



Badge Requirements

Contents

Position of Badges on Uniform..... 1

Beaver Scout Membership Award2

Joining In Awards 3

Moving-On Award4

Challenge Badges.....5

 The Creative Challenge..... 6

 Discovery Challenge (Discontinued)7

 Fitness Challenge 8

 Friendship Challenge9

 Global Challenge..... 10

 Outdoor Challenge 11

 Promise Challenge 12

Chief Scout's Bronze Award 13

Activity Badges..... 14

 Adventure 15

 Air Activities..... 16

 Animal Friend 17

 Creative 18

 Experiment 19

 Explore..... 20

 Faith 21

 Health & Fitness..... 22

 Healthy Eating..... 23

 Hobbies 24

 Imagination 25

 Safety 26

Staged Activity Badges 27

 Emergency Aid 28

 Hikes Away..... 32

 Information Technology 34

 Musician..... 37

 Nights Away 40

 Swimmer 43

Partnership Awards 46

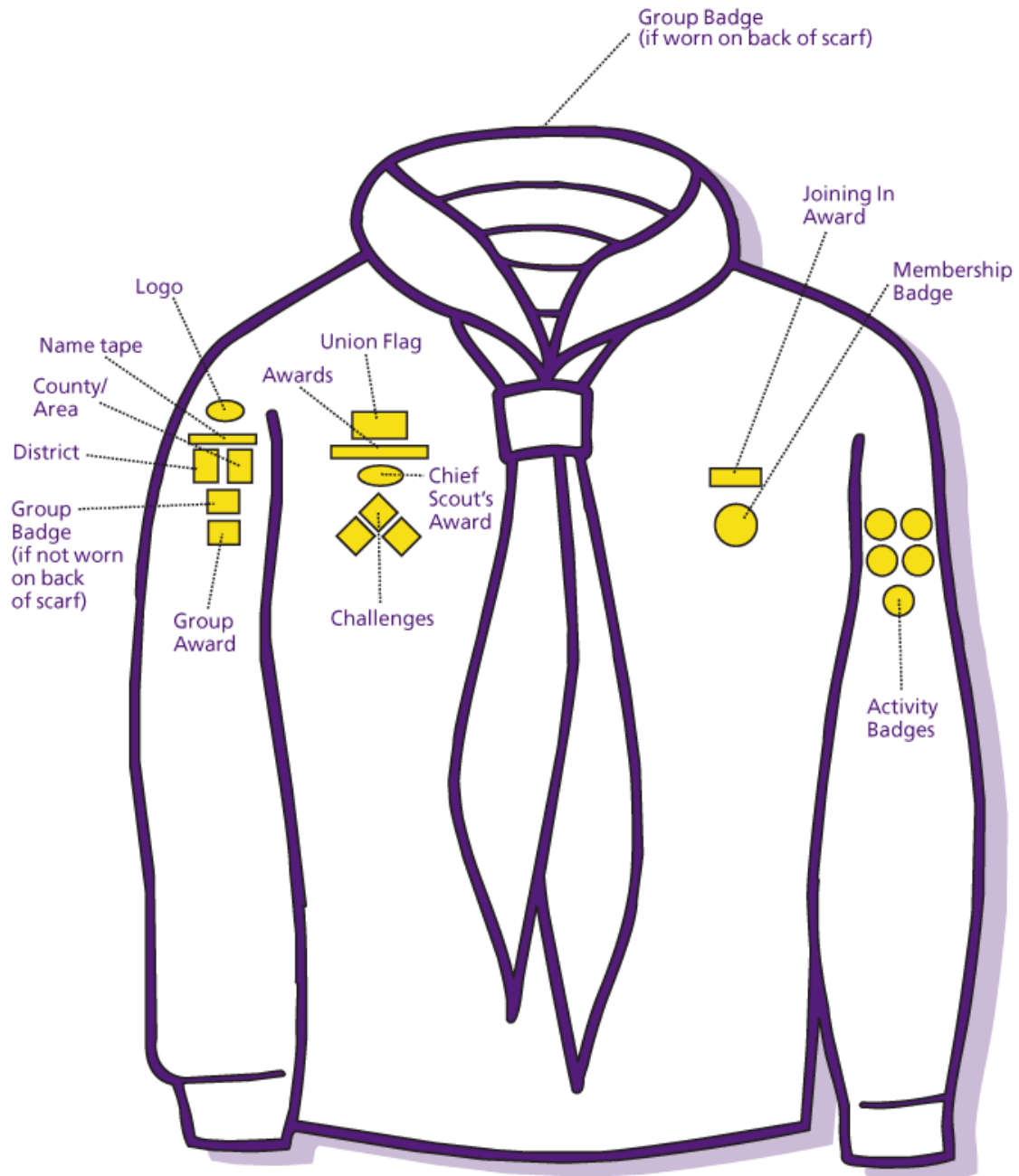
 International Friendship Award 47

 Environment Award 48

 Faith Award..... 49

Position of Badges on Uniform

The diagram below shows the positions of the Beaver Scout badges on their Uniform.



Beaver Scout Membership Award



This Award has been designed to help Beaver Scouts understand the commitment that they are making when they make their Promise and become Members of the Movement and the Beaver Scout Section.

Requirements

It is recommended that Beaver Scouts complete the following activities in the three areas before the badge is awarded and they make their Promise.

Area One - Know about the Colony

- Attend at least four meetings.
- Get to know other Members and Leaders in the Colony.
- Find out about ceremonies and traditions in the Colony.
- Find out about activities available in the Colony.

Area Two - Know about joining the Colony

- Know and show an understanding of the Beaver Scout Promise.
- Know and show an understanding of the Scout Motto, Sign and Handshake.
- Know what to do at their Investiture.
- Know the meaning of the badges that they will receive at their Investiture.
- Show a general knowledge of the family of Scouts, worldwide Scouting and the history of Scouting.

Area Three - Promise

- Become a Beaver Scout by making the Promise.

Joining In Awards



The Joining In Awards recognise a commitment to Scouting. They celebrate Beaver Scouts participating in a Balanced Programme over a period of time. These badges are not Section specific. They recognise the length of time a young person has been a Member of the Scout Movement, rather than as a member of any individual Section.

When are the Awards presented?

In the Colony, up to two Joining In Awards can be earned. They would normally be presented one year after the Beaver Scout has joined the Colony. The award acknowledges and celebrates an active involvement in a Balanced Programme. Some Colonies award a Joining In Award around the time of a Beaver Scout's birthday.

Wearing the Awards

All Joining In Awards earned within the Beaver section can be worn at the same time.

Moving-On Award



This Award is presented to a Beaver Scout when he or she is invested into the Cub Scout Pack. The Investiture should take place on their first official meeting as a Cub Scout.

To complete the Moving-On Award, a Beaver Scout must:

- know about the Cub Scout Pack.
- know about joining the Cub Scout Pack.
- renew the Promise.

What is the purpose of this Award?

This badge helps ease the transfer of a Beaver Scout to the Cub Scout Pack. It also allows the Beaver Scout to be invested into the Pack immediately, recognising that they are already Members of the Scout Movement.

Know about the Cub Scout Pack

- Attend meetings of both the Beaver Scout Colony and the Cub Scout Pack for at least four weeks and take an active part in both programmes.
- Get to know the Members and Leaders of their Six and Pack.
- Find out about the ceremonies and traditions in the Pack.
- Find out about the activities available to their Six and Pack.

Know about joining the Cub Scout Pack

- Know and show an understanding of the Cub Scout Promise and Law.
- Know and show an understanding of the Scout Motto, Sign, Salute and Handshake.
- Know what to do at their Investiture.
- Know the meaning of the badges they will receive at their Investiture. This should include extending their understanding of the family of Scouting and worldwide Scouting.

Renew the Promise

- Become a member of the Cub Scout Pack by renewing the Promise.

Challenge Badges

The Challenge Badges complement the Balanced Programme. These have been developed to extend Beaver Scouts skills and experience. The Challenges are optional and continue throughout the Sections providing continuity from 6 to 25.

What are the Challenges?

The following Challenges are available in the Beaver Scout Section.

- The Promise Challenge
- The Creative Challenge
- The Fitness Challenge
- The Friendship Challenge
- The Global Challenge
- The Outdoor Challenge

Are the Challenges for individuals or groups?

Each part of the Challenge should be part of the Balanced Programme for the whole Colony. They are not activities to be undertaken individually. Challenges should not require any special work, but should be a part of normal Colony activities.

The lists of activities are not complete or exhaustive. If you want to substitute another activity, look at the suggestions and choose something with the same element of challenge.

Where can I find more programme ideas?

You can get further ideas from other Leaders, SCOUTING Magazine or from ScoutBase UK at www.scoutbase.org.uk.

Can Beaver Scouts complete a Challenge more than once?

Yes, but the second time, they need to show more involvement, skill and further development. If they complete a second Challenge they can wear a second badge.

The Creative Challenge



The Beaver Scout must complete four activities, at least one from each area.

Creativity

- Act or mime a simple scene
- Learn a new song and sing it
- Make a model. This could be out of anything, such as junk, kit or Lego
- Make an instrument and play it.

Cooking

- Try some simple cooking e.g. making cakes or decorate biscuits etc
- Make a hot drink safely.

How things work

- Learn how a simple mechanism works e.g. a lock, bike pump, Meccano, etc
- Learn what a magnet does
- Use some food colouring to, for example, tie-dye some material or watch celery change colour
- Light a bulb using a simple circuit.

Discovery Challenge (Discontinued)



This badge has been discontinued

Notes:

This badge no longer appears in the new syllabus for Beaver Scouts.

The old requirements for the Discovery Challenge can also be found on ScoutBase UK.

Fitness Challenge



The Beaver Scout must complete four activities, at least one from each area.

Agility and fitness

- Take part in a team game
- Take part in agility activities e.g. balancing a book on their head etc
- Take part in co-operative games e.g. parachute games.

Adventure

- Go for an accompanied walk
- Take part in a Keep Fit session
- Try one new sport e.g. rugby, tennis etc.

Health

- Learn about and taste a variety of healthy foods
- Monitor heartbeat after different activity and understand the reasons for change
- Design a poster, which promotes healthy eating.

Friendship Challenge



The Beaver Scout must complete four requirements, at least one from each area.

Caring for others

- Know what to do in an emergency, including calling 999
- Understand how to change simple activities to cater for special needs
- Take part in an activity to help the elderly
- Take part in an activity to help the community
- Raise funds for a good cause.

People far away

- Find out about four different aspects of life in another country. For example: national costume, food, currency or climate, etc
- As a Colony create a link with another Colony or similar in a different country.

Meeting other people

- Find out about the job or interest of someone in their community, such as a religious leader, dentist, a musician etc
- Arrange a visit to or from someone who serves the community. For example - a police officer, a lifeboat crew, coastguard, fire fighter etc
- Join in activities with another Colony.

Global Challenge



The Beaver Scout must complete four activities, at least one from each area.

Cultures

- Learn about Fair Trade products
- Taste and/or prepare food from around the world
- Learn about international faiths and beliefs
- Take part in a tradition from around the UK. This could be about preparing local food, folk dancing or singing songs etc. Examples include cheese rolling, well dressing, may pole dancing
- Play or make an instrument from another country. For example a didgeridoo, drums, castanets or rain sticks, etc.

World Scouting

- Learn a Promise from another country
- Learn a greeting in another language
- Take part in a Scouting activity from another country
- Meet a Scout from another country.

Environment

- Organise an activity to clean up the environment e.g. litter pick
- Learn about the Country Code
- Get involved in a recycling project, such as for paper, glass or ink cartridges
- Plant trees or flowers
- Learn how to save energy
- Learn about wildlife conservation.

Outdoor Challenge



The Beaver Scout must complete four activities, at least one from each area.

Preparing for a visit

- Pack a healthy picnic meal
- Know what to put in your rucksack for a day visit. This could be a cagoule, drinks, lunch and waterproofs, etc
- Help put up a tent

Visit

- Go on a visit to a place of interest. This could be a park, campsite, activity centre, historic building, beach or similar
- Visit a Cub Scout Pack holiday or Scout camp.

Adventure

- Take part in an outdoor activity, For example, swimming, climbing, grass sledging, treasure hunt, canal boating etc
- Attend a Sleepover
- Learn and use two knots
- Follow a laid out trail.

Resources

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

Promise Challenge



The Beaver Scout must complete four activities, at least one from each area.

Beaver Scout Promise

- Explain how they have recently 'done their best' on at least two occasions and how this made a difference
- Help a new Beaver Scout in the Colony to learn the Beaver Scout Promise
- Take part in an Investiture ceremony or similar
- Attend at least two Colony Forums/Log Chews.

Your God

- Take part in an act of worship with others in the Colony, such as a parade at a place of worship, and/or a Scouts' Own
- Learn two facts about their faith community and tell the rest of the Colony about them
- Write and read a prayer for their Colony's opening or closing ceremony
- Attain the Faith Activity Badge.

Rights and Wrongs

- Help review an event or activity with the rest of the Colony
- Visit a place of worship other than their own
- Learn about Fair Trade, the right to clean water etc
- Listen to a story from a faith tradition which gives examples of good and bad and talk about it afterwards
- Write down some ideas that could help to make the Beaver meetings more fun for everyone.

Chief Scout's Bronze Award



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

- Creative Challenge
- Fitness Challenge
- Friendship Challenge
- Global Challenge
- Outdoor Challenge
- Promise Challenge

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

Activity Badges

Activity Badges are optional, but they provide an opportunity to reward a young person who has taken part in an activity over a period of time. They should raise interest and extend a young person's skills throughout their time in Scouting.

There are 12 badges available for Beaver Scouts, 35 for Cub Scouts, 70 for Scouts and 28 for Explorer Scouts.

Flexibility Statement

The requirements for the Activity Badges provide a wide range of choice for Beaver Scouts. Most Beaver Scouts will be able to access the Badges of their choice. There will be a number of children with Special Needs who will need further flexibility to gain their Activity Badges. Adaptation may be required specific to the needs of the child concerned. The aim in each case should be to improve access to the Badge rather than to reduce the challenge of its requirements

Adventure



Complete the following: Take part in three activities with other Beaver Scouts that will provide adventure. Two should be activities that they have not tried before. Examples include:

- Treasure hunt
- Following a laid trail
- Grass sledging
- Journey using a new form of transport
- Making and sailing a model boat
- Climbing
- Abseiling
- Swimming
- Canal boating
- An adventure walk around a park
- Visiting a pier
- Swimming

Notes

The Leadership team must arrange appropriate supervision before the adventure takes place.

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

Air Activities



Complete the following:

1. Make a paper dart out of paper and see how well it flies
2. Find out about a particular aeroplane and tell others in the colony about it. Examples might be Concord, Spitfire, Airbus, Lynx helicopter etc
3. Talk to someone who has flown in a plane, helicopter or hot air balloon and find out what it was like
4. If they have already flown in a plane - tell others in the Colony what it was like. If not, tell them what they would like to fly in, and why

Notes

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

Animal Friend



Complete the following:

1. Know how to care for an animal, fish or insect
2. Help to take care of an animal for one month
3. Tell others in the Colony about the animal
4. Know about the correct food to feed the animal, including type, variety and quantity
5. Know about the habitat of the animal, such as where it sleeps etc
6. Know how to exercise the animal
7. Keep a record of the food given to the animal and what they do with the animal for a period of two weeks.

Examples of suitable animals for this Badge include: dogs, cats, gerbils, guinea pigs, fish, birds, rabbits, lambs, stick insects.

Notes

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

The old requirements for the Animal Friend Badge can also be found on ScoutBase UK, and are valid until the end of December 2007.

Creative



Complete the following: The Beaver Scout needs to:

1. explain/know about a creative activity
2. take part in the creative activity
3. tell the Colony about the activity.

Examples of creative activities include:

- Putting on a show or form of entertainment
- Making a mobile, origami shapes, a model out of clay or plasticine, a painting or drawing or doing conjuring tricks

Notes

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

The old requirements for the Creative Badge can also be found on ScoutBase UK, and are valid until the end of December 2007.

Resources

Hot Wheels and AcceleRacers have produced a poster for all Beaver Scouts, and notes for all Beaver Scout Colonies.

Experiment



Complete the following:

1. Decide what to do and try and work out what might happen
2. Investigate something of interest to find out how it works; or grow something from seed
3. Tell others in the Colony what they saw and discovered.

Some examples of experiments could include:

- Growing a bulb
- Growing mustard and cress, a seed potato, bean or carrot top
- Showing how a torch works from the bits that make it up
- Showing what a magnet can do, or making a game using magnets.

Notes

A Beaver Scout who has qualified for the BA (British Association for the Advancement for Science) First Investigators Club Silver Star automatically qualify for this Badge

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

The old requirements for the Experiment Badge can also be found on ScoutBase UK, and are valid until the end of December 2007.

Explore



Complete the following:

1. Decide what or where to explore
2. Think about what they expect to find
3. Go on the exploration
4. Tell others in the Colony what they have discovered.

Suggested places to visit and explore include:

- the seashore
- a forest or park
- woodland
- a town.

Notes

All explorations should be undertaken under the supervision of a responsible adult.

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

The old requirements for the Explore Badge can also be found on ScoutBase UK, and are valid until the end of December 2007.

Faith



Complete the following:

1. Write a prayer or reflection
2. Read or share a prayer at the opening or closing ceremony or some other time
3. Find and tell a story that relates to the Beaver Scout Promise
4. Tell others in the Colony about the story in an interesting way, for example, as simple drama, picture, cartoon, or part of a game
5. Visit a place of worship and show evidence of their visit with Photographs, drawings, handouts, leaflets or information sheets

Notes

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

The old requirements for the Faith Badge can also be found on ScoutBase UK, and are valid until the end of December 2007.

Health & Fitness



Complete the following:

1. Learn about foods that are good for you
2. Learn about the value of keeping fit
3. Plan a healthy meal.
4. Tell others in the Colony about a sport or activity they take part in
5. Learn about personal hygiene

Notes

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

Healthy Eating



Complete the following:

1. Make a fruit salad
2. Make a healthy snack
3. Make two different sandwiches
4. List some unhealthy foods

Examples of healthy snacks include omelette, salad mini pizzas, strawberry smoothie, homemade meatballs etc.

Notes

*There must be appropriate supervision when doing these activities
If you need help designing alternatives to these requirements for those with special needs
please contact the Special Needs Office at Gilwell Park.*

Hobbies



Complete the following:

1. Take part in a chosen hobby for a period agreed
2. Tell and show the Colony the chosen hobby

Notes

*A Beaver Scout may gain more than one Hobbies Badge.
If you need help designing alternatives to these requirements for those with special needs
please contact the Special Needs Office at Gilwell Park.*

Imagination



Complete the following:

1. Write, tell or act a short story, poem or play.
2. Build a model using a variety of objects.
3. Build a collage, draw or paint a picture imagining what life might be like in the future

Notes

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

Resources

The Oddies, publishers of a series of stories about where all those missing odd socks go, is running a competition for Beavers and Cubs to create a new Oddies character to be featured in a book next year. Closing date: 1st March 2007. They have produced some great resources to help Beavers construct their story and enable them to gain their Imagination Badge. Go to the Scouts section of www.readwithmeweek.co.uk to find out more.

Safety



Complete the following:

1. Explain the Green Cross code
2. Explain the Water Safety code
3. Say what to do when approached by a stranger
4. Identify possible dangers around the house and say what to do about them

Notes

If you need help designing alternatives to these requirements for those with special needs please contact the Special Needs Office at Gilwell Park.

Staged Activity Badges

There are six Activity Badges staged across all Sections.

These are:

- Emergency Aid
- Hikes Away
- Information Technology
- Musician
- Nights Away
- Swimmer

The Staged Activity Badges have been designed to provide a unified approach throughout the Sections.

All the Staged Activity Badges have 5 stages, except Nights Away - which has 12 and Hikes Away, which has six. This means that a young person can gain whichever badge is appropriate to the level they have reached. It is possible, for example, for a Beaver Scout who is an excellent swimmer to gain a higher level badge than a Scout who has just taken up the activity.

Emergency Aid

Young people should be trained and assessed using the syllabus and resources provided in conjunction with the British Red Cross. These are published in factsheets and booklets. At each stage Leaders should not assume prior knowledge but should cover the full syllabus using instruction games and exercises to reinforce the learning. For stages 1 - 3 ongoing assessment is acceptable. For stages 4 and 5 a more structured assessment at the end of the course is recommended to test knowledge.

Emergency Aid 1



Complete the requirements below.

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

Notes

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

Emergency Aid 2



Complete the requirements below.

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

Notes

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

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

Emergency Aid 3



Complete the requirements below.

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

Notes

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

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

Emergency Aid 4



Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know when and how to contact the Emergency Services.
3. Be able to respond to the needs of an unconscious patient. Know how to open an airway, give CPR to both an adult and a child and how to place in the recovery position.
4. Know how to deal with both minor cuts and bleeding and major bleeding injuries.
5. Know how to deal with burns and scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.

7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.
10. Know the common medication procedures used by individuals with asthma and how to deal with an asthma attack.
11. Know how to recognise the symptoms of a heart attack and take appropriate action.
12. Know how to deal with an injury to the head.
13. Know how to deal with a casualty with a suspected spinal injury.
14. Recognise the signs of a fracture and soft tissue injuries and how to protect from further injury or pain.
15. Know the signs and symptoms of Meningitis and the action to take.

Notes

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

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

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

Emergency Aid 5



Complete the requirements below.

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

Beaver Scout Badge Requirements

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

Notes

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

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

Hikes Away

Hikes Away 1



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

Hikes Away 5



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

Hikes Away 10



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

Hikes Away 20



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

Hikes Away 35



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

Hikes Away 50



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

Notes

Reference should be made to the Activity Rules in Chapter 9 of POR and the Activity Permit Scheme. Examples of activities qualifying for a 'Hike Away' are listed below. Other similar activities could be undertaken. For Beaver Scouts, plan for about 2 hours of activity. Examples might be:

- Explore on foot a country park or nature reserve
- Go on a family ramble
- Take part in a woodland walk (observing the wild life / complete a tree safari)

For Cub Scouts plan for about 3 hours of activity. Examples might be:

- Follow a towpath trail and discovering how locks work on the local canal.
- While on camp or pack holiday explore on foot a local town or village.
- Walk up a hill and enjoy the view.

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

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

For Explorer Scouts (plan for at least 5 hours of activity). Examples might be:

- Spend the day (or night!)
- Hill walking
- Mountain biking
- Canoe touring
- Pony trekking
- Nordic skiing
- Backpacking

Information Technology

Information Technology 1



Complete the following:

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

Information Technology 2



Complete the following:

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

- Produce a simple pictogram or graph of something of interest to them or their Section.

Information Technology 3



Complete the following:

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

Information Technology 4



Complete the following:

1. Explain to the Assessor the laws which concern the copying of software, access to computer systems and storage of personal information.
2. Create a simple website for their Section.
3. Explain how an IT system is used by a major user, e.g. a supermarket chain or a bank.

4. Show how that they have used IT in their daily life over a period of six months, e.g. email, weather forecasts etc.
5. Explain the following terminology.
 - Macros
 - Web Publishing
 - Video Conferencing
 - Multi-tasking
 - Drag and Drop
6. Choose two additional activities out of the following:
 - Evaluate a range of professional websites.
 - Produce a range of information literature on an agreed theme, e.g. 'how to be more environmentally friendly' - leaflets, posters, fliers etc.
 - Produce a complex database for a specific purpose.
 - Take part in a video conference with a Scout from another part of the world.
 - Demonstrate their ability to use a control programme, e.g. Lego Dacta, LOGO beyond a basic standard.

Information Technology 5



Complete the following:

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

Musician

Musician 1



Complete the following:

- 1 **Skill** Listen to a short tune of a couple of lines and then sing it back. Listen to another tune and then beat or clap out the rhythm.
- 2 **Performance** Sing or play two different types of song or tune on their chosen instrument. This performance must be either in front of other Scouts, or at a public performance, such as at a Group Shows, school concert or church service.
- 3 **Knowledge** Demonstrate some of the musical exercises that they use to practice their skills. Talk about their instrument, and why they enjoy playing it (or the songs they sing and why they enjoy singing them). Name several well-known pieces of music that can be played on their instrument. Name several musicians who they have heard.
- 4 **Interest** Tell their Assessor about the music that they most like to listen to.

Musician 2



Complete the following:

- 1 **Skill** Achieve Grade One of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice or by singing.
- 2 **Performance** Sing or play two different types of song or tune on their chosen instrument. This performance must be either in front of other Scouts, or at a public performance, such as at a Group Show, school concert or church service.
- 3 **Knowledge** Demonstrate some of the musical exercises that they use to practice their skills. Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them). Name several well-known pieces of music associated with their instrument. Name several musicians who are associated with their instrument or chosen songs.
- 4 **Interest** Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play or sing.

Musician 3



Complete the following:

- 1 **Skill** Achieve Grade Two of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice.
- 2 **Performance** Sing or play (either as a solo or with others) two different types of song or tune on their chosen instrument. This performance must be either in front of the other Scouts, or at a public performance such as at a Group Show, school concert or church service.
- 3 **Knowledge** Demonstrate some of the musical exercises that they use to practice their skills. Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them). Talk about several well-known pieces of music associated with their instrument or chosen songs.
- 4 **Interest** Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play or sing.

Musician 4



Complete the following:

- 1 **Skill** Achieve Grade Three or Four of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice by singing.
- 2 **Performance** Sing or play three different types of song or tune on their chosen instrument. One should be a solo and one of the other two should accompany other musicians in an arrangement of their choice. The performance should be public, such as at a Group Show, school concert or church service.
- 3 **Knowledge** Demonstrate some of the musical exercises that the use to practice their skills. Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them). Talk about some of the musicians who are associated with their instrument.
- 4 **Interest** Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play or sing.

Musician 5



Complete the following:

- 1 ***Skill*** Achieve Grade Five of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice or by singing.
- 2 ***Performance*** Sing or play three different types of song or tune on their chosen instrument. One should be a solo and one of the other two should accompany other musicians in an arrangement of their choice. The performance should be public, such as at a Group Show, school concert or church service.
- 3 ***Knowledge*** Demonstrate some of the musical exercises that they use to practice their skills. Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them). Name several well-known pieces of music associated with their instrument. Name several musicians who are associated with their instrument.
- 4 ***Interest*** Talk about their own interests in music, including what they listen to most and how this is similar to or different from the music they play or sing.

Nights Away

Nights Away 1



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

Nights Away 5



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

Nights Away 10



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

Nights Away 20



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

Nights Away 35



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

Nights Away 50



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

Nights Away 75



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

Nights Away 100



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

Nights Away 125



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

Nights Away 150



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

Nights Away 175



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

Nights Away 200



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

Notes

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

Swimmer

Swimmer 1



Complete the following:

- 1 **Safety:** Know the safety rules and where it is safe to swim locally.
- 2 **Enter Pool:** Without using the steps, demonstrate a controlled entry into at least 1.5 metres of water.
- 3 **Short Swim:** Swim ten metres on their front.
- 4 **Tread Water:** Tread water for 30 seconds in a vertical position.
- 5 **Water Skills:** Using a buoyancy aid, float still in the water for 30 seconds. Demonstrate their ability to retrieve an object from chest deep water. Perform a push and glide on both their front and back.
- 6 **Distance Swim:** Swim 25 metres without stopping.
- 7 **Swimming Activity:** Take part in an organised swimming activity.

Swimmer 2



Complete the following:

- 1 **Safety:** Know the safety rules and where it is safe to swim locally.
- 2 **Enter Pool:** Demonstrate a controlled entry or dive from the side of the pool, into at least 1.5 metres of water.
- 3 **Short Swim:** Swim ten metres on their front, ten metres on their back, and ten metres on their back using only their legs.
- 4 **Tread Water:** Tread water for three minutes in a vertical position.
- 5 **Water Skills:** Surface dive into at least 1.5 metres of water and touch the bottom with both hands. Mushroom float for ten seconds. Enter the pool and push off from the side on their front and glide for five metres. From the side of the pool, push off on their back and glide for as far as possible.
- 6 **Distance Swim:** Swim 100 metres without stopping.
- 7 **Swimming Activity:** Take part in an organised swimming activity.

Swimmer 3



Complete the following:

- 1 **Safety:** Know the safety rules and where it is safe to swim locally. Explain the rules governing swimming for Scouts.
- 2 **Enter Pool:** Demonstrate a controlled entry or dive from the side of the pool into at least 1.5 metres of water.
- 3 **Short Swim:** Swim 50 metres in shirt and shorts.
- 4 **Tread Water:** Tread water for three minutes with one hand behind their back.
- 5 **Water Skills:** Surface dive into 1.5 metres of water and recover an object with both hands from the bottom. Return to the side of the pool holding the object in both hands. Enter the water from the side of the pool by sliding in from a sitting position. Using any floating object for support, take up and hold the Heat Escape Lessening Posture for five minutes.
- 6 **Distance Swimming:** Swim 400 metres without stopping.
- 7 **Swimming Activity:** Take part in an organised swimming activity, since gaining their previous Swimming Badge.

Swimmer 4



Complete the following:

- 1 **Safety:** Know the safety rules and where it is safe to swim locally. Explain the rules covering swimming for Scouts.
- 2 **Enter Pool:** Demonstrate a racing dive into at least 1.5 metres of water and straddle jump into at least two meters of water.
- 3 **Short Swim:** Swim 100 metres in less than four minutes.
- 4 **Tread Water:** Tread water for five minutes.
- 5 **Water Skills:** Surface dive into 1.5 metres of water, both head first and feet first and swim at least five metres under water on both occasions. Enter the water as for unknown depth. Swim ten metres to a floating object and use it to take up and hold the Heat Escape Lessening Posture for five minutes.
- 6 **Distance Swim:** Swim 800 metres without stopping. They should swim 400m on their front and 400m on their back.
- 7 **Swimming Activity:** Take part in an organised swimming activity, since gaining their previous

Swimming Badge.

Swimmer 5



Complete the following:

- 1 **Safety:** Know the safety rules and where it is safe to swim locally. Explain the rules covering swimming for Scouts.
- 2 **Enter Pool:** Demonstrate a racing dive into at least 1.5 metres of water and a straddle jump into at least two meters of water.
- 3 **Short Swim:** Swim 100 metres in shirt and shorts. On completion, remove the additional clothes and climb out of the pool unaided. Time limit three minutes.
- 4 **Tread Water:** Tread water for five minutes, for three of which one arm must be held clear of the water.
- 5 **Water Skills:** Scull on their back, head first for ten metres then feet first for ten metres. Move into a tuck position and keeping their head out of the water, turn 360 degrees. Swim ten metres, perform a somersault without touching the side of the pool and continue to swim in the same direction for a further ten metres. Demonstrate the Heat Escape lessening Posture. Demonstrate a surface dive, both head and feet first into 1.5 metres of water.
- 6 **Distance Swimming:** Swim 1000 metres using any three recognised strokes for a minimum distance of 200 metres per stroke. This swim must be completed in 35 minutes.
- 7 **Swimming Activity:** Take part in an organised swimming activity, since gaining their previous Swimming Badge.

Partnership Awards

A further option to help your Balanced Programme are the three Partnership Awards.

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

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

Where should the Partnership Awards be worn?

These badges are worn below the County/Area and District Badges on the right arm, below any Leadership Stripes. If all three badges are achieved by the young people, all three can be worn. They are not, however, transferred to the uniform in the next Section.

International Friendship Award



The International Friendship Award is about developing friendships, but not just international ones! Its aim is to bring a Group together to encourage friendship and links, both internally and internationally. By working together on this Award, everyone will grow in understanding and respect for each other. They will also make new friends and find out about people living in other countries. The International Friendship Award opens up new horizons in the Programme for all Sections, and can be worked towards at the same time as the Global Challenge. The aims of the International Friendship Award are to:

- promote international activities for each Section and projects for Explorer Scouts and the Scout Network
- promote activities between the Sections
- support the international focus in the Programme
- ensure there is a positive influence on everyone taking part
- have a long-term benefit for people living in another country.

Examples of projects might include:

- supporting the development of Scouting in Russia
- supporting Street Scouts in Kenya.

With this Award there is an opportunity to be involved with organisations and agencies. Also, there is the chance to promote international awareness and activities across all Sections.

Resources

Lands of Adventure is a programme for Scouts aged 11 to 15, developed by the Scout Associations in the European Scout Region. The aim of Lands of Adventure is to reinforce the idea of a common peaceful Europe to members of the Scout Section.

Environment Award



The Environment Award is about encouraging young people to develop a sustainable lifestyle. That is, a way of life that has a minimal impact on the environment. It is designed to bring a Group together to promote an environmentally friendly way of living. The aims of the Environmental Award are to:

- promote environmental awareness in young people
- promote activities between the Sections
- support the environmental focus in the Balanced Programme
- ensure there is a positive influence on everyone taking part
- have a long-term benefit on sustainable development globally or locally.

Examples of projects might include:

- setting up a recycling point in the Group meeting place or Community Centre
- the creation of a 'wild area' or pond at the local campsite.

Faith Award



The Faith Award is about encouraging young people to develop an understanding of their own or another faith community. It is designed to bring a Group together to promote a greater understanding of the:

- life
- history, or
- practices of a faith community in your local community area.

The aims of the Faith Award are to:

- develop a greater understanding of a faith community
- promote activities between the Sections
- support the faiths and beliefs dimension in the Balanced Programme
- ensure there is a positive influence on everyone taking part
- have a long-term benefit in encouraging greater understanding or awareness of a local faith community.

Examples of projects might include:

- developing links with a Scout Group of a faith community different to your own, e.g. Muslim or Sikh
- working with an agency of your own faith community.