



Lebanese Scout Association

Troop Section Curriculum

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A. Candidate Stage

1. Distinguish between the different scout uniforms and shoulder ranks.
2. Know the history of the scout group and unit, and a brief history about the scout movement and the Lebanese Scout Association.
3. Know how to tie a scarf.
4. Know the scout salute, the Fleur De Lys, and both their meanings.
5. Know both the scout law and promise.
6. Attend four consecutive meetings at the least.

B. Beginner Stage

I. Camping and Scout Skills

1. Participate in a camp at least two nights long.
2. Knot and know the usage of the following knots, Square Reef Knot, Clove Hitch, Bowline, and Fisherman's Knot.
3. Pitch a tent.
4. Light a fire and boil a pot of water, and learn how to build three types of fireplaces.
5. Know the needed personal items for camping.
6. Know five chants, patrol song, and both the troop's and group's anthems.
7. Know the whistle codes (Attention troop meeting, PL meeting, SOS, at ease, attention).
8. Know the hand gestures for meetings.
9. Prepare a hot meal that contains all of the main nutrients.
10. Know all the signs of trail following, how to follow them, and to interpret their meaning in a practical manner.
11. Know how to use and preserve an axe, and make something useful with an axe.

II. Civics

12. Know the Lebanese national anthem, its composer and melodist.
13. Prepare a personal scout book.
14. Know the location and phone numbers of important organizations in the community, such as Red Cross, Civil Defense, hospitals, police precincts, and municipality headquarters.
15. Know the rules for walking safely as a pedestrian.

III. Sports

16. Know the rules of one of the group sports, be a good player, and a good coach.
17. Demonstrate good sportsmanship by playing group sports.
18. Clean, wash, and purify a small wound.
19. Make a stretcher and carry someone with it.
20. Do a seven kilometer long trip on foot.

IV. Badges

21. Gain two activity badges.

C. Second Scout

I. Badges

1. Gain one challenge award.
2. Gain three badges, activity or staged.
3. Staged badges must be of at least stage one.

D. First Scout

I. Badges

1. Gain one challenge award.
2. Gain four badges, activity or staged badges.
3. Staged badges must be of at least stage two, lower stage badges can be upgraded to stage two and are counted towards your progress.

E. Pioneer Scout

I. Badges

1. Gain one challenge award.
2. Gain five badges, activity or staged.
3. Staged badges must be of at least stage three, lower stage badges can be upgraded to stage three and are counted towards your progress.

F. Eagle Scout

I. Badges

1. Gain one challenge award.
2. Gain six badges, activity or staged.
3. Staged badges must be of at least stage four, lower stage badges can be upgraded to stage four and are counted towards your progress.

G. Activity Badges



1. Activity Center Service Activity Badge
 - a. Help the warden or manager and work for at least five days at a permanent District, County, or National Scout campsite. Alternatively, you can do this work at a similar activity center.
 - b. Explain and show how to use three items of equipment that you've used in your work with the activity center. Show or talk about how you maintain the equipment.
 - c. Choose four of these to explain and if possible demonstrate:
 - The use of computers in campsite management.
 - How to take care of campers' needs while respecting wildlife.
 - How to prevent frozen pipes and what to do if an over ground pipe bursts or leaks.
 - The need for good site drainage and clear ditches.
 - Rubbish disposal and how to recycle materials wherever possible.
 - The reasons for having clean toilets.
 - How to unblock a drain.
 - How to use and maintain equipment for an activity you have become familiar with.
 - Other important tasks that the warden or manager has pointed out.
 - d. Talk about the developments and improvements you would like to see at a permanent campsite. It could be the one you worked at or another one you know well.



2. Air or Sea Navigation Activity Badge

Choose one of these options. Then complete all of the tasks under the option you've chosen.

i. Option 1: Air

- a. Using simple diagrams, illustrate latitude and longitude.
- b. Using a compass, show how an aircraft can be turned on to various compass headings.
- c. Using a simple diagram, show how a fix can be obtained from two position lines. Give a quick description of two ways that bearing can be obtained in an aircraft.
- d. Show that you understand how compass headings work:
 - You'll be given a true heading and the variation and deviation. From this, work out the compass heading on which a pilot should be flying.
 - You'll then be given two sets each of true, magnetic and compass headings. Work out the variation and deviation for each.
- e. Show that you know about the latest developments in electronic technology, like the Global Positioning System.
- f. You'll be given three headings and corresponding tracks. For each one, work out the amount of drift in the degrees and the type. Show your answers by drawing a simple diagram.
- g. Choose one of these to do:
 - On a topographical air map, draw a track for an imaginary flight of at least 80 nautical miles. Point out the landmarks that would show up on both sides of the track, in clear visibility, at an altitude of about 600 feet.
 - Identify landmarks on a topographical air map that you would see during a flight of about half an hour in clear weather.
- h. On a topographical map, draw the track between any two places at least 100 nautical miles apart. Measure the exact distance. If the aircraft's air speed is 130 knots, what would be the time of flight from overhead starting point to overhead destination? Work this out for conditions with no wind at all, with a head wind of 30 knots, and with a tail wind of 50 knots.

ii. Option 2: Sea

- a. Gain a good working knowledge of charts, chart datum and symbols used.
- b. Show your skills in compass work by completing all of these tasks:
 - Read a mariner's compass marked in points and degrees and demonstrate your knowledge of compasses generally.
 - Show that you know about variation and avoiding deviation.

- Show you're able to correct a magnetic compass course for variation and deviation to obtain a true bearing. Next, adjust a given true bearing to obtain a compass course.
 - Show how compass error can be found from a transit bearing.
- c. Complete two of these tasks:
- Show how a position can be found from two intersecting position lines.
 - Learn what is meant by a 'cocked hat' position and how to use it safely. Plot a position from any three cross bearings.
 - Plot a position using the 'running fix' method.
 - Plot a position using a combination of compass bearings and one or more of these: satellite navigation system, vertical sextant angle, horizontal sextant angle, and line of sounding or transits.
- d. Learn how to use tide tables and tidal stream atlases.
- e. Learn how to use the marine log to obtain distance run and speed.
- f. Show you understand the buoyage system for the Lebanese coastal waters and other methods of marking dangers and channels.
- g. Show that you're aware of the latest developments in electronic technology, like the Global Positioning System and electronic charts.
- h. Go on a coastal voyage of between four and six hours and act as the navigator. You should keep a log showing courses steered, distance run, navigation marks passed and weather experienced. During the voyage:
- Plot the estimated position every hour by keeping up the dead reckoning.
 - At least once per hour, and whenever appropriate, plot an observed position by bearing or other means of obtaining a fix.



3. Air Researcher Activity Badge

- a. Research one historical aspect of flight, and share what you find out with the Troop. You might like to find out about:
 - The development of aviation or flight over a period of time agreed with your assessor.
 - Balloons or airships, from their first appearance to the present day.
 - A type of aero engine, such as jet or piston engines in general, or a specific engine like the Rolls Royce Merlin.
 - The development of an aircraft type, like a Spitfire, Boeing 747, Harrier, Stealth Bomber, space shuttle, or the Cedar rockets. You could find out details about its history, role, and achievements.
- b. While you're doing your research, visit at least one place of interest that relates to your chosen subject. It could be a museum, an air display or an aeronautics factory.
- c. Present what you have found out. Your presentation should include a model that you have made based on your subject. You should also include diagrams and pictures wherever you can.



4. Air Spotter Activity Badge

- a. Learn to recognize, by sight, 38 out of 50 aircraft listed in The Scout Association's Aircraft Recognition List.
- b. Complete one of these activities:
 - By yourself or with another Scout, take photographs or collect pictures of at least 10 different aircraft types. Name the different types and their uses.
 - Keep a log of aircraft you've spotted over at least four weeks. Note down dates and times, the aircraft you saw and distinctive features you can recognize them by. Also note the aircrafts approximate heading.
- c. Complete one of these activities:
 - Recognize and name national aircraft markings, both service and civil, of at least six countries including Lebanon.
 - Learn the LAF and NATO system of letter designation according to aircraft function. Give examples of three designations.
 - Name three basic training aircraft used in private flying. Give a brief report on one, naming a club and airfield where it is used.
- d. Describe the main features you would use to recognize six aircraft, which have been chosen by an appropriate adult.



5. Angler Activity Badge

- a. Learn the water safety rules and the proper precautions to take when fishing from the bank, shore line, or from a boat.
- b. Learn the basic hygiene precautions to take when fishing.
- c. Go fishing at least four times in two different places. Make note of:
 - The number of fish you caught.
 - Species and size of your fish.
 - Your method, tackle, and bait used.
 - The weather and water conditions.
- d. Choose the correct equipment and method for where you plan to fish.
- e. Learn to assemble a rod, reel, or pole.
- f. Choose the right form of bait, lure, or fly for your planned fishing activity.
- g. Show you can cast correctly and accurately into a target area a suitable distance away, depending on the equipment you are using.
 - If you're using beach fishing tackle, cast from 45 meters.
 - For ledger and float tackle, cast into a 1 meter circle at least three times out of six, at a distance of 9 meters.
 - For trout fly on a fly line, cast into a 3meter circle at least three times out of eight at a distance of 11 meters.
- h. Tie at least three different knots for your chosen method of fishing.
- i. Show how to correctly handle a fish, unhook it and return it into the water.
- j. Explain how different species of fish have different habitats. Talk about how this, and weather conditions, can affect your method of fishing.



6. Artist Activity Badge

Choose one of these options. Then complete all of the tasks under the option you've chosen.

i. Option 1: Artist

a. Paint, draw, or illustrate each of these:

- A scene from a story.
- A person or object.
- A landscape.

b. Show a selection of your own recent work.

ii. Option 2: Arts Enthusiast

a. Choose a favorite art form or artist to take an active interest in. It doesn't have to be painting – it could be pop music, sculpture, theatre, architecture, break dancing or anything similar.

b. Describe two visits you have made that are connected to your interest. You can use photographs, films, recording, concert programs, ticket stubs, newspaper reviews or websites to illustrate your point.

c. Show that you know a lot about and aspect of your interest. You could talk about a particular piece of art, like a painting, performance, sculpture, or building. Or you could discuss a particular person or historical period connected with your chosen art form.

d. Make a list of major events, exhibitions or venues connected with your chosen subject. Talk about why the items on your list are important.



7. Astronautics Activity Badge

- a. Show how craters are formed. Use marbles, rubber balls or stones as meteorite and a tray filled with sand as your planet/moon surface.
- b. Try the same experiment again but this time make changes to the speed, density, and size of meteorite. How does it affect the crater formed? Test the different effects fairly by keeping one element of your experiment the same, like the amount of sand in the tray.
- c. Compare satellite images of Mars and the moon with satellite images of Earth. Point out similar landscape features such as craters, valleys, and volcanoes.
- d. Build your own satellite dish. Cover a torch in paper slits and a range of mirrors, flat and concave, to show how concave satellite dishes focus signals from satellites.
- e. In a group, debate about life elsewhere in the universe. What might it look like? How do we search for life on other planets and moons? How would the human race react to the discovery of life elsewhere in the universe?
- f. Explain what each of these are and how they're used: space probe, satellite, space station, space observatory or a telescope, space shuttle, rocket, rover, and payload.
- g. Build a paper model of a spacecraft. Make marks on the model to identify the instruments on board that enable it to complete its mission.
- h. Build, launch, and recover a model rocket. Make a second launch to achieve a specific objective, such as carrying a fragile payload, aerial photography, altitude measurement, temperature measurement, parachute recovery, remote control, building a launch controller, or a launch pad.



8. Astronomer Activity Badge

- a. Show what you know about the night sky and why the pattern of stars changes, night by night, throughout the year.
- b. Learn the meaning of the terms celestial, equator, poles, circumpolar, and zodiac.
- c. Build a model of the Solar System using everyday materials found in the home, such as different size fruit or sports balls, use an outside area to scale the Solar System.
- d. Explain how the moon affects the tides.
- e. Build a telescope from two cardboard tubes or two A4 pieces of black card and lenses. You will need corrugated cardboard, sticky tape, scissors, a pair of compasses or a pencil and ruler, two glass or plastic lenses of different sizes (like two magnifying glasses). Both lenses must be smaller in diameter than the cardboard tubes you make.
- f. Observe three constellations on a clear night and record what you saw.
- g. Read a star map using a compass and red light. Compare the differences between them using a star map and a normal map.
- h. Learn how to identify a satellite. How do you tell it apart from an airplane, star, planet, or a meteor? Then complete these activities:
 - Identify a satellite to observe.
 - Choose a clear night and use a clock and a compass to help you observe the satellite.
 - Plan and evening with you group and teach other how to observe the satellite.



9. Athletics Activity Badge

- a. Run through an appropriate warm-up and warm-down routine using all the main muscle groups. Explain why both routine are important.
- b. Talk about the safety rules in athletics, particularly throwing and jumping events. Explain the most appropriate clothing to wear.
- c. Take part in six athletics events. Choose at least one from each of the three sections below, improving your distance or time over a number of attempts.

Field Events	Track Events	Team Events
Discus	100m	4x100m relay
Shot Put	200m	Team Assault Course
Throwing a Cricket	400m	Assisted Blindfold Race
Ball	800m	
Javelin	1500m	
High Jump	100m hurdles	
Long Jump		
Standing Jump		
Sargent Jump		

- d. Find out and explain to your leader how to take part in athletics in your local area.



10. Athletics Plus Activity Badge

- Run through an appropriate warm-up and warm-down routine using all the main muscle groups. Explain why both routine are important.
- Talk about the safety rules in athletics, particularly throwing and jumping events. Explain the most appropriate clothing to wear.
- Complete in any three events (two track and one field, or vice versa) and gain the points set out as indicated on the score chart below.

Points	Distance					
	100m sprint	200m sprint	300m female	400m male	800m	1500m
10	13.4 sec	28.0 sec	44.0 sec	64.0 sec	2.30 min	5.10 min
9	14.0 sec	28.8 sec	47.0 sec	67.0 sec	2.40 min	5.25 min
8	14.7 sec	31.4 sec	51.0 sec	71.0 sec	3.00 min	5.45 min
7	15.3 sec	32.6 sec	55.0 sec	75.0 sec	3.10 min	5.50 min
6	15.8 sec	33.2 sec	59.0 sec	79.0 sec	3.20 min	6.20 min
5	16.3 sec	34.0 sec	63.0 sec	83.0 sec	3.40 min	6.50 min
4	16.8 sec	35.5 sec	68.0 sec	88.0 sec	4.00 min	7.30 min
3	17.6 sec	38.3 sec	74.0 sec	94.0 sec	4.20 min	8.00 min
2	18.3 sec	40.0 sec	80.0 sec	100.0 sec	4.40 min	8.30 min
1	20.0 sec	45.0 sec	100.0 sec	120.0 sec	5.00 min	9.30 min

Points	High Jump	Long Jump	Shot	Discus	Cricket Ball
10	1.60 m	5.00 m	9.5 m	35.0 m	65.0 m
9	1.40 m	4.75 m	8.5 m	29.0 m	55.0 m
8	1.30 m	4.40 m	7.2 m	22.0 m	50.0 m
7	1.25 m	4.20 m	6.5 m	17.0 m	45.0 m
6	1.20 m	4.00 m	5.5 m	14.0 m	35.0 m
5	1.00 m	3.75 m	4.1 m	12.0 m	30.0 m
4	0.90 m	3.30 m	3.7 m	10.0 m	25.0 m
3	0.85 m	2.80 m	3.3 m	9.0 m	20.0 m
2	0.80 m	2.45 m	2.8 m	8.5 m	15.0 m
1	0.75 m	2.10 m	1.8 m	6.0 m	10.0 m

Age	Total Points Needed Female	Total Points Needed Male
Under 11	6	8
Under 12	9	12
Under 13	13	15
Under 14	17	20
Under 15	22	24



11. Camper Activity Badge

- a. Camp under canvas as a Scout for at least 15 nights.
- b. Lead a group of Scouts in the pitching, striking and packing of a four to six person tent.
- c. Find out what to look for when choosing a campsite and in deciding the best position to pitch tents.
- d. Show that you understand and act on the reasons for hygiene and the importance of being safe and tidy in camp.
- e. Show how you store food hygienically at camp.
- f. Learn how to dispose of your rubbish safely and responsibly.
- g. Construct two useful camp gadgets, such as a camp larder, altar fire, flagpole or a camp gate.
- h. Plan a full menu for a weekend camp. Cook a full meal from it over an open fire.
- i. With others in your Troop, plan and carry out a program of activities for a weekend camp.



12. Caver Activity Badge

- a. Take part in at least four trips to at least two different cave systems. You must make each visit as a member of a properly led group.
- b. Keep record of your trips and the routes you followed.
- c. Develop a good knowledge of the caving and cave conservation codes. Show your assessor that you're aware of the environmental issues around caving.



13. Chef Activity Badge

- a. Plan a menu for a weekend event for between four and six people. Include the quantities you'll need and any dietary needs of the group for cultural, religious, or medical reasons.
- b. Show how and where to shop for the food and the best way to transport it.
- c. Show how to store food properly, hygienically, and in ways that prevent food poisoning. Explain what you might need to consider if you're using an indoor kitchen or a camp kitchen.
- d. Cook and serve at least one of the meals from your menu. The meal must be at least two courses and can be prepared on an open fire on camp or in a kitchen.
- e. Demonstrate the best way to clear up afterwards. Clearing up should include washing up utensils, pots and pans, disposing of rubbish and leftover food in a way that prevents vermin or disease.



14. Circus Skills Activity Badge

- a. Select two skills from the table below. The two skills must be from different lists.

Aerial	Balance	Manipulative	Ground	Clowning	Juggling	Spinning
Trapeze	Trick Cycling	Cigar Boxes	Hand Stands	Make Up	At Least Three Objects	Yo-Yo
Roman Rings	Stilts	Club Swinging	Tumbling	Costume		Poi Spinning
Aerial Ladder	Ladder	Devil Sticks	Acrobatics			Rhythmic Gymnastics
Aerial Rope	Tight Rope	Diablo				Twirling Ribbon
Wire Walking	Wire Walking					Spinning Plates
	Perch					
	Roller Bolo					

- b. Carry on putting effort into your two selected skills and show some achievement. Someone with experience should guide you throughout.
- c. Demonstrate your two selected skills in front of an audience.
- d. Find out things about circus life and talk about these with an adult.
- e. Watch at least two circus or street performance events. Talk about what you saw.



15. Climber Activity Badge

- a. Show that you know the rope types used for rock climbing. Explain how to coil and maintain them.
- b. Show that you know how to fit a climbing helmet and harness and how to tie in correctly.
- c. Show you understand the calls used in climbing.
- d. Show that you know how to abseil down a face. It should usually be at least 10 meters high. Alternatively, you can take part in a climbing-like activity, such as crate stacking or high ropes, and show you know about the safety equipment used.
- e. Take part in four or more separate climbs. Your climbs should either be on artificial walls of grade 4+/5 or natural faces up to 'difficult' standard. You could do a mixture of both, using a different route for each climb. Either way, an experienced climber must supervise your climbs and evaluate your ability.
- f. Explain the safety rules for climbing on both natural and artificial rock faces.
- g. Show that you're aware of environmental issues around climbing on natural rock faces.
- h. Explain how to care for the equipment you used. Also, explain what you should look out for when equipment is nearing the end of its life.



16. Communicator Activity Badge

Choose from one of the five options. Then complete all the tasks under your chosen option.

i. Option 1: Radio Communication

You automatically gain this activity badge if you already hold, or go for, any of these qualifications:

- Radio Amateur License (Foundation, Intermediate, or Full)
- Marine Radio Operator's Certificate of Competence and Authority to Operate.
- Flight Radio Telephone Operator's License.

If not, complete all of these:

- a. Log 25 different amateur radio stations. Note the date, time, call sign, frequency, readability and location. You may include some broadcast stations.
- b. Show how to tune a simple communications receiver.
- c. Give an example of a typical greetings message.
- d. Explain in simple terms how radio waves travel around the world. Learn the more commonly used HF and VHF amateur frequency bands.
- e. Learn the phonetics alphabet and define at least eight international Q code signals.
- f. Show that you can recognize call signs from Lebanon and the Middle East.
- g. Visit an amateur radio station.
- h. Learn the regulations governing the use of amateur radio equipment.

ii. Option 2: Communication Codes

- a. Send and receive a short message by Morse code or semaphore at a rate of five words per minute.
- b. Show that you know the proper procedure for sending and receiving a message.
- c. Learn the International Phonetic Alphabet and define at least eight international Q code signals.
- d. Construct a simple Morse code oscillator and send a short message.

iii. Option 3: Mobile and Internet Communication

- a. Show you know how to use your mobile safely and how to keep it safe.
- b. Learn the meaning of these terms: SMS, MMS, 3G, 4G, WAP, and Bluetooth.
- c. Send a creative text, multimedia or video message to invite a friend to a Scouts event.
- d. Manage a mobile phone address book and set up groups of contacts.
- e. Show you can text accurately at a rate of 50 characters per minute.
- f. Show you know the meaning of some popular char abbreviations.
- g. Share photos and videos of a Scouting activity you've been involved with.

- h. Manage and email address book and set up groups of contacts.
- iv. Option 4: Foreign Languages
 - Complete these tasks in any foreign language:
 - a. Carry on a simple conversation for about 10 minutes.
 - b. Write a letter of around 150 words.
 - c. After a few minutes of study, translate a paragraph of basic text.
 - d. Act as an interpreter for a visitor who does not speak your native language.
 - e. Communicate with a person who does not speak your native language.
- v. Option 5: Translator
 - Complete these tasks in a recognized sign language such as Makaton or BSL:
 - a. Carry out a simple conversation for about 10 minutes.
 - b. Use sign language to describe a Scouting experience to another person.
 - c. Act as a translator for a short conversation between a sign language user and someone with no sign language experience.
 - d. Invite a sign language user to talk to your Troop about what it's like to have impaired hearing or speech. Help by translating for them during their visit.



17. Craft Activity Badge

- a. To achieve this badge you need to make or decorate one or more articles using, whenever possible, original design. You should discuss this project beforehand with a member of your leadership team. It should take around six hours to complete the project.
- b. Here are some items you could make:
 - A container using basket making, woodturning, pottery, embroidery on plastic canvas, glass blowing or fiberglass construction.
 - A belt, wall hanging, tablemat or waistcoat by weaving, macramé, beadwork or from leather.
 - An item of clothing or soft furnishing, by sewing or knitting. You may follow a pattern.
 - You could decorate clothing or soft furnishing (such as a cushion or tablecloth) using embroidery, tapestry, lace making, tie and dye, wax and dye, or fabric paints
 - A picture, using techniques like mosaic, staining glass, quilting, calligraphy, pyrography, pressed flowers, fabric collage, printing with potato, lino, string, drypoint, aquatint, or silkscreen.
 - Decorate a material (such as wood, metal, or glass) by engraving or etching. You could even try painting metal with cold enamel.
 - Make a decorative item through candle making, arranging flowers, carving (using materials such as wood, slate, stone, or soap), fly tying, jewelry making, paperwork, copper or silversmithing, stone polishing, stone masonry or sculpture.
 - Make a small item of furniture.
 - Decorate a cake for a special occasion.



18. Cyclist Activity Badge

- a. Use a bicycle that is properly equipped. Keep it in good working order for at least six months.
- b. Show that you can carry out essential maintenance and repairs, including:
 - Checking and adjusting the brakes.
 - Checking and adjusting the gear change.
 - Adjusting the seat and handlebars to a correct height.
 - Removing a wheel and locating and repairing a puncture.
 - Checking and adjusting your cycle helmet.
 - Marinating a set of lights.

Choose one of these options and then complete all the tasks for that option.

- i. Option 1: Road Cycling
 - a. Explain what extra precautions you should take when cycling in the dark or in wet weather. Show you understand why motor vehicles take longer to stop in the wet.
 - b. Learn the basics of first aid and what to do if an accident happens.
 - c. Develop a working knowledge of map reading. Orientate a map using a compass or conspicuous features. Estimate distances and times taken to travel.
 - d. Plan and carry out an all-day cycle ride of at least 40 kilometers.
 - e. Complete one of these:
 - Show you can control a cycle along a slalom course.
 - Show you understand the Highway Code, including road signs and helmet use.
- ii. Option 2: Off-Road Cycling
 - a. Show you understand the Mountain Bike Code of Conduct.
 - b. Show you can control your cycle over different types of terrain.
 - c. Show you're aware of the damage that may be caused to the environment through careless cycling across the countryside.
 - d. Learn the basics of first aid, including the treatment of hypothermia and find out what to do in the case of an accident.
 - e. Gain a working knowledge of map reading. Orientate a map using a compass or conspicuous feature. Estimate distances and times take to travel.
 - f. Plan and carry out an all-day ride of at least 30 kilometers.



19. DIY Activity Badge

- a. Show you can work safely in the home and minimize danger to yourself and others.
Make sure you know about:
 - Hazard symbols and signs (for danger such as toxic, flammable, and irritant).
 - Safety equipment (such as goggles, gloves, masks, ear defenders)
 - How and where to turn off mains supplies (such as water, and electricity) to the house. Learn how to safely isolate individual electrical circuits at the consumer unit. This includes letting other users know that work is being carried out.
- b. Show or explain how you would deal with four DIY emergencies from this list:
 - Unblocking a sink.
 - Renewing a tap washer.
 - Curing an airlock in water or radiator pipes.
 - Thawing frozen pipes.
 - Patching a leaking pipe.
 - Adjusting the float arm of a cistern.
 - Fitting a fused electrical plug to a cable.
 - Replacing a mains fuse or resetting a mains circuit breaker.
 - Changing a light bulb.
 - Helping to repair a broken window.
 - Repairing a tear in clothes or upholstery.
 - Removing common stains e.g. ink, wine, and coffee.
- c. Take an active part in two major DIY projects, indoors or outside. You could:
 - Insulate a loft or fit draught proofing to windows and doors.
 - Insulate a cold water storage tank, pipes, and a hot water cylinder.
 - Plan a color scheme for a room and prepare a sample board.
 - Prepare and paint, paper or tile the walls of a room.
 - Prepare and paint woodwork or furniture.
 - Fit a curtain track and hang curtains.
 - Make a freestanding storage unit or put up shelves.
 - Cover a floor with vinyl overlay, lino, tiles, or carpet.
 - Hang a door and fit or repair locks and other door furniture.
 - Carry out a home security survey and make the house more secure by fitting window locks, marking property with a UV pen or fitting a burglar alarm.
 - Lay a patio or path.
 - Build a low wall, barbecue, gate, or fence.
 - Create and maintain a garden pond.
 - Carry out routine service checks on a car, then clean and polish the car.



20. Dragon Boating Activity Badge

- a. Learn the safety rules; capsize drill and the water buddy system.
- b. Learn the procedures for loading, numbering off, stopping, bracing the boat, forward and backward paddling.
- c. Learn the instructions and commands issued by The Dragon Boat Racing Association.
- d. Carry out practice training sessions for a minimum of two hours. Practice a race over a distance of at least 250 meters.
- e. Take part in a competitive or timed dragon boat event over a course of at least 250 meters.



21. Electronics Activity Badge

- a. Identify a number of common electronic components that are shown to you. Explain, in simple terms, the functions they perform in electronic circuits.
- b. Describe the systems used for making components with their values. Demonstrate by identifying the values of resistors and capacitors by their markings. Explain the importance of the rating of a component.
- c. Show that you know the symbols used to represent common components in circuit diagrams. Show how to identify the polarity of a diode and a specific pin number on an integrated circuit.
- d. Show that you're aware of the safe working practices to be followed when handling electronic components, circuit board and when soldering.
- e. Use a multimeter to measure voltage, current, and resistance in a simple circuit. Explain the relationship between these values.
- f. Talk about the main differences in the operation of digital and analogue circuits.
- g. Construct three simple circuits. One of these should be based mainly on digital electronics. They can be from a book or magazine, or you can design the circuits yourself. If possible, at least one of the circuits should be soldered using either stripboard or a custom-made printed circuit board.
- h. Explain the principles behind the operation of each circuit and the typical values of voltage and current found in each.
- i. Explain the possible uses of the three circuits you built.
- j. Talk about the uses and benefits of electronics in everyday life. Explain how electronics can be used to improve lives.



22. Entertainer Activity Badge

Choose one of the options. Then, as part of a group, complete all tasks to achieve this badge.

i. Option 1:

- a. Write and plan some original entertainment. It could involve a campfire or stage routine involving mime, drama, music, storytelling or conjuring. Alternatively, it could take the form of a presentation featuring sketches, film, slides, tapes, photography, or sound recordings.
- b. Rehears the entertainment and make sure everyone has a job to do. You might need actors, a producer, a stage manager, front of house or a publicity manager.
- c. Present the entertainment to an audience at a school, for your Troop or at a parents' evening.

ii. Option 2:

- a. Take an active part in a Scout show or another production. You'll need to commit to regular rehearsals.



23. Environmental Conservation Activity Badge

- a. Find out about an environmental issue that is important to your local community. It might be linked to:
 - Recycling and conservation.
 - Energy efficiency in the home or you meeting place.
 - The building of new homes and local land use.
 - Water, light, thermal, air, or beach pollution.
 - Coastal Erosion.
 - The impact of tourism on the local environment.
- b. Take part in an activity or project that improves local conservation. It could take place during a weekend conservation camp or you could spread it over at least five weekly sessions. You could look at:
 - Recycling.
 - Reducing energy usage or renewable energy.
 - Protecting important habitats or wildlife.
 - Pollution.
 - Erosion.
 - Flooding.
- c. Get involved in a campaign to make others aware of an environmental issue. You could write to your MP and other local agencies or speak to a community group.



24. Equestrian Activity Badge

- a. Riding:
 - Show you can catch a pony from a field or stable and tack up for riding.
 - Walk, trot and canter a pony.
 - Jump over small fences.
- b. Grooming and care:
 - Groom your pony correctly and explain why it is necessary.
 - Show you know how to take care of saddles and other equipment.
- c. Horse Health:
 - Find out about some of the basic health issues affecting horses and ponies, including worms and laminitis.
 - Show you have a basic knowledge of grass management. Show you recognize poisonous plants and the results of overgrazing.
- d. Safety:
 - Talk about road safety for riding.
 - Explain why you need a hat, body protector, stirrup, and other safety equipment.



25. Fire Safety Activity Badge

- a. Explain what action should be taken and why, if you discover a fire has broken out in the home or at camp.
- b. Explain the process of combustion. Find out about the effect of smoke and heat and how to act in smoke.
- c. Be aware of dangers in the home and the fire precautions necessary for:
 - Oil heaters and open solid fuel fires.
 - Portable electric fires.
 - Drying clothes.
 - Electric wiring and fuses.
 - Smoking paraphernalia, particularly matches.
 - Uses of household gas, including gas fires.
 - Party decorations and candles.
 - Closing doors and windows.
 - Using BBQs.
- d. Explain the benefits of installing smoke detectors. Describe the best places to install them.
- e. Learn what the dangers of campfires are and what precautions should be taken. Find out about the causes of heath and grass fires.
- f. Learn how to make an emergency call for the fire service.
- g. Identify different fire extinguisher types such as water, dry powder, foam and carbon dioxide. Explain what kinds of fire they should be used on.
- h. Find out what to do if a person's clothes are on fire.
- i. Talk to your family about what to do in the event of a fire at home.



26. Forester Activity Badge

- a. Identify at least eight common types of tree that grow in your area, including both deciduous and coniferous.
- b. Find out how to identify trees using identification keys.
- c. Prepare the soil and successfully transplant a young tree.
- d. Find out how both natural woodland and commercial forests are managed. Be aware of the damage these areas may be exposed to from wind, frost, fire, and animals.
- e. Show how to select, use, and care for forestry equipment, and know the safety issues involved.
- f. Show how to fell and trim out a tree or lay a hedge.

You must be trained by a skilled person and understand the correct use of axes and saws. You must also be supervised by an adult at all times.



27. Fundraising Activity Badge

- a. Identify and organize a fundraising initiative for either:
 - The Lebanese Scout Association, to promote and grow Scouting nationally, or your local group to pay for something like new equipment or a new roof. You could even fundraise for both.
 - Another Lebanese registered charity.
- b. Think of a short reason that tells potential donors about your chosen cause. It must be inspiring and clear to raise the most money.
- c. Set a target and a date by which you'll have raised the money. We suggest a minimum of 200,000 L.L.
- d. Write a short report about your fundraising challenge and submit it to your leader, Troop Forum or Patrol Leader's Council. Detail the cost versus the amount raised and give three top tips that could help other fundraisers.



28. Geocaching Activity Badge

- a. Show that you know about the Global Position System (GPS) by explaining:
 - How it works.
 - Ownership and control of the system.
 - Its benefits to society.
 - The factors that affect its accuracy.
- b. Program a handheld GPS receiver to:
 - Find your location (grid reference, plus latitude and longitude) and record it.
 - Enter the grid reference of a local landmark and navigate to the waypoint.
 - Enter the latitude and longitude coordinates of a nearby point and navigate to the waypoint. Be sure to check the accuracy.
 - Walk on a bearing using the GPS and a map.
- c. Show that you know the difference between Ordnance Survey, and latitude and longitude coordinates.
- d. Using an Ordnance Survey map (1:25000) or 1:50000 scale) to plan a route of at least 4km that contains a minimum of 10 waypoints. Talk about the features and challenges along the route. Program the route into a handheld GPS and take the journey.
- e. Sign up to a geocaching website. Find out about geocaching and show that you understand what's involved in both locating and placing a geocache.
- f. Show that you understand the safety and environmental aspects of geocaching, such as the Highway Code, Countryside Code and the Geocaching Association of Great Britain guidelines.
- g. Find five geocached using a GPS. At least three geocaches must be 'multi-caches', with at least two waypoints. Talk about the GPS receiver's accuracy of information provided.
- h. With the help of an adult:
 - Plan, assemble, and hide two caches, one of which should be a multi-cache. Make sure the location is suitable and that other navigators have proper access to the land and terrain.
 - Either submit your caches to a geocaching website or give the details to other Scouts so they can find the caches.



29. Global Issues Activity Badge

- a. Identify where your clothing has been made. With other Scouts, talk about why companies might choose to have the items made there. What are the advantages and disadvantages of overseas clothing production?
- b. Investigate a recent natural disaster. Explain what the people needed to survive. Rank the items in order of priority and explain your order.
- c. Use a creative method to educate people on the causes and effects of HIV and AIDS.
- d. List the rights that we have in Lebanon (like the right to vote and to go to school). Compare this list with a Scout in a sub-Saharan African country.



30. Hill Walker Activity Badge

- a. With others, plan at least five one-day journey of at least 14km in hilly country. At least three of these should be in areas defined as terrain one and be led by a permit holder.
- b. Using Ordnance Survey maps complete all the information you need to plan the route for each journey.
- c. Learn how to summon help in an emergency. Make sure you know what In Touch system will be used.
- d. Make sure you know the different types of hazards you might come across. There might be water hazards, unstable ground, changeable weather conditions or other dangers.
- e. Before setting out, list the equipment that should be taken and explain how to use them correctly. This includes:
 - Spare food and safety or emergency equipment.
 - What you should wear.
 - What you should carry.
- f. Complete your planned journey. Take turns in leading the group for part of each journey. Keep a log of your journeys.
- g. During the journey, show how you use the map and compass.
- h. Show you're aware of the ways to preserve the natural environment, such as avoiding erosion and conserving wildlife habitats.
- i. Show that you're aware of developments in technology, such as the Global Positioning System (GPS), digital mapping, or waterproof maps.
- j. Show that you know the publication Safety on Mountains, published by the British Mountaineering Council.



31. Hobbies Activity Badge

Choose one of two options. Then complete all tasks to achieve this badge.

- i. Option 1:
 - a. Take up a hobby or interest that you do not already have an activity badge for.
 - b. Keep a record of your hobby for a period agreed with a member of your leadership team.
- ii. Option 2:
 - a. Make a collection or study of objects over a period of time agreed with your leadership team. You could collect stamps, metal badges, teaspoons, or bookmarks.
 - b. Talk to a group about the collection or study you chose. Explain why you chose you objects.



32. International Activity Badge

- a. Find out about the World Scout Movement. Create a timeline of key moments that helped create and group international Scouting.
- b. Take part in a traditional craft or creative activity from another country.
- c. In a language other than your own, introduce yourself and say a few basic, useful, everyday phrases.
- d. Take part in one of these events and report back to other Scouts on what happened:
 - Jamboree On The Internet (JOTI) or Jamboree On The Air (JOTA).
 - And international camp.
 - Links to Scouts in another country.



33. Librarian Activity Badge

- a. Show that you know how to look after books and e-readers.
- b. Show that you can use a library catalogue.
- c. Explain how fiction and non-fiction books are arranged on the shelves. Why are they treated differently?
- d. Learn what is meant by a reference book or material. Use some of these references to gather information for a journey with a purpose:
 - Leisure leaflet or webpage.
 - Bus or train timetable.
 - Almanac or a who's who.
 - Gazetteer or Yellow Pages.
- e. Show how you would search for information using the internet.
- f. Talk to your assessor about:
 - Books you have read and why you enjoyed them.
 - Information you found from books or websites.
 - Getting books on the internet for e-readers.



34. Lifesaver Activity Badge

- a. Explain and, if you can, show how you would carry out a rescue from water using these methods:
 - Shout.
 - Reach.
 - Throwing a buoyant aid.
 - Throwing a rope.
 - Wade.
- b. Reach the standard of the Lebanese Ministry of Tourism's Lifeguard Certificate.
- c. Explain and, if you can, show what you would do if:
 - A person fell through ice.
 - A pet fell through ice.



35. Local Knowledge Activity Badge

Choose one of these three options, depending on where you live. Then complete all the tasks.

- i. Option 1: Rural and suburban areas
 - a. Show that you know the local area surrounding your home or Scout Headquarters, up to a radius of 2 kilometers in suburban districts and 5 kilometers in rural districts. Locate as many as you can of these:
 - Doctors, veterinary surgeons, dentists, hospitals, and ambulance stations.
 - Fire stations, police stations, garages, shopping centers, retail parks, and convenience stores.
 - Main bus stops, railway stations, and local routes of buses and trains.
 - Local Scout Headquarters, public parks, theaters, sports and leisure complexes, and cinemas.
 - Place of worship, museums, schools, colleges, and local government buildings.
 - Local routes that take you to the nearest motorway or national routes.
 - b. Use a street map to point out six locations from step (a). From your home or Scout Headquarters, show the quickest route to one of the places.
- ii. Option 2: Urban Areas
 - a. Gain a general knowledge of what parts of the country are served from your local airport, mainline railway and coach stations.
 - b. Find out how to reach the local airport, mainline railway, and coach stations, and major tourist attractions from your Scout Headquarters or home.
 - c. Show how to use a map of your district. Use it to point out any six places of interest. Show how to get to these places from your Scout Headquarters or home.
 - d. Give clear directions to a place of interest 8 kilometers away, to a person travelling by a car or public transport.
 - e. Find out which major local roads link to the motorway and A-road network and the main cities these roads serve.
- iii. Option 3: heritage
 - a. Study an aspect of national history, local history or family heritage. Exhibit or present the results to other people.
 - b. Over a period agreed with your leader, get involved in a project to help preserve some aspect of national or local heritage.



36. Martial Arts Activity Badge

- a. Take part in a regular martial arts activity that's recognized by your sports council for at least six months. Show how you've improved by at least one level over that period.
- b. Take part in a competition or demonstration and talk about your performance with an instructor.



37. Master at Arms Activity Badge

- a. Attend regular training sessions in a relevant activity like fencing, shooting or archery. Show how you've improved in technique. You should train for at least six sessions.
- b. Learn the safety rules associated with your activity and show how to follow them.
- c. Take part in your chosen activity at an officially supervised contest. Afterwards, talk to the instructor about your performance and you can improve.



38. Mechanic Activity Badge

Choose one of the four options. Then complete all tasks for you chosen option.

i. Option 1: Motor Car

- a. Learn the principles of operating an internal combustion engine. Make sure you understand the function of the clutch, gearbox, and rear axle differential.
- b. Show how to check and refill the windscreen wash bottle of a car.
- c. Show how to change a bulb at the front and in the rear light cluster of a car.
- d. Show how to check the level of water in the radiator, 'top up' the radiator and explain the importance of anti-freeze.
- e. Show how to check tire pressure and inflate a tire correctly.
- f. Remove and replace a road wheel.
- g. Explain what to look for when checking that a tire conforms to the legal requirement. Find out why cross and radial ply tires should not be mixed on the same axle.
- h. Show how to change a wiper blade.
- i. Explain the outline requirements for an MOT road test.

ii. Option 2: Power Boat

- a. Complete one of these activities:
 - Discuss the principles and performance of several types of motorboat engines, other than two-stroke. Show that you know the maintenance needed for a familiar type of marine internal combustion engine, other than two-stroke.
 - Assist with the maintenance, dismantle, service, and reassemble and outboard engine. Show how to fit it properly to the transom of a boat. Explain how to detect minor faults in starting and running whilst afloat.
- b. Complete one of these activities:
 - As driver or mechanic member of a power boat's crew, help to prepare the boat for a voyage by checking the engine for possible minor faults, checking the fuel supply and pump and mustering the fire-fighting equipment. Show you know how to leave the engine in a proper manner and how to drain the engine in an emergency.
 - Check the engine of a motorboat in preparation for a cruise or expedition, making sure there is fuel that is stored safely, and adequate tool kit and effective fire-fighting apparatus. Accompany the expedition, either as the mechanic or assistant, and be fully or jointly responsible for the operation, care, and maintenance of the engine throughout.

iii. Option 3: Aircraft

- a. Learn the basic principles of one of these component parts and be able to point them out:
 - An aircraft piston engine.
 - An aircraft gas turbine engine.
- b. Learn the basic principles of flight and airframe construction of a fixed wing aircraft.
- c. Learn and then demonstrate Aircraft Marshaling signals used by day and night.
- d. Show you can carry out any four of these:
 - Replenishing a light aircraft fuel and oil system safely.
 - Rigging and de-rigging a glider.
 - Picketing a light aircraft.
 - Changing plugs on a light aircraft engine.
 - Inspecting aircraft main and tail or nose wheel tires for serviceability.
 - Repairing a small tear in the fabric surface of a light aircraft or glider.
 - Checking the control system of a light aircraft or glider for correct sense of movement.

iv. Option 4: Motorcycle or Scooter

- a. Learn the principles of operating a two-stroke or four-stroke internal combustion engine. Learn about the function of the clutch, gearbox, carburetor, and transmission of a motorcycle.
- b. Remove, clean, and check the gap of a sparking plug.
- c. Check and top up the level of the engine oil.
- d. Explain how to adjust the tension of the final drive chain.
- e. Show how you change a bulb at the front and in the rear light cluster.
- f. Show how you would check tire pressures and inflate a tire correctly.
- g. Remove and replace a road wheel.
- h. Explain what to look for when checking that a tire conforms to the legal requirement.
- i. Explain the outline requirement for and MOT road test.



39. Media Relations and Marketing Activity Badge

Choose three of these activities to achieve this badge.

- a. Produce and give a presentation about Scouting. Use audio and visual media and think about how you can make it relevant to people not involved in Scouting.
- b. Write a press release about a Scout event that has taken place. Send it to your local Media Development Manager so that they can get it published in the local press, radio station, or community website.
- c. Find out about local media outlets such as radio, TV, newspapers and online. Find out what their target audience is and work out a storyline that they might be interested in featuring.
- d. Prepare and present an audio or video package about a Scouting event or activity. The report should be accurate, informative and reflect the adventure of Scouting.
- e. Prepare a creative display about your Troop or Group that can be exhibited in your local library, information center, or public place.
- f. Interview a local public figure or someone in the local news, such as a church leader, politician or celebrity and present the interview to your Troop. Get some advice from your Leader before contacting the person.
- g. Produce some media which can be used within Scouting, such as a district newsletter story or a piece of website content.



40. Meteorologist Activity Badge

- a. Explain how each of these are measured:
 - Wind force and direction.
 - Cloud type and extent.
 - Temperature.
 - Pressure.
 - Rainfall.
 - Humidity.
- b. Record the weather conditions every day for two weeks. Use equipment like a rain gauge or an outdoor thermometer.
- c. Identify different cloud types. How are they formed?
- d. What do 'warm' and 'cold' air masses in summer and winter do to typical weather in your area? Note down the effects of land and sea.
- e. Explain how synoptic weather maps are produced. Show you can understand a map, with fronts and isobars, similar to those on television and in newspapers. How do the measurements in step (a) relate to the map?
- f. Understand the effects of hypothermia and heat exhaustion. How do temperature, wind and water affect the human body?



41. Model Maker Activity Badge

Choose one of these five options. Then complete all steps for your chosen option.

- i. Option 1:
 - a. Choose one of these activities:
 - Build a model using a plastic or white metal kit or pre-cast figures.
 - Design and construct a model from a wood, plastic, or metal construction set such as Lego or Meccano.
 - b. Show that you know the different types of kits or parts available in the material you chose.
 - c. Talk about the experience of building the model with a knowledgeable adult.

- ii. Option 2:
 - a. Build a model airplane, using a kit if you want to. It must meet one of these target flight performances:
 - A hand-launched glider must fly for 25 seconds.
 - A tow-launched glider must fly for 45 seconds, with 50 meters maximum line length.
 - A rubber-powered aircraft must fly for 30 seconds.
 - An engine-powered aircraft must show a smooth take-off and landing, with three laps of level flight at about 2 meters with a climb and dive.
 - b. Talk about the experience of building and flying the model with a knowledgeable adult.
- iii. Option 3:
 - a. Build an electric or engine-powered model boat or yacht at least 45 cm in length. Show that it's capable of maintaining a straight course of at least 25 meters. You can use a kit if you like.
 - b. Talk about the experience of building the model with a knowledgeable adult.
- iv. Option 4:
 - a. Choose one of these two activities:
 - Build an electric slot car racer. Drive it a minimum distance of 122 meters on any track, without stopping or leaving the slot more than four times.
 - Build a free running car of any type. Show that it can run for at least 18 meters. Airscrew drive is allowed and you can use a kit if you like.
 - b. Talk about the experience of building the model with a knowledgeable adult.
- v. Option 5
 - a. Build a model coach or wagon. Show that it can run properly behind a scale locomotive.
 - b. Build a scaled scenic model, such as a station or farmhouse for a railway layout. You can use a kit if you like.
 - c. Talk about the experience of building your models with a knowledgeable adult.



42. My Faith Activity Badge

- a. Take an active part in your place of worship. You could get involved in community work, take a special part in services or celebrations or follow a training or study program.
- b. Find out more about the origins of your faith. Share what you find out with others in the Troop.
- c. Explore something about the history of your faith at a local, national or international level. You could learn about influential people, or visit a shrine or other holy place.
- d. Explain to an adult some of the teaching of your faith. Explain how these affect the way you live your life.



43. Naturalist Activity Badge

- a. With appropriate permission, spend at least one day at one of these locations and investigate the wildlife and plants found there:
 - Woodland or parkland.
 - Down land.
 - Moor land.
 - Seashore or sand dune.
 - Hedgerow.
 - Roadside verge.
 - Stream, river, or canal.
 - Small pond.
 - Wetland or marshland.
- b. Tell a knowledgeable adult what you discovered. Show them your field notes, sketches, photographs or maps.
- c. Find out more about a plant, animal, or particular wildlife from your chosen location.
- d. Discuss what you found out, giving sources for information like field guides.
- e. Discuss how human activities or land management can affect wildlife.



44. Orienteer Activity Badge

- a. Learn about the map colors and common symbols used on an orienteering map.
- b. Orientate a map using either terrain or a compass. Learn how to navigate while keeping the map set to the ground. ‘Thumb’ the map to log you changing position.
- c. Complete three courses at orienteering events.
- d. Show you know the safety procedures, basic first aid, appropriate clothing, and equipment for countryside navigation.
- e. Show that you know the Countryside Code.



45. Parascending Activity Badge

- a. Take part in a parascending course. Show that you can:
 - Demonstrate a good landing roll.
 - Put on a harness and adjust it.
 - Assist on more than two occasions as tensiometer reader, observer or log keeper.
- b. Learn the main characteristics and different types of parachutes used by parascenders.
- c. Show a basic knowledge of the theory of flight.
- d. Experience at least four parascending flights. If you’re under 14, you must take you flights in tandem and under instructor from a dual qualified instructor.



46. Photographer Activity Badge

Choose one of these two options. Then complete all tasks for your chosen option.

i. Option 1: Still Photography

- a. Choose one of these two activities:
 - Produce 12 photographs (negative or digital), taken by you. They should feature at least two of these techniques: portrait, still life (or similar), land or seascape, sport or action, or time-lapse photography.
 - Produce six black and white photographs. Explain the steps you took to create them and the impact of using black and white as an alternative to color images. You could produce high quality prints on photographic paper or present them on-screen.
- b. Show that you know the main functions of a digital camera including resolution, digital compression, shutter speed and aperture. Explain how these affect the final image and print. Explain the different types of removable memory available.
- c. Talk about different types of photographic devices and the accessories available for them.
- d. Choose one of these activities:
 - Describe the process of developing black and white films and prints, including the use of and enlarger.
 - Describe the processes and equipment needed to produce prints from a digital camera. Explain how to use editing software.
 - Describe the processes and equipment needed to scan prints or negatives from existing photographs. Explain how to use editing software.
 - Describe the basic functions for editing digital images. In particular, explain the differences between cropping and zooming, resizing and stretching, and camera orientation and rotation.
- e. Diagnose faults that happen at the photographing, editing or printing stages, like over or under exposure and high or low contrast. Explain the difference between camera shake and subject movement.
- f. Show that you know how to care for a camera and accessories.

ii. Option 2: Video Photography

- a. Produce at least two short films from two of these categories. Create a storyboard and script for each of these. You can edit the film 'in camera' or by using simple editing tools:
 - Documentary
 - Music Video
 - Drama
 - Situational Comedy
 - Advertisement
 - Training Film
- b. Discuss:
 - The differences between video and still photography. Explain the reasons for choosing one format over another for a range of subjects.
 - Problems that can happen when using automatic. Explain how these can be fixed.
- c. Show that you understand:
 - Camera techniques such as panning, zooming, close-ups, long shots and using additional lighting.
 - Production techniques such as editing, how to avoid jumpy cuts and maintaining continuity.
- d. Show that you know how to care for a video camera and accessories, such as storage media, batteries, microphones, and lights.



47. Physical Recreation Activity Badge

- a. Regularly take part in an active sport or physical pursuit, which you haven't already gained an activity badge for. It could be a team game like rugby, football, or water polo. Individual sports like tennis, running, or gymnastics count too, so do pursuits like walking, yoga, ice skating, or dancing.
- b. Show a reasonable level of skill in your sport or pursuit. Show how you've improved over time.
- c. Explain the rules or guidelines that govern the sport or pursuit you chose.
- d. Show how you would prepare before taking part in your sport or pursuit. You could run through any special equipment or clothes you need and any warm-up and warm-down routine.
- e. Explain how to care for the equipment you use. Explain what you should look out for when the equipment is nearing the end of its life.



48. Pioneer Activity Badge

- a. As a member of a group, take part in:
 - An indoor pioneering project, like constructing a guided missile launcher or chariot.
 - An outdoor pioneering project, like building a monkey bridge, a raft, or parallel runway.
- b. Show the correct way to do these:
 - A whipping or safe rope sealing.
 - A splice.
 - Coiling and storing a rope.
 - Using levers to extract objects or move heavy weights.
 - Being safe in pioneering projects. Explain why it's important.
- c. Name and tie at least six knots and three lashing that are useful in pioneering.



49. Power Coxswain Activity Badge

You can complete the steps using a powerboat, narrow boat, motor cruiser, or on a personal watercraft.

- a. Choose and identify the boat you will use.
- b. Choose the waters you will visit.
- c. Identify the features and hazards of this water.
- d. Learn what the rules are for boating on the water you're using.
- e. Wear the proper clothing and make sure you have the correct equipment for your craft.
- f. Locate the engine and know how to start and stop it safely.
- g. Take part in a man overboard drill.
- h. Launch and recover your craft, if possible, and come alongside. Moor and berth your craft.
- i. Control the speed and direction of your craft to steer around a course or on a journey..



50. Pulling Activity Badge

- a. Row a dinghy unaided. Carry out these maneuvers in sequence:
 - Take the boat away from a bank side mooring.
 - Row in a straight line for 100 meters.
 - Complete a figure-of-eight course.
 - Scull over the stern between two point, 20 meters apart, and turn through 180 degrees.
 - Draw stroke over the bow.
- b. Using a round turn and two half hitches, moor your dinghy to a ring, post or bollard.
- c. As part of a crew of a boat:
 - Take a place as an oarsman, including stroke.
 - Listen to boat orders and act on them.
 - As bowman, be a lookout and report hazards to the coxswain using standard maritime directions, such as starboard, port quarter and dead ahead.
- d. From a boat, heave an unweighted line to land within reach of target five meters. You must complete this within three attempts.
- e. Explain the importance of wearing appropriate clothing for various weather conditions.
- f. Learn the actions and safety requirements to take when being towed.
- g. Gain a basic knowledge of the rules of the road for your local waters.
- h. Point out and name the basic parts of a pulling boat.
- i. Learn the safety rules in Scout boating.
- j. Explain the difference between a lifejacket and a buoyancy aid. Show how to wear them correctly.



51. Quartermaster Activity Badge

Choose one of the two options. Then complete all tasks.

i. Option 1:

- a. Assist a Group or Troop Quartermaster for at least three months. Show ability these areas:
 - Care and storage of tents, including how to do simple repairs.
 - Care and storage of cordage. This includes 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 cooking utensils, including simple repairs, cleaning, and general maintenance.
 - Convenient storage of a section's training and games equipment.
 - Caring for and storing equipment used for adventurous activities, such as sailing gear, canoes and paddles, lifejackets and buoyancy aids, go-karts, or climbing ropes.
- b. Keep a simple record showing equipment issued and returned.
- c. Show you understand that general tidiness is the secret of good quartermastering. Explain how you achieved this in the Troop or Group store.

ii. Option 2:

- a. As equipment quartermaster, assist at a Nights Away experience for at least two days. During the experience show you're capable in at least three of these areas:
 - Care and maintenance of all tentage, including the ability to do simple repairs to guy lines and fabric tears.
 - Care and storage of cordage. This includes whipping, splicing, hanking, coiling, and safety inspections.
 - Safe storage and handling of fuels such as methylated spirits, petrol, and gas.
 - Care, maintenance, and general storage of all tools such as axes, spades, and saws.
 - Caring for and storing equipment used for adventurous activities, such as sailing gear, canoes and paddles, lifejackets and buoyancy aids, go-karts, or climbing ropes.
- b. Keep a simple record showing equipment issued and returned.
- c. Keep a portable first aid kit well stocked and maintained.
- d. Choose tools to take to camp, to complete emergency repairs on equipment.
- e. Show you understand that general tidiness is the secret of good quartermastering. Explain how you achieved this at the Nights Away experience.



52. Samllholder Activity Badge

Choose one of these three options. Then complete all tasks in your chosen option to achieve this badge.

- i. Option 1:
 - a. Learn about farming practices in your area.
 - b. Find out about the organization and daily and seasonal operations of a farm of your choice. Make a note of the practices relating to livestock, crops, cultivation, rotation, machinery, and labor force.
 - c. Talk about the changes in farming practices that have taken place recently in your area. Explain the reasons for these.
- ii. Option 2:
 - a. Cultivate an area of garden or an allotment for a length of time. Agree to this beforehand with your leadership team.
 - b. Show you're successful in growing:
 - Three kinds of hardy annual flower.
 - Three kinds of vegetable.
 - Two kinds of bulbs, herbaceous plants, flowering shrubs or roses.
 - c. Talk to your leader about the work you've done and the results you achieved.
- iii. Option 3:
 - a. Keep any kind of livestock for a length of time. Agree to this beforehand with your leadership team. You could:
 - Look after farm animals or birds, and learn how they should be housed, fed, bred, and their economic uses. Show how to handle them safely and learn about animal welfare.
 - Manage a hive. Bring in some of the honey you produced.



53. Snowsports Activity Badge

- a. Show you understand:
 - The clothing and protective equipment to wear for different weather conditions, snow and artificial surfaces.
 - The safety features of your equipment, such as bindings and brakes.
 - The importance of warming up before taking part in snow sports.
 - The importance of drinking plenty of fluids, especially in the mountain environment.
 - The safest places to stop on a run.
 - The importance of staying together as a group.
 - What to do in the event of an accident.
 - The FIS safety code published by the Federation International de Ski.
 - The hazards of the mountain environment for snowsports.
- b. Complete at least 16 hours of snow sports as part of a family or school holiday to a ski resort.



54. Sports Enthusiast Activity Badge

- a. Explain the rules governing your favorite sport.
- b. Describe the levels of achievement within your chosen sport locally, nationally, or internationally.
- c. Show that you know some of the personalities, champions, or other experts in your chosen sport. Explain how they might have inspired you.
- d. Talk about the equipment needed for the sport.
- e. Describe a recent major event, championship, or landmark in the sport.
- f. Explain how you follow your sport. How do you keep up to date with developments?



55. Street Sports Activity Badge

- a. Regularly take part in a street sport like skateboarding, roller or in-line skating, or another street sport agreed by your leadership team.
- b. Own or use equipment for a street sport for six months. Show you can check, adjust, and repair the equipment to ensure safe use.
- c. Explain how to care for the equipment used and explain what you should look out for when equipment is nearing the end of its life.
- d. Show that you're skilled in your chosen street sport and show how you've improved.
- e. Explain the safety rules for your chosen sport.
- f. Show your ability in your street sport to other people or your Troop. You could take part in an exhibition, public event, or competition.



56. Survival Skills Activity Badge

- a. Show that you know:
 - Basic knife or multi-tool skills, including safety and sharpening.
 - First aid treatment you may need to use while on a survival event, considering you may have limited resources available.
 - How to construct different kinds of shelter.
 - How to build a fire and use basic lighting techniques. You should not use man-made material such as paper or firelighters.
 - The various burning qualities of different woods.
 - How to maintain hygiene in a survival situation.
 - The correct use of international distress signals, using a whistle, torch, mirror, or markers.
 - Some basic actions to take while waiting rescue that will both keep you and your group safe and will assist your rescuers in locating you.
- b. Put together a personal survivor kit.
- c. With a group of at least three Scouts, take part in a survival exercise. It should last about 24 hours and the group should:
 - Construct a shelter of natural or salvaged materials and sleep in it.
 - Prepare a meal using raw ingredients that could have been found or caught.
 - Cook all meals over an open fire.
 - Cook without utensils, although you may use a knife.



57. World Faiths Activity Badge

- a. Complete one of these activities:
 - Visit a place of worship for a faith that you are not familiar with. Find out the differences between this building and another place of worship.
 - Attend a festival or event linked to a faith that you are not familiar with.
- b. Complete one of these activities:
 - Learn about the life of a founder or a prominent leader of a faith. You could learn about people like Prince Siddhartha Gautama, Prophet Mohammed, Jesus Christ, or a saint such as St George.
- c. Read a text from a faith that you are not familiar with. Show or discuss how this compares to your own beliefs.
- d. Find out how following the teachings of a particular faith affects an individual's daily life. This could include food or dietary laws, rituals, prayers and worship, or religious observances.



58. Writer Activity Badge

Complete four of these activities. Talk about your choice with an appropriate adult.

1. Compose a poem of at least eight lines. Discuss its meaning and construction.
2. Create a short story of around 600 words. Talk about your story idea with an appropriate adult beforehand.
3. Write a descriptive passage of around 600 words on a subject, agreed with an appropriate adult beforehand.
4. Produce a published article of around 600 words in length. You could contribute to a school, faith, community, or Scout magazine or write a letter to a local paper.
5. Keep a diary on a subject, for a length of time agreed with an appropriate adult.
6. Write a play or dramatic sketch lasting at least 10 minutes.
7. Interview a local celebrity, or other notable person. Write or type out the interview to show the questions you asked and the interviewee's replies.
8. Write a letter to a pen pal, real or imaginary, of at least 600 words.

H. 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

I. Challenge Awards



1. Adventure Challenge Award

- a. Take part in four different adventurous activities. At least two of these activities should be new to you and you should try to do them on at least two separate occasions. You could try:
 - Abseiling
 - Canoeing
 - Caving
 - Climbing
 - Cycling
 - Dragon Boating
 - Gliding
 - Hill Walking
 - Hiking
 - Night hiking
 - Orienteering.
 - Pulling
 - Rafting
 - Sailing
 - Snowboarding
 - Stunt Kiting
 - Surfing
 - Water Skiing
 - Wind Surfing
- b. Show you have developed your skill and expertise in one of these activities. Show that you know the safety issues involved, and that you can use any equipment needed for the activity safely.
- c. Learn about any environmental issues caused by your activity. Take steps to reduce any harm to the environment.
- d. Research other ways you can take part, or develop your skills, in your chosen activities. Follow up your research with action!



2. Chief Scout's Gold Award

- a. Earn six activity or stages activity badges of your choice. They could be badges you gain outside of your normal meetings or ones you've achieved through your program.
- b. Complete the nine challenge awards. These are:
 - World Challenge Award
 - Skills Challenge Award
 - Creative Challenge Award
 - Outdoors Challenge Award
 - Adventure Challenge Award
 - Expedition Challenge Award
 - Teamwork Challenge Award
 - Personal Challenge Award



3. Creative Challenge Award

- a. Over a period of time, take part in at least four creative activities. Some of these should be new to you. You could try:
 - Music
 - Photography
 - Wood or Metalwork
 - Needlework
 - Cooking
 - Website Design
 - Dance
- b. Show that you have developed your skills in one of these activities. Show that you know how to use any equipment safely.
- c. Use your creative ability to produce something that promotes a Scouting activity or an event.
- d. Construct a model using materials like a plastic kit or recycled items. Alternatively, make a useful item from wood, metal, or plastic.
- e. Show how to use social media or the internet in a creative and safe way. Explain why it's important to use them safely.
- f. Take part in a performance. You could try:
 - Magic Tricks
 - Gymnastics Display
 - Campfire Sketch
 - Street Dance
 - Plays
 - Concerts



4. Expedition Challenge Award

- a. Take part in either an expedition or an exploration over two days with at least three other Scouts. This should include a night away at a campsite or hostel.
- b. Take an active part in planning the expedition. Do any training you need and be well prepared. Training should include:
 - Planning a route, including rest and meal stops. Being able to work out how long it should take you to travel that route.
 - Choosing suitable equipment for an expedition. You might consider tents, stoves, rucksacks, walking equipment, emergency equipment, first aid kit, wet weather gear, appropriate food, and a camera.
 - Navigation and using things like maps and timetables for your expedition. You might want to brush up on using an Ordnance Survey or similar map, a compass, a GPS device, a street map, or A-Z, and rail or bus timetables.
 - Knowing what to do in an emergency.
- c. During the expedition or exploration:
 - Play a full part in the team.
 - Use a map or other navigation device to keep track of where you are.
 - Cook and eat at least one hot meal.
 - Do a task, investigation, or exploration as agreed with your leader.
- d. Produce an individual report or presentation within the three weeks following your expedition. You could present your work as a project, performance, video recording, oral presentation, blog, or website.



5. Outdoor Challenge Award

- a. Take an active part in at least eight nights away as a Scout. Four of the night should be camping. While you're away, work with other Scouts do the other tasks on this list.
- b. With others, pitch and strike your tent.
- c. Lead, or help to lead, a group of Scouts to set up a well-organized site. It should include sleeping tents, food and equipment stores, a fire or stove, kitchen, and eating area.
- d. Prepare and light an open fire or set up a suitable stove. Use it to prepare, cook and serve a meal safely.
- e. Understand the three points of the Country Side Code. Show that action you can take to follow the code.
- f. Find out why personal and campsite hygiene is important. What should you do to be hygienic?
- g. Using knots that you have learned, build a simple pioneering project, object, or camp gadget.
- h. Explore the environment of your camp and make sure you know where everything is. Respect the environment you are in and, at the end of the camp, leave the site as you found it.
- i. Find out what accidents and incidents can happen outdoors or during your camp. Show how you would deal with them.
- j. Show how to use and axe, saw, or knife safely. You can choose any or all of these tools.
- k. Complete at least four of these tasks:
 - Provide a service commitment to the site for about an hour.
 - Take part in a wide game.
 - Take part in a campfire or other entertainment.
 - Working with other, successfully complete a two hour activity or project.
 - Plan a balanced menu for a short camp.
 - Lead the cooking of a meal for the group.
 - Show that you know the safety precaution for using lamps and stoves.
 - Cook a backwoods meal with the group.
 - Build a bivouac and sleep in it.
 - Show how to pack a rucksack correctly, with appropriate kit for the camp or event.



6. Personal Challenge Award

- a. Complete two personal challenges that you agree with your leader. You should choose one of the challenges and your leader will choose the other. The challenges must be different from the ones you did for your Beaver and Cub Personal Challenge Awards.



7. Skills Challenge Award

- a. Regularly take part in physical activities over a period of four or six weeks. Keep a record showing your improvement. Your goal could be to develop in an activity or successfully complete a challenge. Physical activity/challenge suggestions:
 - Circuit training.
 - Football skill training.
 - Aerobic routine.
 - Tap dancing.
 - Team sports.
 - Incident hike.
 - Pool lifesaving test.
 - Dance competition.
 - Athletic event.
 - Long distance cycle ride.
- b. Show you understand why eating a sensible diet and getting enough sleep is important.
- c. Do some research so that you can explain the dangers and harmful effects of smoking, alcohol, and drugs.
- d. Learn and use at least five of these skills:
 - Mend or customize an item of clothing.
 - Cook and serve a two course meal, for at least four people.
 - Fix a puncture or a dropped chain on a bike.
 - Wash up after a meal, making sure everything is clean and dry.
 - Use a washing machine to wash a load of clothes.
 - Iron your uniform shirt.
 - Change a light bulb in a ceiling light.
 - Set a heating timer and thermostat as needed for the time of year.
 - Clean a toilet, hob, or oven.
 - Do another similar home skill.
- e. Take part in at least three activities that require a number of problem solving skills.



8. Team Leader Challenge Award

To achieve this badge you need to hold the Scout Teamwork Award, and complete these requirements over a period of at least three months.

- a. Successfully lead a Scout team at a camp or all day event. You need to:
 - Look after the whole Patrol or team.
 - Help individuals in your team if they need it.
 - Make sure that your team achieves the goal you have been set.
- b. Help a new Scout to be part of the Troop with an understanding of what is expected of them.
- c. Help another Scout to develop a Scouting skill.
- d. Represent the views of other Scouts (e.g. At a Patrol Leaders' Council or something similar) and report back to them afterwards.



9. Teamwork Challenge Award

This award should be done over a period of at least three months.

- a. On at least three separate occasions, be part of a Scout team, where you work together to achieve a goal.
- b. Give at least three examples of when you've been in different types of teams. Explain your role in those teams.
- c. Take part in at least three teambuilding activities that you have not tried before.
- d. Take an active part in at least four Troop or Patrol Forums. At each forum, express your views on at least one item being discussed.



10. World Challenge Award

- a. Chose and aspect of local community life and find out as much as you can about it.
You could learn about:
 - Local government.
 - Local history.
 - Different faiths and beliefs.
 - Types of farming found locally.
- b. Work with people or an organization from a community. Take the chance to find an issue that your Troop 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 Troop 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. Plan, take an active part in, and evaluate a local community service. Doing the service should take at least six hours (not including planning and evaluating).
- d. Take part in an activity which reflects upon and explores your own beliefs, attitudes, and values (this may or may not include religious beliefs).
- e. Take part in an activity that explores different beliefs and attitudes. You could look at fashion, music, sport, or disability.
- f. Give several examples of how you have kept your Scout Promise and Scout Laws.
- g. Take an active part in an environmental project.
- h. Investigate and try to make contact with Scouts in another country.
- i. Take part in an activity that explores and international issue.

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For Comments and Reporting Mistakes Contact:

Email: br1group.operations@gmail.com

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