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இலங்கை சாரணர் சங்கம்
SRI LANKA SCOUT ASSOCIATION

Path to win
Scout Award
SCOUT HAND BOOK
2021

02



National Programme Team



Sri Lanka Scout Association

Scout's Work Book 2

Path to win the

SCOUT AWARD

2. SCOUT AWARD

1. Scout Movement in Sri Lanka

- Know in brief, the history of the Scout Movement of Sri Lanka

2. National Flag and National Symbols

- Know the structure of the National flag, and the basic meaning of the symbols that it signifies.
- Know about the National Sport, National Flower, National Tree, National Bird and the Government Crest

3. Rules of Health 2

- Know simple rules of health and practically use them

4. Correct Posture and Habits

- Understand the correct methods of doing the following things:
 - * Standing, Sitting, Walking, carrying a weight, Sleeping, and General Smartness
- Follow accepted norms in:
 - * Getting permission before entering, helping others, Thanking, Apologizing, not being proud, etc.

5. Social Health

- Understand the bad effects of smoking, consumption of alcohol, substance abuse (drug use) and of chewing beetle.
- Collect information about them in the Log Book.

- Make a poster/ make a speech of 5 minutes/ write an essay of about 200 words/ write a poem of about 4 verses/ do a short sketch or drama on prevention of smoking, consumption of alcohol, substance abuse and chewing beetle (Do one of them).

6. Preparation for Flag Break/Hoisting

- Be able to prepare a flag break/flag hoisting ceremony

7. Know the Area

- Know the area within a radius of $\frac{1}{2}$ K.M. from the Scout's home, and have a knowledge of important places within that area
- Be able to direct a stranger to important places in the Scout's locality, indicating distances and directions.

8. Outdoor Activity

- Actively take part, in two of the under mentioned activities

- o Nature ramble

- o Bird watching

- o Exploring places of archeological/historical value

- o One-day hike with the Patrol

- o Any other similar activity.

- Make log entries in the personal Log Book.

9. Environment Protection for Sustainability

- Understand bad effects/impact of using chemical fertilizer pesticides, weedicides etc.

- Collect information about it and make a verbal report to the Scout Master.

- Understand the basics of making a compost pit in school or at home

- Plant a tree, maintain and protect it. Use the compost made by the Scout for this plant.

10. Safe from Harm 2

- Explain to the Patrol at a Patrol in Council meeting, three good safety strategies for each of the situations given below (An example is given at the bottom of this list)

- * At weekly or special Scout meetings
- * At camps
- * At hikes and excursions
- * At school
- * At home
- * At a place of a friend or relative
- * During Job week
- * At tuition classes (mass or individual)
- * If detained after school as a punishment

Example: At a weekly or special Scout meeting:

- * Never go home with anybody other than your father/mother/or the person who takes you home usually. Not even if that person says that your father/mother has specifically asked you to go with him/her. You will go with that person, only if your father or mother has specifically told YOU to go with him/her.
- * Never go to, or be in a lonely place. Always be together with the other Scouts of your Patrol or at least at calling distance from the other Scouts.
- * Do not climb trees or high places without the permission of your Scout Leader

Understand what bullying and ragging is, and why it is wrong. Explain and discuss this with the Scout Leader

11. Knots and Lashing

Know how to put the following knots and hitch and know when they could be practically used:

- * Fisherman's Knot

- * Man Harness Knot

- * Timber Hitch

- * Tie Knot

- Know the following lashings and know when they could be used practically.

- * Square Lashing

- * Diagonal Lashing

- * Sheer Lashing

12. Pioneering Work

- Show the ability to make a Trestle and a Portable flag mast, using staves.

- Know about the parts of a rope

13. Compass and Mapping 1

- Have a basic knowledge of how a magnetic compass work, and be able to show the basic 16 directions shown in the compass. (i.e. North, NE, NNE...)

- Be able to show the ability about the undermentioned:

- o Key elements of the map

- o Conventional signs of a map

- Understand how to use the Global Positioning System (GPS)

14. B.P. Exercises

- Be able to do 6 exercises introduced by Lord Baden Powell (B.P. Exercises) to maintain a healthy body, and have made them as a part of the daily routine

15. Sense Training

- Kim's Game

Observe 24 different items within one minute and be able to remember and write down at least 18 of them by memory within three minutes

The Scout has the options of doing smell, touch, taste or hearing instead of observing

16. Fifteen Common Trees

- Be able to identify 15 useful trees (of economic value)
- Know where they naturally grow, their use, their general shapes, the shapes of the leaves, Botanical names etc. and record in the Log book.

17. Marching

- Be able to march 100 meters correctly with the Patrol
- Be able to do Squad drill such as marking time, and drills with the staff etc.

18. First Aid 2

- Explain what D.R.A.B.C. stands for (i.e., D-Danger, R-Response, A- Airway clear, B-Breathing, C-Circulation)
- Understand Recovery Position
- Explain how Cardiopulmonary Resuscitation (CPR) is given and practice using a mannequin, if possible
- Show three methods of carrying a casualty with the help of another, and also demonstrate Fireman's lift

19. IT Literacy 1

- Basic knowledge on key input/output devices attached to the computer system
- Knowledge about basic usage of a computer
- Knowledge about basic storage methods of information

20. Link Language Skills 1

- Learn the alphabet of two languages (from Sinhala, Tamil and English) other than the Scout's own.
- Learn at least 15 words used in day to day life in all three languages

21. Good Habits 2

- Get involved in a small-scale Community Service project with Patrol/others. This could be in the school or in any other place. It should last at least one hour, and write at least 5 sentences about it in the Log Book. If possible, the Scout may paste a photograph of that activity in the Log Book, or draw a picture of it.

22. Two Nights Camping

- Have two nights camping experience (in tent) and write the camp log in the Personal Log Book
- The camp should be held in a safe place, with the permission of the parents, Scout Leader, Principal etc.
- Make a fire using firewood and only two match sticks and make tea for the Patrol

23. One Day Hike of 12km

- Not more than four Scouts should take part in this at a time. Scout Leader should organize this hike and written instructions should be given to the participants. The instructions should include things to be done in the hike
- Scouts should take a back pack to carry, food, first aid etc.
- There will be no night out camping in this hike.
- Prior permission of the parents and the school authorities to be obtained.
- After the hike the participants should give a separate debrief/verbal reports to the Scout Leader about what happened during the hike.
- This should be the last test for the Scout Award.

24. Requirements for Sea Scouts and Air Scouts

Requirements for Sea Scouts

- Explain the following parts of a ship: "Aft", "Fore Castle", "Port side", "Starboard Side"

- Explain why the Phonetic Alphabet is used by the Seamen

Requirements for Air Scouts

- Understand and explain the under mentioned to the Scout Leader: a) Fuselage b) Tail c) Main plane d) Port and Starboard

- Explain the difference between "Ground Speed" and "Air Speed" and how wind is used in takeoff and in landing.

Training Period of Six (06) Months

- Have a minimum training period of 06 months in a Patrol after completing the Membership Badge

- Pay annual membership fee as a member of the World Organization of the Scout Movement (WOSM)

- Continue maintaining the personal log book

Proficiency Badges

- **Earn 03 proficiency badges including the Happy Home badge**

- * Select from any Group other than from Camp Craft and Public Service Groups.

- * Scouts may do up to 06 more proficiency badges in addition to the compulsory 02 badges, but not from the Public Service and Camp Craft Groups.

- * **Sea Scouts may complete a badge from Seaman's Group and Air Scouts may complete a badge from the Airman's Group as one of these badges.**

- If a Scout starts work on this Award as a Junior Scout and completed the Award as a Senior Scout, any relevant Junior badges done as a Junior Scout would be accepted as qualifying badges (i.e. some Scouts might have done Junior as well as Senior Badges, depending on his age when he did those badges).

§ Minimum Age to complete - 11 years and 03 months

§ Should complete before 18 years

§ Interviewer - Scout Leader/Group Scout Leader

ALL READERS PLEASE NOTE THAT WE HAVE GIVEN A VAST AMOUNT OF INFORMATION FOR THE BENEFIT OF ANYBODY INTERESTED. IT IS NOT NECESSARY FOR THE SCOUTS TO MEMORISE AND LEARN EVERYTHING THAT IS INDICATED IN THIS BOOK. THE SCOUTER OR COMMISSIONER OR EXAMINER SHOULD ALWAYS KEEP IT MIND.

ALSO PLEASE REMEMBER THE MISSION OF SCOUTING AS GIVEN BY THE W.O.S.M. AND THE PURPOSE OF SCOUTING AS GIVEN BY THE S.L.S.A.

2. SCOUT AWARD

1. Scout Movement in Sri Lanka

Know in brief, the history of the Scout Movement of Sri Lanka and know about the structure of the Scout Movement in Sri Lanka



The history of the Scout Movement of Sri Lanka

A photograph of the first Scout Group in Sri Lanka



Mr.F.G.Stevens , who started the first Scout Group in Sri Lanka in 1912 at Christ Church College Matale. He was the district engineer of the P.W.D. (Public Works Department)

- 1912 - The first Group of Scouts in Sri Lanka was formed at Christ Church College, Matale by District Civil Engineer, Francis George Stevens.
- 1913 - The second Scout Troop in the country, the 1st Kandy Dharmaraja College Scout Group, was established in Kandy
- 1914 - (14 June) the first Colombo (Governor's Own) Scout Troop was established at Christ Church Galle Face. It was the first open Scout Troop and the third Scout Troop in Sri Lanka
- 1914 - The 1st Galle Mahinda College Scout Group, was established in, Galle by Francis George Stevens
- 1914 - Scouting was introduced to Trinity College, Kandy by J. N. Thomas.
- 1916 - Creation of the 10th Colombo Ananda College Scout Troop, Colombo
- 1916 - Creation of the 4th Galle Aloysius' Scout Group, Galle by Fr. Murphy
- 1916 - Western Province Rally at Havelock Park, Colombo.

- 1917 - Scouting was introduced to Wesley College, Colombo by Rev. P. T. Cash,
- 1916 – Boy Scout Association of Ceylon affiliated to the Boy Scout Association of United Kingdom
- 1917 - King's Flag (awarded by His Majesty the King George V) was won by 1st Kandy Dharmaraja College Scouts for the first time in Ceylon Scouting history.
- 1917 - First all Ceylon Scout Rally at Havelock Race Course, Colombo.
- 1917 - A. B. Rambukwella of the 1st Kandy Dharmaraja College Scout Group, won the King's Scout Badge, and became the first Ceylonese King Scout.
- 1918 - King's Flag (awarded by His Majesty the King George V) was won by 1st Kandy Dharmaraja College Scouts for the second time in Ceylon Scouting history.
- 1919 - King's Flag (awarded by His Majesty the King George V) was won by 1st Kandy Dharmaraja College Scouts for the third time in Ceylon Scouting history.
- 1921 - 1921 - B.P.'s visit to Sri Lanka with Lady Olave Baden-Powell; Scouting starts in Prisons.



B.P. and Lady Olave with First Kandy,
Dharmaraja College Scout Group



B.P. Welcomed by the Scouts of Kandy
At the Railway Station

1925 - Vernon Grenier becomes Chief Commissioner.

- 1930 - Scout HQ moves to an old guardroom at Galle Face, Colombo.
- 1930 - J.H. De Saram become the first Sri Lankan Chief Commissioner.
- 1932 - All Ceylon Scout Craft exhibition at Katugastota, Kandy.
- 1934 - Lord and Lady Baden-Powell visit Sri Lanka
- 1942 - K. Somasundaram becomes Chief Commissioner.
- 1948 - Col. C.P. Jayawardene becomes the Chief Commissioner. New Buildings of National Headquarters. Pedro Camp-site at Nuwara-Eliya. Job Week scheme started. Sinhala and Tamil edition of Scouting for Boys published.
- 1952 - Ceylon Jamboree at Koombi Kele, Colombo. (near the present B.M.I.C.H., Colombo.)
- 1953 - The Boy Scouts Association Ceylon Branch is succeeded by the Ceylon Boy Scouts Association.

- 1954 - E. W. Kannangara becomes Chief Commissioner.
- 1957 – Scouts from Ceylon participate in Jubilee the Jamboree in England.
- 1957 - Ceylon Boy Scouts Council (Incorporation) Act passed by the parliament
- 1962 - Golden Jubilee Jamboree at Race Course, Colombo.
- 1965 November 25 - 'Cub Scout Tattoo' performance at Police grounds.
- 1965 - Mr.Vincent Perera, Mayor Of Colombo renames the Lower Lake Road to "BALADAKSHA MAWATHA"
- 1965 - "BALADAKSHA HANDA" Special Sinhala Radio Program Started with SLBC.
- 1966 - The Cub Scout Golden Jubilee Celebrations in Sri Lanka and World.
- 1967 - Fitzroy H. Gunsekera becomes Chief Commissioner.
- 1972 - C.M.P. Wanigatunga becomes Chief Commissioner.
- 1977 - H. Ratnasuriya becomes Chief Commissioner. National HQ shifted to Chitthampalan Gardiner Mawatha, Colombo 02.
- 1978 - Old Rajans Scouts Association (ORSA), the first South Asian Old Scout Association formed by the Old Scouts of 1st Kandy Dharmaraja College Scout Group, , Kandy.
- 1982 - Theodore Seneviratne becomes Chief Commissioner. Special Commemorative Stamp issued in Sri Lanka in honour of B.P. on his 125th Birth Anniversary.
- 1983 - 3rd National Jamboree at Walisinghe Harischandra Grounds Anuradhapura.
- 1984 - 2nd National Cubboree held at Royal College.
- 1987 - Rex Jayasinghe becomes Chief Commissioner.
- 1990 - 1st SAARC Jamboree at Vihara Maha Devi Park, Colombo. Chief Commissioner Rex Jayasinghe dies just before Jamboree. J. Lionel Silva becomes Chief Commissioner.
- 1992 - 4th National Jamboree in Kurunegala. M. Mazzahim Mohideen becomes Chief Commissioner.
- 1997 - K.H. Camillus Fernando becomes Chief Commissioner.
- 1998 - 5th National Jamboree, Pallekelle, Kandy.
- 1998 - First Asia- Pacific Workshop on Information Technology - Colombo, First Web page hosted by University of Moratuwa.
- 2002 - H.S. Weerakoon becomes Chief Commissioner. 6th National Scout Jamboree, held at Balapitiya.
- 2006 - 7th National Scout Jamboree, held at Nuwara Eliya.
- 2007 - C. Batuwangala becomes Chief Commissioner.
- 2009 - First Female Cub Scouts invested on 23 January
- 2009 – Chathura Deshapriya Mataraarachchi of 1st Kandy Dharmaraja Scout Group was awarded the Outstanding Asia-Pacific Scout Award.
- 2009 - The initiation of Sri Lanka Old Scouts and Old Guides Association and the Kandy District President Scouts and President Guides Association was done
- 2010 - 8th National Scout Jamboree, Angunakolapelessa.
- 2012 The Sri Lanka Scout Association celebrated 100 years of Scouting in Sri Lanka, organized a centenary Scout walk, issued a new stamp and a Rs.2/= coin, and was the host of the Asia-Pacific Scout Jamboree at Dambulla, Matale District in

the Central Province of Sri Lanka from 31 March to 7 April 2012 with approximately 8,000 Scouts including overseas participants from 23 countries.

- 2012 February 22 - published New Scouting Magazine [3] for Sri Lankan Scouts
- 2012 – Sidath Chandima Gajanayaka was awarded the Outstanding Asia-Pacific Scout Award.
- 2012 - Prof. Nimal De Silva becomes Chief Commissioner on 19 April 2012.
- 2013 - 1st Kandy Dharmaraja College Scout Group together with Old Rajans Scouts Association held the Rajans International Scout Gathering of Centennial 2013 (RISGO 2013) at Lake View Park International Scout Centre to celebrate centennial year of the Group with Scouts representing all Scouting regions of the world from 30 countries.
- 2013 - 10th National Cubboree, St. Anthony's College, Wattala. Sri Lanka.
- 2013 - 17th Kandy Trinity College Scout Group organized and held "Around Sri Lanka in 12 Days" Bicycle Ride as a prelude of their centenary to be celebrated in 2014 as the Scouts rode around the Coastal belt of the country covering more than 1600 km. They also raised funds for the New Cancer Hospital to be built in Kandy.
- 2014 - 8th Asia-Pacific Scout Leaders Summit 2014 at Goldi Sands Hotel Ethukala, Negombo.
- 2014 - 1st Kandy Dharmaraja College Scout Group established a Guinness World Records by creating the World Largest neckerchief and woggle.
- 2014 - Colombo Centenary International Scout Jamboree (CCISJ 2014) 1 to 7 August 2014 at Ygro Campsite, Madampe.
- 2014 - October 7, opening a new chapter in Sri Lankan Scouting for (age 5 ½ to 7) සිහින්බාලදක්ෂ'.^[20]
- 20 May 2015 - Sri Lanka's President Maithipala Sirisena took oaths as Chief Scout of Sri Lanka and Patron of the Guild
- 2016 - 9th National Scout Jamboree, in Jaffna.
- 2016 – 100 years of Cub Scouting in Sri Lanka and World
- 13 May 2016 - 11th National Cubboree, in Richmond College, Galle, Sri Lanka.^[20]
- 2017 - Mr. Merrille Goonetilleke becomes Chief Commissioner.
- 17 Aug 2017 - Deputy Chief Commissioner Mr. Janaprith Salinda Fernando elected to World Scout Committee member for the term 2017- 2020
- 2020 - Major General Milinda Peiris becomes Chief Commissioner.

All Ceylon Rally

1. 1st All Ceylon Rally, Havelock Race Course, Colombo, 1917
2. 2nd All Ceylon Rally, Barracks, Kandy, 1918

3. 3rd All Ceylon Rally, Kandy, 1919
4. 4th All Ceylon Rally, Havelock Race Course,
5. Colombo, 1921 (Lord & Lady BP Arrivals)
6. 5th All Ceylon Rally, Kandy, 1922 (Eastern tour of the Prince of Wales 23 March 1922)
7. 6th All Ceylon Rally, Colombo, 1924 (Farewell Ceremony of the British Governor William Manning)

National Scout Jamboree

National Jamboree is organizing by National HQ.

1. 1st National Scout Jamboree, Bullers Road, Colombo, 1952
2. 2nd National Scout Jamboree, Havelock Race Course, Colombo, 1962
3. 3rd National Scout Jamboree, Harischandra Park, Anuradhapura - 26 February to 4 March 1983
4. 4th National Scout Jamboree, Welagedara Ground, Kurunegala, 1992
5. 5th National Scout Jamboree, Kandy, 1998
6. 6th National Scout Jamboree, Balapitiya, 2002
7. 7th National Scout Jamboree, Nuwara Eliya, 2006
8. 8th National Scout Jamboree, Angunakolapelessa, 2010
9. 9th National Scout Jamboree, Jaffna, 20 to 26 February 2016

Know about the structure of the Scout Movement in Sri Lanka

The Sri Lanka Scout

Association (Sinhala: ශ්‍රී ලංකා බාල දේශ සංගමය; Tamil: இலங்கைச் சாரணர் சங்கம்), is an organization in Sri Lanka. The Ceylon Scout Council is a corporation formed by Act No 13 of 1957. The association became a member of the World Organization of the Scout Movement in 1953.

Sri Lanka Scout Association consist of two main sections, The Uniformed Warranted Members, headed by the Chief Commissioner the Chief Executive **AND** the Committee of the Council of Sri Lanka Scout Council is headed by the President of the Sri Lanka Scout Association. The National Scout Headquarters at No. 65/9, Sir Chittampalam A. Gardinar Mawatha, Colombo 2.

The Uniform Staff headed by Chief Commissioner with a team of Headquarters Commissioners.

Chief Commissioner -

Deputy Chief Commissioner

National Training Commissioner

National Programme Commissioner

International Commissioner
Six Assistant Chief Commissioners
and Headquarters Commissioners.

The Headquarters Staff working under the guidance of the Council and the Chief Commissioner.

The Sri Lanka Scout Association Headed by the President of the Council and the Committee of the Council Elected annually at the Annual General Meeting of the Association.

President
Chairman of the Committee
Secretary
Treasurer
14 committee members.

They are elected annually.

The Sri Lanka Scout Association is structured into nine Scouting provinces with 37 Districts:

- | | |
|--------------------------|--------------|
| • Northern Province | 07 Districts |
| • North Central Province | 02 Districts |
| • Central Province | 04 Districts |
| • Eastern Province | 04 Districts |
| • North Western Province | 04 Districts |
| • Western Province | 05 Districts |
| • Uva Province | 03 Districts |
| • Sabaragamuwa Province | 02 Districts |
| • Southern Province | 03 Districts |

Each Scout District has its own District Scout Association headed by the District Commissioner as the chief executive of the District with the Uniformed staff of Assistant District Commissioners and District officials, supported by the District Association headed by the President of the District Association and the District Executive Committee.

Each District has a number of Scout Groups consisting of Singithi Scouts Gomu, Cub Scouts Packs, Scout Troops and Rover Crews with the Leadership of Unit Leaders of respective sections.

Each Scout Group works under the Guidance of the head of the Sponsoring Authority/Head of the Institution and the Leadership of the Group Scout Leader.

Each Scout Group has a Scout Council consisting of Scouters and a Group Committee consisting of parents and well-wishers.

Exercises given in this book are given as suggestions and not necessarily to be strictly tested on.

Exercise 1.

Discuss the above-mentioned information with your Patrol and organize a quiz competition in your Scout Troop – all Scouts may participate by Patrols and the Scouter can give a prize to the winning Patrol.

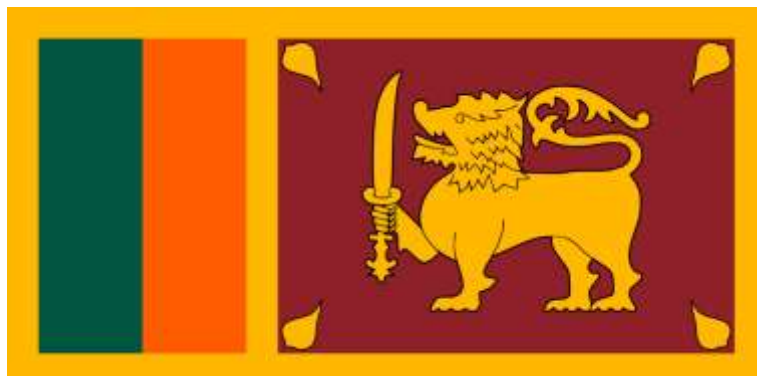
The World Scout Organization and the Membership thereof

- Know that an annual membership fee has to be paid as a member of the World Organization of the Scout Movement.

2. National Flag and National Symbols

- Know the structure of the National flag, and the basic meaning of the symbols that it signifies.
- Know about the National Sport, National Flower, National Tree, National Bird and the Government Crest

2.1 National Flag of Sri Lanka



National flag consisting of a yellow field (background) bearing vertical stripes of green and orange at the hoist and, at the fly end, a crimson rectangle with a sword-wielding lion and four Bo leaves. The width-to-length ratio of the flag is 1 to 2.

Britain established its control over the island in 1815 when it overcame the king of Kandy in 1815. Independence was restored on February 4, 1948, and a replica of the flag used by King Sri Wickrema Rajasinghe was hoisted on that day

"The necessity of a National Flag was discussed even before Sri Lanka gained independence on February 4th, 1948. Mr. A. Sinnalebbe, MP for Batticaloa tabled a motion in the State Council on January 16th, 1948 suggesting that the Lion Flag of King Sri Wickrama Rajasinghe which was taken to Britain in 1815 should be the National Flag. This was debated and later Prime Minister D.S. Senanayake named an Advisory Committee for the formulation of a National Flag. The Members of the Committee were Mr. S.W.R.D. Bandaranaike (Chairmen), Sir John Kotalawela, Mr. J.R. Jayewardene, Mr. T.B. Jayah, Sir Lalitha. Rajapakse, Mr. G.G. Ponnambalam and Senator S. Nadesan, and Dr. Senarath Paranavithana (Secretary)."

Although a Committee for the formulation of a national flag was appointed no finality had been reached when the first Independence Day was celebrated on February 4th, 1948. However, a replica of Sri Wickrama Rajasinghe's flag was hoisted on that day.

"The National Flag recommended by the special committee was presented to Parliament by Mr. D.S. Senanayake on March 2nd, 1951 and adopted.

A further change was made in the flag after the change of the constitution in 1978. In 1984 a special committee appointed for this purpose decided that the corners of the crimson area behind the lion there to be Bo leaves. It is interesting to note that the former Chief Commissioner of Sri Lanka Scout Association Prof. Nimal de Silva too was a member of this committee.

That committee was, Hon.K.W.Devanayagam (Minister of Home Affairs),Hon.E.L.B.Hurulle (Minister of Cultural Affairs), Hon.A.C.S.Hameed (Minister of Foreign Affairs), Hon Ranil Wickremasinghe (Minister of Education),Cyril Gamage (Secretary to Ministry of Home Affairs) , Mr.W.T.Jayasinghe (Secretary to Ministry of Foreign Affairs), Walter Ladduwahetty (Secretary to Ministry of Cultural Affairs) ,Mr.E.L.Wijemanne (Secretary to Ministry of Education), Prof. Nimal De Silva, Mr.Kumaran Fernando

Meaning of the Flag

The two vertical stripes of Green and Orange represent the minority races, the four Bo leaves represent Buddhism (Mettha ,Karuna, Muditha and Uppekka)

undermentioned exercises are given as suggestions and not necessarily to be strictly adhered to

Exercise 2.1

Discuss the above-mentioned information with your Patrol and prepare an article of the National Flag and write it in your log book after done the corrections by the Scout Leader.

Find the answers to the Questions:

- 2.1-1 In which century did Prince Vijaya, , arrived from Sinhapura (“Lion City”) Discuss with the other members of the Patrol about the other tribes which were there in Sri Lanka before Wijaya arrived . Was there Buddhism in Sri Lanka prior to Wijaya’s arrival? why did Wijaya come to Sri Lanka? Are most of us descendants from Wijaya or from other tribes. You could refer to the internet, check with books in your library, and get information from parents teachers etc.
- 2.1-2 Britain established its control over the island and ceremoniously lowered the Lion Flag. When the British tried to lower the flag of Rajasinghe before the agreed time, and hoist the Union Jack, Rev Kudapola pulled down the Union Jack. But by then the Britishers had taken over the control of the island. How were the British able to take over the control cunningly ?. Compare their cunningness to the cunningness of Wjaya in taking over the kingdom of the Yakka tribe. Discuss this with the members of your Patrol
- 2.1-3 Who were the members of the Advisory Committee, named for the formulation of a National Flag by then Prime Minister. D.S. Senanayake on January 15th 1948.
- 2.1-4 Is the National Flag broken or hoisted? Or is there another method? Find out.
- 2.1-5 When was the National Flag recommended by the special committee presented to Parliament by Mr. D.S. Senanayake adopted?
- 2.1-6 What further change was made to the national flag on May 22, 1972
- 2.1=7 Discuss and Explain the meaning of the National Flag with your Patrol and write down in your Log Book with a picture of the National Flag drawn by you.

2.2 National Sport

Volley Ball

Volleyball is a team sport where two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team’s court under organized rules

Volleyball was declared by Lankan Government as the National Sport in 1991.



The game of Volleyball was introduced to Sri Lanka (then Ceylon) in 1916 by Mr R.W. Camack the then Director of Physical Education at the Colombo Y.M.C.A. However there is evidence that Sri Lanka was playing a similar game long before this introduction. MrCamack also demonstrated and instructed how to play the game initially to Teacher Trainees of the Teaching Training College and students of the school around Colombo. Volleyball was now becoming tremendously popular and by 1922 the City of Colombo alone had 25 Volleyball Clubs. Which is a clear indication of the popularity of the game, the final outcome resulted in the forming of the “City Volleyball League” organized by MrCamack himself.

The Volleyball Federation was formed in 1951 and its development for such it was officially recognized as the National Game of Sri Lanka in 1991.

Dimensions of the Volley Ball Court

Volleyball courts are regulated at 59' (18 m) in length with a width of 29.5' (9 m). Attack lines dividing the front and back rows are marked 9'10" (3 m) parallel to the net. Free zones at a minimum of 9'10" (3 m) are required around the entirety of the court with generous clearances up to 16'5" (5 m) on the sides and 21'4" (6.5 m) in the back.

A regulation **volleyball** should be 65-67 centimeters in circumference and weigh 260-280 grams (9-10 oz). The ball's inside pressure should be 0.30-0.325 kg/cm² (4.26-4.61 psi).

The complete set of rules is extensive,^[2] but play essentially proceeds as follows: a player on one of the teams begins a 'rally' by serving the ball (tossing or releasing it and then hitting it with a hand or arm), from behind the back boundary line of the court, over the net, and into the receiving team's court.^[3] The receiving team must not let the ball be grounded within their court. The team may touch the ball up to 3 times, but individual players may not touch the ball twice consecutively. Typically, the first two touches are used to set up for an attack, an attempt to direct the ball back over the net in such a way that the serving team is unable to prevent it from being grounded in their court.

The rally continues, with each team allowed as many as three consecutive touches, until either (1): a team makes a *kill*, grounding the ball on the opponent's court and winning the rally; or (2): a team commits a *fault* and loses the rally. The team that wins the rally is awarded a point and serves the ball to start the next rally. A few of the most common faults include:

- causing the ball to touch the ground or floor outside the opponents' court or without first passing over the net;
- *catching and throwing* the ball;
- *double hit*: two consecutive contacts with the ball made by the same player;
- four consecutive contacts with the ball made by the same team;
- net foul: touching the net during play;
- foot fault: the foot crosses over the boundary line when serving.

The ball is usually played with the hands or arms, but players can legally strike or push (short contact) the ball with any part of the body.

A number of consistent techniques have evolved in volleyball, including *spiking* and *blocking* (because these plays are made above the top of the net, the vertical jump is an athletic skill emphasized in the sport) as well as *passing*, *setting*, and specialized player positions and offensive and defensive structures

These exercises are given as suggestions and not necessarily to be strictly adhered to

Exercise:

2.2-1 What is the National Sport of Sri Lanka?

2.2-2 Which year, Sri Lankan Government declared Volleyball is the national sport of Sri Lanka?

2.2-3 How many players are there in a Volley Ball Team.

2.2-4 When was the game of Volleyball, introduced to Sri Lanka (then Ceylon) by Mr R.W. Camack the then Director of Physical Education at the Colombo Y.M.C.A.

2.2-5 What are the Dimensions of the Volley Ball Court

length Width.....

2.2-6 What is the size and the weight of a Volley Ball?

2.3 The National Flower of Sri Lanka



Manel or Water lily

In February 1986, *Nil Manel* or blue water lily, was declared as the national flower of Sri Lanka. In year 2016, the national flower was officially announced as the Water Lily, more commonly known as the Manel flower.

The Manel flower consists of light blue and white petals and although it is widely found in the dry zone, it is found in all parts of Sri Lanka and grows in the shallow water. The Manel is most popular for its blended colors and because it blooms from 7 a.m. to 5 p.m., almost the whole day.

Manel flowers bloom in shades of pink, blue and white or magenta with yellow in the middle. The botanical name of the flower is *Nymphaea stellata* Wild.

The first part of the name has been derived from the Greek word “nymphaia” which means water lily and the second part from the Latin word “stellatus” meaning star.

We find the beautiful ladies called *Sigisiri Apsarava*, in Sigiriya frescoes, are holding these flowers in their hands.

These exercises are given as suggestions and not necessarily to be strictly adhered to

Exercise:

2.3-1 What is the National Flower of Sri Lanka?

2.3-2 When did the *Manel* or Water Lily, be declared as the national flower of Sri Lanka?

2.3-3 What is the botanical name of the Manel flower?

National Tree,



NA (iron wood) or (*MesuaFerrea*)

This rain forest tree grows to about 30 m high and indigenous to the lower wet Zone of Sri Lanka. Remarkable Features of NA is beautiful bright Red Leaves and finally matured in to a deep green. Timber has a hardness and durability and was used to make bridges in the early times. But now not allowed for timber due to its religious value. It's believed that the first visit of Buddha was to grove of a NA Tree at Mahiyanganaya and also that the next Buddha (Maithriya) will attain enlightenment under a NA tree. The flower of NA is also used in herbal medicine and preparation of perfumes, cosmetics and soaps. This was named as the National Tree in 1986.

National Bird of Sri Lanka

Ceylon jungle fowl



The Sri Lankan jungle fowl is the official national bird. The colourful bird is endemic to Sri Lanka and commonly found in national parks, jungle and dense scrub. It is an endemic bird of Sri Lanka.

As with other jungle fowl, the Sri Lankan jungle fowl is strongly sexually dimorphic; the male is much larger than the female, with more vivid plumage and a highly exaggerated wattle and comb.

The male Sri Lankan jungle fowl ranges from 66–72 cm (26–28 in) in length and 790–1,140 g (1.74–2.51 lb) in weight, essentially resembling a large, muscular rooster.¹ The male has orange-red body plumage, and dark purple to black wings and tail. The feathers of the mane descending from head to base of spine are golden, and the face has bare red skin and wattles. The comb is red with a yellow centre. As with the green jungle fowl, the cock does not possess an eclipse plumage.

The female is much smaller, at only 35 cm (14 in) in length and 510–645 g (1.124–1.422 lb) in weight, with dull brown plumage with white patterning on the lower belly and breast, ideal camouflage for a nesting bird.^[6]

The Government Crest



The national emblem of Sri Lanka used by Sri Lankan government is in connection with the administrative purpose and government of the country. The current republican emblem was adopted in 1972 after the country was declared as a republic state. The emblem has a lion, holding a sword in its right fore paw on a maroon background encircled with petals of a blue lotus. Also it features a bunch of paddy, grain vase (*punkalasa*), dhammachakka, sun and moon.

This was designed by Mr. S.M.Seneviratne, with the colour scheme and art work By Ven.Mapalagama Vipulasara

3. Rules of Health 2

- Know simple rules of health and practically use them

5 Simple Rules for Health

1. Do Not Put Toxic Things into Your Body

You can't be healthy if you keep putting disease-promoting substances into your body. These include (abuse of) Drugs, tobacco and alcohol, but also certain processed foods and ingredients.

2. Lift Things and Move Around

Exercise doesn't just help you look better, it also improves your hormone levels, makes you feel better and reduces your risk of various diseases.

3. Sleep well

Getting quality sleep can improve your health in more ways than you can imagine. You'll feel better both physically and mentally and lower your risk of various health problems down the line.

4. Avoid Excess Stress

Stress can wreak havoc on your health, leading to weight gain and various diseases. There are many ways you can reduce your stress.

5. Nourish Your Body with Real Foods

Choosing whole, unprocessed foods such as fruits, vegetables, seeds and whole grains is very important for your health.

You can divide the rules of health into two sections. **What you should do**, and what you should not do. What you should do would include brushing your teeth twice a day. Bathing once a day, drinking sufficient water, exercising your body etc..

Things that you should not do would include abuse of drugs, smoking, consumption of alcohol, trying to read in poor lighting conditions, eating too much sweets, etc. I am sure that you could think of more items of what you should do as well as what you should not do.

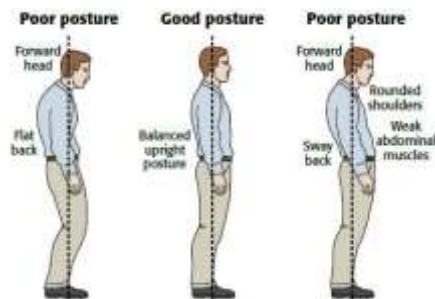
4. Correct Posture and Habits

- Understand the correct methods of doing the following things:
 - o Standing, Sitting, Walking, carrying a weight, Sleeping, and General Smartness
- Follow accepted norms in:
 - o Getting permission before entering, helping others, Thanking, Apologizing, Not being proud, etc.

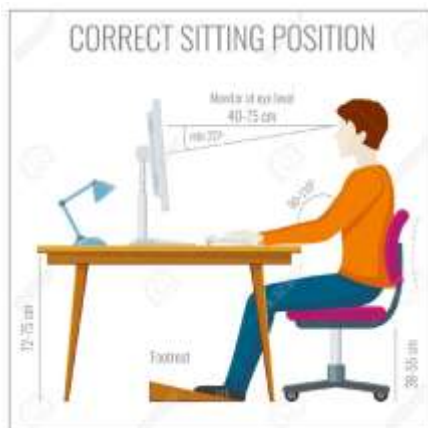
Correct posture and habits

- Understand the correct methods of doing the following things.

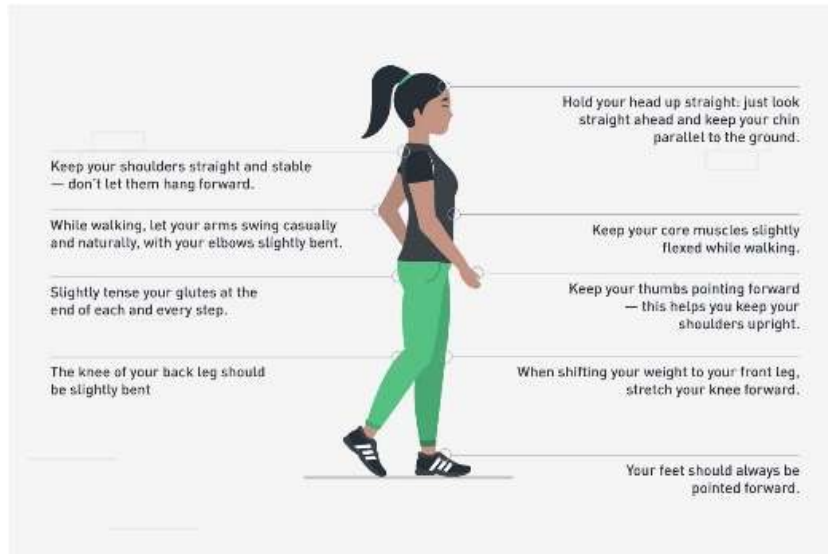
Standing



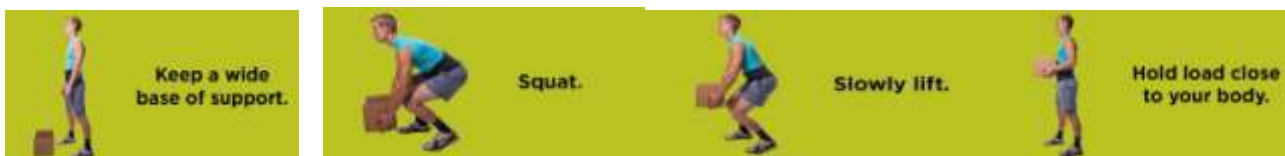
,Sitting



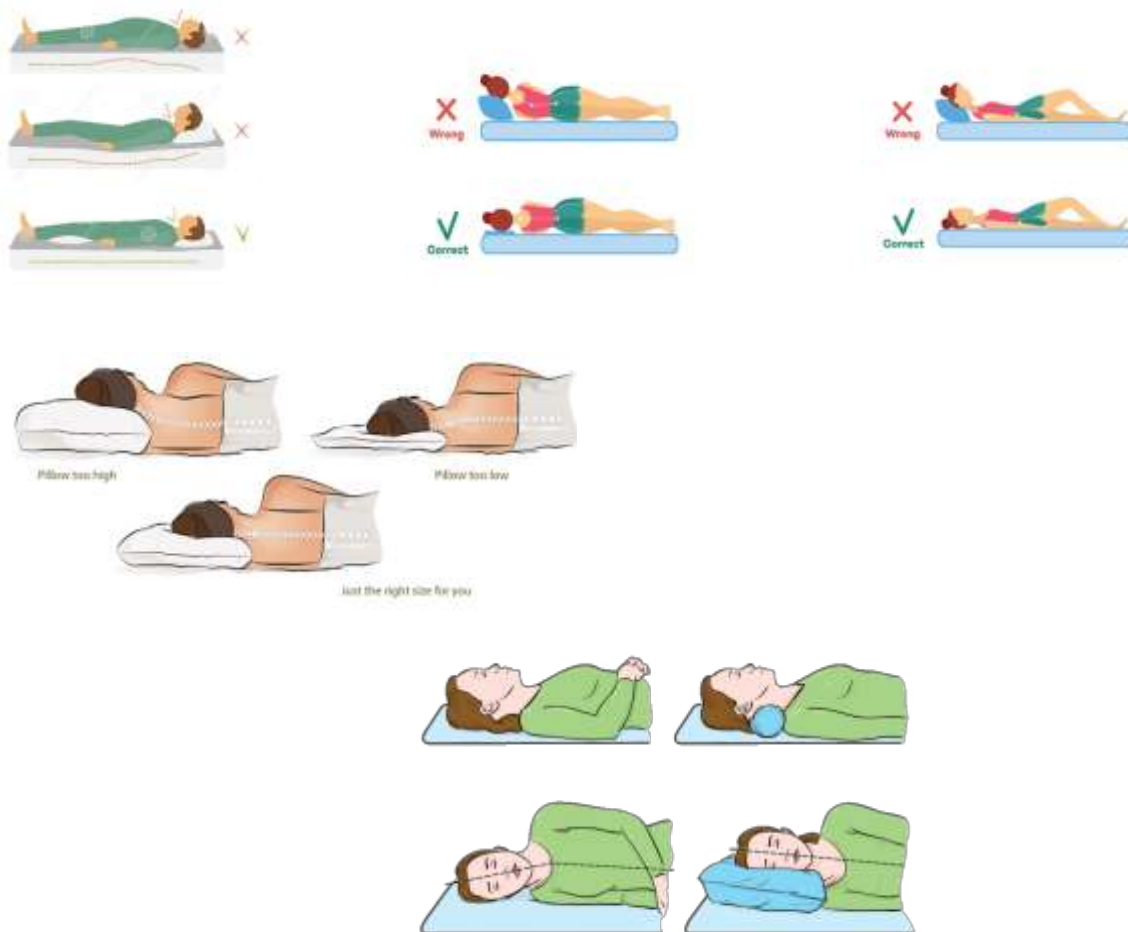
Walking



Carrying a weight,



Sleeping,



General Courtesy

- Getting permission before entering
- Helping others
- Thanking
- Apologizing
- Not being proud etc.

Exercise:

Discuss the above mentioned correct posture and habits with the members of your Patrol & keep a record in your Log Book.

5. Social Health

- Understand the bad effects of smoking, consumption of alcohol, substance abuse (drug use) and of chewing beetle.
- Collect information about them in the Log Book.
- Make a poster/ a speech of 5 minutes/ write an essay of about 200 words/ write a poem of about 4 verses/ do a short sketch or drama on prevention of smoking, consumption of alcohol, substance abuse and chewing beetle (Do one of them).

Bad effects of Smoking

How does smoking affect the body?

- Lung damage
- Pregnancy complications
- Vision problems
- Other cancers
- Heart disease
- Type 2 diabetes
- Poor oral hygiene
- Fertility problems
- Weakened immune system
- Unhealthy skin and hair
- Smoking cigarettes can have many adverse effects on the body. Some of these can lead to life-threatening complications.
- In fact, according to the Centers for Disease Control and Prevention (CDC), smoking cigarettes increases the risk of dying from all causes, not just those linked to tobacco use.
- Smoking cigarettes affects the respiratory system, the circulatory system, the reproductive system, the skin, and the eyes, and it increases the risk of many different cancers.

Bad effects of Consumption of Alcohol

Heavy drinkers are at risk of **harmful**, potentially life-threatening liver problems. ... It can also cause liver failure and type 2 diabetes. Other serious liver complications associated with prolonged and excessive **alcohol consumption** are **alcoholic** hepatitis, fibrosis and cirrhosis.

Night Sweating

Diarrhea After Drinking Alcohol

SHORT-TERM EFFECTS OF ALCOHOL

Depending on how much is taken and the physical condition of the individual, alcohol can cause:

- Slurred speech
- Drowsiness

- Vomiting
- Upset stomach
- Breathing difficulties
- Impaired judgment
- Unconsciousness
- Coma
- Blackouts (memory lapses, where the drinker cannot remember events that occurred while under the influence)
- Diarrhea
- Headaches
- Distorted vision and hearing
- Decreased perception and coordination
- Anemia (loss of red blood cells)

LONG-TERM EFFECTS OF ALCOHOL

Binge drinking and continued alcohol use in large amounts are associated with many health problems, including:

- Unintentional injuries such as car crash, falls, burns, drowning
- Intentional injuries such as firearm injuries, sexual assault, domestic violence
- Increased on-the-job injuries and loss of productivity
- Increased family problems, broken relationships
- Alcohol poisoning
- High blood pressure, stroke, and other heart-related diseases
- Liver disease
- Nerve damage
- Sexual problems
- Permanent damage to the brain
- Vitamin B₁ deficiency, which can lead to a disorder characterized by amnesia, apathy and disorientation
- Ulcers
- Gastritis (inflammation of stomach walls)
- Malnutrition
- Cancer of the mouth and throat

The effects of off alcohol

1. Sleeping pattern improved

- Improve learning and problem solving
- Better Decision making
- More Creative
- Better eating pattern

2. Better Hydrated

- Better physical performance
- More Energy
- Headaches relived

3. Calories saved

- 960 calories saved from 6 glasses of wine per week
- 1080 calories saved from 6 pints of beer per week.

4. Money saved

- Can save a lot of money monthly

5. No more acid reflux

- Stomach lining normalized
- Stomach Acid production stabilized
- Stomach burn relieved

What Is Drug Addiction?

Addiction is a disease that affects your brain and behavior. When you're addicted to drugs, you can't resist the urge to use them, no matter how much harm the drugs may cause.

Drug addiction isn't about just heroin, cocaine, or other illegal drugs. You can get addicted to alcohol, nicotine, opioid painkillers, sleep and anti-anxiety medications, and other legal substances.

At first, you may choose to take a drug because you like the way it makes you feel. You may think you can control how much and how often you use it. But over time, drugs change how your brain works. These physical changes can last a long time. They make you lose self-control and can lead you to damaging behaviors.

Addiction vs. Abuse

Drug abuse is when you use legal or illegal substances in ways you shouldn't. You might take more than the regular dose of pills or use someone else's prescription. You may abuse drugs to feel good, ease stress, or avoid reality. But usually, you're able to change your unhealthy habits or stop using altogether.

Addiction is when you can't stop. Not when it puts your health in danger. Not when it causes financial, emotional, and other problems for you or your loved ones. That urge to get and use drugs can fill up every minute of the day, even if you want to quit.

Effect on Your Brain

Your brain is wired to make you want to repeat experiences that make you feel good. So you're motivated to do them again and again.

Over time, your brain gets used to the extra dopamine. So you might need to take more of the drug to get the same good feeling. And other things you enjoyed, like food and hanging out with family, may give you less pleasure.

When you use drugs for a long time, it can cause changes in other brain chemical systems and circuits as well. They can hurt your:

- Judgment
- Decision making
- Memory

- Ability to learn

Together, these brain changes can drive you to seek out and take drugs in ways that are beyond your control

Chewing beetle.

Is chewing betel leaf harmful?

It can cause stimulant **effects** similar to caffeine and tobacco use. It can also cause more severe **effects** including vomiting, diarrhea, gum problems, increased saliva, chest pain, abnormal heart beats, low blood pressure, shortness of breath and rapid breathing, heart attack, coma, and death.

May cause oral cancer when eaten too much so yes, **betel leaf** cancer is a real thing. May lead to allergic reactions.

Exercise:

Discuss the above-mentioned information with your patrol and make a poster/ a speech of 5 minutes/ write an essay of about 200 words/ write a poem of about 4 verses/ do a short sketch or drama on prevention of smoking, consumption of alcohol, substance abuse and chewing beetle (Do one of them).

6. Preparation for Flag Break/Hoisting

- Be able to prepare a flag break/flag hoisting ceremony

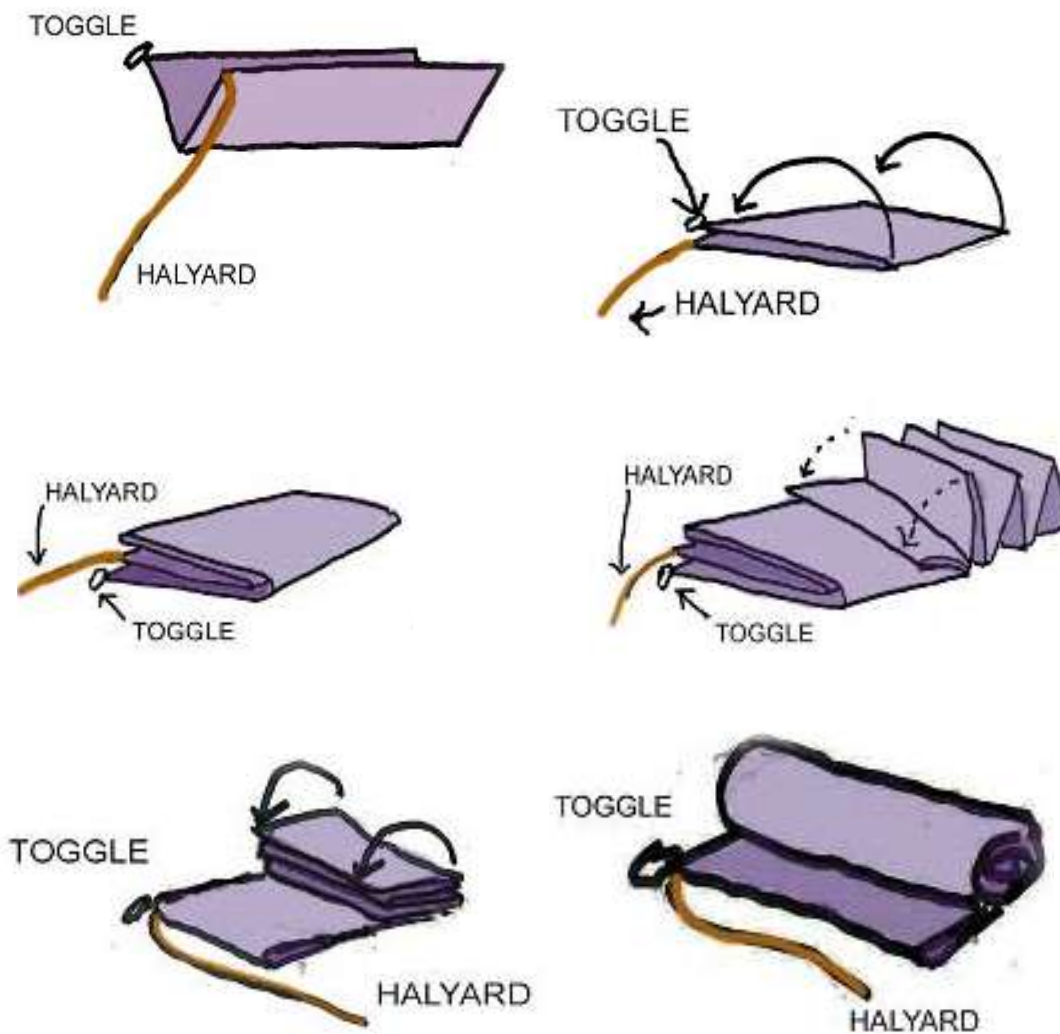
Preparation for flag break

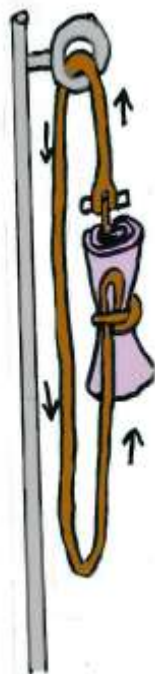
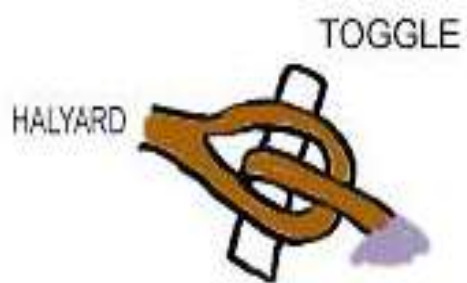
Parts of a flag



Folding a Flag for Breaking

Hold the flag taut. This can be normally be done with two Scouts. One person should stand at one side, near the heading, while the other stands at the other side.[\[7\]](#)





The Flag Break Ceremony.

Prepare the Flag Post Properly with a metal ring or a pulley tightly fixed on the top of the flag post.

Prepare cord (Halyard) with a small loop on the upper edge of the cord the toggle can be passing through it tightly and keep the other end of the cord free. Put the Cotton Cord passing through the ring or the pulley. Get the prepared folded flag or the flag you are going to use. Pass the toggle through the loop of Halyard and fix it tightly. Follow the diagrams and keep little bit loose the part of the halyard that is fixed to the bottom of the flag (not the side fixed to the toggle) and tie around the flag post neatly and end a few half hitches. The bottom halyard is kept a little loose so the person doing the flag break would know which part of the halyard to pull.

Flag Hoisting ceremony

The national flag is never used for a flag break ceremony. The National Flag is always hoisted, and not broken.

Prepare the National Flag properly how we mentioned earlier.

Fold it properly and keep it on a tray and keep the tray on a stool or a suitable stand placed the correct side of the flag post which the guest stands to hoist the flag.

Keep some one (A Scout/Scouter) to assist the guest and tie the cord after hoisting the flag. Be careful that the person hoisting does not pull from the wrong side so that the flag would fly upside down. Remember that the toggle is always at the top of the flag. Therefore, always pull from the Halyard close to the toggle. Pull until the toggle reaches the pulley through which the halyard goes. Now you can put a few half Hitches using the double strands of the halyard as shown in the diagram to fix it to the Flag Mast.

Insert live pictures to explain these steps with our scouts.

7. Know the Area

Know the area within a radius of $\frac{1}{2}$ K.M. from the Scout's home, and have knowledge of important places within that area

Be able to direct a stranger to important places in the Scout's locality, indicating distances and directions.

Know the area within a radius of ½ km.

Know the under mentioned important places within your area if physically situated with the directions according to the compass.

Market, Post Office, Co operative shop. Bank, Supper Market, Bakery, Bus Holt/Bus Stand, School, Library, Government offices, Private Institutions/Organizations, Dispensary, Pharmacy, Police Station, Hospital, Railway Station, Temple, Church, Kovil, Mosque, Grama Niladhari Office, Mid Wife's Centre, Bank, etc.

Know how far these places from your home.

Be able to direct a stranger to these important places in your locality, indicating distances and directions.

8. Outdoor Activity

Actively take part, in two of the under mentioned activities

- o Nature ramble
 - o Bird watching
 - o Exploring places of archeological/historical value
 - o One day hike with the Patrol
 - o Any other similar activity.
- Make log entries in the personal Log Book.

Nature ramble

Exploring Nature and the Environment – People have always been curious about the natural world, studying it in order to survive. Early humans learned which plants were good to eat and which ones made them sick. They learned the habits of animals they hunted for food and learned how to avoid those animals that preyed upon humans.

The natural development of a living thing over time is its natural history. People who study natural history are naturalists. Because many people over time have studied nature closely, much is known

today about the natural history of plants and animals. Today, many people observe plants and animals in the wild as a hobby. Some go hiking to find rare wildflowers. Others keep binoculars and field guides near a window so they can identify the birds that visit backyard bird feeders.

Plants and animals, however, do not live alone in the environment. They interact with one another and with the nonliving parts of their environment. A living thing's environment is made up of all of the living and nonliving materials around it, including plants, animals, air, soil, heat, light, food, water, and anything else that plays any role in its life. Living things depend upon the materials found in their environment to survive. Anything that disturbs the environment may affect the living things found there.

Animals, Plants, and Birds – Every living thing—from plants and animals to birds and fungi—supports a healthy, balanced environment. Without one element of that balance, the others could not exist. Without the oxygen produced by plants, humans would not exist. Without animals consuming plants, forests and marshland would become overgrown and choke out species. The delicate balance that exists on Earth is dependent on all species doing their part in the circle of life.

Birds – Birds provide many benefits to humans and the environment. Birds such as hummingbirds and warblers aid in pollination, while barn owls and hawks help control rodent populations. In certain areas, birds consume enough insects to allow farmers to cut down on the pesticides used in their fields.

Additionally, bird populations and their migratory patterns can be indicators of a quality environment or of bigger problems on the horizon. Each year, the National Audubon Society conducts a Christmas Bird Count using information gathered by thousands of amateur birders.

Animals – Millions of different species of animals inhabit Earth, with some 10,000 new species being discovered each year. Highly advanced life-forms such as apes and dolphins interact with minuscule invertebrates not even visible to the human eye. Scientists organize these creatures into nine major (and numerous minor) phyla—a type of taxonomic group—of the animal kingdom.

Many Scouts and their families have pets, which are domesticated animals that are kept as companions. Some animals, such as horses and oxen, supported early farming and are still widely used today. While certain animals are raised as a major food source, animal welfare groups are increasingly promoting humane treatment of animals raised for food.

Each species of animal that inhabits Earth has a need for a clean, healthy environment. As Scouts, it is our duty to respect nature and wild animals when we venture into the backwoods of our hometowns.

Plants – Plants play a major role in supporting all other lifeforms. All plants and animals need energy to keep them alive. Most plants absorb energy from sunlight, which they use to convert carbon dioxide, water, and minerals from the soil into plant food. Chlorophyll, a chemical compound that makes most plants appear green to the human eye, uses the sun's energy to convert water and carbon dioxide into simple sugars called carbohydrates. This chemical process, called photosynthesis, also returns oxygen to the atmosphere. In the field of ecology, plants are called producers because they manufacture the food that supports consumers and decomposers in all ecosystems through intertwined food webs. This process produces the oxygen we breathe and ties up carbon from Earth's atmosphere in plant fibers, thus helping to protect us from climate change.

As pristine wilderness and green space continue to shrink to support Earth's booming population, plant science is becoming more and more important. Scientists have learned to graft and create hybrid species that can produce more fruit or use less water. Being able to grow more food with less water is vital in drought-stricken areas. Hybrids that produce heartier plants can require fewer pesticides; this keeps the air, soil, and water cleaner, thus reducing human impact on the environment.

Scouts have to be rendered distinguished public service by helping to conserve wildlife, energy, forests, soil, and water.

Nature Ramble is a great opportunity for Scouts to study, gain experience and join hands to protect Nature and Environment.

Bird watching

Tips for Better Bird Watching

Anyone can see a bird. Just go outside and look around. No matter where you are you should see birds. Bird watchers have developed some techniques that make it possible to find, and get good looks at, more birds than if you just step out and look around.

Use these tips to see more birds, have more fun!

1. Be quiet. Birds are easily startled by loud noises and will flee to cover. It is almost impossible to sneak up on a bird, because birds hear much better than human beings do. By minimizing noise, you can get much closer to a bird. The overwhelming temptation, when

seeing an especially exciting bird, is to yell: “WOW! LOOK AT THAT! IT’S RIGHT OVER THERE!”

Bird watchers learn pretty quickly that the same message can be whispered. The result is that the bird is more likely to remain for everyone to see, for a long and leisurely look.

2. Avoid sudden movements. Just as loud noises startle birds, so does sudden movement. Getting close to a bird means stalking it, moving slowly and deliberately. Sudden, jerky movement, even when swinging your binoculars up to your eyes, can make a bird nervous enough to fly away. The closer you are to a bird, the more slowly and quietly you should move.

4. Study habitat. Each bird is specially adapted to a particular habitat. Large open fields, woodpeckers need trees. What you see will depend in large part on where you look.

5. Work the flocks. Your chance of finding an unusual bird is far greater in a flock, just because you have more birds to look at.

6. Be patient. A bird hopping around in a bush will eventually move into a spot where you can get a good look. Bird watching is often about being patient and waiting for the birds to show themselves.

7. Get the sun at your back. It is not always possible, but moving around so that the sun is behind you will make it much easier to see and identify birds. When the bird is between you and the sun, color disappears, and the bird you are trying to identify may be just a black silhouette.

8. Try *pishing*. Sometimes, no matter how patient you are, no matter how slowly and quietly you move, you just cannot get a good look at the bird. When this happens, bird watchers try a technique called *pishing*. Pishing involves making small, squeaky noises by kissing the back of your hand or making a low whistled *pish* by blowing air through your closed teeth. Small birds are attracted to such sounds and will often pop into view to investigate. Here’s how to pish: Clench your teeth, open your lips and whisper the word *pish*.

9. Avoid brightly colored clothes. Many birds have poor color vision, but bright clothes, like whites, will contrast with the surrounding environment and enhance the appearance of movement. Wear darker colors or earth tones to blend into the background. There is no evidence that actual camouflage clothing works better than neutral, dark clothing.

10. Look around. Many bird watchers, focused on the flock in the thicket, forget to look at the other habitats around them. In particular, they forget to look up and thus miss the flock of geese or the soaring hawk. Or, while studying the ducks on the lake, unaware bird watchers may ignore the flock of kinglets in the trees behind them and miss seeing a new bird.

What and how to keeping Record while watching birds

Whatever type of birding journal you choose, you will want to include a variety of information about each bird species you record. When in the field, try to take notes on...

- **Species Name:** Include both the common and scientific names of the bird so you are able to reference it with different field guides.
- **Habitat:** Note plant life, water sources and vegetation conditions, as well as which of the plants the bird prefers as you observe it.
- **Weather:** Note temperature, visibility, wind, light level and any weather conditions that affect your observations. Rain, drought and other factors can impact observations.
- **Date:** Record the date, time and day of the week you are seeing, as well as how long you were able to see the bird and whether or not you had clear views or just intermittent glimpses.
- **Appearance:** Take copious notes on the bird's appearance, including the brilliance of plumage, any peculiar markings and any outstanding or unusual features such as missing feathers, patches or signs of illness. Record the bird's gender if possible.
- **Behavior:** Take notes on what the bird was doing as you observed it. Note general actions and specific reactions to changing conditions, such as the appearance of a predator or how the bird interacts with other birds. Note large actions such as preening, flight patterns, and foraging habits as well as small movements such as tail bobs, head cocks or wing stretches.
- **Vocalizations:** If the bird sang or made other sounds during your observation, use mnemonics or descriptions of how it sounded. Note non-vocal sounds such as wing noises or drumming.
- **Flock Size:** If you are observing more than one bird at a time, try to estimate how many birds are in the flock. Also, try to note how genders are balanced if possible, and check different birds to see if they are the same species or part of a mixed flock.

In the few minutes, or even seconds, you have to observe a bird, it may be impossible to record everything you'd like in your birding journal. Over time, many birders develop their own shorthand notations that may include birding acronyms or other quick ways to record common observations. After you've seen the bird, take time to fill in your journal as completely as possible—you'll often be surprised at how much you did notice, even if you didn't have the time to write everything down right away.

Watch Birds regularly and keep notes

Name of the Bird	1	2	3	4	5
Species Name Common and scientific					
Habitat					
Weather					
Dates					

Appearance					
Behavior					
Flock Size					

Discuss your observations at your patrol in council meeting.

The above exercises are given as suggestions and not necessarily to be strictly adhered to

Exploring places of archeological/historical value

Archaeology Significance

Archaeology can be a fascinating, fun, and even adventurous hobby or career. But it also holds a more important place in society than many people realize. Not only is it important for historical research, it also has a great deal of community and economic value. Archaeology has the potential to provide new information on the human past, solidify one's ties to their social or national heritage, and provide economic means to locations all across the world.

One day hike with the Patrol

Organize one day hike with your patrol.

Decide the date, The Hike Rout, Time- Departure and arrival, the team, Permission- from Scout Leader, Parents, School, at the Patrol in Council Meeting and inform to the Patrol Leaders Council to proceed.

Prepare for the hike as a team. Share responsibilities, start at the scheduled time, take precautions about safety, Keep records while hiking, end at the scheduled time and the place.

Report to the Scout Leader as soon as you ended the hike. If possible keep your Scout and parents informed about your whereabouts at regular intervals.

9. Environment Protection for Sustainability

- Understand bad effects/impact of using chemical fertilizer pesticides, weedicides etc.
- Collect information about it and make a verbal report to the Scout Master.
- Understand the basics of making a compost pit in school or at home
- Plant a tree, maintain and protect it. Use the compost made by the Scout for this plant.

Chemical fertilizers provide minerals which dissolve in water and are immediately available to plants. But they may escape from the soil and pollute the groundwater, rivers and lakes. Chemical fertilizers can also kill bacteria and other micro-organisms in the soil. It means sometimes, after their use, the soil will be less fertile than ever before. So, continuous use of chemical fertilisers has led to the degradation of the soil's health.

What are Pesticides?

Pesticides are chemical substances that are meant to kill pests. In general, a pesticide is a chemical or a biological agent such as a virus, bacterium, antimicrobial, or disinfectant that deters, incapacitates, kills, pests.

This use of pesticides is so common that the term pesticide is often treated as synonymous with plant protection product. It is commonly used to eliminate or control a variety of agricultural pests that can damage crops and livestock and reduce farm productivity. The most commonly applied pesticides are insecticides to kill insects, herbicides to kill weeds, rodenticides to kill rodents, and fungicides to control fungi, mould, and mildew.

Benefits of Pesticides

The major advantage of pesticides is that they can save farmers from pests such as rats, and a variety of insects. However, below are some other primary benefits of it.

Effects of Pesticides

- The toxic chemicals in these are designed to deliberately released into the environment. Though each pesticide is meant to kill a certain pest, a very large percentage of pesticides reach a destination other than their target. Instead, they enter the air, water, sediments, and even end up in our food.

- Pesticides have been linked with human health hazards, from short-term impacts such as headaches and nausea to chronic impacts like cancer, reproductive harm.
- The use of these also decreases the general biodiversity in the soil. If there are no chemicals in the soil there is higher soil quality, and this allows for higher water retention, which is necessary for plants to grow.

Weedicides

Weeds are unwanted plants growing among wanted crops and compete with crop plants for sunlight, nutrients, water etc. They grow in the fields where they compete with crops for water, soil nutrients, light and space and thus reduce crop yields.

The controlling of weeds in the growing crops with weedicides increases their yields and ensures the efficient use of irrigation, fertilizers and plant-protection measures, such as the spraying of insecticides and fungicides.

10. Safe from Harm 2

· Explain to the Patrol at a Patrol in Council meeting, three good safety strategies for each of the situations given below (An example is given at the bottom of this list)

- o At weekly or special Scout meetings
- o At camps
- o At hikes and excursions
- o At school
- o At home
- o At a place of a friend or relative
- o During Job week
- o At tuition classes(mass or individual)
- o If detained after school as a punishment

Example: At a weekly or special Scout meeting:

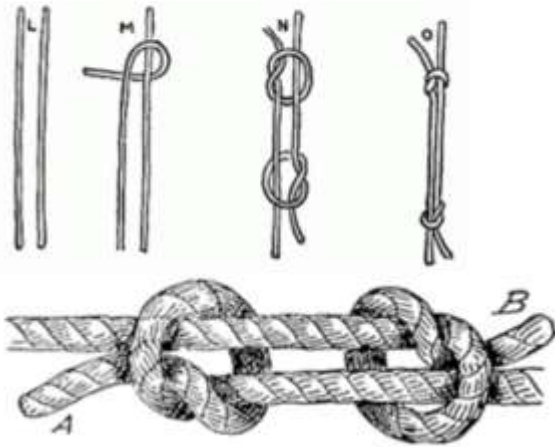
- o Never go home with anybody other than your father/mother/or the person who takes you home usually. Not even if that person says that your father/mother has specifically asked you to go with him/her. You will go with that person, only if your father or mother has specifically told YOU to go with him/her.
- o Never go to, or be in a lonely place. Always be together with the other Scouts of your Patrol or at least at calling distance from the other Scouts.
- o Do not climb trees or high places without the permission of your Scout Leader
- Understand what bullying and ragging is, and why it is wrong. Explain and discuss this with the Scout Leader

11. Knots and Lashing

- Know how to put the following knots and hitch and know when they could be practically used:
 - o Fisherman's Knot
 - o Man harness Knot
 - o Timber Hitch
 - o Tie Knot
- Know the following lashings and know when they could be used practically.
 - o Square Lashing
 - o Diagonal Lashing
 - o Sheer Lashing

Fisherman's Knot

How to Tie a Fisherman's Knot

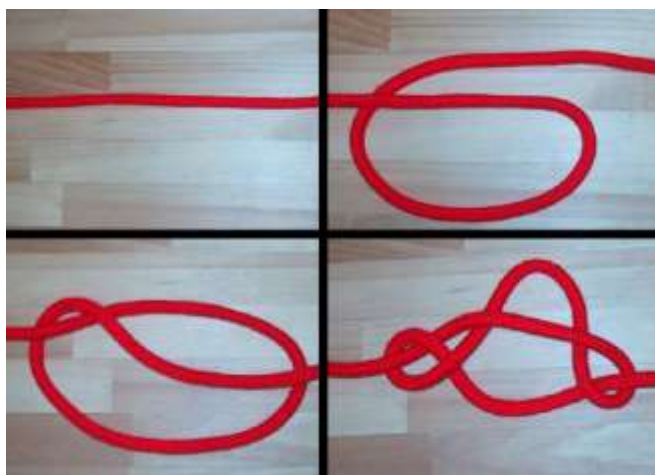


The **Fisherman's knot** consists of two overhand knots wrapped around each other. (Please see diagram) It is usually used to tie two wet or slippery ropes together. If needed you might have to put extra overhand knots to make it more secure

Man harness Knot

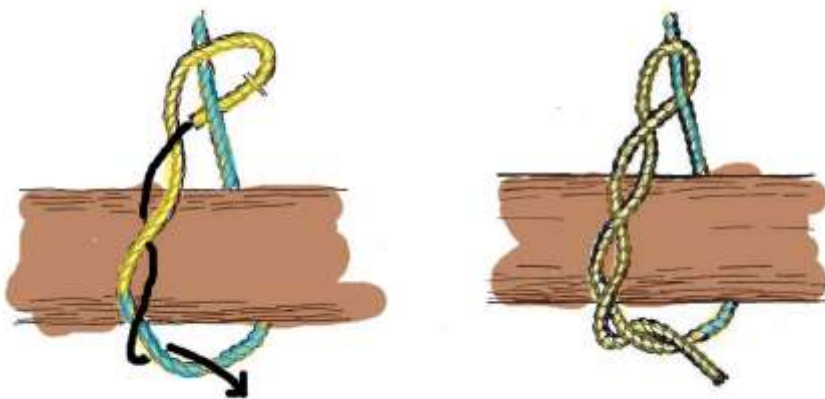
Manharness knot is used to make one or more loops in the middle of a rope.

1. Lay the rope flat
2. Make a loop in the rope with the running end going beneath the standing part.
3. Pull the running end down so that it crosses over the loop.
4. Pull the bottom of the loop through the gap between the top of the loop and the running end.



Timber Hitch

The timber hitch is used to tie a rope to another object. A special quality of the Timber Hitch is that ,as long as you keep the strain on the rope it would hold tight. When you release the tension it comes loose and is easy to remove



Tie Knot

What is the best knot for a tie? Normally people use either the Windsor knot or Half Windsor knot for this purpose

Windsor knot



The knot of the British style par excellence, it derives its name precisely from the Duke of Windsor. Although the Duke has never used this knot specifically, he was a lover of a similar type of knot: broad and triangular. According to some theories, the Windsor knot was invented at the beginning of the twentieth century, precisely to imitate the style of this type of real knot.

This knot is also referred to as the “Double Windsor knot” or “Scappino knot”, the name of the tailor of the Savoy family, Domenico Scappino, who according to some, was the first to design it in 1930.

.

Half Windsor Knot

The Half Windsor knot resembles the Windsor knot, but it is less thick and easier to make because it requires fewer steps. It is an everyday knot, elegant and triangular, and should be worn with a wide-collared shirt. It is opposite of the classic Windsor knot, it is usually asymmetrical, but ideally, it is put together with fine and rather slippery textured neckties.

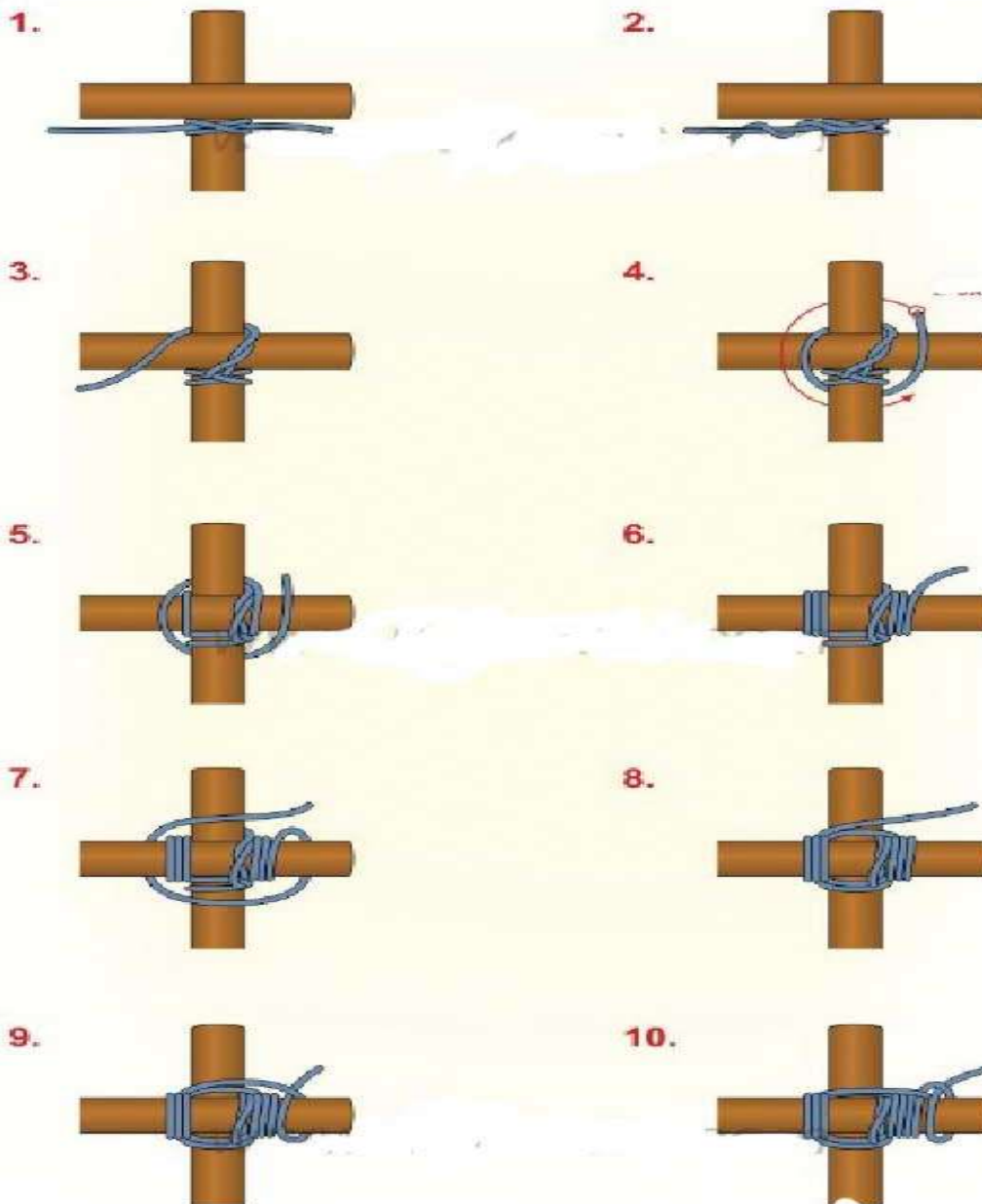
How to make the Half Windsor knot



- Know the following lashings and know when they could be used practically.

Square Lashing

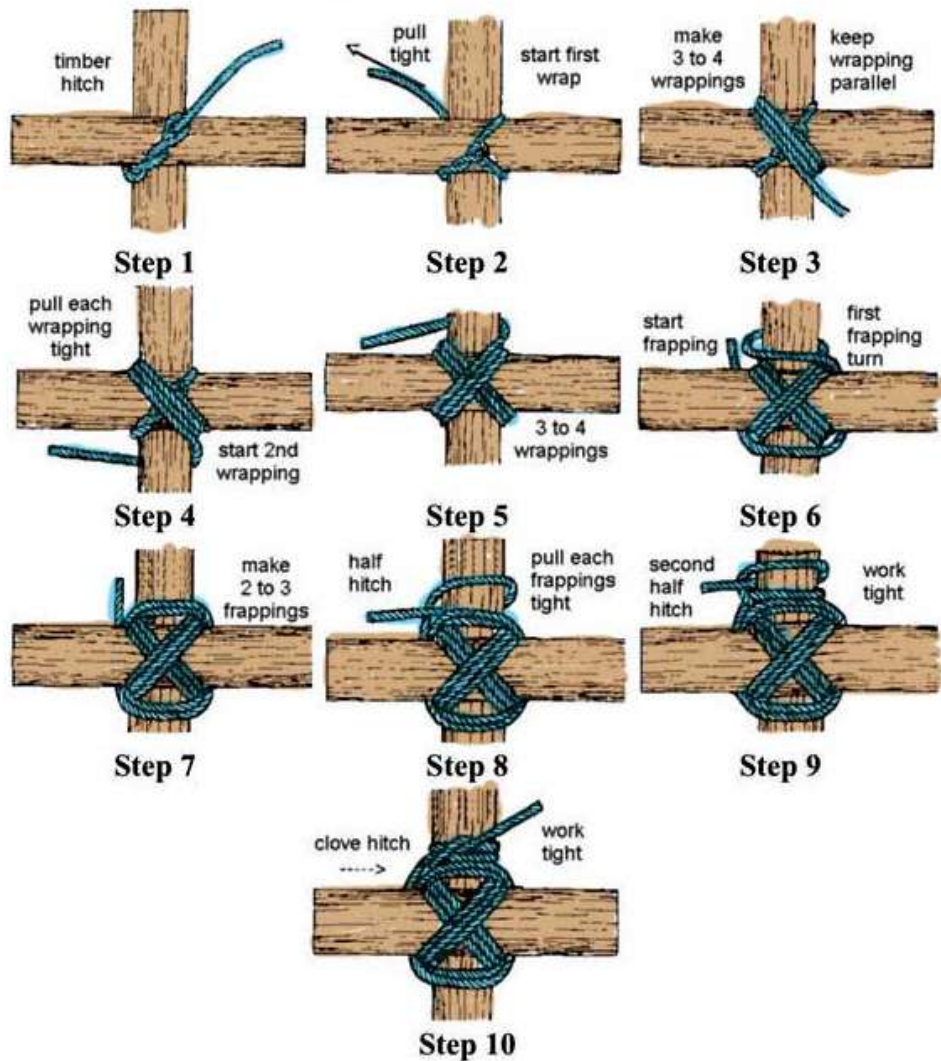
Square lashing Square lashing is a type of lashing used to bind spars together. There are different types, but all consist of a series of wraps around the spars, and frapping around the line running between the spars.



Diagonal lashing

Diagonal lashing is a type of lashing used to bind spars or poles together, to prevent racking. It gets its name from the fact that the wrapping turns cross the poles diagonally and is used to spring poles together where they do not touch as in the X-brace of a trestle

Diagonal Lashing - Step By Step



Use

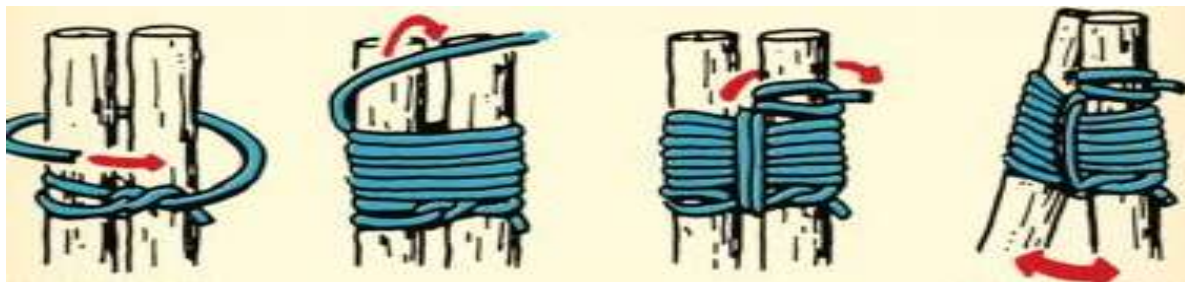
Diagonal lashing is used to bind poles together that cross each other but do not touch when their ends are lashed in place in a structure.

Shear Lashing

Shear lashing

Shear lashing (two-spar shear lashing) also spelled "sheer lashing" is used for lashing together two parallel spars which will be opened out of the parallel to form sheer legs as in the formation of an A-frame. The clove hitch is tied around one leg only and frapping turns are taken between the poles.^[2]

SHEAR LASHING



Start with a Clove Hitch round one of the poles

Complete a few wraps (Depending on how you want to open your Shear leg) before beginning your first frap

Complete a few fraps between the poles

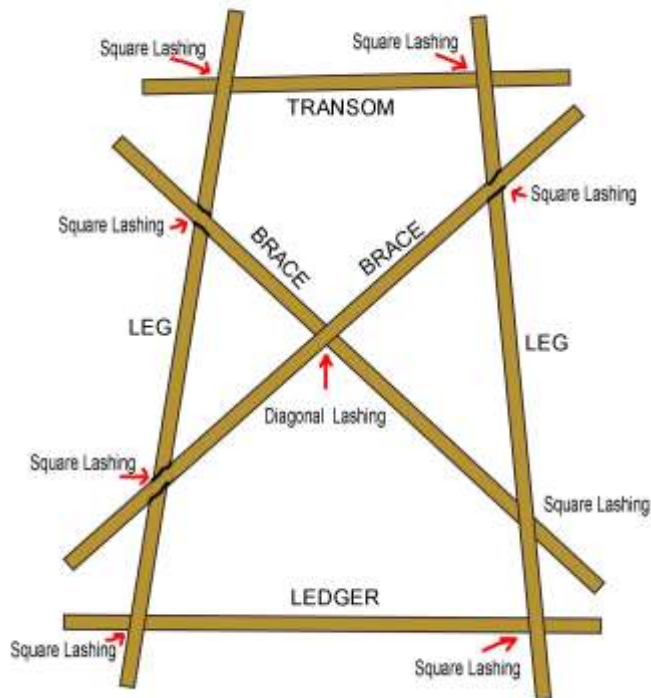
Secure your loose end with a Clove Hitch and separate the poles to make the Shear leg

12. Pioneering Work

- Show the ability to make a Trestle and a Portable flag mast, using staves.
- Know about the parts of a rope

Show the ability to make a Trestle and a Portable flag mast, using staves.

Trestle

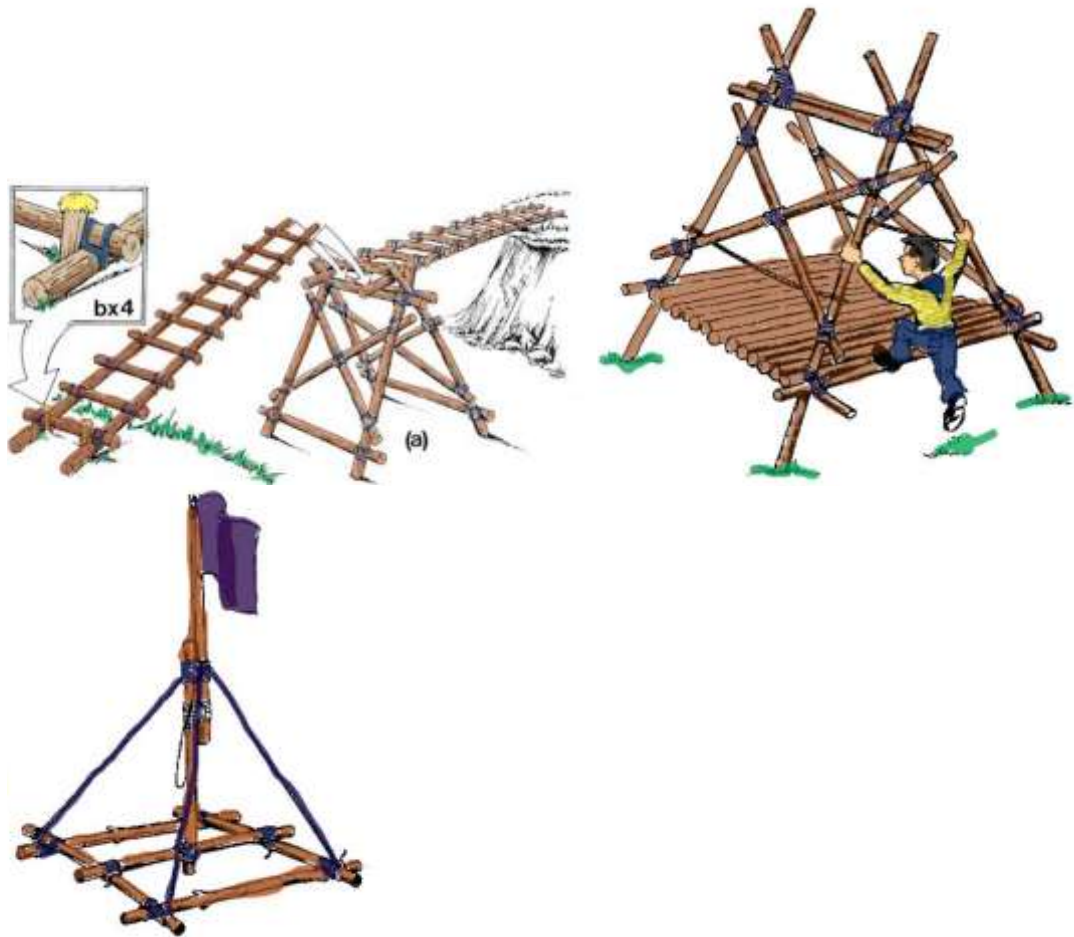


A trestle is the basic component for building a bridge in a pioneering project. It is used to support the walkways.

The most basic form of a trestle is an H-frame. It consists of two legs, two ledgers, and two cross braces. It is usually in the form of a trapezium, although depending on what you want to use it, the shape can slightly differ. The Trapezium shape would reduce the chances of the Transom or the ledger slipping down when the trestle is in an upright position. When building a bridge, the top ledger is also called a transom. This is the part that supports the walkways.

To make an H-frame trestle, the two ledgers are lashed near the top and bottom of the legs and the cross braces are added, lashing them to the legs. The proportion of the poles would depend on what you would use the trestle for and also the availability of poles.

All of the lashing on the H-frame trestle is done with two types of lashings: a square lashing and a diagonal lashing. The ledgers are lashed to the legs with square lashings. The cross braces are also lashed to the legs with square lashings.



Portable flag mast

13. Compass and Mapping 1

- Have a basic knowledge of how a magnetic compass work, and be able to show the basic 16 directions shown in the compass.(i.e. North, NE, NNE...)
- Be able to show the ability about the undermentioned:
- . Key elements of the map
- . Conventional signs of a map
- Understand how to use the Global Positioning System (GPS)

Compass

Description

A Mariner's or a Magnetic Compass is an instrument used for navigation and orientation that shows direction relative to the geographic cardinal directions.



Key elements of the map

1. Title:

1) The title of your map should tell basic information about the map, such as the area represented.

2. Direction: Direction is shown on a map by using a compass rose. The compass rose shows the directions of the map so that map readers can relate those directions to the real world. Sometimes a compass rose will just show North. If you know which way North is, you can figure out East, West, and South.

3. Legend: The principal reference to the map symbols; subordinated to the title and direction. However, this is still a key element for map reading; describing all unknown or unique map symbols u

4. North Arrow: North arrow indicate the direction north of the map. When that data frame is rotated, the north arrow element rotates with it. North arrow properties include its style, size, color, and angle. The size of the north arrow is in points. Decimal fractions can be entered here.

One can control the alignment of the north arrow by selecting one of the following options:

Data Frame Rotation—North arrow angle uses the rotation of the data frame.
True North—North arrow angle uses geodetic north or the direction to the

north pole. The true north calculation is based on the coordinate system using the center point of the data frame.

5. Scale: Distance or scale must always be indicated or implied unless the audience is so familiar with the map area or distance of such little relative importance that it can be assumed by the audience.

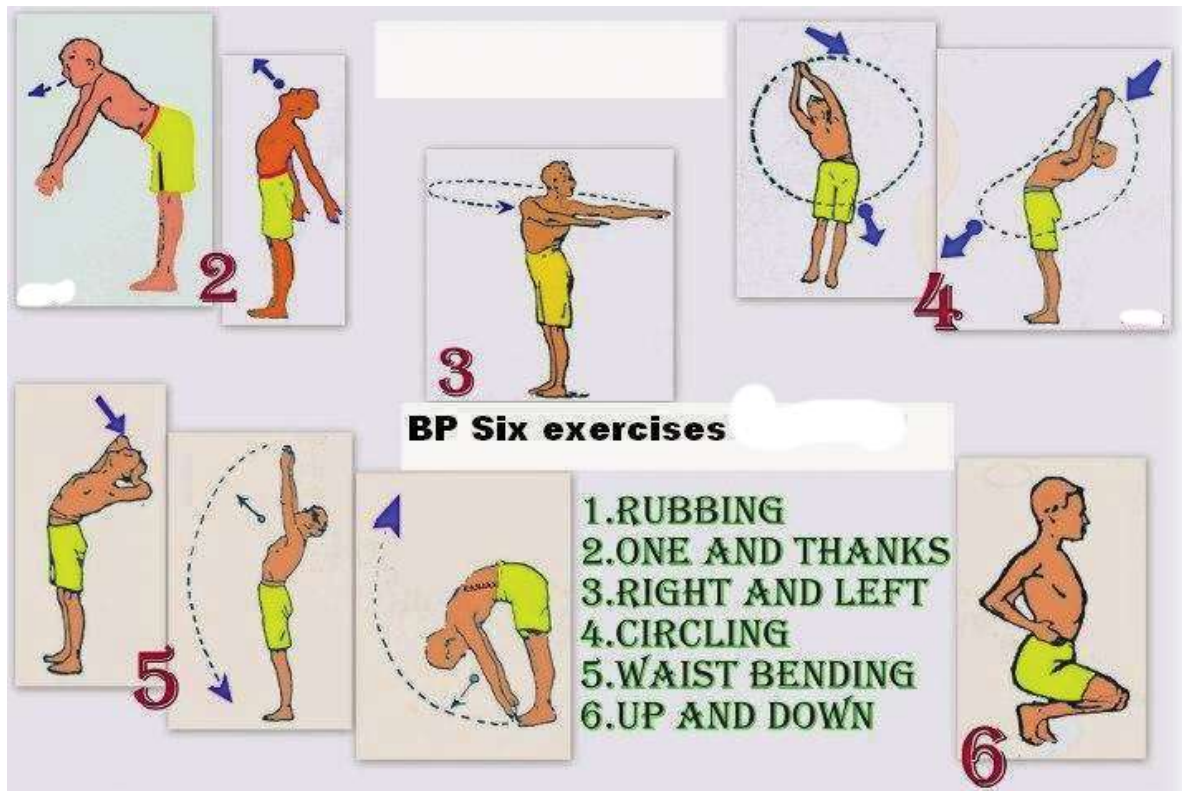
6. Grid: Not all maps use a grid, but it really helps in finding locations. A grid is common in an atlas and on roadmaps. A grid represents a series of horizontal and vertical lines running across the map .

The **Global Positioning System** (GPS)

This is available in most Smart Phones. It helps you to locate where you are. It would in some versions help you the shortest way to a certain place etc. It is worked by satellites.

14. B.P. Exercises

· Be able to do 6 exercises introduced by Lord Baden Powell (B.P. Exercises) to maintain a healthy body, and have made them as a part of the daily routine



I EXERCISE

For the Head: Rub the head and face, firmly over several times with the palms and fingers of both hands. Thumb the muscles of the neck and throat.

II EXERCISE

For the Chest: From upright position bend to the front, arms stretched downwards, with back of the hands together in front of the knees. Breathe out. Raise the hand gradually over the head and lean back as far as possible, drawing a deep breath through the nose as you do. Lower the arms gradually to the sides, breathing out the word "Thanks" through the mouth. Lastly, bend forward again, breathing out the last bit of breath in you, and saying the number of times you have done it in order to keep count.

III EXERCISE

For the Stomach: Standing upright, send out both arms, fingers extended, straight to the front, then slowly swing round to the right from the hips without moving the feet, and point the right arms as far round behind you as you can, keeping both arms level with, or a little higher than, the shoulders. Then, after a pause, swing slowly round as far as you can to the left. Breathe in when pointing to the left. "Body twisting". Breathe out when pointing to the right. Repeat six times, change the breathing to the other side and repeat six times.

IV EXERCISE

For the Trunk: This is also called the "Cone Exercise". Standing at "Attention" position, raise both hands, as high as possible over the head, and link fingers. Lean backwards, and then sway the arms very slowly round in the direction of a cone, so that the hands make a wide circle above and around the body, the body turning from the hips, and leaning over one side. Then to the front, then to the other side, and then back. After completing the circle, start in the opposite direction. Repeat six times both ways. Breathe in when leaning backward and breathe out when leaning forward.

V EXERCISE

For Lower Body and Back of Legs: Stand with feet slightly apart, touch your head with both hands and look up into the sky, leaning back as far as you can, and then bend forward and downward till your fingers touch your toes, without bending your knees.

VI EXERCISE

For Legs, Feet and Toes: Stand in 'Attention' position, put the hands on the hips, stand on tip-toe, turn the knees outwards, and bend them slowly down to a squatting position, keeping the heels off the ground the whole time. Then gradually raise the body and come to the first position again.

Repeat this 12 times. Breathe in as body rises and breathe out

15. Sense Training

Student everyday experiences

Students take their senses for granted and often do not realise how they work together in providing different types of information about our immediate environment. This information allows us to respond to changes in our environment.

Since students rarely lose one of their senses, they do not appreciate that they work in combination. In situations when students may experience temporary loss or masking of one sense, such as losing their sense of taste when they have a cold, losing their sense of sight when walking from a well-lit room into a dark room, or losing their general sense of hearing when using an MP3 player and personal ear phones, they may become more aware of having to use other senses to provide information from their environment.

Students rarely have firsthand experience of how people with a sensory loss obtain needed information about the environment by using other senses.

Scientific view

The five senses - sight, taste, touch, hearing and smell – collect information about our environment that are interpreted by the brain. We make sense of this information based on previous experience (and subsequent learning) and by the combination of the information from each of the senses.

We respond almost automatically to most sensory information. Such response is important for survival in our environment.

Kim's Game

Observe 24 different items within one minute and be able to remember and write down at least 18 of them by memory within three minutes.

BP has taken this from a Book called “Kim” written by his friend Rudyard Kipling, who was the first Britisher to win the Nobel Prize for literature. If you get a chance read that book, then you would realize how BP used ideas in this book for training in observation, memory and coming to conclusions from what was seen.

In “*Kim*”, the game is called both the Play of the Jewels or the Jewel Game. Kim, a teenager being trained in secret as a spy, spends a month in Simla, British India at the home of Mr.

Lurgan, who ostensibly runs a jewel shop but in truth is engaged in espionage for the British against the Russians. Lurgan brings out a copper tray and tosses a handful of jewels onto it; his boy servant explains to Kim:¹

“Look on them as long as thou wilt, stranger. Count and, if need be, handle. One look is enough for me. When thou hast counted and handled and art sure that thou canst remember them all, I cover them with this paper, and thou must tell over the tally to Lurgan Sahib. I will write mine.

They contest the game many times, sometimes with jewels, sometimes with odd objects, and sometimes with photographs of people. It is considered a vital part of training in observation; Lurgan says:

Do it many times over till it is done perfectly - for it is worth doing.



The Scout has the options of doing smell, touch, taste or hearing instead of observing

Smell training

Improve your sense of smell through smell training? It may sound strange, but it certainly makes sense. Training muscles by going to the gym or practicing a musical instrument every day ensures that you (hopefully) progress in what you practice. So you must also see the training of the sense of smell. It is, as it were, physiotherapy for the nose. That training your sense of smell is actually useful is evident from various studies and studies. However, it does not make sense in every condition of the sense of smell.



Build on the previous activity by exploring how senses work together. Determine the success of our ability to correctly identify samples of food when sensory input is limited. Food samples may include: pieces of

orange, carrot, grass, onion, potato, lime, chillie, banana, etc. Place each sample in a paper bag. Organise students into three groups and blindfold two of the groups. One of these blindfolded groups must try to identify the wrapped food samples using only their sense of smell. The other blindfolded group may use only touch; their sense of smell is blocked (they should pinch their nose or put cotton wool in their nostrils). The final group is not blindfolded and may use touch, smell and appearance to identify the food samples. Students can record their observations using science journals and present their results using graphs and tables.

16. Fifteen Common Trees

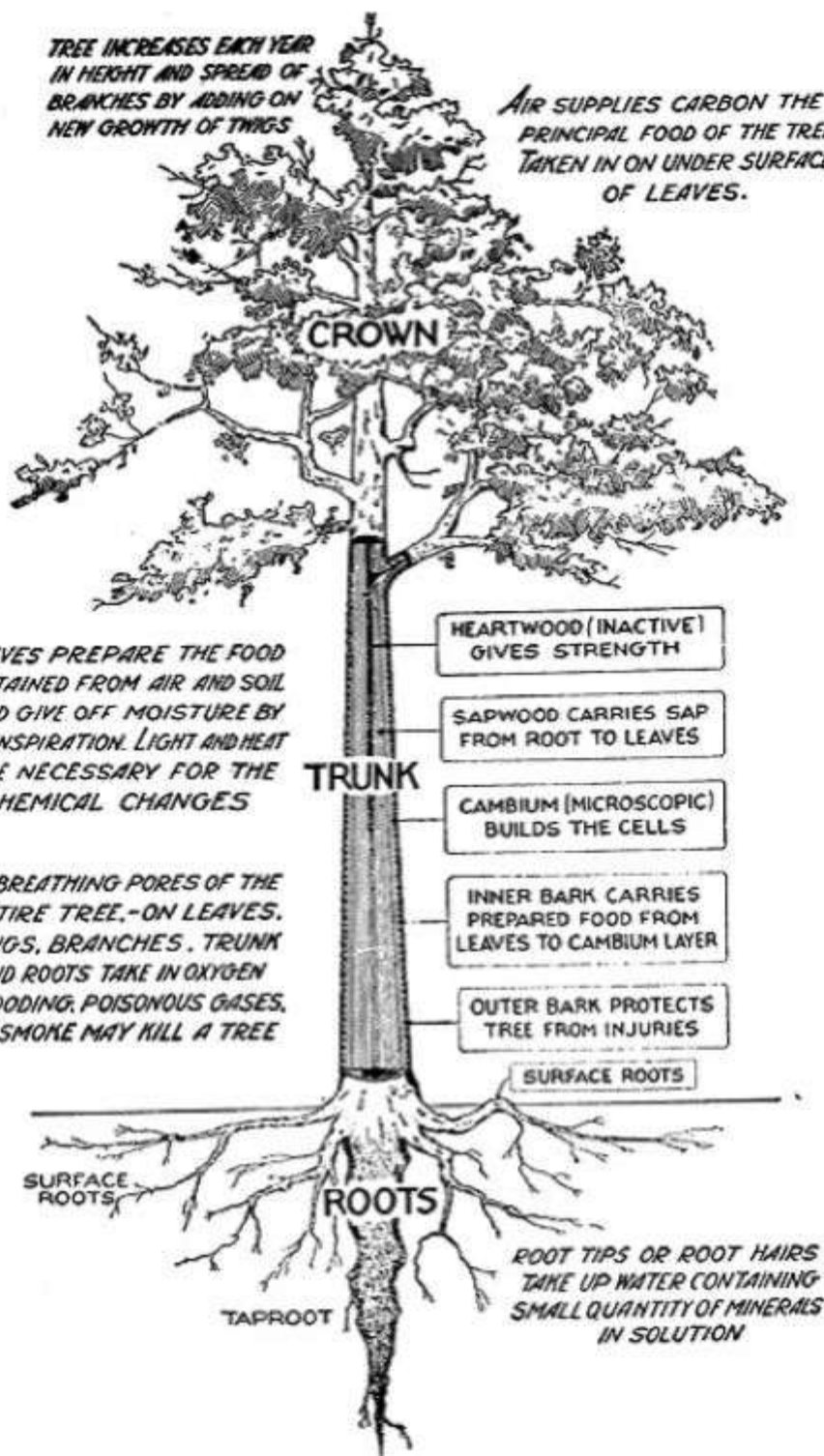
- Be able to identify 15 useful trees (of economic value)
- Know where they naturally grow, their use, their general shapes, the shapes of the leaves, Botanical names etc. and record in the Log book.

TREE INCREASES EACH YEAR
IN HEIGHT AND SPREAD OF
BRANCHES BY ADDING ON
NEW GROWTH OF TWIGS

AIR SUPPLIES CARBON THE
PRINCIPAL FOOD OF THE TREE
TAKEN IN ON UNDER SURFACE
OF LEAVES.

LEAVES PREPARE THE FOOD
OBTAINED FROM AIR AND SOIL
AND GIVE OFF MOISTURE BY
TRANSPIRATION. LIGHT AND HEAT
ARE NECESSARY FOR THE
CHEMICAL CHANGES

THE BREATHING PORES OF THE
ENTIRE TREE, -ON LEAVES,
TWIGS, BRANCHES, TRUNK
AND ROOTS TAKE IN OXYGEN
FLOODING, POISONOUS GASES,
OR SMOKE MAY KILL A TREE



Tree Identification

The scientific study of trees is called **dendrology**. Trees and plants are identified by many characteristics including bark, flowers, fruits and seeds, buds, and twig traits. One of the easiest ways to identify a tree is by examining its leaves. By identifying leaf type and leaf arrangement you can determine the species of most trees.

First, the leaf is determined to be simple or compound. Trees with **simple** leaves have one blade attached to a stalk or branch, while trees that have multiple leaflets attached to a single stalk or twig are said to have **compound** leaves.



Step #1- Simple leaf: OR Compound leaf:

(go to step #2) (go to step #4)

If the leaf is simple, it is determined whether its edges are lobed or unlobed.

Lobed leaves have major projections, called lobes, which make up the shape of the leaf. If the leaf is **unlobed**, it is said to have a consistent leaf edge.



Step #2- Simple Lobed leaf: OR Simple Unlobed leaf:

(go to step #3) (go to step #3)

Lobed leaves are either palmately lobed or pinnately lobed. **Palmately** lobed leaves have veins that radiate out from the center, like fingers on a hand, while **pinnately** lobed leaves have veins that come out from several regions along the main vein.

Unlobed leaves are characterized as having **smooth** edges or rough edges with **teeth**.

Palmately lobed: Pinnately lobed: Smooth, unlobed: Toothed, unlobed:



17. Marching

- Be able to march 100 meters correctly with the Patrol
- Be able to do Squad drill such as marking time, and drills with the staff etc.

Practice to March 100 m and Marking Time. with your Patrol with and without staff.

18. First Aid 2

- Explain what D.R.A.B.C. stands for (i.e., D-Danger, R-Response, A- Airway clear, B-Breathing, C-Circulation)
- Understand recovery position
- Explain how Cardiopulmonary Resuscitation (CPR) is given and practice using a mannequin, if possible
- Show three methods of carrying a casualty with the help of another, and also demonstrate Fireman's lift
-

What are the 5 elements of a primary survey (DRABC)?

D – Danger

On the first step of DRABC, you need to determine whether it is safe to approach the casualty and that yourself and anyone else isn't in a position also to become a casualty. For example; this could be stopping any oncoming traffic, looking out for live electricity, looking out for any places you could fall or trip over.

Once you can confirm there is no potential danger, you can begin to assess the casualty.

R – Response

Next, you need to try and get some response from the casualty so the casualty can tell you what is wrong with them. To do this, use the AVPU scale, which will help you scale the level of response from the casualty.

- **A – Alert:** first of all, is the casualty moving or talking? If not, proceed to V.
- **V – Voice:** Try speaking to the casualty loudly and clearly to see if they respond to speech. Make sure that you are in the casualty's eye line so that they can see who is talking. If you get no response, proceed to P.
- **P – Place:** Place your hand on the collarbone of the casualty and carefully but firmly shake them. At this point, you need to continue to speak to the casualty, making them aware of who you are. P can also stand for pain if the casualty responds as if they are in discomfort. If they do not show any signs of responsiveness proceed to U.
- **U – Unresponsive:** at this point, you can assume the casualty is unresponsive.

A – Airway

Now you need to investigate why the casualty is unresponsive by checking their airway. To do this, you need to place the casualty on their back and tilt their head back. Place your hand on the chin and forehead and lightly tip back their head. With your fingertips on the chin of the casualty lift their mouth open to open the airways.

B – Breathing

When the airway is open; look out for any signs of normal breathing for 10 seconds. Look out for if the casualty looks to be breathing abnormally, infrequently or not at all. Start applying CPR if you notice any of these symptoms.

If the casualty is unresponsive but is breathing normally and isn't in a state where they can be moved without damaging them further put them into the recovery position.

C – Call 999 / Circulation

If you reach this point and the casualty isn't breathing you need to get someone to call 999 or if you are alone put your phone on speaker phone and do it yourself.

DRABC – D

Some people consider the defibrillation stage as its own step in the DRABC procedure, therefore calling it DRABCD. Using a defibrillator is key to keeping someone alive, and you need to take it seriously as a step.

How to Use a Defibrillator (AED)

A.E.D s are normally not available unless in a hospital or in an ambulance. Once you activate it it would give you step by step guide how to use it. It would give an electrical pulse to the heart to help it to start working

How to put someone in the Recovery Position



If a person is unconscious, or non-responsive but breathing, they should be placed in the Recovery Position while waiting for help to arrive. If they are left lying on their back they could suffocate on their vomit or their tongue could block their airway. Putting someone in the recovery position will help to keep the airways open.

To place someone in the Recovery Position:

- 1. Kneel beside the person.**
- 2. Straighten their arms and legs.**
- 3. Fold the arm closest to you over their chest.**
- 4. Place the other arm at a right angle to their body.**
- 5. Get the leg closest to you and bend the knee.**
- 6. While supporting the person's head and neck, gently take the bent knee closest to you and very gently roll the person away from you. Adjust the upper leg, so both the hip and knee are bent at right angles. Ensure the person is steady and cannot roll.**
- 7. Tilt the head back and make sure the airways are clear and open.**

Cardiopulmonary Resuscitation (CPR)

Cardiopulmonary resuscitation (CPR) is an emergency procedure that combines chest compressions often with artificial ventilation in an effort to manually preserve intact brain function until further measures are taken to restore spontaneous blood circulation and breathing in a person who is in cardiac arrest. Never practice CPR on a live person.



Open airway.check for breathing



Place palm of one hand on forehead & apply firm pressure backward. Place fingers of other hand just under chin & gently lift. Do not close victim's mouth completely. Put ear close close to victim's mouth and nose. Look for rise & fall of the chest. Listen & feel for breathing

3



If not breathing, give 2 full breaths keeping airway open. Pinch nose using thumb & index finger. open your mouth wide & take a deep breath. Place your mouth over victim's mouth making a tight seal. Give 2 full breaths with a pause between, to take a breath

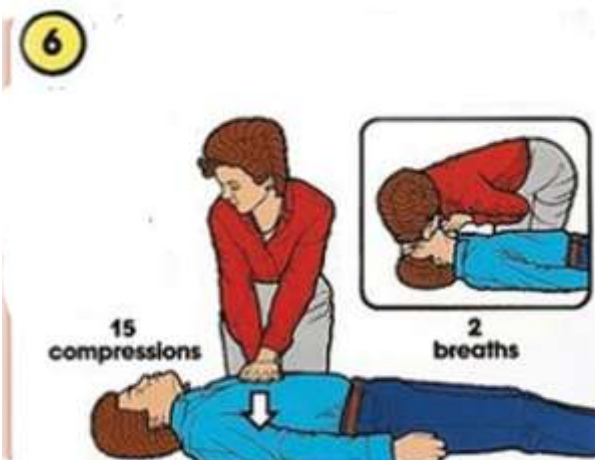
4



Check for pulse. Keeping head tilted, place 2 fingers on victims' adam apple, slide finger tips into groove of the side of the neck nearest to you.
If pulse is found, give 1 breath every 5-6 seconds, until breathing resumes
If no pulse, begin chest compressions



Clearly identify the hand position.
Run fingers up lower edge of rib cage to notch where ribs meet breast bone.
Place middle finger on the notch and the index finger next to it. Put heel of other hand next to fingers. place the hand that located the notch on the top with inter laced fingers.
Keep the fingers up and off the chest



Place shoulders and weight directly over the hands keeping the elbows straight ,pushing down with smooth and even movements. Push the breast bone 1 ½ to 2 inches down at approximately 100-120 times per minutes. Give 2 rescue breaths for every 30 compressions.

19. IT Literacy 1

- Basic knowledge on key input/output devices attached to the computer system
- Knowledge about basic usage of a computer
- Knowledge about basic storage methods of information

An input device is a peripheral (piece of computer hardware equipment) used to provide data and control signals to an information processing system such as a computer or other information appliance. Examples of input devices include **keyboards**, **mice**, **scanners**, digital cameras and **joysticks**.

An **output device** is any piece of **computer** hardware equipment which converts information into human read able form. It can be text, graphics, tactile, audio, and video. Some of the **output devices** are Visual Display Units (VDU) i.e. a Monitor, Printer graphic **Output devices**, Plotters, Speakers etc.

There are many tools to store information. Many people use Microsoft office . There you will have to open a file, name it and save it to that file, unless you want to save it onto your desk top direct, or to an already opened folder or file.

20. Link Language Skills 1

- Learn the alphabet of two languages (from Sinhala, Tamil and English) other than the Scout's own.
- Learn at least 15 words used in day to today life in all three languages

අ	ආ	ඇ	ඈ		
a	ā	æ	ǣ		
ඉ	ඊ	උ	ඌ	ඹ	ඹ
i	ī	u	ū	r	r̄
එ	ඒ	ඹ	ඹ	ඹ	ඹ
e	ē	ai	o	ō	au
ක	ඛ	ග	ඝ	ඞ	
ka	kha	ga	gha	ṅa	
ච	ඡ	ජ	ඣ	ඤ	
ca	cha	ja	jha	ṅa	
ට	ඨ	ඳ	ඳ	ණ	
ṭa	ṭha	ḍa	ḍha	ṇa	
ත	ථ	ද	ධ	න	
ta	tha	da	dha	na	
ප	ඵ	ච	භ	ම	
pa	pha	ba	bha	ma	
ය	ර	ල	ව		
ya	ra	la	va		
ශ	ඪ	ස	හ	ඤ	ල
śa	ṣa	sa	ha	fa	ḷa

ணா	றா	னா	டி	டீ	கு	கூ
ṇā	rā	ṇā	ṭi	ṭī	ku	cu
நு	டு	ணு	து	நு	மு	ரு
ṇu	ṭu	ṇu	tu	nu	mu	ru
லு	ளு	று	ழு	னு	ஜு	ஷு
lu	ḷu	ru	ḷu	ṇu	ju	ṣu
ஸு	ஹு	கூசு	கூ	னூ	ணூ	தூ
su	hu	kṣu	kū	ṇū	ṇū	tū
நூ	மூ	ரூ	லூ	மூ	ளூ	றூ
nū	mū	rū	lū	ḷū	ḷū	rū
னூ	ஜூ	ஷூ	ஸூ	ஹூ	கூசூ	னூ
ṇū	jū	ṣū	sū	hū	kṣū	ṇai
லை	ளை	னை	னோ	றோ	னோ	னோ
lai	ḷai	ṇai	ṇo	ro	ṇo	ṇō
றோ	னோ	ர்				
rō	ṇō	r				

தமிழ் எழுத்துக்கள் (247) - ஆங்கில உச்சரிப்புடன்

ஆயுத எழுத்து - 1				உயிர் எழுத்துக்கள் - 12				மெய் எழுத்துக்கள் - 18				உயிர்மெய் எழுத்துக்கள் - 216	
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ak	A	Aa	E	Ee	U	Oo	Ye	Yae	I	O	Oa	Ow	Ow
க்	க	கா	கி	கீ	கு	கூ	கெ	கே	கை	கொ	கோ	கௌ	கௌ
ik	Ka	Kaa	Ki	Kee	Ku	Koo	Ke	Kae	Kai	Ko	Koa	Kou	Kou
ங்	ங	ஙா	ஙி	ஙீ	ஙு	ஙூ	ஙெ	ஙே	ஙை	ஙொ	ஙோ	ஙௌ	ஙௌ
ing	Gna	Gnaa	Gni	Gnee	Gnu	Gnoo	Gne	Gnae	Gnai	Gno	Gnoa	Gnou	Gnou
ச்	ச	சா	சி	சீ	சு	சூ	செ	சே	சை	சொ	சோ	சௌ	சௌ
ich	Cha	Chaa	Chi	Chee	Chu	Choo	Che	Chae	Chai	Cho	Choa	Chou	Chou
ஞ்	ஞ	ஞா	ஞி	ஞீ	ஞு	ஞூ	ஞெ	ஞே	ஞை	ஞொ	ஞோ	ஞௌ	ஞௌ
inj	Gna	Gnaa	Gni	Gnee	Gnu	Gnoo	Gne	Gnae	Gnai	Gno	Gnoa	Gnou	Gnou
ட்	ட	டா	டி	டீ	டு	டூ	டெ	டே	டை	டொ	டோ	டௌ	டௌ
it	Ta	Taa	Ti	Tee	Tu	Too	Te	Tae	Tai	Toe	Toa	Tou	Tou
ண்	ண	ணா	ணி	ணீ	ணு	ணூ	ணெ	ணே	ணை	ணொ	ணோ	ணௌ	ணௌ
in	Na	Naa	Ni	Nee	Nu	Noo	Ne	Nae	Nie	No	Noa	Nou	Nou
த்	த	தா	தி	தீ	து	தூ	தெ	தே	தை	தொ	தோ	தௌ	தௌ
ith	Tha	Thaa	Thi	Thee	Thu	Thoo	The	Thae	Thai	Tho	Thoa	Thou	Thou
ந்	ந	நா	நி	நீ	நு	நூ	நெ	நே	நை	நொ	நோ	நௌ	நௌ
inth	Na	Naa	Ni	Nee	Nu	Noo	Ne	Nae	Nie	No	Noa	Nou	Nou
ப்	ப	பா	பி	பீ	பு	பூ	பெ	பே	பை	பொ	போ	பௌ	பௌ
ip	Pa	Paa	Pi	Pee	Pu	Poo	Pe	Pae	Pie	Po	Poa	Pou	Pou
ம்	ம	மா	மி	மீ	மு	மூ	மெ	மே	மை	மொ	மோ	மௌ	மௌ
im	Ma	Maa	Mi	Mee	Mu	Moo	Me	Mae	My	Mo	Moa	Mou	Mou
ய்	ய	யா	யி	யீ	யு	யூ	யெ	யே	யை	யொ	யோ	யௌ	யௌ
iy	Ya	Yaa	Yi	Yee	Yu	Yoo	Ye	Yae	Yie	Yo	Yoa	Yow	Yow
ர்	ர	ரா	ரி	ரீ	ரு	ரூ	ரெ	ரே	ரை	ரொ	ரோ	ரௌ	ரௌ
ir	Ra	Raa	Ri	Ree	Ru	Roo	Re	Rae	Rie	Ro	Roa	Rou	Rou
ல்	ல	லா	லி	லீ	லு	லூ	லெ	லே	லை	லொ	லோ	லௌ	லௌ
il	La	Laa	Li	Lee	Lu	Loo	Le	Lae	Ly	Lo	Loa	Lou	Lou
வ்	வ	வா	வி	வீ	வு	வூ	வெ	வே	வை	வொ	வோ	வௌ	வௌ
iv	Va	Vaa	Vi	Vee	Vu	Voo	Ve	Vae	Vai	Vo	Voa	Vou	Vou
ழ்	ழ	ழா	ழி	ழீ	ழு	ழூ	ழெ	ழே	ழை	ழொ	ழோ	ழௌ	ழௌ
izh	Zha	Zhaa	Zhi	Zhee	Zhu	Zhoo	Zhe	Zhae	Zhai	Zho	Zhoa	Zhou	Zhou
ள்	ள	ளா	ளி	ளீ	ளு	ளூ	ளெ	ளே	ளை	ளொ	ளோ	ளௌ	ளௌ
il	La	Laa	Li	Lee	Lu	Loo	Le	Lae	Lie	Lo	Loa	Lou	Lou
ற்	ற	றா	றி	றீ	று	றூ	றெ	றே	றை	றொ	றோ	றௌ	றௌ
ir	Ra	Raa	Ri	Ree	Ru	Roo	Re	Rae	Rie	Ro	Roa	Rou	Rou
ன்	ன	னா	னி	னீ	னு	னூ	னெ	னே	னை	னொ	னோ	னௌ	னௌ
in	Na	Naa	Ni	Nee	Nu	Noo	Ne	Nae	Nie	No	Noa	Nou	Nou

தயாரிப்பு மற்றும் உரிமை: முனைவர் அ. ச. அருள் லாரன்ஸ்
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உரிமைத் துறை: தமிழ்லிபிக்ஸில் மற்றும் தமிழ் வரைகலாக அனைவரும் பயன்படுத்திக்கொள்ளலாம்.

A a	B b	C c	D d	E e	F f	G g	H h	I i
a	bee	cee	dee	e	ef	gee	(h)aitch	i
[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ɛf]	[dʒi:]	[(h)eɪtʃ]	[aɪ]
J j	K k	L l	M m	N n	O o	P p	Q q	R r
jay	kay	el	em	en	o	pee	cue	ar
[dʒeɪ]	[keɪ]	[ɛl]	[ɛm]	[ɛn]	[ou]	[pi:]	[kju:]	[ɑ:/ɑr]
S s	T t	U u	V v	W w	X x	Y y	Z z	
ess	tee	u	vee	double-u	ex	wy(e)	zed/zee	
[ɛs]	[ti:]	[ju:]	[vi:]	[ˈdʌbəlju:]	[ɛks]	[waɪ]	[zɛd/zi:]	

1. membership fuusnralsmaidudcsl;ajhsamajikathwaya

membership nkk;gHrpg;அங்கத்துவ சின்னம்
angaththuvachinnam

2. scout award ialjqgswfjdavSnd,olalmodkhbaladakshapradanaya

scout award];fTl; mthl;சாரணர் விருது saaranarviruthu

3. chief commissioner award

pSFaluslkraiawfjdavSpradhanabaladakshapradanaya

chief commissioner award சீஃப் கமிஷனர் அவார்ட் பிரதம
ஆணையாளர் விருது pirathamaaanaiyaalarviruthu

4. prime minister award பிரைம் மினிஸ்டர் அவார்ட் பிரதமர்
விருது pirathamarviruthu

5. president award பிரசிடென்ட் அவார்ட் ஜனாதிபதி விருது
janaathipathiviruthu
6. troop ட்ரூப் துருப்பு thurupu
7. patrol பட்ரல் அணி ani
8. promise ப்ரொமிஸ் வாக்குறுதி vaakuruthi
9. low லோ விதி vithi
10. salute சல்யூட் வணக்கமுறை vanakkamurai
11. disperse ஸ்பேர்ஸ் கலைந்து செல் kalainthusel
12. scout signal ஸ்கவுட் சிக்னல் சாரணர் சமிக்ஞை
saaranarsamiknai
13. patrol flag பட்ரல் ஃளாக் அணிக் கொடி anikkodi
14. left hand shake லெப்ட் ஹான்ட் சேர்க் இடது கை குலுக்கல்
idathu kai kulukkal
15. whistle signals விசில் சிக்னல்ஸ் ஊது குழல் சமிக்ஞை
oothukulalsamiknai
16. hand signals ஹான்ட் சிக்னல்ஸ் கைச் சமிக்ஞை kai samiknai
17. attention/alert அட்டென்ஷன்/அலர்ட் நிமிர்ந்து நில்/கவனமாக
nimirnthu nil/kavanamaaha
18. patrol leader பட்ரல் லீடர் அணித் தலைவர் aniththalaivar
19. troop leader ட்ரூப் லீடர் துருப்புத் தலைவர் thuruppuththalaivar
20. uniform யுனிஃபோம் சீருடை seerudai

21. badges பட்ஜ் சின்னம் chinnam
22. marching மார்ச்சிங் அணிநடை ani nadai
23. smartness ஸ்மார்ட்னஸ் துடிநிலை thudinilai
24. flag hosting ஃளாக்ஃஹாஸ்டிங் கொடி இறக்கல் kodiirakkal
25. flag rising ஃளாக்ஃரெய்ஸிங் கொடி ஏற்றல் kodieatral
26. flag folding ஃளாக்ஃஓல்டிங் கொடி மடித்தல் kodimadiththal
27. knots நொட்ஸ் முடிச்சுக்கள் mudichukkal
28. estimate எஸ்டிமேட் மதிப்பிடல் mathippidal
29. camp காம்ப் பாசறை paasarai
30. troop meeting ட்ரூப் மீட்டிங் துருப்புக் கூட்டம் thuruppukootam
31. at ease அட் ஈஸ் இலகுவாக நில் ilahuvaaha nil
32. right turn ரைட் டேர்ன் வலம் திரும்பு valamthirumpu
33. left turn லெப்ட் டேர்ன் இடம் திரும்பு idamthirumpu
34. eyes right ஐஸ் ரைட் வலமாக பார் valamaahapaar
35. eyes front ஐஸ் ஃரொன்ட் முன்னே பார் munnepaar
36. rally ரலி திறள் thiral
37. national flag நஷனல் ஃளாக்ஃ தேசிய கொடி thesiyakodi
38. national anthem நஷனல் அந்தம் தேசிய கீதம் thesiyageetham

39. grand yell கிரான்ட் யெல் கௌரவ கோசம் gowravakosham
40. guard of honor கார்ட் ஒஃப் ஹொனர் கௌரவ வரவேற்பு gowravavaravetpu
41. community service கொம்யூனிடி சேர்விஸ் சமூக சேவை samoohasevai
42. foot print ஃபுட் பிரின்ட் அடிச்சுவடு adichchuvadu
43. patrol training பட்ரல் ட்ரெயினிங் அணி பயிற்சி ani payetchi
44. come கம் வா vaa
45. go கோ போ po
46. standing ஸ்டான்டிங் நில் nil
47. singing சிங்கிங் பாடு paadu
48. walking வோகிங் நடத்தல் nadathal
49. run ரன் ஓடு odu
50. acting அக்டிங் நடத்தல் nadiththal
51. thankyou நன்றி

21. Good Habits 2

· Get involved in a small-scale Community Service project with Patrol/others. This could be in the school or in any other place. It should last at least one hour, and write at least 5 sentences about it in the Log Book. If possible, the Scout may paste a photograph of that activity in the Log Book, or draw a picture of it.

22. Two Nights Camping

- Have two nights camping experience (in tent) and write the camp log in the Personal Log Book
- The camp should be held in a safe place, with the permission of the parents, Scout Leader, Principal etc.
- Make a fire using firewood and only two match sticks and make tea for the Patrol

Log Book

History of the Log book

During the ancient times, a log used to measure the speed of a sailing ship. The log tied to a rope was thrown to the sea from the aft (back of the ship) . The rope had knots at regular intervals. As the ship moves forward, more rope was released so that when the ship moves forward, more of the rope is put to the sea and the log remained more or less stationary. The speed was measured by counting the number of knots in the rope in the sea .Even today the speed of a ship is measured in knots.

Because of the log, the book that maintained these records was called the Log book. Today ships do not use actual logs to measure the speed of a ship, but due to the tradition it is still called a Log book. Today aero plane pilots have a Log , indicating the dates, times and the places that the plane flew etc. Drivers have Log books indicating places that the vehicle went ,mileage etc. School Principals have log Books recording important events at the school. There are many other organizations that use log books.

SCOUT LOG BOOK

The Mission of Scouting as given by the WOSM and the purpose of scouting as given by the SLSA very clearly indicate the purpose of Scouting is to create better citizens and not experts in knots, lashings, first Aid, hiking, camping etc. Those can be called some of the tools that the Scouter can use to achieve the purpose of creating better citizens. Most of the things that you have learned for the awards could be done at home. Even the hike could be done by hiking round and round your house and camping at the back yard. The important part of the Scout training is done at the Scout meetings, Camps etc. Although a Scout Log Book is a personal record, which should not be shown nor shared with others, the Assistant District Commissioner, District Commissioner or Commissioners at Hq. will be able to check whether a Scout has done proper

Scouting could be identified only by checking the records of Troop/Patrol meetings, camps and other activities as recorded in the Log Book. Please note a Scout need not write details of every test that he has learnt with drawings and pictures. He may do so, but it is not essential.

Purpose of a Scout Log Book.

1. A record of the Scout's Scout activities at Troop, Patrol meetings , camps and other activities, to be checked by the Scout officials
2. A record as reference about any specific thing that the Scout might forget
3. As a historical document to be enjoyed later on in life going through the records of fun, adventure and friendships he or she had as a Scout

It is definitely not a note book, although the Scout may take down notes of the tests if he feels so. In that aspect it is more important to know the things than to note in the log book the tests that the Scout passes or qualifies.

It is important that each Scout be able to use his or her own style, in writing the log of his/her Scout activities. It may even include the Scout's opinion of the activity or camp. But the examining Commissioner or the Scout leader should be able to get an idea of the Scout's Scout activities, by going through this. The Scout should of course prior to doing any badge should write the syllabus of the badge in the log book .It is good if the Scout could get confirmation of passing the badge on the Log book. The Scout could get autographs, draw relevant pictures, paste photographs and such as the Scout thinks fit .Although there is no harm in pasting stickers if the Scout wants, this is not a scrap book but a record of his Scout life.

23. One Day Hike of 12km

- Not more than four Scouts should take part in this at a time. Scout Leader should organize this hike and written instructions should be given to the participants. The instructions should include things to be done in the hike
- Scouts should take a back pack to carry, food, first aid etc.
- There will be no night out camping in this hike.
- Prior permission of the parents and the school authorities to be obtained.

- After the hike the participants should give a separate debrief/verbal reports to the Scout Leader about what happened during the hike.
- This should be the last test for the Scout Award.

24. Requirements for Sea Scouts and Air Scouts

Requirements for Sea Scouts

- Explain the following parts of a ship: "Aft", "Fore Castle", "Port side", "Starboard Side"
- Explain why the Phonetic Alphabet is used by the Seamen

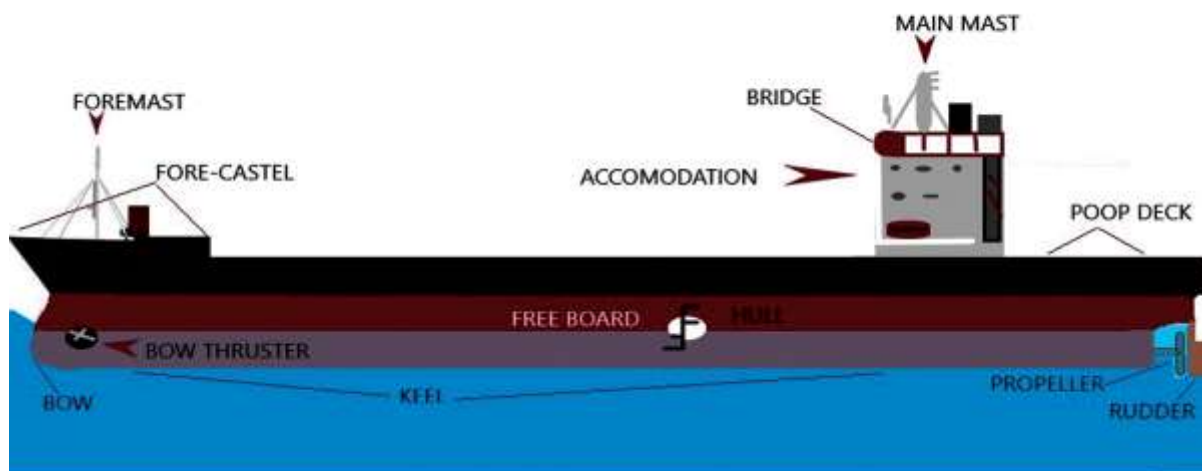
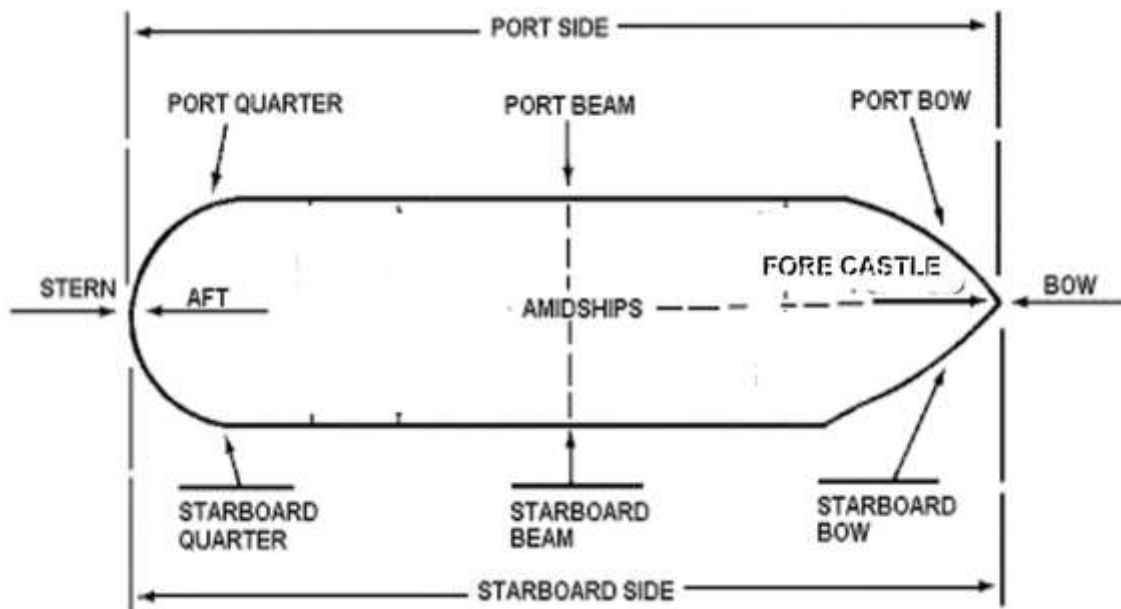
SCOUT AWARD _ SEA SCOUTS

Aft- This means the stern or the back of the ship. This comes from the word "after"

"Fore Castle" This comes from the word after Fore castle- this means the forward section of the upper deck. In the 13th century the sailing ships had a small fortress type of a structure at the front of the ship. Usually the quarters of the sailors too were situated in that.

Port side- when you stand on the deck of a ship facing the forecastle, your left hand side is the port side and the right hand side is the starboard. Since port and starboard never change, they are unambiguous references that are independent of a mariner's orientation, and, thus, mariners use

these nautical terms instead of left and right to avoid confusion. When looking forward, toward the bow of a ship, port and starboard refer to the left and right sides, respectively.



Why is phonetic Alphabet used- This is used so that errors in pronunciation would be eliminated to a great extent when communicating. This is especially important when a background noise (such as the noise of the sea) is there and also when the pronunciation of English in different countries differ slightly.

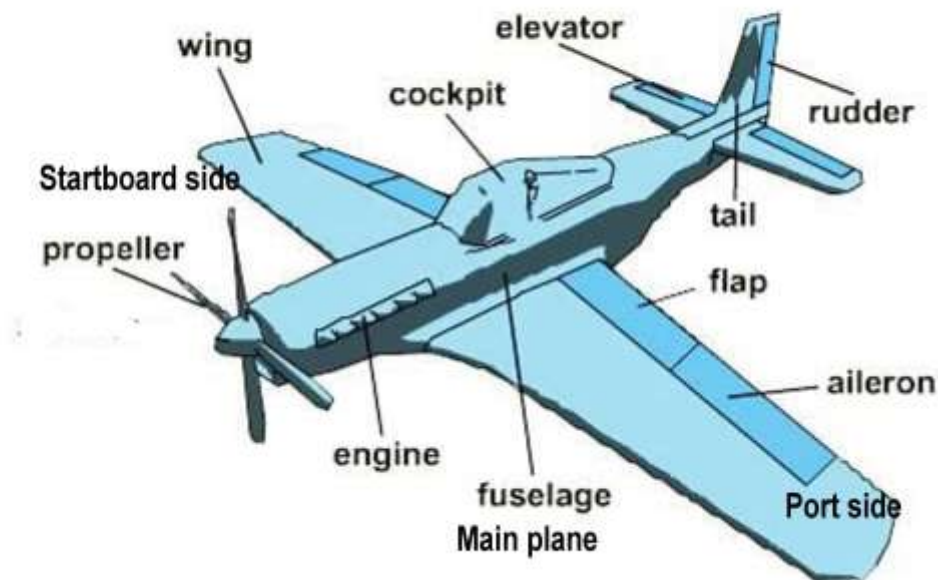
Requirements for Air Scouts

- Understand and explain the under mentioned to the Scout Leader: a) Fuselage b) Tail c) Main plane d) Port and Starboard
- Explain the difference between “Ground Speed” and “Air Speed” and how wind is used in takeoff and in landing.

SCOUT AWARD _ AIR SCOUTS SCOUT AWARD _

Fuselage, central portion of the body of an airplane, designed to accommodate the crew, passengers, and cargo. It varies greatly in design and size according to the function of the aircraft. Tail known as the tail or tail assembly, is a structure at the rear of an aircraft that provides stability during flight, in a way similar to the feathers on an arrow.

Main plane is also called the fuselage. See above. Port and starboard sides when you stand or sit in a plane looking towards the front, the port side is the left hand side and the Starboard side is the right hand side



Difference between the Air speed and the ground speed, true airspeed is simply the speed at which an aircraft is moving relative to the air it is flying in. As such, it's also the speed at which the air is flowing around the aircraft's wings.

Ground speed, on the other hand, is the aircraft's speed relative to the ground. How does Air speed and ground speed help in taking off and landing an air craft Pilots prefer to land and take off in headwind because it increases the lift. In headwind, a lower ground speed and a shorter run is needed for the plane to become airborne. Landing into the wind has the same advantages: It uses less runway, and ground speed is lower at touchdown.

Training Period of Six (06) Months

- Have a minimum training period of 06 months in a Patrol after completing the Membership Badge
- Pay annual membership fee as a member of the World Organization of the Scout Movement (WOSM)
- Continue maintaining the personal log book

Proficiency Badges

· Earn 03 proficiency badges including the Happy Home badge

- o Select from any Group other than from Camp Craft and Public Service Groups.
- o Scouts may do up to 06 more proficiency badges in addition to the compulsory 02 badges, but not from the Public Service and Camp Craft Groups.

o Sea Scouts may complete a badge from Seaman's Group and Air Scouts may complete a badge from the Airman's Group as one of these badges.

- If a Scout starts work on this Award as a Junior Scout and completed the Award as a Senior Scout, any relevant Junior badges done as a Junior Scout would be accepted as qualifying badges (i.e. some Scouts might have done Junior as well as Senior Badges, depending on his age when he did those badges).

§ Minimum Age to complete - 11 years and 03 months

§ Should complete before 18 years

§ Interviewer - Scout Leader/Group Scout Leader