



Lebanese Scout Association

Clan Section Curriculum

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A. Candidate Stage

I. Badges

1. Gain the Member Award Badge.
2. Gain two badges, activity or staged.
3. Staged Badges must be of at least stage one.

B. Rover Stage

I. Badges

1. Gain three badges, activity or staged.
2. All staged badges must be of stage two, lower stage badges can be upgraded to stage two and are counted towards your progress.

C. Mature Rover Stage

I. Badges

1. Gain four badges, activity or staged.
2. All staged badges must be of stage three, lower stage badges can be upgraded to stage three and are counted towards your progress.

D. Leader Rover Stage

I. Badges

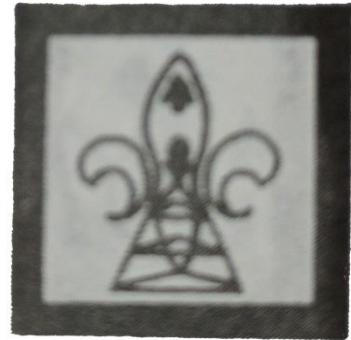
1. Gain the Youth Scout Star Badge
2. Gain five badges, activity or staged.
3. All staged badges must be of stage four, lower stage badges can be upgraded to stage four and are counted towards your progress.

E. Core Badges



1. Membership Badge

- a. Describe the various ways you can become a Rover in your area.
- b. Show you understand the Scout Promise and Law.
- c. Demonstrate an understanding of local, national, and international Scouting.
- d. After discussing it your leader, describe the Unit management and support available to you, including the Unit Constitution.
- e. Make the Scout Promise and accept the Scout Law.



2. Youth Scout Star Badge

- a. Learn how to be a Scout secretary; you can train as group or unit secretary.
- b. Learn how to be a Scout accountant; you can train as group or unit accountant.
- c. Know how to use the official request and reports forms of the group and units.
- d. Know how to react in an emergency situation and how to fill out an insurance form.
- e. Learn how to create and maintain the personal record form, and update the records of a unit.

Complete any fifteen of the following tasks:

- i. Pack:
 - a. Read and present a summary of The Jungle Book by Rudyard Kipling.
 - b. Come up with a new story and read it to the Pack.
 - c. Teach the Pack two new Scout songs.
 - d. Prepare a craft work for the Pack.
 - e. Attend a Council Rock meeting.
 - f. Teach the Pack two new Scout games.
 - g. Participate in a full day activity with the Pack.
 - h. Learn the procedures for a promise ceremony in the Pack by attending one.
 - i. Help two members from the Pack complete the Tenderfoot Stage.
 - j. Help two members from the Pack gain two badges, activity or staged.
 - k. Explain the sixer system and how it works in the Pack.
 - l. Present a report on the Pack's curriculum focusing on its educational aspects.

- ii. Troop:
 - a. Read and present a summary of Scouting for Boys by Robert Baden-Powell.
 - b. Create a mind game using symbols and have the Troop play it.
 - c. Teach the Troop two new Scout songs.
 - d. Teach the Troop a new Scout skill.
 - e. Attend a Patrol Leaders' meeting.
 - f. Prepare a pioneering project for the Troop.
 - g. Participate in a full day activity with the Troop.
 - h. Participate in the promise evening and ceremony of a member from the Troop.
 - i. Help two members from the Troop complete the Beginner Stage.
 - j. Help two members from the Troop gain two badges, activity or staged.
 - k. Explain the patrol system and how it works in the Troop.
 - l. Present a report on the Troop's curriculum focusing on its educational aspects.
- iii. Clan:
 - a. Read and present a summary of Rovering to Success by Robert Baden-Powell.
 - b. Convince two of your friends to join the Clan.
 - c. Attend a Clan Council meeting.
 - d. Know the role of a Clan member in serving the community.
 - e. Be a successful Band or Assistant Band leader for an agreed upon length of time with your leader.
 - f. Teach the Clan two new Scout songs.
 - g. Prepare a large pioneering project for the Clan.
 - h. Participate in three activities at the level of the District of Association.
 - i. Present a research on the principles and goals of the Lebanese Scout Association focusing on the educational and social aspects.
 - j. Prepare an educational plan for you to implement with the Clan.
 - k. Explain the band system and how it works in the Clan.
 - l. Present a report on the Clan's curriculum focusing on its education aspects.

F. Activity Badges



1. Activity Center Service Activity Badge

- a. Work for at least five days, on at least two different occasions, at a Group, District, County, Area, or National Scout Activity Center or campsite, helping the warden or manager however they need you.
- b. Explain the maintenance needed for essential campsite equipment. Do a demonstration, if possible.
- c. Explain and, where possible, demonstrate four of the following:
 - Make a booking for someone wanting to use the site.
 - Show how to restore a camping area after use, including sowing grass.
 - Show how you prevent pipes freezing during the winter and what steps to take when pipes burst.
 - The importance of having clean toilets.
 - Chemical – what to use and how to use them safely.
 - How to unblock a drain and prevent further blockages.
 - The need for good site drainage and keeping the ditches clear.
 - How to dispose of refuse and use an effective recycling system.



2. Athletics Activity Badge

- a. Run through and appropriate warm-up routine that involves gentle stretching and loosening exercise, using all the main muscle groups. The warm-up should last between five and ten minutes. After the session, demonstrate an appropriate warm-down.
- b. Discuss the safety rules for athletics, particularly the throwing and jumping events.
- c. Demonstrate an athletic discipline to the Clan and encourage them to try it out. Remember you're not expected to have skills in instructing or coaching to complete this step – someone with appropriate experience should be there to supervise you all.
- d. Take part in at least two competitions or demonstrations. Discuss your performance and how to improve with the examiner or instructor.



3. Camper Activity Badge
 - a. Camp under canvas for a total of 20 nights or more.
 - b. Demonstrate the following:
 - Care, simple repair, and storage of your tent and cordage, including whipping, splicing, hanking, coiling, and safety inspections.
 - Safe storage and handling of fuels such as methylated spirits, paraffin, petrol, and gas.
 - Care of cooking stoves and utensils, including simple repairs, cleaning, and general maintenance.
 - c. Take the role of camp leader during a camping weekend, or longer, involving at least eight people.
 - d. Before you go:
 - Discuss all aspects of the camp with an adult leader.
 - Manage the budget for the camp.
 - Chose the campsite, carrying out a risk assessment of the camp and activities.
 - Make sure all necessary equipment is organized.
 - Plan a menu and organize the shopping.
 - e. During the camp:
 - Organize the pitching of the campsite.
 - Make sure that camp hygiene standards are met.
 - Make sure that all equipment is stored correctly.
 - Build a pioneering project, for example a flagpole or a gateway.
 - Demonstrate safe knife and axe use.
 - Plan a cooking and cleaning rota and cook at least one of the meals yourself.
 - Organize the striking of the camp and make sure the site is left as you would wish to find it.
 - f. After the camp:
 - Make sure that all equipment is stored correctly.
 - Evaluate how the camp went by discussing it with the other participants.



4. Caving Activity Badge
 - a. Before you attempt this badge you need to have made at least four trips underground, with a properly authorized party, to two different cave systems and kept a log. If you hold the Scout Caver activity badge you don't need to complete these four trips.
 - b. Explain how caves are formed.
 - c. Rig and use ladder pitch under supervision.
 - d. Take two additional caving trips as part of a properly authorize party. These should include supervised descent of vertical pitches.
 - e. Know the cave conservation code and talk about measures that can be taken to promote conservation of formations and the cave environment.
 - f. Study an aspect of speleology and discuss the findings. Agree to your chosen subject with your leader first – it could cover subjects like the fauna and flora in caves, cave photography, or bat conservation.



5. Chef activity Badge

Choose an option and complete all of its tasks.

i. Option 1:

- a. Plan a full, balanced menu for all or some of the Clan on a residential experience covering all meals for at least four days. You should consider what facilities will be available to you – will you have access to a full kitchen or are you cooking on an open fire?
- b. Budget for your menu and assist with shopping for the ingredients.
- c. Demonstrate proper storage and cooking. You should demonstrate your knowledge of hygiene in the kitchen and how to prevent food poisoning.
- d. Cook and serve your planned menu, demonstrating preparation and serving skills.

ii. Option 2:

- a. Bake and cost the following from scratch – no packet mixes or pre-made shop bought ingredients allowed:
 - Three different large cakes (20cm or bigger) with different icings and decorations, using techniques like rubbing in, creaming, melting, and whisking.
 - A sweet or savory tart, such as a quiche or a tarte tatin.
 - 12 iced and filled cupcakes.
 - 12 biscuits, iced using the flooding method.
 - 12 scones.
 - A loaf of bread using yeast.
 - 12 flatbreads.
- b. Demonstrate how planning and preparation can make life easier when baking.
- c. Maintain high standards of hygiene.



6. Climber Activity Badge

- a. Complete at least four different climbs, each of which should be listed in a climbing guidebook. If you have done this already, or if you hold the Scout Climber Activity Badge, move straight on to step (b).
- b. Know how to put on a harness and helmet, and the calls used in climbing.
- c. Understand and demonstrate the proper use of a belay device.
- d. Experience at least one session, two hours long, of single-pitch climbing on a man-made climbing wall, either indoors or outdoors.
- e. Be able to use information given in a climbing guidebook. Explain the grading systems for climbs.
- f. Select at least five separate climbs, locate the starts on the ground and climb them. The standard on an artificial wall should be grade 5+ or 6. On natural face it should be 'very difficult'.
- g. Abseil down a face of not less than 15 meters using a safety rope.
- h. Demonstrate how to care for equipment used and explain what you should look out for when equipment is nearing the end of its life.



7. Creative Arts Activity Badge

- a. You should aim to complete the badge over 6 or 12 months.
- b. Demonstrate involvement and improvement in a creative activity of your choice. Show evidence of your work.
- c. Perform or exhibit the work you have completed. Example of possible activities might be:
 - Art
 - Photography
 - Writing
 - Model Making
 - Any other creative activity agreed by the leadership team.



8. Fundraising Activity Badge

- a. Identify and organize a fundraising initiative for one of the following:
 - The Scout Association, to help promote and grow your local Scout group, Scouting nationally or both.
 - Another Lebanese registered charity of your choice.
- b. Find a compelling message – a short reason you can communicate to potential donors about your chosen cause. It must be inspiring and clear in order to raise the most money.
- c. Use social media to promote your fundraising initiative.
- d. Set a fundraising target and a date to raise it by. We suggest a minimum of 500,000L.L.
- e. Call on others to help you and form a fundraising team. Motivate and inspire them to encourage others to donate.
- f. Prepare a short presentation about your fundraising challenge and submit it to your group's Leaders Council, covering:
 - The cost versus the amount raised.
 - How you used social media and reached outside your own immediate network to garner support.
 - Three top tips that could help other fundraiser.



9. Global Issues Activity Badge

Complete three of these tasks.

- a. Spend three days living on food that costs no more than 4,000 L.L. a day. Keep a diary of how it went and share your experiences with other.
- b. Using cardboard, build a shelter and camp out in your local area to understand and experience the challenges face by homeless people.
- c. Explore the different media outlets to find information about migration and immigration. Review what you find and discuss with the Clan your thoughts and feelings about the information and how this issue is perceived at a local and global level.
- d. Compare youth issues between Lebanon and another country, such as voting age, access to education or youth services and discuss with the Clan.
- e. Give a presentation to the Clan or another section about a global issue that you feel passionate about. Perform an action such as signing a petition about the issue, researching a charity or writing to an elected representative.



10. Hill Walker Activity Badge

- a. Before you attempt this badge you to hold the Scout Hill Walker Activity Badge or have completed at least five one-day journeys in the hills, each one at least 14 kilometers distance.
- b. Take a major part in planning and successfully managing at least four one-day journeys, two of which must be in terrain two areas. A person with an activity permit must accompany or supervise the journeys.
- c. Play a major part in planning, preparation, and leadership of at least one two-day expedition, involving overnight camping in wild country. You must prepare by demonstrating the correct use of all essential equipment. A person with an activity permit can supervise the expeditions but you will take part in decision affecting navigation and party management.
- d. All journeys and expeditions should have a goal, like reaching a summit.



11. International Activity Badge

Complete four of these activities.

- a. Showcase a form of art or culture from another country. You could create a display of art you have researched or created yourself, or put on a cultural performance.
- b. Participate in an event with an international theme. Explain what the event taught you about the cultural customs to the Clan.
- c. Cook a traditional meal using international fair-trade ingredients. Discuss the benefits of fair-trade food.
- d. Take part in an international experience such as a Scout Jamboree, Home Hospitality or cultural exchange experience. Maintaining an international link, such as a pen pal, over a period of counts too.
- e. Help to organize and take part in a Jamboree on the Internet (JOTI) or Jamboree on the Air (JOTA) event.
- f. Organize an activity with an international theme, like a festival celebrated in another country.
- g. Explore the origins of another country's national celebration, such as Victory Day in Russia, Republic Day in India or Chinese New Year.



12. Leadership Activity Badge

- a. Successfully lead a team of Rovers throughout the course of a project. There are lots of possibilities but whatever you do, you'll need to:
 - Set a goal for the project and individual targets for team members.
 - Take suggestions and feedback from team members into account and act on them.
 - Teach team members new skills that may be required for the project.
 - Manage any tricky situations or people and find compromises.
 - Give clear instructions, motivate your team, give praise, ensure that you are on track and make sure everyone is safe.
- b. Take an active role in the running of an activity linking with the Scout section. Help a new Rover to be part of the Clan and help them understand what is expected.
- c. Help a group of Rovers or a member of a younger section develop a scouting skill.
- d. Represent the views of other Rovers (for example at a District Clan Forum or similar) and report back to them afterwards.



13. Lifesaver Activity Badge

- a. Demonstrate and explain how you would perform a rescue using the following:
 - Shout and/or reach.
 - Throw a buoyancy aid.
 - Throw a rope.
 - Wade.
 - Tow with an aid.
 - Clothing tow.
 - Support tow.
- b. Reach the standard of the Lebanese Ministry of Tourism's Lifeguard Certificate.
- c. Explain and, where possible, demonstrate methods of rescues used in cases of:
 - A person and a pet falling through ice.
 - A house fire and a car accident.
 - Gas poisoning and contact with a live wire.



14. Media Relations and Marketing Activity Badge

- a. Understand and show how to use the Scout brand, using resources available from LSA HQ.
- b. Arrange a visit for a group of Rovers to find out about a media outlet and how they create their content. It could be any media outlet from radio, TV, newspapers, and online.
- c. Using what you have learned, complete four option from Lists A and B. Do at least one from List B.
 - i. List A:
 - Create some media content for the Group, District, or School magazine or online.
 - Get approval from your local Media Development Manager to secure media coverage for a Scouting event, expedition or activity. Prepare a press release and include a photograph.
 - Help to manage and maintain the social media pages of your local Scout Group for a period of time agreed by your Unit Leader.
 - Take part in or produce a package about Scouting for local TV or radio.
 - Produce an audio, visual, or written report about an issue affecting young people or your local Scout Group. Include different contributors such as members of the public, local personalities or public figures.
 - ii. List B:
 - Give a 15-minute presentation, with images, about Scouts to another organization, such as a local Club.
 - Assist the District with a promotional event or activity.
 - As a team, produce at least four editions of a paper or e-newsletter for the Clan in your group or District or for members of another section.
 - Plan, develop and carry out a local recruitment campaign to get more adults and young people to join Scouting.
 - Create a display or exhibition for Scouts and parents to promote Rover Scouting.
 - Conduct a survey to find out young people's views on Scouting. Share your results with the leadership team and discuss them with others in the Clan.
 - Represent the Clan at a local government youth council or collective organization youth forum.



15. Motor Sports Activity Badge

- a. You should aim to take part in your chosen activity for 6 to 12 months.
- b. Take part in your chosen motor sport, once you've agreed to the activity with your leadership team. Show how you've improved over a period of time.
- c. Talk to a group of young people about the skills and techniques you have used.
- d. Explain the safety rules, and how to responsibly use the skills you have learned, to an appropriate adult.
- e. Take part in at least two competitions or demonstrations. Talk about your performance and ways to improve with the examiner or instructor.
- f. Take up an organizational role on at least two occasions. It could involve marshaling a motor sports event, timekeeping or administration. Show that you're making a positive contribution to the development and continuation of your chosen motor sport.



16. Mountain Biking Activity Badge

To achieve this badge you need to choose between Option 1 and 2, and then complete all the tasks under your chosen option. You should aim to spend between 6 to 12 months working towards this badge.

- i. Option 1: Competition and Exhibition
 - a. Regularly participate in a mountain biking discipline such as downhill, dirt jump, four cross (4x), or any other mountain bike sport as agreed to by the leadership team. Show how you've improved over time and show evidence of this.
 - b. Talk to a group of young people about the skills and techniques of your chosen discipline.
 - c. Talk to an appropriate adult about the safety rules in mountain biking and how to use the skills you've learned responsibly.
 - d. Take part in at least two competitions or demonstrations. Talk about your performance and ways you could improve with the examiner or instructor.
- ii. Option 2: Expedition
 - a. Show that you understand the Mountain Bike Code of Conduct.
 - b. Show that you are able to control your bike over different types or terrain.
 - c. Explain what to do in case of an accident. Ensure you have a basic knowledge of first aid, including how to treat hypothermia.
 - d. Read a map well and orientate it using map features or a compass.
 - e. Give reasonable estimate of times of transit, over distances in different terrains.
 - f. Plan and carry out a two-day ride with at least four hours' riding each day. At least 75 percent of the ride must be off-road, with a minimum of 50 percent on un-surfaced tracks.
 - g. Be able to perform emergency repairs in the field as listed for a T1 Mountain Bike Permit.



17. Naturalist Activity Badge

- a. You should be aiming to work towards this badge over 6 to 12 months.
- b. Demonstrate your interest in the natural world by regularly taking part in relevant activities and using a variety of study and conservation techniques over a period of time. Show how you've improved and developed your skills.
- c. Share skills in recording and observing the natural world with a group of young people.
- d. Take an in-depth look at how human activity is affecting the natural world, particularly pollution, deforestation, and new farming techniques.
- e. Demonstrate a good knowledge of natural history terminology, particularly local animal and plant species along with other specialist words.



18. Performing Arts Activity Badge

- a. You should be aiming to work towards this badge over 6 to 12 months.
- b. Demonstrate involvement and improvement in a creative activity of your choice. Show evidence of your environment over a period of time. Examples of possible activities include:
 - iii. Dancing.
 - iv. Taking part in a show.
 - v. Being a member of a band.
 - vi. Being part of a stage crew working the lighting, sound, or creating and moving props.
- c. Perform or exhibit the activity to an audience.



19. Physical Recreation Activity Badge

To achieve this badge you need to choose one from Options 1 to 5, and then complete all the tasks for your chosen option. You should be aiming to work towards this badge over 6 to 12 months.

- i. Option 1: Equestrian
 - a. Take part in an equestrian activity over a period of time and show improvement.
 - b. Demonstrate skills in a horse riding activity to a group of young people and encourage them to try it out. You're not expected to have skills in instructing and your leader should organize supervision for all of you.
 - c. Discuss the safety rules to an appropriate adult and explain how you've used the skills you learned responsibly.
 - d. Take part in at least two competitions or demonstrations. Discuss your performance and ways you can improve with the examiner or instructor.
 - e. Demonstrate how to care for your equipment and how to look after the animal.
- ii. Option 2: Martial Arts
 - a. Take part in a martial arts activity (aikido, judo, ju-jitsu, karate, kendo, sombo, taekwondo, tong soo do, and wrestling). You should take part regularly over a period of time and show improvement.
 - b. Demonstrate your skills to a group of young people and encourage them to try it out. You're not expected to have skills in instructing and your leader should organize appropriate supervision.
 - c. Discuss the safety rules of your chosen activity. Show the examiner or instructor how you use the skills you've learned responsibly.
 - d. Take part in at least two competitions or demonstrations. Discuss your performance and how to improve with the examiner or instructor.
- iii. Option 3: Master at Arms
 - a. Take part in an activity such as fencing, shooting, or archery. Take part in your chose activity regularly over a period of time and work on your improvement.
 - b. Demonstrate your skills to a group of young people and encourage them to try it out. You're not expected to have skills in instructing and your leader should organize appropriate supervision.
 - c. Talk about any safety rules or laws involved in your chosen activity and how to abide by them.
 - d. Show how to care for and regularly maintain you equipment.
 - e. Take part in at least two competitions or demonstrations. After each one, discuss your performance with the examiner or instructor and identify ways to improve.

iv. Option 4: Angler

- a. Take part in angling (inland, beach, or sea) regularly over a period of time and work on your improvement.
- b. Demonstrate your skills to a group of young people and encourage them to try it out. You're not expected to have skills in instructing and your leader should organize appropriate supervision.
- c. Talk about the safety rules in angling and how to fish in a responsible manner.
- d. Take part in at least two competitions or demonstrations. Discuss your performance with the examiner or instructor and identify ways to improve.

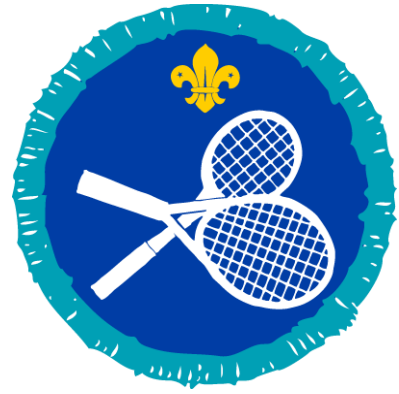
v. Option 5: Physical Recreation

- a. You can use this option if you want to improve and share knowledge about an activity that isn't covered by options 1 to 4.
- b. Take part in a physical activity regularly over a period of time and work on your improvement.
- c. Demonstrate your skills to a group of young people and encourage them to try it out. You're not expected to have skills in instructing and your leader should organize appropriate supervision.
- d. Talk about the safety rules or laws of your chosen activity and how to abide by them.
- e. Take part in at least two competitions or demonstrations. Discuss your performance and how you can improve.



20. Pioneer Activity Badge

- a. Build a scale pioneering model.
- b. Take a lead role in building an outside pioneering project, such as an aerial runway or an hourglass tower.
- c. During you project , demonstrate your ability in:
 - 10 knots, bends, or hitches.
 - Four lashing
 - The use of simple blocks and tackle
 - Anchorages for firm and soft ground.
 - Understanding the need for supervision in pioneering projects.
- d. Demonstrate two whippings and two splices.



21. Racquet Sports Activity Badge

- a. You should be aiming to work towards this badge over a period of 6 to 12 months.
- b. Regularly participate in a racquet sport over a period of time. Demonstrate an improvement in your level of skill.
- c. Demonstrate your skills to a group of young people and encourage them to try the sport out. You're not expected to play the role of an instructor and an adult should supervise you all.
- d. Talk about any safety rules or laws in your chosen sport and how to abide by them.
- e. Take part in at least two competitions or demonstrations. Talk about your performance with your coach or instructor and ways to improve.



22. Science and Technology Activity Badge

To achieve this badge you need to choose from Options 1 to 5, then complete all the tasks outlined under your chosen option. You should be aiming to work towards this badge over a period of 6 to 12 months.

- i. Option 1: Meteorology
 - a. Regularly record weather observations and measurements over a period of times. You can break up the time if you like – you don't have to keep continuous records.
 - b. Demonstrate your skills in meteorological recording and observation to a group of young people.
 - c. Give a details explanation of the formation of clouds, and the weather associated with different clouds and fronts.
 - d. Find out detailed information about how weather maps are produced. Show how you interpret them for use in scouting activities.

- ii. Option 2: Mechanic
 - a. Regularly maintain a mechanical machine over a period of time. You should use the time to learn a variety of techniques.
 - b. Demonstrate your mechanical knowledge. Explain the principles of operating an engine, gearbox and differential axle.
 - c. Talk about the safety rules for machine maintenance and how you use the skills you've learned responsibly.
- iii. Option 3: Radio Communication
 - a. Regularly take part in an activity involving a method of radio communication. You should use the time to learn a variety of techniques and recording activity and develop your skills.
 - b. Demonstrate a radio communication method to a group of young people.
 - c. Talk about the rules or codes of practice for radio communication and how to use equipment responsibly.
 - d. Share your knowledge of radio communication alphabets and internationally recognized call signs and signals.
- iv. Option 4: Electronics.
 - a. Regularly take part in an activity involving electronics. Use the time to learn a variety of techniques and equipment and improve your skills.
 - b. Show and explain you project work in electronics to a group of young people. You're not expected to play the role of an instructor and an appropriate adult should supervise your group.
 - c. Discuss the safe working practices of electronics and how to use equipment responsibly.
 - d. Demonstrate a details knowledge of circuits, components, and the symbols used in electronics.
- v. Option 5: Astronomy
 - a. Regularly take part in an astronomy activity. Use a variety of instruments, record your observations over a period of time and show improvements in your skills.
 - b. Demonstrate your skills in astronomy, including recording and observation, to a group of young people.
 - c. Learn the meaning of technical astronomical terms. Give a detailed description of our galaxy and solar system, including planets and other bodies.
 - d. Demonstrate a good knowledge of the history of space exploration since 1969.



23. Skiing Activity Badge

There are two parts to achieving this badge. Complete all the tasks in part one and then choose Option 1 or 2 for part two.

Part One:

- a. Explain to an appropriate adult:
 - Different types of skiing.
 - Snow blindness and how to avoid it.
 - The importance of using sunscreen.
 - Dangers encountered on ski slopes and how a ski patrol would mark these.
 - Federation International de Ski safety rules.
- b. Discuss:
 - The effects of extreme temperature in cases of frostbite, hypothermia, sunstroke, heat exhaustion, and dehydration. Explain how they are avoided and treated.
 - The effects of snow sports on the mountain environment.
 - Further involvement in you chose snow sport.

Part Two:

- i. Option 1: Alpine Skiing
 - a. Demonstrate the following:
 - Carrying your equipment safely.
 - Putting on and taking off your skis correctly.
 - Falling and getting up safely.
 - Skiing on the flat.
 - Getting on and off a chair lift correctly.
 - Using a beginners' draft lift (button or T-bar).
 - Three good warm up exercises – one each for upper, middle, and lower body.
 - Diagonal sideslip (left and right) showing balance and control of edges.
 - Good stance and balance, such as lifting one ski while in motion.
 - Completing a slalom run through 12 open gates.
 - Skiing on rough or bumpy terrain.
 - A basic jump or trick on the flat.
 - How to use a resort piste map.
 - b. Complete a free run down a moderate to hard slope (red) showing balance, control, good choice of line, and awareness of other people on the slope.

ii. Option 2: Ski Touring

- a. Demonstrate each of the following:
- Carrying your equipment safely.
 - Putting on and taking off your skis correctly.
 - Three good warm up exercises – one each for upper, middle, and lower body.
 - Double pole and stride.
 - Climbing uphill with tacking.
 - Diagonal sideslip to left and right.
 - Diagonal stride, full co-ordinated glide, stride and arm action.
 - Sittonen skate step.
 - Step turns downhill through the fall line.
 - Basic telemark turns.
 - Basic parallel turns.
 - Changing stride.
 - How to use a resort piste map.
 - Map and compass skills.
- b. Complete a free run down a moderate to hard slope (red) showing balance, control, good choice of line, and awareness of other people on the slope.



24. Snowboarding Activity Badge

- a. Demonstrate every point under each of these stages:

Preparation:

- How to use a resort piste map.
- Three good warm up exercises – one each for upper, middle, and lower body.
- Carrying your equipment safely.
- Putting on and taking off a board correctly.
- Falling and getting up safely.
- Getting on and off a chair lift correctly.
- Using a beginners' drag lift (button or T-bar).

Basic Skills:

- Good stance and balance, such as on your board with arms folded.
- Traversing across a slope from left to right and vice versa, showing good body position, stance, and use of board edges.
- Linking rhythmic, carved turns of varying sizes.
- Boarding on rough or bumpy terrain.
- Climbing up the slope, board on toe edge.
- Skating on the flat.
- Performing falling leaf down a slope, toe, and heel edge.

Confidence Building:

- A straight run with a hockey stop.
 - Basic turns with the wrong foot forward (boarding backwards).
 - Completing a slalom run through 12 open gates.
 - A basic jump or trick on the flat.
 - Completing a free run down a moderate to hard slope (red) showing balance, control, good choice of line, and awareness of other people on the slope.
 - Turning 360° on a flat surface, with one and two feet attached.
- b. Explain to an appropriate adult:
- Different types of board and boot design.
 - What snow blindness is and how to avoid it.
 - The importance of using sunscreen.
 - The physical dangers you are likely to encounter while boarding and how the ski patrol would mark these.
 - The Federation International de Ski safety rules.
- c. Discuss:
- The effects of extremes of temperature in cases of frostbite, hypothermia, sunstroke, heat exhaustion, and dehydration. Explain how to avoid them and how they should be treated.
 - The impact of snow sports on the mountain environment.
 - Your further involvement in snowboarding.



25. Street Sports Activity Badge

- a. You should be aiming to work towards this badge over a period of 6 to 12 months.
- b. Regularly take part in a street sport activity such as roller-skating, skateboarding, BMX, or any other street sport you agree with your leadership team. Show how you've improved over time.
- c. Demonstrate skills in your chosen sport to a group of young people and encourage them to try it out.
- d. Talk to your examiner or instructor about the safety rules and how to use the skills you've learned responsibly.
- e. Take part in at least two competitions or demonstrations. Talk about your performance with the examiner or instructor and take on board ways you can improve.
- f. Show how to care for your equipment and explain what you should look out for when it's nearing the end of its life.



26. Survival Skills Activity Badge

- a. Learn how to prevent and treat the effects of extreme heat (sunstroke and dehydration) and cold (hypothermia).
- b. Demonstrate different techniques to light a fire.
- c. Show how to build several different types of fire.
- d. Demonstrate the correct use of international distress signals using a whistle, tock, mirror, or markers.
- e. Describe some basic actions you can take while waiting to be rescued that will keep you and your group safe, and assist your rescuers in locating you.
- f. Learn the techniques involved in catching your food, such as fishing, or snares.
Remember – your leader will want to ensure you’re aware of the law and the issues about inhumanity to animals outside of a real survival situation.
- g. Learn to identify and source local, edible plants and fruits and the risks involved in eating those incorrectly identified.
- h. Prepare meat such as rabbit or fish to cook over an open fire and eat.
- i. Make an item of equipment that will be of use to you on a survival exercise.
- j. Demonstrate methods of filtering and purifying water.
- k. Demonstrate methods of finding directions by day or night without compass.
- l. Finally, with a group of at least three Rovers, take part in a survival exercise lasting two nights. The group should:
 - Construct a shelter of natural or salvaged material and sleep in it.
 - Cook all meals over an open fire.
 - Cook without utensils of aluminum foil (although a knife may be used).

G. Staged Activity Badges



1. Air Activities Staged Activity Badge

i. Stage 1

- a. Make an aircraft out of paper and see how well it flies. You could use a paper dart or a helicopter and drop it from a height.
- b. Find out about one kind of aircraft and tell others in your section about it. It could be a commercial aircraft like Concorde or Airbus or a military aircraft like a Spitfire, Lynx, or a Chinook.
- c. Talk to somebody who has flown in an aircraft, helicopter, or hot air balloon. What was it like? If you have already flown in an aircraft, tell other in your section about it.
- d. Tell others in your section about an aircraft (real or imagined) that you would like to fly in and why. You can do this through drawings or models.

ii. Stage 2

- a. Know the dangers involved in visiting an airfield.
- b. Visit an airfield, air display or air museum.
- c. Choose three of these:
 - Make and fly a model airplane, three different types of paper glider, a hot air balloon, or a kite.
 - Identify six airlines from their markings.
 - Name and identify the main parts of an airplane.
 - Name and identify different types of aircraft (such as powered airplanes, airships, or gliders).
 - Fly in an aircraft and tell the rest of your section about it.
 - Meet someone who flies regularly and talk to them about their experiences.
 - Explain how different weather conditions can affect air activities.
 - Collect and identify six pictures of different aircraft. Share them with others in your section.

iii. Stage 3

- a. Learn the rules for access to an airfield. Draw a diagram or make a model of an airfield to show and name different points.
- b. Understand the terms nose, fuselage, tail, wings, port, starboard, and tailfin. Learn the names of an airplane's control surfaces.
- c. Construct and fly a chuck glider for at least five seconds. You can also build and fly a miniature hot air balloon or kite instead.

- d. Choose one of these activities:
 - Collect photographs or pictures of six aircraft that interest you. Name them and identify their operational uses.
 - Talk about an airline that you are interested in, or have travelled on, showing pictures of the airline's uniform and logos.
 - e. Take part in a visit to a place of aviation interest.
 - f. Communicate with someone or spell your name using the phonetic alphabet. Explain why it is used in aviation.
 - g. Show how you would get a weather forecast for an air activity.
 - h. Using 1:50000 and 1:25000 OS maps, show you understand the meaning of scale and common map symbols. Explain how a pilot might use a map differently from a car drivers or somebody on a hike.
- iv. Stage 4
- a. Trim a paper airplane or model glider to perform a straight glide, stall and return.
 - b. Name the main control surfaces of an airplane and how they work.
 - c. Identify six aircraft in use today from pictures or in flight. At least two of the six must be civil commercial aircraft, one must be military aircraft and another two must be light private aircraft.
 - d. Explain how wind speed and direction are measured. How does the weather affect air activities?
 - e. Explain the difference between a Mayday radio call and a Pan-Pan radio call. Give examples of when each might be used.
 - f. Show how to perform a pre-flight check on a light aircraft, microlight or glider. Explain why inspecting each part is important.
 - g. Choose one of these activities:
 - Take part in a flight experience (for example in a light aircraft or glider) as a passenger.
 - Help to organize a visit to an airfield or place of aviation history for a group of Scouts (Beavers, Cubs, Scouts, or Explorers). Explain what the Scouts will need to know before the visit.
 - h. Learn the common types of charts and the conventional signs used on them.
 - i. Show how to do a take-off and landing using a home flight simulator computer program that uses a joystick.
 - j. Draw a runway and its circuit patterns.
- v. Stage 5
- a. Explain the relationship between lift, drag, thrust, and weight.
 - b. Talk about the duties of either:
 - An aircraft marshaller, demonstrating marshaling signals.
 - A crew leader for a glider launch. Show their procedure and the signals they use.
 - c. Imagine you're planning a cross-country flight of at least 60 nautical miles, at an air speed of 90 knots. What would the time of flight be, from an overhead starting point to another overhead destination? Your assessor will give you a head or tail wind to factor in when you're working this out.

- d. Choose one of these activities:
 - Explain the basic principles of a piston engine, including the four-stroke cycle, with consideration of valve and ignition timing.
 - Explain the similarities and differences between a piston engine and a jet engine. Covering the main parts and workings.
 - e. Explain how wind direction and strength is important in take-off and landing. Explain how a wing gives lift and why a wing stalls.
 - f. Build a scale model from a plastic kits, plans or photographs.
 - g. Take part in an air experience flight and point out the landmarks that you fly over on an aviation chart.
 - h. Explain how temperature and atmospheric pressure are measured in weather forecasting.
 - i. Explain basic cloud types, how they are formed and why they're relevant to air activities.
- vi. Stage 6
- a. Build and fly (from plans, kits, or from scratch) one of these:
 - Rubber band powered model aircraft for 15 seconds.
 - Glider for 15 seconds.
 - Model airship.
 - Hovercraft.
 - Round the pole model (RTP).
 - b. Talk about the emergency procedures for one type of aircraft such as a powered light aircraft, microlight, glider, or small helicopter. What should be done in the event of engine failure, cable break, or autorotation?
 - c. Find out the reasons for civilian airport security, the main threats and ways of counteracting them.
 - d. Explain how aircraft pressure instruments, altimeters, and airspeed indicators work.
 - e. Explain how an aircraft compass and a direction indicator works, as well as potential errors.
 - f. Identify the weather conditions associated with the movement of air masses over Lebanon, such as tropical, maritime, and continental.
 - g. Interpret Met Office reports and forecasts for pilots including METAR and TAF.
 - h. Identify:
 - Signals used on a signals square.
 - Runway and airfield markings.
 - Light and pyrotechnics signals.
 - i. Find out why Morse code is still transmitted by navigational beacons. Recognize six three-letter sequences.
 - j. Explain what trim is and the importance of weight and balance.
 - k. Explain why flaps, slots, and slats can be found on aircraft and how they work. Give examples of aircraft that use these devices.
 - l. Take an active part in at least three flying experiences, showing how you develop your skills with each flight.



2. Community Impact Staged Activity Badge

i. Stage 1

- a. Identify need. Investigate what issues and challenges exist in your chosen community – it could be local, national, or international.
- b. Plan action. Decide what issue your section should take action on and what you want to change. Talk to your section about what actions you would like to take.
- c. Take action over three months. You should:
 - Spend at least four hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out over a month, instead of doing it all in one go.
 - Involve others in the action. Work in a team with your section and preferably people in the community you are trying to help.
- d. Learn and make more change. Discuss what you've learned with your section. Talk about how you have made people's lives better, what you could do to help more people in your chosen community and how taking action has developed you.
- e. Tell the world. Help other people to understand why the issue you took action on is important, what you did and how they can help.

ii. Stage 2

- a. Identify need. Investigate what issues and challenges exist in your chosen community – it could be local, national, or international.
- b. Plan action. Decide what issue your section would like to take action on and what you would like to change. Work with a group of people not involved in Scouting, who are passionate about your cause, to plan action that will make a positive difference.
- c. Take action over six months. You should:
 - Spend at least 12 hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out, over four months, instead of doing it all in one go.
 - Involve others in the action. Work in a team with your section and preferably people in the community you are trying to help.
- d. Learn and make more change. Discuss with your section what you've learned, how you have made people's lives better and what you could do to help even more people in your chosen community.
- e. Tell the world. Help other people to understand the issue you have made a positive impact on is important and why it's important. Show what you did and how they can also help.

iii. Stage 3

- a. Identify need. Investigate what issues and challenges exist in your chosen community – local, national, or international.
- b. Plan action. Decide what issue your section would like to take action on and what you would like to change. Work with a group of people not involved in Scouting, who are passionate about your cause, to plan action that will make a positive difference.
- c. Take action over nine months. You should:
 - Spend at least 24 hours in total personally taking action on your chosen issue. You can achieve more impact by spreading your time out, over six months, instead of doing it all in one go.
 - Involve others from your section and a group of non-Scouts, preferably from the community you are trying to help.
- d. Learn and make more change. Talk about what you learned with your section, how you have made people's lives better and what you could do to help more people in your chosen community.
- e. Tell the world. Help other people to understand why your chosen issue is important. Explain what you did and how they can also help.

iv. Stage 4

- a. Identify need. Find out what issues and challenges exist in your chosen community – local, national, or international.
- b. Plan action. Decide what issue your section would like to take action – what do you want to change? Work with a group of people who are not involved in Scouting, and are passionate about your cause, to plan action that will make a positive difference.
- c. Take action over 12 months. You should:
 - Spend at least 48 hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out over the year, instead of doing it all in one go.
 - Involve your section and a group of non-Scouts, preferably people from the community you are trying to help.
- d. Learn and make more change. Talk about what you learned with your section, how you have made people's lives better and what you could do to help more people in your chosen community.
- e. Tell the world. Help other people to understand why your chosen issue is important, how you have made a positive impact and how they can help.



3. Digital Citizen Stage Activity Badge

i. Stage 1

Complete every task to achieve Stage 1, showing that you have thought about the potential risks and how to stay safe for each activity.

a. Show that you can:

- Turn on and log into a computer.
- Use a piece of software, for example email or a game.
- Name the main parts of a computer system.
- Connect a peripheral (e.g. Scanner or Printer) to your computer and use it.

b. Create a piece of digital media. It could be artwork, a photograph, music, or animation.

c. Use the Internet for research:

- Decide on an area of interest.
- Find three websites with content that matched your area of interest.
- Collect relevant information by printing or saving as files.

d. Using your internet research, design a presentation and tell others about what you have found out. This could be an electronic or paper based presentation.

ii. Stage 2

Complete every task to achieve Stage 1, showing that you have thought about the potential risks and how to stay safe for each activity.

a. Plan and then create a piece of digital media. It could be music, animation, video, CAD (Computer Aided Design), or a 3D sculpture.

b. Show that you can:

- Send or reply to someone with a short email and include an attachment.
- Download photos or other media from a camera or smart card.
- Open and save a document then share it using a cloud service (Google Docs) or a USB stick.
- Create a document that includes media that you've downloaded or copied from another source.

c. Demonstrate how information online can be viewed and used by others once it has been posted/uploaded and how it is hard to remove.

iii. Stage 3

Complete every task to achieve Stage 1, showing that you have thought about the potential risks and how to stay safe for each activity.

- a. Show that you know how to:
 - Use anti-virus software.
 - Set up or adjust settings for accessibility and security.
- b. Use the Internet for research:
 - Decide on a specific area of interest.
 - Use at least two different search engine, using operators like AND, NOT, and OR in the search box.
 - Collect information by using bookmarks.
 - Select specific, reliable information relevant to your area of research.
 - Create a structured display of the information you have gathered. You could do this in a document, on a website, or using a social tool such as Pinterest.
- c. Plan, make, edit, and share a piece of digital media base on your research. Share your research with other people, for example by email, on the web, by Multimedia Messaging Service, or social media.
- d. Create a multi-page website or social network group with your information. Present you information in a variety of ways. For example, you could use infographics, images of graphs. You should then:
 - Share your website with a wider audience.
 - Explain your sources of information and why you selected the details you chose.
 - Get some feedback on what you have done and make changes to improve your website based on that feedback.

iv. Stage 4

Complete every task to achieve Stage 1, showing that you have thought about the potential risks and how to stay safe for each activity.

- a. Create a portfolio of digital media. It might include artwork or a photograph that you alter using creative tools, music, animation, CAD, or 3D sculpture.
- b. Create a film, video, stop-motion animation or podcast and share it using a suitable media sharing tool.
- c. Create a social media network profile for you section, a band, local interest group or something similar. Alternatively you could make a small website that can host content, such as photos, poetry, or information about your local area.
- d. Use the Internet to research:
 - Choose a local, national, community, or Scouting issue, or something from the news or current affairs.
 - Collect information from different sources, such as spreadsheets, databases, online news services and 'open access' data sources.
 - Put your information together in a structured way, for example grouping similar information. Make sure you know where each piece of information comes from.
 - Select the information you think is most appropriate and reliable.



4. Digital Maker Staged Activity Badge

i. Stage 1

- a. Show that you can identify a computer, the basic components inside a computer and what their purpose is.
- b. Show that you can create instruction for something you do every day such as getting dressed in the morning or making a sandwich.
- c. Design a game:
 - Use role play to act out how your digital game would work.
 - Play the game with a group of friends and change the rules.
- d. Using paper, prototype a game and explain to someone how it works. Note: You should video your explanation.

ii. Stage 2

- a. Design a robot to do a job done currently by a human. Perhaps a robot to put up a tent or tidy your bedroom.
 - Identify the sensors it will need, such as light, sound and movement sensors.
 - Figure out what order the robot will need to complete tasks in.
- b. Show you understand that any data stored in a computer are stored as binary. For example you could change a number into binary; create some pixel art or convert your name to binary.
- c. Design an animation, game, app or electronic project. For example:
 - Make a cartoon, animation, or video of a game using a video camera or other equipment.
 - Design a sequence of a game, like a whole game or an in-game puzzle.
 - Design a level using craft materials or everyday objects and write out the rules (or pseudo code).
 - Make a circuit using electronic components featuring at least one sensor, such as an automatic night light.

iii. Stage 3

- a. Write a game or app for a programmable device. You should include:
 - Event conditions (When your game reacts to something that happens)
 - Iteration (When your code or instruction are repeated)
 - Variable (For scoring, health or counting things within the game)
 - Discuss your development and how you overcame any bugs. Useful sources include: Microbit (www.microbit.co.uk) Codebug (www.codebug.org.uk) or Raspberry Pi (www.raspberrypi.org)

- b. Show you understand that sound and video can be stored as data. You could do this by recording and editing sound and/or video.
 - c. Design and build a digital device with a purpose or a robot using pre built components.
- iv. Stage 4
 - a. Set up a home network and connect it to the internet.
 - b. Install or run an alternative operating system on a computer. Alternatively, use a 'Live DVD' or USB stick.
 - c. Design a game:
 - Build a game that includes progression and is fun and interesting to play.
 - Get someone else to play and evaluate it.
 - d. Make a robot using a kit with components that respond to sensor input.
 - e. Create a prototype for an App and identify:
 - The functions it would perform.
 - Who the users would be.
 - The purpose.
 - The variables.
- v. Stage 5
 - a. Install the software to run a web server and host a webpage on a computer or other device. Tools like LAMP, WAMP, or Google's Webserver project for the Raspberry Pi could help you. You can find these for free online.
 - b. Make a game or app that serves a purpose. It should:
 - Have a clear objective.
 - Be challenging for the user.
 - Have a clear sense of progression.
 - Keep a score.
 - Offer a reward to the user for playing (e.g. the score could unlock levels)
 For and App it should:
 - Have a clear objective.
 - Be created for social good.
 - Have a clear user journey.
 - c. Make a website that serves a purpose, is enjoyable to use and meets any legal requirements.
 - d. Make your own bespoke robot that responds to the environment. For example, a robot that reacts to light, sight, or its proximity to other objects.



5. Emergency Aid Staged Activity Badge

i. Stage 1

Show you understand all of the action listed.

a. Explain to your leader or another adult about:

- The importance of getting help.
- What to say when you call 140.
- Helping someone who is unconscious.
- Helping someone who is bleeding.
- Reassuring someone at the scene of an emergency.

ii. Stage 2

Show you understand all of the actions listed under each number.

a. Explain to your leader or another adult about:

- The importance of getting help.
- What to say when you call 140.
- Reassuring someone at the scene of an emergency.

b. Explain how to help someone who:

- Is unconscious.
- Is bleeding.
- Has a burn.
- Is having an asthma attack.

iii. Stage 3

You will need to take part in around two to three hours of training, which should be taught by an adult with relevant knowledge.

a. Explain to your leader or another adult about how to call 140.

b. Explain how you help someone who:

- Is unconscious.
- Is unconscious and not breathing.
- Is bleeding.
- Has a burn.
- Has heat exhaustion.
- Has hypothermia.
- Is choking.
- Is having an asthma attack.

iv. Stage 4

You will need to take part in around three to six hours of training, which should be taught by an adult with relevant knowledge.

- a. Explain to your leader or another adult about how to call 140.
- b. Explain how you help someone who:
 - Is unconscious.
 - Is unconscious and not breathing.
 - Is bleeding
 - Has a burn.
 - Has heat exhaustion.
 - Has hypothermia.
 - Is choking.
 - Is having an asthma attack.
 - Is having a heart attack.
 - Has a head injury.
 - Had a suspected spinal injury.
 - Has a broken bone.
 - Had a sprain or strain.
 - Had meningitis.

v. Stage 5

- a. Explain to your leader or another adult about how to call 140.
- b. Explain how you help someone who:
 - Is unconscious.
 - Is unconscious and not breathing.
 - Is bleeding
 - Has a burn.
 - Has heat exhaustion.
 - Has hypothermia.
 - Is choking.
 - Is having an asthma attack.
 - Is having a heart attack.
 - Has a head injury.
 - Had a suspected spinal injury.
 - Has a broken bone.
 - Had a sprain or strain.
 - Had meningitis.
 - Is having a stroke.
 - Is experiencing a diabetic emergency.
 - Is having a severe allergic reaction.
 - Is having a seizure.



6. Hikes Away Staged Activity Badge

There are eight different badges you can collect. Each one marks a certain number of hikes or journeys you will have completed: 1,2,5,10,15,20,35,50

- a. You must be dressed and equipped for the weather conditions and terrain. Your leader will also need to make sure you're following the rules for an activity.
- b. Each hike or journey must involve at least three hours of activity and have a purpose, which you will agree with your leader. The sorts of activity that count as a hike away include:
 - Following a towpath trail and discovering how locks work on a local canal.
 - Exploring a local town or village while you're on camp or a Pack holiday.
 - Walking up a hill and enjoying the view.



7. Musician Staged Activity Badge

i. Stage 1

a. Skill:

- Listen to a short tune of a couple of lines and then sing it back.
- List to another tune and then beat or clap out the rhythm.

b. Performance:

- Sing or play two different types of song or tune on your chosen instrument – remember your voice is an instrument too. You must perform in from of other people, either in Scouting or at a public performance such as a group show or school concert.

c. Knowledge:

- Demonstrate some the musical exercises that you use to practice your skills.
- Talk about your instrument and why you enjoy playing it. Alternatively, you could talk about the songs you sing and why you enjoy singing them.

d. Interest:

- Tell your assessor about the music that you most like to listen to.

ii. Stage 2

a. Skill:

- Reach Grade One standard for the Lebanese National Higher Conservatory of Music (or similar). It can be on an instrument of your choice or by singing.

b. Performance:

- Sing or play two different types of song or tune on your chosen instrument. You must perform in front of other people either in Scouting or at a public performance.

c. Knowledge:

- Demonstrate some of the musical exercises that you use to practice your skills.
- Talk about your instrument and why you enjoy playing it. Alternatively, you could talk about the songs you sing and why you enjoy singing them.
- Name a piece of music associated with your instrument.
- Name several musicians who you have heard.

d. Interest:

- Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.

- iii. Stage 3
 - a. Skill:
 - Reach Grade Two standard for the Lebanese National Higher Conservatory of Music (or similar). It can be on an instrument of your choice or by singing.
 - b. Performance:
 - Sing or play, as a solo or with other, two different types of song or tune on your chosen instrument. You must perform in front of other people, either in Scouting or at a public performance such as a group show or school concert.
 - c. Knowledge:
 - Demonstrate some of the musical exercises that you use to practice your skills.
 - Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy singing them.
 - Talk about three well known pieces of music associated with your instrument or chosen song.
 - d. Interest:
 - Talk about your own interests in music, including what you listen to most and how this is similar or different from the music you play or sing.
- iv. Stage 4
 - a. Skill
 - Reach Grade Three standard for the Lebanese National Higher Conservatory of Music (or similar). It can be on an instrument of your choice or by singing.
 - b. Performance:
 - Sing or play three different types of song or tune on your chosen instrument. One should be a solo and one should be played with other musicians in an arrangement of your choice. Your performance should be public, such as at a group show or school concert.
 - c. Knowledge:
 - Demonstrate some of the musical exercises that you use to practice your skills.
 - Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy singing them.
 - Talk about some of the musicians who are associated with your instrument.
 - d. Interest:
 - Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.
- v. Stage 5
 - a. Skill
 - Reach Grade Five standard for the Lebanese National Higher Conservatory of Music (or similar). It can be on an instrument of your choice or by singing.
 - b. Performance:
 - Sing or play three different types of song or tune on your chosen instrument. One should be a solo and one should be played with other musicians in an arrangement of your choice. Your performance should be public, such as at a group show or school concert.

- c. Knowledge:
 - Demonstrate some of the musical exercise that you use to practice your skills.
 - Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy them.
 - Name several known pieces of music associated with your instrument.
 - Name several musicians associated with your instrument.
- d. Interest;
 - Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.



8. Nautical Skills Staged Activity Badge

- i. Stage 1
 - a. Take part in a water activity taster session. You could try:
 - Paddle sports
 - Rafting
 - Sailing
 - Windsurfing
 - Pulling
 - b. Correctly identify the different equipment used for the activity you chose.
 - c. Gain an understanding of the safety equipment used.
- ii. Stage 2
 - a. Take part in a water activity taster session for at least one hour. By the end of the session you should be comfortable in your craft. You could try:
 - Paddle sports
 - Rafting
 - Sailing
 - Windsurfing
 - Pulling
 - b. Show that you understand what to do in the event of a capsized or man overboard situation in your chosen activity.
 - c. Demonstrate that you can tie either a figure of eight or a reef knot. Describe how you use them in water activities.
 - d. Name the basic equipment you used during your chosen activity.
 - e. List some clothing that is not suitable for your chosen activity, and explain the reasons why.
 - f. Show that you know the safety equipment you used and why it's needed.

iii. Stage 3

- a. Take part in at least two one-hour taster sessions in two different water based activities. By the end of the session you should be competent at controlling your craft. You could try:
 - Canoeing
 - A powered activity like yachting.
 - Pulling
 - Sailing
 - Windsurfing
- b. Show that you know how to act safely in your chosen activity if you are involved in a capsize or man overboard situation.
- c. Show how to check water depth using a method appropriate to your activity so that you don't ground or beach. Try a method normally used in your activity.
- d. Show how to tie a clove hitch, a bowline knot, and a round turn and two half-hitches. Explain when these would be used.
- e. Name the parts of one type of watercraft.
- f. Demonstrate and explain what clothing is suitable for activities used in your chosen activity.
- g. Explain the basic safety rules that apply to your chosen activity.
- h. Explain the difference between a buoyancy aid and a life jacket, when each should be used and how they function. Show how they are worn.

iv. Stage 4

- a. Develop your skills in two water based activities. Show competency and technique in:
 - Launching and recovering a watercraft.
 - Maneuvering a watercraft.
 - Communicating with the group.
 - Knowledge of safety.
- b. Take part in a capsize and recovery drill for the two craft you have chosen.
- c. Use a throw bag or line to reach a person six meters away in the water.
- d. Show you know how to apply the steering rules to your chosen watercraft and recognize the main channel markers.
- e. Use a knot (either a round turn and two half hitcher or a bowline) or a cleat correctly to moor a boat with a painter or mooring line. Describe what you need to be aware of when using these to moor.
- f. Complete one of the following:
 - Pipe the 'still' and 'carry on' on a Bosun's call.
 - Make a sail maker's whipping and one other type of whipping and safely heat-seal the end of a rope. Describe the correct use of these whippings.
 - Make an eye splice or a back splice and safely heat-seal the end of a rope. Describe the correct use of these splices.
- g. Name the parts of your chosen watercraft. If you have completed Nautical Skills Stage 3 you must choose a different watercraft.
- h. Take part in a challenging three-hour expedition or exercise afloat.
- i. Take part in a competition or crew-based activity in your chosen watercraft.

- v. Stage 5
 - a. Develop your skills in one water based activity to a level where you can operate the watercraft safely. You could demonstrate this by gaining a personal permit or the relevant national governing body personal competency award.
 - b. Show how you would use your watercraft to recover others from the water by taking part in a simple rescue exercise.
 - c. Demonstrate knowledge of pilotage, navigation light, sound signals, tides, currents, and eddies, depending on what's relevant to your local waterways.
 - d. Demonstrate that you can tie a figure-of-eight knot, clove hitch, and a round turn and two half-hitches. Tie and additional three knots: sheet bend, rolling hitch and bowline, then describe their uses.
 - e. Explain the different types of ropes used in water activities, their advantages and disadvantages and how to care for them
 - f. Complete one of these:
 - Make a rope fender or other piece of decorative rope work, such as a lanyard or a decorative knot.
 - Demonstrate three calls made on a Bosun's pipe, other than 'sill' and 'carry on'.
 - Hoist the colors for a Sea Scout ceremonial or nautical themed ceremony.
 - g. Plan and take part in a one-day expedition or exercise afloat with others.
 - h. Learn how different boats communicate with each other in your location.
 - i. Take on the helm or cox role in a watercraft or help prepare a team for a competition.
 - j. Learn how to get local weather forecasts, understand their importance and be able to recognize signs of changing weather.
 - k. Learn how to safeguard against the effects of cold, and how to recognize and treat hypothermia.
- vi. Stage 6
 - a. Develop your skill in one water based activity to a level where you can operate the watercraft safely. You could demonstrate this by gaining a personal permit. If you have completed Nautical Skills 5, you should try a different water based activity.
 - b. Learn about flares, distress signals, and marine VHF radio, and when it is appropriate to use them.
 - c. Learn about and explain the access and mooring issues in your chosen activity.
 - d. Learn about and explain the 'nautical rules of the road' including passing other watercraft, the International Rules for Preventing Collisions at Sea (IRPCS), light signals, sound signal, and the use of channels.
 - e. Show an understanding of the maintenance your watercraft needs and show you can carry out simple repairs over the course of three months.
 - f. Plan and take part in an overnight expedition by water with others. Your time underway should be at least six hours.



9. Navigator Staged Activity Badge

i. Stage 1

- a. Locate yourself on a simple map. You could use a map of a local park, nature reserve, zoo, or even a theme park.
- b. Identify a number of features or locations on that map. You could pinpoint locations like the toilets, car park, bird hide, or picnic area.
- c. Learn the four cardinal points of a compass.
- d. Draw a simple map of where you live, your meeting place or another area local to you.
- e. Use a map during an outdoor activity.
- f. Show you understand how to dress appropriately and what equipment you and the adults will need on the activity.

ii. Stage 2

- a. Learn how to read a four-figure grid reference.
- b. Understand how to use the key of a map.
- c. Use a map during an outdoor activity.
- d. Draw a simple map to direct someone from your meeting place to a local point of interest.
- e. With other Scouts, go for a walk with a leader around the local area. Take it in turns to use one of these methods of navigations:
 - Written instructions.
 - Recorded instructions.
 - Road signs.
 - Tracking signs.
 - Maps.
- f. Learn the eight points of a compass and use them in an activity.
- g. Show you know how to dress appropriately for the activities involved in this badge and what equipment you and the adults need on the activities.

iii. Stage 3

- a. Learn how to read a six figure grid reference.
- b. Understand contour lines on an Ordnance Survey Map.
- c. Using a 1:50000 and 1:25000 scale Ordnance Survey maps show that you understand the meaning of scale, can set the map to North and recognize conventional map symbols.
- d. Follow and walk a route of at least 5km, using a map to navigate for at least part of the journey. Your leader can plan the route but you'll work with your team, or take turns, to navigate.

- e. Show you know how to dress appropriately and what kit you and your group will need.
- iv. Stage 4
- a. Show you know how to:
 - Convert grid bearing to magnetic bearing and vice versa.
 - Use back bearing to check the route.
 - Estimate your current position using a compass.
 - Walk on a bearing, including 'deviating from course' (the four right angles technique to bypass an obstacle)
 - Read a six figure grid reference.
 - b. Using 1:50000 and 1:25000 scale Ordnance Survey maps:
 - Interpret contour lines in terms of shape and steepness of terrain. Learn what the topographical features mean, including valley, col, ridge, and spur.
 - Show how to set a map, with and without a compass. Learn how to use and give six-figure grid references. Demonstrate the use of a roamer to improve accuracy.
 - Show how to find north without the aid of a compass, by day or night.
 - c. Walk two compass routes of at least five kilometers each. They should be defined on a map, one route's start and end points defined by you and the other by an adult.
 - d. Show you know how to dress appropriately for the walk and what kit you and your group need.
 - e. Choose the most appropriate type of map for the journey you are taking.
- v. Stage 5
- a. Using a 1:25000 scale Ordnance Survey map and compass, navigate along a course of at least six 'legs' to the standard of the Hill and Moorland Leader award provided by Mountain Training. You're not expected to hold this award – just have a look at the course to get an idea of the level you need to achieve. Find out more and mountain-training.org.
 - b. Using only a compass and pacing, successfully navigate a course of at least four 'legs'.
 - c. Using only a map, successfully navigate a course of at least four 'legs'.
 - d. Make two sketch maps – one of an urban and one of a rural setting – that would enable a stranger to travel successfully between two points.
 - e. Complete at least three different orienteering courses in a reasonable time.
 - f. Complete a comprehensive route plan for a 20km hill walking route, set by an appropriate adult. It should take place in terrain one or terrain two, details of which can be found on Policy Organization and Rules.
 - g. Show you know what the most appropriate clothing and equipment is for your journey.



10. Nights Away Staged Activity Badge

- a. You can pick up badges of having taken the following number of nights away:

1,2,3,4,5,10,15,20,35,50,75,100,125,150,175,200

These are for recognized Scout activities, sleeping in tents, bivouacs, hostels, on boats, or at other centers.



11. Paddle Sports Staged Activity Badge

i. Stage 1

- a. Identify three types of paddle craft.
- b. Name three places you could safely go canoeing or kayaking.
- c. Take part in a warm up activity to prepare you for canoeing or kayaking. You could practice balancing whilst kneeling, getting in and out of a boat, or practicing a paddling action.
- d. Dress properly for your chosen activity. Show you know the importance of buoyancy aids and how to put one on correctly.
- e. Take part in a taster session that covers:
 - Naming equipment used and the parts of the boat.
 - Getting into and out of a boat safely.
 - Balancing a boat.
 - Maneuvering your boat in different directions, including moving forward.

ii. Stage 2

- a. Lift, carry, and launch a boat.
- b. Paddle forward in a straight line.
- c. Show you can steer around a course.
- d. Show you can stop the boat safely.
- e. Show you can exit the boat onto the shore safely.
- f. Capsize, swim to the shore and empty the boat of water.

- iii. Stage 3
 - a. With help, show more than one safe method for lifting and carrying your boat.
 - b. Demonstrate two different ways of safely launching your boat.
 - c. Show you can get in and out of your boat without help.
 - d. Paddle forwards and backwards in a straight line, keeping good posture.
 - e. Show you can steer around in a figure of eight course.
 - f. Show you can stop the boat safely when it's moving back and forth.
 - g. Capsize, swim to shore and empty the boat of water.
 - h. Assist someone else back into their boat following a capsize.
- iv. Stage 4
 - a. Choose two of the disciplines below and paddle your boat for at least 200m in each discipline:
 - Crew. Choose from K2 (two man kayak), K4 (four man kayak), C2 (two man canoe) or OC2 (two man canoes with outrigger).
 - Flat water.
 - White water.
 - Touring.
 - Short boat.
 - Ergo.
 - b. Take part in at least two of the following activities that you have not tried before:
 - Freestyle
 - Marathon
 - Polo
 - Slalom
 - Sprint
 - Surf
 - Time trial
 - Wild water



12. Sailing Staged Activity Badge

- i. Stage 1
 - a. Identify different types of sailing crafts.
 - b. Name three places you could safely go sailing.
 - c. Take part in a warm up activity to prepare you for a sailing activity. You could try tacking and gybing, hiking out or syncro-jump to cross the boat together in a tack or gybe.
 - d. Dress properly for a sailing activity, showing you know the importance of buoyancy aids and how to put one on correctly.
 - e. Take part in a taster session that covers:
 - Being able to name equipment used and parts of the boat.
 - Getting into and out of a boat safely.
 - Balancing a boat.
 - Maneuvering your boat in different directions, including moving forward.
- ii. Stage 2
 - a. Launch and recover your dinghy.
 - b. Control the direction and speed of your dinghy to steer around a course.
 - c. Stop your dinghy safely.
 - d. Capsize and get the shore safely and recover the dinghy.
 - e. Show you can moor your dinghy.
- iii. Stage 3

You need to complete all the tasks outlined, ideally in a different boat to Stage 2. If you're using a keelboat, you don't have to complete steps 1-3.

 - a. Prepare, launch, and recover your boat in an onshore wind.
 - b. Show the correct way to store your boat ashore.
 - c. Show you can right a capsized dinghy as helm or crew.
 - d. Show you know how to recover a man overboard.
 - e. Demonstrate and ability in:
 - Sail setting.
 - Balance.
 - Trim.
 - Course made good.
 - Centerboard.
 - Taking upwind.
 - Gybing from a training run.
 - Coming alongside a moored boat.
 - Picking up a mooring.

- f. Learn how a sail works and its basic aerodynamics.
 - g. When sailing, show you can understand and use basic terminology, such as windward, leeward, and bear away.
- iv. Stage 4
- a. Launch and recover your boat in any wind directions.
 - b. Set up your boat according to weather conditions, using sail and rig controls.
 - c. Show that you're able to recover a man overboard.
 - d. Show that you know about:
 - International Regulations for Preventing Collision at Sea (IRPCS).
 - Beaufort Scale.
 - Synoptic charts.
 - Tidal ebb and flow.
 - Spring and neap tides.



13. Swimmer Staged Activity Badge

- i. Stage 1
 - a. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
 - b. Show you know how to prepare for exercises such as taking part in a warm up.
 - c. Demonstrate a controlled entry, without using the steps, into at least 1.5 meters of water.
 - d. Swim 10 meters on your front.
 - e. Treat water for 30 seconds in a vertical position.
 - f. Using a buoyancy aid, float still in the water for 30 seconds.
 - g. Demonstrate your ability to retrieve and object from chest-deep water.
 - h. Perform a push and glide on both your front and back.
 - i. Swim 25 meters without stopping.
 - j. Take part in an organized swimming activity.
- ii. Stage 2
 - a. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
 - b. Show you know how to prepare for exercises such as taking part in a warm up.
 - c. Demonstrate a controlled entry or dive from the side of the pool, into at least 1.5 meters of water.
 - d. Swim 10 meters on your front, 10 meters on your back and 10 meters on your back using only your legs.
 - e. Tread water for three minutes in a vertical position.

- f. Surface dive into at least 1.5 meters of water and touch the bottom with both hands.
 - g. Mushroom float for ten seconds.
 - h. Enter the pool and push off from the side on your front, gliding for five meters.
 - i. From the side of the pool, push off on your back and glide for as far as possible.
 - j. Swim 100 meters without stopping.
 - k. Take part in an organized swimming activity.
- iii. Stage 3
- a. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
 - b. Show you know how to prepare for exercises. You could do this by leading a warm up.
 - c. Demonstrate a controlled entry or dive from the side of the pool into at least 1.5 meters of water.
 - d. Swim 50 meters in shirt and shorts.
 - e. Tread water for three minutes, with one hand behind your back.
 - f. Surface dive into 1.5 meters of water and recover and object with both hands from the bottom. Return to the side of the pool by sliding in from a sitting position. Using any floating object for support, take up and hold the heat escape lessening posture for five minutes.
 - g. Swim 400 meters without stopping.
 - h. Take part in a different organized swimming activity to the one on your previous swimming badge.
- iv. Stage 4
- i. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
 - ii. Show you know how to prepare for exercises. You could do this by leading a warm up.
 - iii. Demonstrate a racing dive into at least 1.8 meters of water and straddle jump into at least 2 meters of water.
 - iv. Swim 100 meters in less than four minutes.
 - v. Tread water for five minutes.
 - vi. Surface dive into 1.5 meters of water, both head first and feet first and swim at least 5 meters under water on both occasions.
 - vii. Enter the water as you would if you didn't know the depth. Swim 10 meters to a floating object. Use the object to take up and hold the heat escape lessening posture for five minutes.
 - viii. Swim 800 meters using any of the four recognized strokes without stopping. You should swim 400m on your front and 400m on your back.
 - ix. Take part in an organized swimming activity that's different to the one on your previous swimming badge.
- v. Stage 5
- a. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
 - b. Show you know how to prepare for exercises. You could do this by leading a warm up.
 - c. Demonstrate a racing dive into at least 1.8 meters of water and straddle jump into at least 2 meters of water.

- d. Swim 100 meters in shirt and shorts. When you've finished, remove the shirt and shorts and climb out of the pool unaided. Your time limit is three minutes.
- e. Tread water for five minutes, three of which one arm must be held clear of the water.
- f. Scull on your back, head first, for ten meters, then feet first for ten meters. Move into a tuck position and turn 260 degrees, keeping your head out of the water.
- g. Swim 10 meters; perform a somersault without touching the side of the pool, then carry on swimming in the same direction for a further 10 meters.
- h. Demonstrate the heat escape lessening posture.
- i. Demonstrate a surface dive, both head and feet first, into 1.5 meters of water.
- j. Swim 1,000 meters using any of the four recognized strokes, for a minimum distance of 200 meters per stroke. This swim must be completed in 35 minutes.
- k. Take part in an organized swimming activity that's different to the one on your previous swimming badge.



14. Time on the Water Staged Activity Badge

- a. You can collect Time on the Water staged badges when you take part in any of these activities:
 - Kayaking
 - Canoeing
 - Sailing
 - Windsurfing
 - Power boating
 - Kite boating
 - Surfing
 - Yachting
 - Motor cruising
 - Pulling or rowing
 - White water rafting
 - Traditional rafting
 - Paddle boarding
- b. As you complete the following number of activities, you can gain a badge:
1,2,5,10,15,20,35,50

H. Challenge Awards



1. Chief Scout's Diamond Award

- a. Have the Chief Scout's Platinum Award.
- b. Be a member of the Clan for at least 12 months. This can include any time counted for the Chief Scout's Platinum Award.
- c. Complete 12 nights away as a Clan member of which eight must be overnight camping. If you have completed the Chief Scout's Platinum Award you will only need to do another six nights away.
- d. Complete four activities from the list of International, Environmental, and Values activities and make sure to choose at least one from each area. If you have already completed the Chief Scout's Platinum Award you should choose different activities to the ones you have already taken part in.
- e. Complete the four Diamond Challenges and then spend an extra six months in either the physical or skill activity:
 - Take up a skill for three or six months, and show progress and lasting interest. The skill can be an existing interest or something entirely new.
 - Take up a physical activity for three or six months, completing an agreed program of taking part and achievement.
 - Provide service to an individual or the community for six months. Briefing and training should be given in order to gain the necessary skills. This may include helping with another section as a Young Leader or regularly helping at in the community at places such as soup kitchens or animal shelters.
 - Complete a three day and two night expedition in a rural or open country by foot, cycle, horse, canoe, boat, or dinghy. The expedition should involve careful preparation, training, responsibility, and review.
- f. International, Environment, and Values list:
 - International:
 - i. Complete a seven day expedition in Lebanon with similar aims to those of the Explorer Belt.
 - ii. Take an active part in a project with and overseas aid organization, such as UNESCO. Tell the Clan or a relevant audience about your experience.
 - iii. Take part in and International Camp.
 - iv. Take part in a project at a campsite abroad.
 - v. Organize a series of four evening programs for your Clan on an international theme agreed with your leader.
 - vi. Organize a series of four evening programs for another section on an international theme agreed with your leader.
 - vii. Complete any activity of a similar nature, agreed and registered with your leader beforehand.

- Environment:
 - i. Assist some Cubs or Scouts in gaining their Environment Conservation activity badge.
 - ii. Take an active part in an environmental project with another organization. Tell the Clan or a relevant audience about your experience.
 - iii. Take an active part in your local community. Talk about your experience with your leader, to the Clan, or to a relevant audience.
 - iv. Choose a current environmental issue to research and then present your findings to the Clan.
 - v. Complete an environmental impact assessment of an activity the Clan is taking part in. Use what you have learned to reduce the activity's environmental impact.
 - vi. Organize a series of four evening programs for the Clan on an environmental theme you have agreed with your leader.
 - vii. Organize a series of four evening programs for another section on an environmental theme agreed with your leader.
 - viii. Complete any activity of a similar nature, agreed and registered with your leader beforehand.
- Values:
 - i. Assist some Cubs or Scouts in gaining their Faith activity badge.
 - ii. Regularly take part in activities at your place of worship.
 - iii. Take an active part in a project examining your own faith, such as a retreat. Talk about your experience with your leader, to the Clan or to a relevant audience.
 - iv. Take an active part in a project examining a faith other than your own.
 - v. Plan and carry out an act of worship for the Clan or another group in Scouting.
 - vi. Choose a current issue to research, such as health or crime, and then present your findings to the Clan.
 - vii. Organize a series of four evening programs for the Clan on a values theme you have agreed with your leader.
 - viii. Organize a series of four evening programs for another section on a values theme you have agreed with your leader.
 - ix. Complete any activity of a similar nature, agreed and registered with your leader beforehand.



2. Chief Scout's Platinum Award

- a. Be a member of the Clan for at least six months.
- b. Complete six nights away as a Clan member of which four must be camping.
- c. Complete two activities from the International, Environment, and Values list. The two activities should come from different areas.
- d. Complete the four Platinum Scout Challenges and then choose one to spend an extra three months taking part in:
 - Take up a skill for three months, and show progress and lasting interest. The skill can be an existing interest or something entirely new.
 - Take up a physical activity for three months, completing an agreed program of taking part and achievement.
 - Provide service to an individual or the community for three months. Briefing and training should be given in order to gain the necessary skills. This can include helping with another section as a Young Leader.
 - Complete a two day and one night expedition in rural country by foot, cycle, horse, canoe, boat, or dinghy. The expedition should involve careful preparation, training, responsibility, and review.
- e. International, Environment, and Values list:
 - International:
 - i. Complete a three day expedition in Lebanon with similar aims to those of the Explorer Belt.
 - ii. Take an active part in a project with and overseas aid organization, such as UNESCO. Tell the Clan or a relevant audience about your experience.
 - iii. Take an active part in a camp in another country such as a Jamboree or Moot. Tell the Clan or relevant audience about your experience.
 - iv. Organize a series of two evening programs for your Clan on an international theme agreed with your leader.
 - v. Organize a series of two evening programs for another section on an international theme agreed with your leader.
 - vi. Complete any activity of a similar nature, agreed and registered with your leader beforehand.

- Environment:
 - i. Assist some Cubs or Scouts in gaining their Environment Conservation activity badge.
 - ii. Take an active part in an environmental project with another organization. Tell the Clan or a relevant audience about your experience.
 - iii. Take an active part in your local community. Talk about your experience with your leader, to the Clan, or to a relevant audience.
 - iv. Choose a current environmental issue to research and then present your findings to the Clan.
 - v. Complete an environmental impact assessment of an activity the Clan is taking part in. Use what you have learned to reduce the activity's environmental impact.
 - vi. Organize a series of two evening programs for the Clan on an environmental theme you have agreed with your leader.
 - vii. Organize a series of two evening programs for another section on an environmental theme agreed with your leader.
 - viii. Complete any activity of a similar nature, agreed and registered with your leader beforehand.
- Values:
 - i. Assist some Cubs or Scouts in gaining their Faith activity badge.
 - ii. Regularly take part in activities at your place of worship.
 - iii. Take an active part in a project examining your own faith, such as a retreat. Talk about your experience with your leader, to the Clan or to a relevant audience.
 - iv. Take an active part in a project examining a faith other than your own.
 - v. Choose a current issue to research, such as health or crime, and then present your findings to the Clan.
 - vi. Organize a series of two evening programs for the Clan on a values theme you have agreed with your leader.
 - vii. Organize a series of two evening programs for another section on a values theme you have agreed with your leader.
 - viii. Complete any activity of a similar nature, agreed and registered with your leader beforehand.



3. Explorer Belt
- Be a current member of the clan and register and visit scouts.org.uk/explorerbelt for additional information.
 - Show that you're competent in these areas:
 - Navigation Skills
 - Expedition Cooking
 - Lightweight Camping
 - Language
 - Acceptable Home Hospitality
 - Fitness
 - Proficiency in Mode of Travel
 - Team Building
 - First Aid
 - Go on a 10 day expedition in a team of at least three Rovers, somewhere outside Lebanon. Before your trip, agree to the budget. Monitor and record your spending throughout the trip. Abide by the following:
 - Travel for at least 50 hours over the 10 days by foot, horse, canoe, boat, or dinghy.
 - At least two of you must complete the challenge.
 - Keep a logbook of the expedition which records places visited, the route taken, your project work, and personal thoughts.
 - During your expedition, complete one major project selected by your team. You must also complete at least 10 minor projects. They can be chosen by any of your team or your leaders.
 - Take part in a debrief of the expedition with your leaders. You should do it within 24 hours of the 10th day on the expedition or 24 hours of your return to Lebanon.
 - Make a presentation that covers all elements of your award, experiences and achievements. The District Commissioner and the assessment panel should be part of your audience, along with any other invited guests.



4. Queen's Scout Award

- a. Visit **scouts.org.uk/qsa** for additional information and registration. You must 18 months in the Clan after your registration date.
- b. Complete 18 nights away within Scouting, 12 of these nights must be camping. Any nights you have completed as part of your Chief Scout's Award can count. However, they must all be separate to any other nights away that you're completing as part of the Queen's Scout Award, including the International, Environmental, and Values list.
- c. Complete six activities, two from each heading, from the International, Environmental, and Values list. If you've completed the Chief Scout's Platinum Award, you only need to do another four. If you've completed the Chief Scout's Diamond Award, you only need to do another two. However, you must choose different activities from any you've taken as part of the Chief Scout's Award.
- d. Complete the following challenges. You must choose the skill, physical, or service activity to spend additional part in, at least 18 months.
 - Skill: Take up a skill for six or twelve months (18 if you choose this activity) and show progress and lasting interest. The skill could be an existing interest or something totally new.
 - Physical: Take a physical activity for six or twelve months (18 if you choose this activity). You'll need to agree to a program with your leader that covers what you will do and what goals you will need to achieve in this time.
 - Service: Provide a service to an individual or the community for twelve months (18 if you choose this activity). You'll need to gather information and receive training in order to gain the necessary skills. You could do this by helping with another section in Scouting as a Young Leader or adult volunteer.
 - Expedition: Complete all three parts in order.
 - i. Part 1. Train and show competence in:
 1. First aid and emergency procedures.
 2. Risk assessment and health and safety.
 3. Navigation and route planning.
 4. Camp craft, equipment, and hygiene.
 5. Food and cooking.
 6. Country, highway, and water sports codes.
 7. Observation, recording, and presentation.
 8. Team building.
 9. Proficiency in you planned mode of travel.

- ii. Part 2. Practice
 1. Take part in an expedition over a period of three days and two nights in open country.
 2. You could travel by foot, bike, horse, canoe, boat, or dinghy.
- iii. Part 3. Implementation:
 1. Take part in a four day and three night expedition in adventurous country, using whichever method of travel you practiced.
 2. It must be somewhere different to your practice expedition.
 3. Ideally, you should complete your final expedition with the same team of people, although it's not essential.
- Residential: You need to take part in a five day and four night residential project in an unfamiliar environment with a new team of people you haven't spent time with before, such as Clan members from other groups. Your project could be environmental, activity based, provide a service to others, or involve personal training.
- e. International, Environment, and Values list:
 - International:
 - i. Complete your Explorer Belt, or be a leader to an Explorer Belt team.
 - ii. Take an active part in a project with and overseas aid organization, such as UNESCO. Tell the Clan or a relevant audience about your experience.
 - iii. Take part in and International Camp.
 - iv. Take part in a project at a campsite abroad.
 - v. Organize a series of six evening programs for your Clan on an international theme agreed with your leader.
 - vi. Organize a series of six evening programs for another section on an international theme agreed with your leader.
 - vii. Complete any activity of a similar nature, agreed and registered with your leader beforehand.
 - Environment:
 - i. Take an active part in an environmental project with another organization. Tell the Clan or a relevant audience about your experience.
 - ii. Take an active part in your local community. Talk about your experience with your leader, to the Clan, or to a relevant audience.
 - iii. Choose a current environmental issue to research and then present your findings to the Clan.
 - iv. Complete and environmental impact assessment of an activity the Clan is taking part in. Use what you have learned to reduce the activity's environmental impact.
 - v. Organize a series of six evening programs for the Clan on an environmental theme you have agreed with your leader.
 - vi. Organize a series of six evening programs for another section on an environmental theme agreed with your leader.
 - vii. Complete any activity of a similar nature, agreed and registered with your leader beforehand.

- Values:
 - i. Regularly take part in activities at your place of worship.
 - ii. Take an active part in a project examining your own faith, such as a retreat. Talk about your experience with your leader, to the Clan or to a relevant audience.
 - iii. Take an active part in a project examining a faith other than your own.
 - iv. Choose a current issue to research, such as health or crime, and the present your findings to the Clan.
 - v. Organize a series of six evening programs for the Clan on a values theme you have agreed with your leader.
 - vi. Organize a series of six evening programs for another section on a values theme you have agreed with your leader.
 - vii. Complete any activity of a similar nature, agreed and registered with your leader beforehand.

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Credits:

UK's The Scout Association