge</u></p> <p>The activity needs to have an agreed level of commitment and be challenging to the individual. This needs to be started in the scouts last 6 months they must complete the three following areas:</p> <ul style="list-style-type: none"> • Adventure - take part in a new challenge or one to a higher level • Leadership - attend 2 troop leader forum meetings and successfully achieve an action point • Commitment - complete an activity which demonstrates personal commitment e.g. community activities, taking more responsibility at sports club or helping with younger scouts.

Badges - please mark date you have achieved them

- Administrator
- Aeronautics
- Air Researcher
- Air Spotter
- Basic Aviation Skills
- Aviation Skills
- Advanced Aviation Skills
- Aviation Skills training options
- Angler
- Artist
- Art Enthusiast
- Astronomer
- Athletics
- Camp Cook
- Camper
- Campsite Service
- Canoeist
- Caver
- Chef
- Circus Skills
- Climber
- Community
- Craft
- Cyclist
- Dinghy Sailor
- D.I.Y.
- Dragon Boating
- Electronics
- Emergency Aid
- Entertainer
- Equestrian
- Forester
- Global Conservation
- Guide
- Heritage
- Hiker
- Hill Walker
- Hobbies
- Interpreter

- Librarian
- Life Saver
- Martial Arts
- Master at Arms
- Mechanic
- Meteorologist
- Model Maker
- My Faith
- Naturalist
- Basic Nautical Skills
- Nautical Skills
- Advanced Nautical Skills
- Nautical Skills training options
- Navigator
- Orienteer
- Photographer
- Physical Recreation
- Pioneer
- Power Coxswain
- Public Relations
- Pulling
- Quartermaster
- Racing Helm
- Radio Communicator
- Skater
- Smallholder
- Snow sports
- Sports Enthusiast
- Survival Skills
- Water Sports
- World Faiths
- Writer
- Outdoor challenge
- Outdoor challenge plus
- Creative challenge
- Fitness challenge
- Global challenge
- Community challenge
- Adventure challenge
- Expedition challenge
- Chief scout gold