



Lebanese Scout Association

Pack Section Curriculum

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A. Candidate Stage

I. The Jungle

1. Attend four consecutive meetings and then wear the scarf.
2. What are the names of the leaders in the pack?
3. Know the cubs' motto.
4. Know some information about the jungle.

II. Scouting

5. Know some terms used in the pack (Attention, At Ease...).



B. Tenderfoot Stage

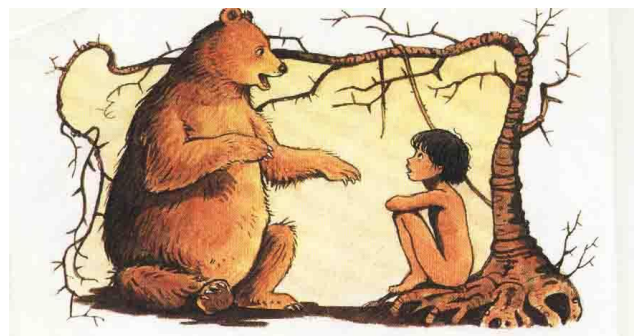
I. The Jungle

1. Learn The Jungle Book.
2. Know what Tenderfoot means.
3. What is the Cub Scout Law?
4. What is the Rule of the Jungle?
5. What is the Promise?
6. Explain what are the Grand Howl and Council Rock.
7. Do the scout salute and handshake and know their meanings.
8. Know the Cub Scout uniform.
9. What are the shoulder ranks in the Pack and Group Leadership?
10. Tie your scarf.

II. Health

11. Exercise the general principles of personal hygiene (Teeth, Nails...)?
12. Explain how to protect yourself from weather changes.

“Dear Cub, you are ready to do your promise and receive your badge, congratulations.”



C. Beginner Stage

I. The Jungle

1. Participate in a Pack Campfire.
2. Present a research on any kind of tree.

II. Scouting

3. What are the shoulder ranks for the leaders in the District Council?
4. Do you know the uniforms of the Troop and Clan in your group?
5. Learn the Clove Hitch and Butterfly knots.
6. You are now ready to participate in scout trips and camps.
7. You are now ready to be a night guard.
8. Draw the flag of the Lebanese Scout Association and know its meaning.
9. List the required personal items for camping, and the principles of public safety in a camp. Have you applied them?
10. Explain how to pitch a tent.

III. Health

11. Perform stretching/warm up exercise, and know five basic moves.
12. Keep your bedroom clean and tidy and the importance of airing it and exposing it to sunlight.

IV. Civics

13. Your country wants you to know its national anthem, composer, and writer.

V. Arts

14. Design a book for songs, scout chants, and patriotic anthems.
15. Sing three anthems to your leader.
16. Participate with your Pack when singing new anthems and chants.
17. Earn two badges.

VI. Badges

18. Gain three badges, activity or staged.
19. Staged Badges must be of at least stage one.

“The Wolf’s Head Badge will now be added to your cap.”



D. First Star Stage

I. The Jungle

1. What is the meaning of the First Star?
2. Know the meaning of “The Red Flower”, its benefits and how to prevent it.
3. Explain the meaning of the Totem and its story.
4. List the factors that determine the weather (Temperature, Humidity, Air Pressure...).

II. Scouting

5. Give a historic overview of your Pack and Group.
6. Your group wants you to know the meaning of the three units (Motto, Color, Age Group...).
7. Tie the following knots: Square Knot, Bowline Knot, and Slip Knot.
8. What are the four points of the compass, and how do you use one?
9. List all of the trail signs.
10. You must have already participated in a total of four camp nights.

III. Health

11. Why do we wash fruits and vegetables before eating them?
12. Know the principles of cleaning a small wound and the dangers of infection.
13. Do you know the dangers of taking medication without consulting a medical doctor?

IV. Civics

14. Your country wants you to draw the Lebanese flag and know its colors and meaning.
15. Your country wants you to know the meaning of national holidays.
16. Your country would be proud if you know the story of one of its heroes and one of its ancient stories.
17. Ask about public service centers in your area (Clinic, Pharmacy, Police Precinct, Fire Station...).
18. What are the rules for pedestrian crossings? Apply them and know some road signs.

V. Arts

19. Your song book must contain five anthems, seven songs, and fifteen chants.
20. Perform a helpful task regarding the Pack lair (Paint, Tidy...).
21. You must earn two badges that are not from the same group.

VI. Badges

22. Gain three new badges, activity or staged, and one staged badge.
23. All staged badges must be of stage two, lower stage badges can be upgraded to stage two and are counted towards your progress.

“Congratulations, you opened your first eye to scouting and so Akela will place the First Star on your cap.”



E. Second Star Stage

I. The Jungle

1. What is the meaning of the Second Star?
2. Collect wood for a camp fire.

II. Scouting

3. What are the important scouts whistles?
4. You must have a historical overview of scouting and your association.
5. Draw and explain the hierarchy of the LSA.
6. Train your sixer, with the approval of your leader, something new (Song, Knot, Handcraft...).
7. Do an act of charity with the approval of your leader.
8. Draw the motto of the LSA (Flower of the Lily).
9. Prepare a simple meal during a camp.
10. Tie the Bowline and Fisherman's knots.
11. Learn the Morse code and decode sentences given by your leader.
12. Transmit a verbal message over a two hundred meter distance.
13. Point out to your leader the Big and Little Dipper.
14. Help one of the cubs, in your sixer; finish the Candidate and Tenderfoot stages.

III. Health

15. You must learn how to swim or ride a bicycle.
16. Climb a three meter long rope.
17. What is the correct way to use adhesive bandages?
18. How do we stop a nose bleed?
19. Explain how to treat a simple burn.
20. List the sources of pollution for drinking water, fresh water springs, seas... and ways to protect them.

IV. Civics

21. Your country wants you to know its major cities and their locations.
22. Your country wants you to know five archeological sites and visit one of them and learn about it.
23. List and discuss the most important Lebanese agricultural products.
24. Draw a map of Lebanon and specify the location of its major cities and five archeological sites.
25. Instruct your leader on how to get from your house to a specific location chosen by your leader.
26. Explain the services provided by one of the governmental institutions.

V. Arts

27. Repair one of your own items, and help others as well.
28. Using nature make a work of art.
29. Did you finish decorating your song book?
30. Read newspapers and present a summary of an important event.
31. Explain how to use some of housewares.

VI. Badges

32. Gain three new badges, activity or staged, one challenge badge, and one staged badge.
33. All staged badges must be of stage three, lower stage badges can be upgraded to stage three and are counted towards your progress.

“You have opened your second eye, placed the Second Star on your cap, and finished the yellow book, congratulations!!!”



F. Activity Badges



1. Animal Carer Activity Badge

a. Choose one of these to do:

- Take care of a pet for at least three months. Give it the correct foods, and learn to recognize common illnesses and how to treat them
- Help to care for a farm animal for at least three months. Know the correct foods to give it and be able to recognize common illnesses. Learn what special care you need to give before and after the birth of farm animals.

b. Then choose two of these to do:

- Keep a record of bird, animal or insect life in your garden, local area or park. Keep pictures, sketches, video or audio recordings. Do this for at least three months.
- Visit a zoo, wildlife park, animal sanctuary or rescue center. Find out about some of the animals you see. What are their feeding habits and natural habitats?
- Belong to an animal, bird, or wildlife society. Either take part in one of its activities or make progress in any award scheme it offers.
- Find out about dangers that threaten wildlife in their natural habitat. Make a poster, collage or drawing or tell other Cub Scouts what you found out.



2. Artist Activity Badge

Choose three of these activities to do. You must have your leader or another adult with you for one of these activities.

- a. Imagine an event, character or scene. Now draw it using a pencil, brush, pen or crayon.
- b. Design and make a greetings card.
- c. Make a poster advertising Scouting or a Cub Scout event.
- d. Design and make a decorated book cover.
- e. Draw or paint a picture of still life or landscape.
- f. Make a display of photographs on a subject that interests you.
- g. Make a video on a subject that interests you.
- h. Design and build a model.
- i. Visit an art gallery.
- j. Make a model out of clay.



3. Astronomer Activity Badge

- a. Make a model or draw a simple diagram of the Solar System.
- b. Explain the difference between a planet and a star.
- c. Learn how to observe the sun safely. Find out and explain how the Earth moves around the Sun.
- d. Observe the moon, using binoculars or a telescope if you can. Describe one of its features.
- e. Identify three constellations.
- f. Find out about two space-related subjects and present some information about them.



4. Athletics Activity Badge

- a. Take part in a proper warm up and warm down routine, using all the main muscle groups. A suitable adult, Young Leader or Scout will need to lead the routine.
- b. Explain the best clothes to wear for athletics and how to be safe.
- c. Take part in one of these throwing activities:
 - Throw a tennis or cricket ball as far as you can. Do one overarm throw and another underarm throw.
 - Throw three beanbags into a bucket. Try to increase the distance each time.
 - Throw a football or similar ball as far as you can. Do one using a chest push and another as an overhead throw.
- d. Take part in two of these running activities and try your best:
 - Shuttle run 6x10m.
 - 50m skip with a rope.
 - 50m sprint.
 - 25m sack race.
 - 25m egg and spoon race.
 - 400m run.
- e. Take part in one of these team activities:
 - 4x100m relay.
 - Team assault course.
 - Assisted blindfold race.
- f. Do one of these jumps and go as far or high as you can:
 - Sargent jump.
 - Standing jump.
 - High jump.
 - Long jump.



5. Athletics Plus Activity Badge

Take part in all the activities on the table. Take your best four scores and if the points you score add up to eight or more, you get your badge.

Events	3 points	2 points	1 point
50m sprint	9 seconds	10 seconds	11 seconds
Throwing a cricket ball	25 m	22 m	18 m
High jump	96cm	86cm	76cm
Long jump	3 m	2.5 m	2 m
Sargent jump	35cm	30cm	25cm
Shuttle run 6x10 m	18 seconds	19 seconds	20 seconds
50m skip with a rope	12 seconds	13 seconds	14 seconds
1,000 m run	5 minutes	6 minutes	10 minutes



6. Backwoods Cooking Activity Badge

- Show how to light a fire.
- Help someone prepare a fire for cooking on.
- Cook something using a billycan.
- Cook something in the embers of a fire.
- Cook something on a stick.
- Show how to make the fire safe when you have finished with it. Extinguish the fire and make the area safe.



7. Book Reader Activity Badge

- a. Make a list of at least six books you have read or used recently. Books you have read on an e-reader count too.
- b. Name the authors of your books. Tell your leader or other Cubs something about three of your books. At least one book should be fiction and one should be non-fiction.
- c. Show that you know how to care for your books.
- d. Show that you can use a dictionary and a thesaurus. You can use printed ones or online versions.
- e. Explain to a leader how the books in a library are set out. How you would find fiction and non-fiction books?



8. Chef Activity Badge

- a. Learn the basic rules of safety and hygiene in the kitchen. Explain why they're important.
- b. Talk to your leader about the different ways of preparing and cooking food.
- c. Learn what the major food groups are. How do they fit into a healthy diet?
- d. Plan, cook, serve, and clear away a two-course meal for at least two people. You should prepare and cook vegetables as part of the menu. Remember, an adult must supervise you for this step. Talk to the people you're cooking for about the menu.



9. Collector Activity Badge
- Over three months, build up a collection of similar items. It could be anything, like stamps, coins, postcards, or fossils.
 - Display your collection in an exciting and interesting way.
 - Talk about items in your collection. Which things particularly interest you?
 - View a collection made by someone else. What do you like or dislike about the way it's presented?



10. Communicator Activity Badge

- a. Get someone to give you directions or instructions to do something. Check that you have understood. Then follow the directions or instructions.
- b. Get someone you know to give you a call. Write down what they say, making sure that you have all the main details.
- c. Show you can send emails and text messages. You could also show how to use a mobile phone or tablet to send a message to someone.
- d. Introduce yourself to an adult who helps out with your Pack. Talk to them for two minutes about your life, school, or hobbies.
- e. Choose three of these activities to do:
 - Report on a local event, either past or present. It could be written for something like a newsletter or recorded so people can listen to it.
 - Make contact with another Pack. Send them videos, letters, or emails for whatever length of time your leader suggests.
 - Find out how people with a visual or hearing impairment communicate. You might learn about Braille, Makaton, or British Sign Language. Learn a simple phrase in one of the ways you have learned.
 - Tell a story about an experience you've shared with your leaders and other Cubs. Make sure that you communicate clearly and that everyone is following the story.
 - Hold a simple conversation in another language.
 - Write three simple messages using codes, ciphers, invisible ink, or semaphore. Try to work out three similar messages given to you.
 - Get an adult or Young Leader to give you a message. Remember it and repeat it back to them 10 minutes later.
 - Pass a message to someone using amateur radio.
 - Take part in Jamboree On The Air (JOTA) or Jamboree On The Internet (JOTI).



11. Cyclist Activity Badge

- a. Regularly use a bicycle, which is the right size for you, with a cycle helmet.
- b. Show you can clean and oil a bicycle. Show how to pump up the tires and mend a puncture.
- c. Explain why you must lock up a bicycle when you leave it unattended.
- d. Make a poster to promote road safety to pedestrians or cyclists.
- e. Talk to your leader or other Cubs about the safety measures you need to take when you cycle in bad weather.
- f. Choose one the two options. Finish all the tasks for the option you choose:
 - Option 1:
 - i. Show that you can mount and dismount your bike properly.
 - ii. Show how to keep your bicycle in a roadworthy condition. Why is it important?
 - iii. Explain why it's important to use lights and reflective clothing.
 - iv. Go for a short ride in a safe place to show an adult that you can ride safely and confidently.
 - Option 2:
 - i. Find out about the safety equipment you need for cycling off-road.
 - ii. Show that you're able to control your bike over different types of terrain.
 - iii. Find out where, in your local area, is safe to cycle off-road.
 - iv. Plan and carry out a five-mile cycle ride off-road.



12. Disability Awareness Activity Badge

Choose one thing to do from each of the four lists.

a. Disability awareness:

- Explain what a disability is. What are the different types of disability?
- Research a famous person with a disability. Make a poster or write about their life and achievements.
- Visit a local community building like a library, town hall or cinema. How accessible is it for someone with a disability? Write down what you find out.
- Show how you could help someone with a disability to make the Cubs Promise. Think of a different example to ones in steps a,b, or c.

b. Physical disability awareness:

- Find out about two different aids that can assist a disabled person. How do they help? You could find out about thing like wheelchairs, computers, rising chairs, or adapted cars.
- Find out about three ways to make it easier for a wheelchair user to use public places, like shops, parks, hospitals, or libraries. How could your meeting place be made better for wheelchair user?
- Make a sandwich using only one hand or draw a picture using only your feet to hold the pen.

c. Deaf awareness:

- Learn the alphabet using fingerspelling. Show you understand a word communicated to you using fingerspelling.
- Learn a song in Makaton or British Sign Language.
- Explain what equipment a deaf person might use in the home. You might look at special features on things like fire alarms, telephones or TV's
- Show how you would approach a deaf person and speak to them so they can lip-read.

d. Sight awareness:

- Describe two different ways a blind or visually impaired person can read. You could talk about how they would use computer, Braille, or Moon.
- Explain what guide dogs for blind people do. How are they trained?
- Learn and read your name in Braille.
- Show how to approach a blind or visually impaired person. How would you identify yourself?



13. DIY Activity Badge

- a. Show how to use and take care of tools safely. Do this for a selection of them, like a hammer, saw, screwdriver, drill, or glue gun.
- b. Talk to your leader about how to work safely on your projects, especially when you're using electronic tools.
- c. Learn what the difference is between hard wood, soft wood, chipboard, plywood, and MDF. For each of them, find out what they're best used for.
- d. Help design and make two items while an adult supervises you. Use them to show that you're able to:
 - Measure accurately.
 - Saw.
 - Join pieces of wood together in two different ways.
 - Use a hammer, screwdriver, and drill.
 - Prepare surfaces and stain, varnish, or paint.



14. Entertainer Activity Badge

Choose two activities from the list to do.

- a. Help to make up a mime or play, then perform it.
- b. Perform a puppet play or shadowgraph using puppets that you have made.
- c. Help to plan and perform some recorded entertainment, like a video or audio story.
- d. Sing two songs.
- e. Perform some folk or traditional dances.
- f. Make a selection of simple rhythm instruments. Use them in a music performance.
- g. Tell a story to an audience.
- h. Make up and perform a dance to a piece of music of your choice.
- i. Help plan and perform a series of magic tricks.
- j. Take part in a show, concert or band performance.



15. Environmental Conservation Activity Badge

- a. Learn how to separate recyclable and non-recyclable rubbish ready for collection. Find out where to take recyclable items that cannot be collected with your normal rubbish.
- b. Find out how to reduce the energy and water you use in your home. Show how you have encouraged your family to reduce water and energy use over four weeks.
- c. Find out about one type of renewable energy, Talk to your leader about the advantages and disadvantages of the technology.
- d. Take part in two projects with a group of other people. You could:
 - Clear a ditch, pond, or creek.
 - Make, set up, and look after a bird feeder, table, nesting box, or bath.
 - Look after a piece of land or a garden.
 - Tidy up a piece of wasteland.
 - Take part in an anti-litter campaign.
 - Plant a tree or shrub,
 - Look after a compost bin.



16. Equestrian Activity Badge

1. Show that you know how to dress safely for riding. Explain why it's important to wear a hard hat and the proper footwear.
2. Point out the main body parts of a pony or horse.
3. Point out the main parts of a saddle and bridle.
4. Learn how to approach a pony or horse correctly.
5. Learn how to mount and dismount a horse safely.
6. Show the correct way to sit in the saddle.
7. Show how to hold the reins correctly.
8. Show how to walk and trot safely in an enclosed area, without a leading rein.
9. Show you can do two of these skills:
 - Walking without stirrups.
 - Walking on a loose rein and shortening the reins.
 - Riding up and down a hill at walking pace.
 - Cantering.
 - Riding over a single pole or very small fence.



17. Fire Safety Activity Badge

- a. Choose one of these activities to do:
 - Visit a fire station or invite a fire fighter to your meeting place.
 - Learn about some of the other things that fire fighters do. How do they help in road traffic accidents, rescuing people or animals, fitting smoke detectors and safety inspections at home, schools or offices?
- b. Take part in a fire drill at your meeting place. What should you do if a fire breaks out?
- c. Make an emergency escape plan for your home.
- d. Find out why it's important to use smoke and heat detectors. How would you check they're working and change their batteries?
- e. Point out three possible dangers at home or your meeting place that could start a fire.
- f. Find out how to keep a campfire safe for everyone. How do you stay safe around a fire?
- g. Explain how you should behave around a bonfire and fireworks.



18. Global Issues Activity Badge

- a. Draw the logos of three to five international charities. Find out about what they do and why.
- b. Find out how much energy you use in your meeting place or home. Over two weeks, record what energy you use for things like lights, heating, or cooking. Make a plan to reduce the amount of energy you use and put it into action.
- c. Take part in an international awareness day or week.
- d. Use pictures to show what you would need to survive if you became homeless because of a disaster, like flooding or an earthquake.
- e. Identify five belongings of yours that have come from other countries. Point out the countries on a map. Talk to others about why your belongings have come from so far away.



19. Hobbies Activity Badge

- a. Learn the safety rules for your hobby, if there are any.
- b. Show that you're interested in your hobby and that you're taking part regularly for at least three months.
- c. Show your leader, or other Cubs, how you pursue your hobby. Show what equipment, materials, and background information you have used.
- d. Talk to your leader about how you plan to develop your hobby, interest, or skill in the future.



20. Home Help Activity Badge

- a. Plan, cook, and serve a simple one-course meal.
- b. Wash up afterwards. Show how to clean a saucepan or other cooking utensils, cutlery and glasses. You could use a dishwasher for this step, including loading and unloading it.
- c. Help sort out the washing. Load and unload the washing machine.
- d. Iron at least two items. They could be things like pillowcases, t-shirts, or trousers.
- e. Sew on a button.
- f. Help to clean and tidy a living room.
- g. Clean at least two items in your home. They could be things like a basin or kitchen cupboard, silverware or brass.
- h. Take sheets, pillow covers, and the duvet cover off a bed and help to put clean ones on. Make your own bed for a week.



21. Home Safety Activity Badge

- a. Find out what to do about a burst water pipe, gas leak, or electricity power failure in your home.
- b. Identify the common causes of accidents in the home. How they can be prevented?
- c. Find out how to protect your home from crime.
- d. Find out where the nearest public telephone box is to your house. Where else could you make an emergency call if the public telephone wasn't working?
- e. Make a list of useful emergency numbers.



22. International Activity Badge

- a. Draw or create the World Scout Badge. Explain the meanings of each of its parts.
- b. Create a passport with information about a country. You include things like its currency, national dress, foods, religions, cultures, customs, and languages.
- c. Cook a traditional dish from another country using an ingredient that you are not familiar with. Tell your leader what you liked or disliked about it.
- d. Take part in the activities of a celebration or festival that usually takes place in another country. Explore why the celebration or festival happens. What are the customs of the event?



23. Local Knowledge Activity Badge

Do three of the activities on this list.

- a. Find out about a famous person who lived in or near your area. The famous person could be from the past or present. Or you could learn about a famous building, monument, earthworks, or other place of historical interest and visit it. Talk about what you find out with your leader or other Cubs.
- b. Collect pictures of your county, borough, district, town, or village coat of arms. Find out what the coat of arms represents. Try to find as many different places as you can where the coat of arms is displayed. Tell your leader how many you found.
- c. Talk to someone who has lived in your local area for a long time. Find out about what life was like when they were young. What changes have they seen in the local area over the years?
- d. Draw a map of your area. Mark places of interest on it and, with other Cubs, go on a short walk in your local area. Point out any features of interest to your leader.
- e. Design a poster, leaflet or web page to advertise your area to a visitor.



24. Martial Arts activity Badge

- a. Regularly take part in a martial arts activity for at least three months. Show how you've improved over that time. Your martial arts activity should be recognized by your nation's sports council.
- b. Discuss with a leader the skills needed and the rules to be observed.
- c. Take part in one exhibition or competition.



25. My Faith Activity Badge

- a. Find out about your place of worship and something about:
 - The people involved, their titles and what they do.
 - The important or sacred objects.
 - The festivals and customs.
 - The stories and traditions. These could be from books, videos, or other places.
- b. Choose a favorite prayer or reading. You could even write the prayer yourself. Share it with the Pack at a time that's good for everyone. Explain to the Pack why you like it and what it means to you.
- c. Choose your favorite festival. Explain what it celebrates or means and talk about the food, clothes, and customs associated with the festival.



26. Naturalist Activity Badge

- a. Learn how to identify six different living things from two of these categories:

- Trees
- Garden birds
- Water birds.
- Insects
- Wild flowers
- Pond dwellers
- Fungi
- Butterflies and moths

That means you should have 12 examples in total.

- b. Over three months, visit the same natural area at least four times. Take a note of the changes in the plants and wildlife that you see. You might visit a garden, hedgerow, canal, river, lake, or park. Make sure that you have an adult's permission for the visits.
- c. Learn the countryside code and how to follow it.
- d. Choose on these activities to do:
- Create a piece of art using natural material. You could do a bark or leaf rubbing, dried flower picture or maybe a collage.
 - Use a dye that uses natural ingredients to color a piece of material.
 - Make a feeding station for birds. Get permission to hang it in a good position.
 - Make a hedgehog, ladybird or bee house.
 - With an adult pick wild edible berries, leaves or fruit. Use them in a recipe.



27. Personal Safety Activity Badge

- a. Explain the dangers of playing on or near two of these:
 - Railways
 - Busy roads
 - Building sites
 - Cliffs
 - Canal banks
 - Sand
 - Gravel pits
 - Farmyards
 - River banks
 - Quarries
 - Moorlands
 - Lakes
- b. Show you can use at least on these codes:
 - Water safety Code
 - Bathing Code
 - Firework Code
- c. Make up a safety code of your own choice. It could be for car passengers, train passengers, or the playground.
- d. Explain what you must do if a stranger starts to talk to you. What must you tell your parents or carers if you are going out without them?
- e. Find out how and why you might contact a helpline like ChildLine, for example.
- f. Explain the best ways to stay safe while online. Write down some common sense rules to follow while you are on the internet.
- g. Memorize your address and your home telephone number or a parent's mobile phone number.



28. Photographer Activity Badge

- a. Show that you know how to use and look after your digital camera. Show how to turn it on and off, use the zoom function, charge or replace the batteries, insert a memory card and transfer pictures from the camera to a computer or tablet.
- b. Take at least five photographs of local landmarks that could be used to make a tourist leaflet.
- c. Take photos while you're on a visit, Pack outing or camp. Present 10 of your best pictures to someone else after the event. You could present them in a scrapbook, on a screen, in a photo book or some other way.
- d. Choose one of these activities to do:
 - Take two pictures of the same thing – one in color and one in black and white. Compare how the effects change the way the final picture looks.
 - Using a digital camera, make a short film on a subject of your choice.
 - Using a series of photographs, make a short animation sequence.
 - Take a photo of people, animals, an urban scene or a landscape. Think about the light, the positioning and setting of your photo. Explain why you composed your photo in the way that you did.



29. Physical Recreation Activity Badge

- a. Show a good sporting attitude in all games and sports you take part in.
- b. Tell your leader about the sports you take part in. Find out as much as you can about your sports, especially the rules.
- c. Show that you're fairly skilled in your sports. Take part for three months or more in at least one of your chosen sports.
- d. Bring the clothing and equipment for the sport you've chosen along to a meeting. Show how to look after them.
- e. Tell a leader about the training and preparation you take part in for your chosen sport. How and when do you practice?



30. Pioneer Activity Badge

- a. Make your own rope, perhaps using a rope machine or working with a friend.
- b. Tie a simple lashing.
- c. Show how you would:
 - Tie three different knots, such as a reef, figure of eight, sheet bend, or bowline.
 - Make one hitch, such as a clove hitch, round turn, and two half-hitches, or a cow hitch.
- d. Take part in a knot game.
- e. Build an indoor pioneering project using simple knots and lashings.



31. Road Safety Activity Badge

- a. Draw or take photos of ten different signs. Explain what they mean.
- b. Show how to use the Green Cross Code.
- c. Tell a leader why it's important to have different types of pedestrian crossing. Explain how to use them safely.
- d. Show that you know how to behave safely as a car passenger.



32. Skater Activity Badge

- a. Use a skateboard – or in-line, quad or ice skates – for at least three months.
- b. Learn some safety rules about skating on the road and in other public places. Show what clothing and protective equipment you need to wear for your activity. You might include helmets, knee pads, or elbow pads.
- c. Show how to start, stop, and turn safely.
- d. Show how to fall safely and regain balance.
- e. Show how you do three different maneuvers. You could demonstrate travelling backwards, spinning, jumping, or turning.



33. Scientist Activity Badge

Do six activities. You should choose at least one from each of these sections.

For each one, explain or show to a leader what you did and what you found out.

a. Section 1: Reactions

- Show how vinegar reacts with different items and explain what happens. The different items could be steel wool, sodium bicarbonate, or old dirty coins.
- Find out what happens when you add salt to water.
- Compare the density of water to the density of other liquids. Show how these liquids react to each other.
- Make a pH indicator solution. Use it to test the acidity or alkalinity of other liquids.
- Grow crystals.

b. Section 2: Interacting with energy

- Create a basic electric circuit which includes a switch. Show how it could be used to control a light bulb powered by a battery.
- Make an air powered balloon rocket or a water rocket. Investigate ways of improving how far it can travel.
- Make a simple compass. Show the effects of metallic and magnetic materials upon it.
- Use marshmallows and spaghetti to build the strongest tower you can. Explain how you have improved your design.
- Find a way to show that hot air rises.

c. Section 3: Living things

- Set up a worm or ant colony. Record what happens over three or four weeks.
- Investigate what happens to your pulse rate before, during and after exercise.
- Grow cress, beans, peas, or a similar plant. Investigate what happens when the plant has no access to light. What happens when it has light, but no water?
- Find a way to show that plants take water up through their stems.
- Make some yoghurt and find out how living organisms are involved in the process.

It's fine if you'd like to do a different experiment which fits under one of the categories. Just get agreement from your leader.



34. Sports Enthusiast Activity Badge

- a. Follow your chosen sport for at least three months.
- b. Find out the rules and laws of the sport. Explain them to an adult.
- c. Show you have a good knowledge of the teams and personalities in your chosen sport.
- d. Explain what equipment is needed for the sport.
- e. List some major events for the sport of your choice.
- f. Describe events that you have attended for your chosen sport. If you haven't been to an event, explain to your leader how you keep up-to-date with your sport.



35. Water Activities Activity Badge

Earn your Water Activities badge in two parts. First, explain the safety rules for all water activities. Then choose one of these options.

- a. Option 1: Reach one of these standards
 - British Sub Aqua Club's Dolphin Snorkeler Qualification.
 - Professional Association of Diving Instructors' Discover Scuba (Bubble Maker) or Seal Team Program.
 - British Surfing Association's Junior Scheme Level One Award.
 - British Water Ski & Wakeboard's Cutting Edge Participation Certificate.
 - RYA Windsurfing Youth Stage 1.
- b. Option 2: Take part in two of these activities
 - Scuba diving
 - Snorkeling
 - Windsurfing
 - Water skiing
 - Surfing
 - Rafting



36. World Faiths Activity Badge

- a. Visit a place of worship which is important to one of the World religions. Find out some information about the building, what's inside it and how it's used for worship.
- b. Meet someone who belongs to one of the World religions, or has a set of beliefs which are different to your own. Find out how they put their faith into practice.
- c. Find out about the places of religious significance for a World religion.
- d. Find out about the religious festivals and customs linked to a World religion.

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
- 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 less than four minutes.
 - e. Tread water for five minutes.
 - f. 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.
 - g. 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.
 - h. Swim 800 meters using any of the four recognized strokes without stopping. You should swim 400m on your front and 400m on your back.
 - i. 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 Silver Award
 - a. Earn six, activity or staged activity, badges of your choice. They could be badges you gain outside of your normal meetings or ones you've worked towards at meetings.
 - b. Finish the seven challenge awards. They are:
 - Our World Challenge Award
 - Our Skills Challenge Award
 - Our Outdoors Challenge Award
 - Our Adventure Challenge Award
 - Teamwork Challenge Award
 - Team Leader Challenge Award
 - Personal Challenge Award



2. Our Adventure Challenge Award

- a. Take part in two different adventurous activities. At least one of them should be new to you. You could try:
 - Crate Stacking
 - Caving
 - Abseiling
 - Grass Sledging
 - Mountain Boarding
 - Bouldering
 - Rafting
- b. Take part in six other outdoor activities. At least two of them should be new to you. You could try:
 - Flying a kite you have made.
 - Making and lighting a fire.
 - Following a blind trail.
 - Making a hot air balloon and flying it.
 - Making a ballista.
 - Playing some water games.
 - Going on an obstacle course.
 - Tracking.
- c. Go on a hike or follow a trail. Try to walk for about 1-2 hours.
- d. Prepare for your activities and hikes. Find out what you need to wear and bring, and pack your own bag. You will need to know what you have with you, and remember everything you need.



3. Our Outdoors Challenge Award

- a. Take an active part in at least three nights away, on camps or Pack holidays.
- b. While you're away, work with the other Cubs to do all of these tasks:
 - Help to pitch and strike your tent.
 - Show that you know how to look after yourself and be safe at camp.
 - Show that you know how to keep your tent and kit safe, tidy, and secure.
 - Cook a meal with your Six.
 - Build a shelter big enough for two Cubs.
 - Using bamboo canes, rubber bands or simple lashings complete a simple pioneering project or make a camp gadget.
 - Learn and follow the Countryside Code.
 - Show you know what things you need to do to look after your campsite and that you can put them into practice.
 - Show that you know how to treat mild burns, scalds, cuts or grazes, and make a call to the emergency services.
- c. While you're away, do at least two of these tasks as well:
 - Take part in a wide game.
 - Take part in a campfire sing-along or other entertainment.
 - Cook a backwoods meal.
 - Build a bivouac and sleep in it.
 - Care for your personal equipment while at camp.
 - Using knots that you've learned make a simple camp gadget, like a flagpole.



4. Our Skills Challenge Award

- a. Try two new sports or physical activities at least once. You could try:
 - Tennis
 - Dance
 - Basketball
 - Tai Chi
- b. Take part in three activities to help you be healthy, like:
 - Healthy eating.
 - Exercise.
 - Learning how the human body works.
 - Another activity agreed with your leader.
- c. Pick two creative things to try, and show your leader what you've done. You could:
 - Write a short story.
 - Make a model.
 - Take some photos and use them to tell a story.
 - Be part of a play or sketch.
- d. Learn and use at least four of these skills:
 - Sew on a button or badge.
 - Make cakes, bread, biscuits or something similar.
 - Oil a bicycle chain, change a wheel or fit lights.
 - Make a cup of tea or coffee, and then wash up afterwards.
 - Lay a table for a meal.
 - Peel potatoes or other vegetables.
 - Iron your scarf.
 - Change a light bulb, in a table or standard lamp.
 - Clean a window.
 - Tidy and clean your bedroom.
 - Another similar home skill agreed with your leader.
- e. Take part in at least two problem solving activities that you haven't done before. It should be something that you need to think creatively for. As part of the activity you need to say what you found difficult, what you did to solve the problem, and why.



5. Our World Challenge Award

- a. Make a list of the services for people in your local area. Find out a bit about them, and visit one if possible.
- b. Work with people or an organization from a community. Take the chance to find and issue that your Pack could help with. It should be something that helps people and also helps you grow as a person. Plan and carry out the project with your Pack and others in the community. Then share what you learned from the activity with other people. Talk about how it helped other people and what you will do with the skills and experiences you have gained.
- c. Take part in an act of worship, reflection, or celebration.
- d. Find out about a faith or culture other than your own. You could visit places of worship or ceremony.
- e. Talk about a time when you did your best. Explain how you have kept your Cub Promise and the Law.
- f. Take part in an activity about the environment.
- g. Try a game played by Cubs in a different country, and learn their Promise.
- h. Celebrate a festival from another country. You might make (and eat!) some special food, make something relating to the festival or visit somewhere special.



6. Personal Challenge Award

- a. You need to complete two personal challenges that you agree with your leader. You should choose one of the challenges. Your leader will choose the other. The challenges must be different to the ones that you did for your Beaver Personal Challenge Award.



7. Team Leader Challenge Award

Once you have done the Teamwork Challenge Award, you can do your Team Leader Challenge Award. Then you need to earn your Team Leader Challenge Award by doing these tasks over at least three months.

- a. Lead your Six in an activity or captain a team.
- b. Help a new Cub to join in with the Pack meeting.
- c. Teach another Cub a new skill.
- d. Ask your Six or team what they want to do in Cubs, tell your leaders and help to make sure that it happens.



8. Teamwork Challenge Award

For this award, you need to do these tasks over at least three months.

- a. Take part in at least six different team games with other Cubs.
- b. Show your leaders what you did to help your team, and how you were a good team player.
- c. Give examples of two different types of teams, and roles in those teams.
- d. Complete at least two teambuilding activities with other Cubs.
- e. Take part in at least two Pack forums or something similar, and make a contribution that will be positive for your Pack.

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For Comments and Reporting Mistakes
Email: br1group.operations@gmail.com

Credits:

UK's The Scout Association