

Barbados Boy Scouts Association



**Cub Scout Programme
August 2017**

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Membership Badge

1. Meet your Akela and tell her something about yourself.
2. Be told the first Jungle Book story and how it relates to Cubbing.
3. Learn the Cub Scout Promise and Law and understand what they mean. Learn the Cub Scout Motto.
4. Demonstrate that you know and know how to do:
 - a. Cub Scout Salute
 - b. Cub Scout Sign
 - c. Scout Handshake.
5. Join a Six and take part in at least four Pack meetings.
6. Demonstrate the Grand Howl - know when it is used and for what purpose.
7. Learn something about the Cub Scout programme and how to gain your Arrow badges and Activity Badges.
8. Know the meaning of the badges you will get when invested and explain how B.P. started Cubbing and Scouting.



Bronze Arrow

Keeping Healthy

Know the 8 Basic Health Rules.

1. Wash your hands before eating and after using the toilet.
2. Take a bath or shower at least once a day.
3. Brush your teeth before bed and after breakfast, rinse your mouth with water after other meals or snacks.
4. Eat different kinds of food everyday mostly at mealtimes.
5. Drink at least 8 glasses of water every day.
6. Run and play outdoors doing regular exercise.
7. Get the sleep you need - at least 8 hours a day.

8. Visit your dentist twice a year.

Physical Fitness, Sports and Hobbies

1. Be able to do five (5) of the following basic physical feats of skill:
 - a. A deep knee bend.
 - b. Touch toes without bending knees.
 - c. Elephant walks.
 - d. Front roll and back roll.
 - e. Hopping on one foot.
 - f. A blast off jump.
 - g. Heel click while standing.
 - h. A spider crawl.
 - i. Throw a ball against a wall 2 metres away and catch it 6 times out of ten.
 - j. Have someone 5 metres away throw a ball and catch it 4 times out of 6.
 - k. Walk along a plank 8 cm wide for 3 metres.
2. Know what the four basic food groups are:-
 - FRUIT AND VEGETABLES.
 - MILK AND DAIRY FOODS.
 - MEAT AND PROTEIN FOODS.
 - BREADS AND CEREALS.
3. Display a sportsmanlike attitude in all activities.
4. Choose a new sport or hobby to learn about.

Safety

1. Explain the rules about talking to strangers at home and in public places.
2. Explain the road safety rules of your country as a pedestrian and as a cyclist.
3. Identify 6 traffic rules.
4. Explain the general water safety rules.
5. Explain how to help prevent accidents at home.

Scoutcraft

1. Demonstrate the 8 principal points of a compass, N, S, W, E, NW, SW, SE, NE.
2. Explore your neighbourhood. Find out where important places are; such as a school, church, doctor's office, post office, fire station, police etc. and tell your Leader.
3. Make a map of your neighbourhood.
4. Learn how to make the reef knot and slip knot. Know their uses.
5. Take part in a cook out.

Science

1. Carry out three simple scientific experiments.
2. Keep a simple weight log.
3. Explain how to use basic technical equipment, i.e. calculator, computer, T.V. or radio, camera D.V.D. or V.C.R.
4. Find out some information about the stars and planets and tell your Leader.

Nature

1. Find out about birds, animals, fish and plants and tell your Leader.
2. Make a collection of natural objects.
3. Go on a nature hike with your pack or six, make a list of things that come from the earth.
4. Make a list of five ways your neighbourhood can get dirty, including water and air.
5. List five ways to save water and energy at home.
6. Find out about being a member of the 'GREEN TEAM' and explain it to your Leader.

Communication

1. Telephone know how – Keep a list of emergency numbers beside your phone. Explain how to use a pay phone. Identify basic phone manners.

2. Have a fun time using secret codes and ciphers.
3. Know how to say hello in three different languages.

Creativity

1. Do three simple art projects, one drawing, one using crayons/markers colouring, one using paints, one using pencil/charcoal.
2. Do three craft projects, one using recycled materials.
3. Do two items for entertainment in your group or six. Choose from songs, skits, music or magic. (Need not be done as an individual.)

Home And Community

1. Over a period of a month, do the five basic home help projects:
 - a. Fold a scarf.
 - b. Make your bed.
 - c. Hang up your clothes, and put toys and books away carefully.
 - d. Clean your shoes.
 - e. Prepare a simple meal for yourself and a friend.
2. Make a record of your family tree starting with your grandparents.
3. Help plan a family activity, i.e.. Party, outing or games and tell your Leader.
4. Take part in two community projects, i.e.. Visit a local place of interest and find out how it serves the community: make a list of people who help in the community, suggest any way you can make their job easier. With a friend make use of your local community amenities i.e. library, museum, art gallery, play ground and tell your Leader.

My Country

1. Do two items of national heritage – National Anthem and Pledge, know them, who wrote the music and words, how to behave etc.
2. Identify two items of historical interest, visit them, draw

them, photograph them, make a postcard collection.

3. Describe two items of geographical interest for tourism knowledge.
4. Perform two items of cultural interest, i.e., dance, song or music, dress or food.

Other Countries and Cultures

1. Learn and record four things about another Caribbean country, i.e. name, size, peoples, flag, anthem, capital.
2. Learn and record three things about Scouting in another Caribbean country.

My Promise

1. Make up and share a simple prayer about your family, your friends or your hobbies.
2. Keep a good turns' diary for a week, showing how you have helped other people.
3. When you have almost completed your Bronze Arrow make a list of times that you can remember that you have put your Promise and Law into practice.



Silver Arrow

Keeping Healthy

1. Explain how to stop colds from spreading: use tissues, cover your nose when sneezing, mouth when sneezing, mouth when coughing and drink plenty of liquids.
2. Explain the importance of telling an adult if you are sick or hurt.
3. Describe some simple First Aid: how to deal with cuts, grazes, nose bleeds, burns or scalds.
4. AIDS ALERT. Use a plastic bag for hands if someone is bleeding. Use soap, water and bleach to clean hands and area.
5. Be a Four Star Eater. Explain what a balance diet is and keep a record of eating habits for a week.

Physical Fitness, Sports and Hobbies

1. Learn and practice five (5) physical development skills. E.g.
 - a. Using a skipping rope.
 - b. Learning to swim and practice 3 times weekly.
 - c. Throwing a ball at least 12 metres.
 - d. Specific muscle building exercises.
 - e. Do a dodge spring, forwards, backwards.
 - f. With a friend compete in 6 out of 12 dual contests.
 - g. Learn how to do sit ups & press ups.
2. By example encourage others in sportsmanlike behaviour.
3. Choose a new sport or hobby to learn and demonstrate how to perform it..

Safety

1. Show that you know the dangers of dealing with strangers:
 - a. If someone asks you to go somewhere with them.
 - b. If someone tries to touch you in a way that makes you feel uncomfortable.
2. Demonstrate that you:
 - a. Know the choice to make when someone offers you drugs or alcohol.
 - b. Explain the safe way to light fires and stoves and how to use electrical appliances.
 - c. Explain the various fire preventions and cures.
 - d. Explain the water safety rules that apply to swimming pool use.

Scoutcraft

1. Deliver a message, using who - when - where and why.
2. Learn five basic tracking signs.
3. Learn how to coil or hank a rope, how to tie the sheet-bend knot and the clove hitch.
4. Using a compass find a secret location at your meeting place.
5. Learn how to pack your kit for camp.

6. Pitch up a simple tent.
7. Take part in camp or sleepover with your six or pack members.
8. Make a Cub Scout handy kit.
9. Learn the basic map symbols.
10. Take part in a campfire programme.

Science

1. Try three more science experiments, one using a working model.
2. Set up a weather station with at least three (3) instruments and use it to record the weather for at least two weeks.
3. Make a basic electrical circuit.

Nature

1. Plant a garden using recycled materials.
2. Find out about different kinds of trees, and their uses.
3. Make a bird feeder.
4. Separate your trash at home and recycle it.
5. Encourage recycling at school.
6. Find out about the life cycle of an insect, fish or frog.
7. Be a member of the "GREEN TEAM".

Communication

1. Demonstrate the one handed alphabet of the hearing-impaired. Be able to say your name and simple message in it. Learn and demonstrate some "deaf" signs and symbols.
2. Tell how to get to the police station, school, or place of interest from your home, using directions and street names.
3. Send a thank you letter to someone who has helped you, your family or your pack.
4. Tell a short story to your six or pack.
5. Visit a communication service centre. i.e. newspaper, telephone exchange, radio or T.V. station and tell your

Leader about it.

Creativity

1. Do two (2) projects about local animals, plants, buildings or activities.
2. Do two (2) craft projects, one being a useful item for home or pack, the other using recycle material.
3. Do two (2) items of entertainment, one being for visitors.

Home and Community

1. Show that you help at home by completing three of the following over a four (4) week period;
 - a. Clean glass windows or doors.
 - b. Water the garden.
 - c. Weed the garden beds.
 - d. Take out the garbage.
 - e. Wash up dishes, pots and pans.
 - f. Be able to wash and iron your scarf.
2. Take part in two (2) family life activities; i.e.
 - a. Attend a cultural event with your family.
 - b. Visit grandparents and ask them about other family members.
 - c. Make a collection of photographs of your family.
3. Visit a bus station or airport and learn how a timetable works, including the 24 hour clock.
4. Take part in a community project organised by your group, district or at national level.
5. Do something to help at a local hospital, senior citizens' home or children's home.

My Country

1. Identify two items of national heritage. Draw and colour one, know symbolism of them.
2. Explain who discovered your country, who were its first settlers; and something about its indigenous people.

3. Sing a folk song or demonstrate how to prepare your national dish.
4. Know about two cultural activities that benefit tourism.
5. Demonstrate basic Flag etiquette.

Other Countries and Cultures

1. Learn and record four more things about the Caribbean country you choose for Bronze Arrow, or four things about a new Caribbean country.
2. Be the pen pal of a Cub in another Caribbean country. Explain your communications with your pen pal.

My Promise

1. Help with a Service at your own place of Worship.
2. Identify someone in your country who has “Done their best”.
3. Say what you will do in the following situations.
 - a. Someone is breaking into your neighbour’s house.
 - b. Other children encouraging you to shoplift.
 - c. You see someone hurting another person.



Gold Arrow

Science

1. Complete a weather log over a period of three months.
2. Make a model from a technical kit and explain how it works.
3. With an adult, help with the routine maintenance of a bicycle.
4. Show that you know how some modern day technical equipment works, i.e. Computer, V.C.R, Video camera/camcorder, microwave oven, electronic keyboard, D.V.D etc.
5. Carry out three new scientific experiments.

Nature

1. Adopt a plot or clean a beach or stream.

2. Take part in a tree planting activity.
3. Show that you understand the food chain.
4. Be an active “GREEN TEAM” member.
5. Find out about some endangered local species animal, bird, fish or plant and explain it to your Leader.

Communication

1. Find out about, and discuss with your Leader about three different forms of modern communication.
2. Find out about “Ham operators”/C.B. radio and what services they perform in your country. Explain this to your Leader.
3. Learn to speak five (5) useful phrases in another language. Say them to your Leader.
4. Describe to a Leader three (3) different T.V. programmes that you have seen recently.
5. Visit a place where computers are used and find out:
 - a. How information is entered into the computer.
 - b. What does the computer do with this information.
 - c. How do people get and use the information. Explain your findings to your Leader.
6. Look at five (5) different advertisements on T.V. or in the print media: explain which you think does the best job.

Creativity

1. Visit a museum or art gallery and explain what you saw.
2. Make two useful items of craft using local materials.
3. Do two art projects using different mediums.
4. Perform two items of entertainment; one being a skit about a local event or problem. (Can be done in sixes.)

Keeping Healthy

1. First Aid. Show that you know the following: how to treat bleeding and puncture wounds; the recovery position; how to use a sling and knee bandage; mouth to mouth resuscitation.

2. Demonstrate knowledge about AIDS and how it is spread.
3. Explain the dangers of cigarettes, alcohol and illegal drugs: when saying “NO” is not enough.
4. Make a simple First Aid Kit.

Physical Fitness, Sports And Hobbies

1. Keep a record of three sports’ training exercises that you do regularly.
2. Show that you know how to sprint start and do long jump.
3. Explain the importance of good diet, rest and liquid in sports training activities.
4. Tell your six about one of your sports or hobbies.
5. Demonstrate how to dribble a soccer ball.

Safety

1. Demonstrate that you know what to do in the case of a car or bus accident, a boating accident or an accident at home.
2. Explain what to do in the case of fire.
3. Demonstrate how to handle tools safety.
4. Explain what to do, where to go for safety, food and water in the case of a flood, storm, hurricane or earthquake.
5. Discuss with a Leader or others the problems relating to drug use and abuse, especially among school children.

Scoutcraft

1. Lay a trail for others to follow using tracking signs.
2. Use your body to estimate distance, height & width.
3. Learn how to tie the bowline knot, and know what it is used for.
4. Learn the round turn and two half hitches, and some simple lashing. Make two simple camp gadgets.
5. Be able to find your way to a place 1 kilometre away using a map ordinance survey type.
6. Organize an outing for your six or pack.

7. Light a fire outdoors and cook something on it.
8. Be able to help pitch a tent and know the tent usage rules.

Home And Community

1. Show that you help at home by doing the following:
 - a. Plan and prepare a two course meal for your family.
 - b. Be able to do some grocery shopping for your family.
 - c. Be able to look after a younger or older member of your family.
2. Invite your parents to a special pack event, and help to plan this event with a Leader.
3. Plan and cook a special meal for your parents.
4. Show how far back you can trace your family tree.
5. Assist in maintaining the grounds of your group or district.
6. Take part in a community project outside Scouting.

My Country

1. Demonstrate that you know how to prepare, hoist, break and lower your country's flag. Take part in a flag break/flag down ceremony.
2. Explain about your country's independence and what it means, about the different races that make up your country's peoples.
3. Be able to tell about three great individuals of your country.
4. Be able to say what makes your country special and unique: make a poster or collection of pictures to demonstrate this.
5. Relate some folk stories of your country.
6. Explain why tourism is important to your country.
7. Keep a scrapbook of places you visit with your pack.

Other Countries And Cultures

1. Find six countries in the world that have Scouting; make a scrapbook about one of these countries.
2. Find out about the World Scout Movement and tell your Leader.

3. Find out about some International Scouting events that have taken place in your country and tell your Leader.

My Promise

1. List four ways that you can help Law enforcement people in your country.
2. Take part in a Cub's Own Service.
3. Visit a Police Station, Law Court or Houses of Parliament.
4. Discuss choices you come across each day with your Leaders and your peers.
5. Make a list of the ways that you have put your Promise and Law into practise.
6. Record some basic information about B.P. Lord Baden Powell.

Cub Scout Activity Badges

Introduction

While you are working on your Arrow Scheme badges, you will also have the chance to attempt some Activity Badges. These are not badges that you have to do but badges you choose to do because you are interested in them. The badges cover a wide range of hobbies, skills and interests.

Some badges you might work for at Pack Meetings.

Some badges you might be able to prepare at home.

Some badges are earned in stages.

Some badges you might do on your own and others you might work for in small groups.

For every badge you will have to work hard, trying your best to reach a high standard, so that you can wear your badge with pride. You can start working on these badges as soon as you are invested.

Your examiner will not be one of your own Leaders but may be a Leader from another Pack, a parent with a particular skill that suits the badge you are attempting, or a professional in certain areas. Your Akela, however, will decide when and if you are ready to be tested. So remember to let Akela know when you have chosen a badge that you will like to do.

Some of your activity badge work is done through the Arrow Scheme and your Arrow Handbook will point the way for you.

When you have successfully completed the requirements for your badge and the examiner has signed the badge book, your Akela or another Leader will present the cloth badge to you to sew onto your uniform or sash.



Air Activities

Complete the following:

1. Explain the dangers involved in visiting an airfield.

2. Visit an airfield, air display or air museum and explain what you saw.
3. Choose three of the following:
 - a. Make and fly one of the following: a model aeroplane, three different types of paper glider, a hot-air balloon, or a kite.
 - b. Identify six airlines from their markings.
 - c. Name and identify the main parts of an aeroplane.
 - d. Assemble a plastic scale model aeroplane to a reasonable standard.
 - e. Name and identify the different types of aircraft (powered aeroplane, airships, gliders, etc.)
 - f. Fly in an aircraft and share their experience with the Pack.
 - g. Explain how different weather conditions can affect air activities.
 - h. Collect and identify six different pictures of aircraft and share them with other Cub Scouts.



Animal Carer

Complete three of the following:

1. Visit a zoo or wildlife park. Write about some of the feeding habits and natural habitats of the animals they see.
2. Take care of a pet for three months and know the correct foods to give it. Be able to recognize common illnesses and know how to treat them.
3. Help to care for a farm animal and know the correct food to give it. Explain how to recognize common illnesses and what special care is needed before and after the birth of farm animals.
4. Keep a record, in pictures, sketches, photographs or tape recordings, of bird, animal and/or insect life in their garden or local area/park.
5. Identify six different freshwater, seawater or tropical fish

and what types of foods they eat.

6. Belong to an animal, bird or wildlife society. Either take part in one of its activities or make progress in any award scheme offered.
7. Explain about the dangers in the countryside that threaten wildlife and either make a poster, collage or drawing or tell other Cub Scouts about their findings.



Artist

Complete three of the following. One of these activities should be done in the presence of a Leader.

1. Draw with pencil, brush, pen, or crayon a picture of any imaginary incident, character or scene.
2. Design and make a greeting card.
3. Make a poster advertising Cub Scouting or a Cub Scout event.
4. Make a design and print it on paper or fabric, e.g. using potato or lino cuts.
5. Design and make a decorated book cover.
6. Draw or paint a picture from still life or a landscape.
7. Make a display of photographs on a subject that interest them.
8. Make a video on a subject that interests you.
9. Design and build a model.
10. Visit an art gallery and write about it.
11. Make a model out of clay.



Astronomer

Complete the following:

1. Make a model or draw a simple diagram of the solar system.

2. Explain the difference between a planet and a star.
3. Identify three constellations.
4. Find out about and present some information on the two of the following: Planets, Comets, The Northern Lights, The Sun, Eclipses, Meteorites, Black Holes, The Moon, Light Years, Space Exploration or any other space related subject.
5. Observe the Moon, if possible using binoculars or a telescope. Describe some of its features.
6. Locate and identify the pole star. Explain how explorers used it to navigate and plot courses.



Athlete

Gain 12 or more points by adding together the scores from the best four events.

Events	3 Points	2 Points	1 Point
1. 50m Sprint	9 sec.	10 sec.	11 sec.
2. Throwing a cricket ball	25 m.	22 m.	18 m.
3. High Jump	96 cm.	86 cm.	76 m.
4. Long Jump	3 m.	2.5 m.	2 m.
5. Standing Jump	35 cm.	30 cm.	25 cm.
6. Shuttle run 6 x 10m	18 sec.	19 sec.	20 sec.
7. 50 metres Skipping	12 sec.	13 sec.	14 sec.
8. 1000 metre run	5 min.	6 min.	10 min.

For event three, special attention must be given to the nature of the jump, and the landing facilities required. Unless expert tuition and supervision is available, you must not attempt the Fosbury Flop.

For event five, the measurements refer to the height of the target when held at full arms stretch by the participants.

For event six, the limits of the run are marked on the ground. Your hand or foot must touch on or past the mark at the end of the run.



Barbados Conservation

Complete the following:

1. Explain the meaning of REDUCE, REUSE AND RECYCLE.
2. Show five ways that you are doing the above at home, in school and in the community.
3. Make a poster, poem or song to educate and encourage others to participate in conservation.
4. Take part in activities planned for Arbor Day, World Food & Earth Day.
5. Find out what happens to your garbage after it is collected by the Sanitation Department and explain it to your Leader.
6. Explain why garbage should be disposed of carefully.



Book Reader

Complete the following:

1. Make a list of at least six books read or used recently. Name their authors and tell the Leader or other members of the Pack something about three of the books. The three books chosen should include at least one fiction and one non-fiction book.
2. Demonstrate that you know how to care for your books.
3. Show that you can use a dictionary, encyclopaedia and an atlas.
4. Explain to a Leader how the books in a library are set out and how you would find fiction and non-fiction books.



Camper

Complete the following:

1. With other Cub Scouts, camp for at least three nights (not

- necessarily on the same occasion).
2. Help pack personal kit for a Cub Scout camp.
 3. Help to pitch and strike a tent and know how to care of it.
 4. At camp, help to prepare, cook, serve and clear away a simple meal, - if possible out of doors.
 5. Show that you know how to look after yourself and be safe at camp. Prepare for tent and kit inspection.
 6. Take part in at least three of the following while at camp:
 - a. Camp fire
 - b. Scouts' Own
 - c. Wide game
 - d. Joint activity with other Cub Scouts on site or from a local group
 - e. A good turn for the site
 - f. Help to tidy up the campsite before they leave



Chef

Complete the following:

1. Explain the basic rules of safety and hygiene in the kitchen and the reasons for them.
2. Discuss with your Leader the advantages and disadvantages of different methods of preparing and cooking food.
3. Discuss the importance of a balanced diet.
4. Under adult supervision plan, cook, serve and clear away a two-course meal for at least two people. Discuss your menu with the people you are cooking for. It should include preparing and cooking vegetables.

The following dishes are given as suggestions.

Main Courses

- Shepherd's pie
- Curry and Rice

- Ham salad
- Vegetable Lasagna

Deserts

- Fruit crumble
- Fresh fruit salad
- Make scones, small cakes, biscuits or tarts.



Collector

Complete the following:

1. Make a collection over a period of three months of a number of similar items (e.g. stamps, coins, postcards, matchbooks covers, fossils).
2. Display your collection in an exciting and interesting way.
3. Talk about items in your collection that particularly interest you.
4. View a collection made by someone else and explain what you like or dislike about its presentation.



Communicator

Complete the following:

1. Show how to use a public telephone.
2. Describe how to make an emergency call, and what you would need to tell the emergency operator.
3. Receive directions or instructions to do something. Check with the information provider that you have understood and then followed the directions or instructions.
4. Arrange for someone that you know to give you a call. Take down the message, making sure that you have all the relevant details.

5. Show that you can use at least three of the following: fax (facsimile) machine, answering machine, mobile phone, email, text messages, pager or voice mail.
6. Complete any three of the following activities:
 - a. Make a verbal, taped, or a newsletter report of a local event either past or present.
 - b. Make and maintain a link with another Cub Scout Pack using tapes, videos, letters, email etc... for an agreed period.
 - c. Explain how people with a visual or hearing impairment communicate (e.g. Braille, Makaton or Sign Language). Learn a simple phrase in an alternative form of communication.
 - d. Tell a story about an experience you have shared with your Leaders and other Cub Scouts. Make sure that you communicate clearly and that those listening are following the story.
 - e. Hold a simple conversation in another language.
 - f. Write and decipher three simple messages using codes, ciphers, invisible ink, or semaphore.
 - g. Memorise a short message and re-tell it 15 minutes later.
 - h. Pass a message to someone using amateur radio.



Community Service

Complete three of the following:

1. Visit a local emergency service station such as Police, fire, ambulance services, Coast Guard or D.E.M. offices. Tell how the station is run, what services they cover, and how you can be of help to all or any of them.
2. Explain the emergency services telephone numbers and what information you should give to any of these services in the case of an emergency.
3. Mark on a chart or map the services that help in your community. i.e. doctors, senior citizens services, meals on

wheels, public telephones, bus stops, Post Office, pharmacy, gas station and churches.

4. Explain some precautions that you can take to protect your home and possessions against crime.
5. Describe how garbage is disposed of in your community. Find out if there is any recycling being done; if not find out how you can start or help in starting a recycling plan.
6. Make use of two community resources such as library, recreation areas, church hall, museum, swimming pool, or public beach, explain to other Cubs how they can use them, and help to keep them clean and in good condition.



Cyclist

Complete the following:

1. Own or have regular use of a bicycle of a suitable size and a cycle helmet.
2. Mount and dismount properly.
3. Explain the need for keeping the bicycle in a roadworthy condition, and how to do this.
4. Clean and oil a bicycle. Show how to pump up the tyres and how to mend a puncture.
5. Understand the need for keeping a bicycle locked when leaving it unattended.
6. Make a poster to promote road safety to pedestrians or cyclists.
7. State the need for lights and reflective clothing. Discuss with your Leader or other Cub Scouts the safety measures necessary for riding in poor conditions.
8. Under observation, in a safe place, go for a short ride to show that you can ride safely and confidently.



Do-It-Yourself

Complete the following:

1. Show the safe use of, and how to take care of tools, such as a hammer, a saw, a screwdriver, spanners, pliers, a hand-drill, a glue gun etc.
2. Show how to prepare and paint a vertical surface with paintbrushes, rollers or pad and show how clean them.
3. Help design and make two items from the following:
 - a. A nesting box or window box
 - b. A box for storing tools, pencils, tapes, etc.
 - c. A rack for keys, mugs or coats
 - d. Book-ends or bookstand
 - e. A shoe rack
 - f. Notice-board for camp
 - g. Letter holder
 - h. Towel rail



Entertainer

Complete the following:

1. Help to make up a mime or play and perform it.
2. Perform a puppet play or shadowgraph using puppets, which you have made.
3. Help to plan and make an entertainment recorded video or audiotape.
4. Sing two songs.
5. Perform some folk or traditional dances.
6. Make a selection of simple rhythm instruments and use them in accompaniments.
7. Tell a story to an audience.

8. Make up and perform a dance to a piece of music of your choice.
9. Help plan and perform a series of magic tricks.
10. Take part in a show, concert or band performance.



Equestrian

Complete the following:

1. Show how to mount and dismount a horse safely.
2. Show the correct position in the saddle.
3. Show how to hold the reins correctly.
4. Show how to ride safely in an enclosed area without a leading rein. This should include walking and trotting.
5. Show two (2) of the following skills:
 - a. Walking without stirrups.
 - b. Walking on a loose rein and shortening the reins.
 - c. Riding up and down a hill at a walking pace.
 - d. Canterng
 - e. Riding over a single pole or very small fence.



Explorer

Complete the following:

1. Prepare for a one-day expedition to the countryside (e.g. correct clothing, footwear, First Aid kit and food).
2. Take part in two outdoor expeditions or journeys with other Cub Scouts.
3. Under adult supervision build and light a fire or use a stove and then make a hot drink.
4. Find their way along a route of at least one kilometre using one of the following methods:
 - a. Compass

- b. Map
- c. Landmarks
- d. Tracking signs



Fisherman

Complete the following:

1. Hold the first stage swimmers' badge.
2. Identify six fishes obtainable in the waters of your country.
3. Describe three methods of catching fish.
4. Make a simple fishing rod and tackle.
5. Keep a log book over a period of three months of fishing trips undertaken; the log should contain the species, number of fish caught, type of bait, and the location of the catch.



Gardener

Do numbers 1, 2, 3 and choose any One of 4, 5 or 6.

1. Demonstrate the use of and the care of the following tools: fork, spade, hoe, cutlass, secateurs, and pruning knife.
2. Explain the safe use of common fertilizers, insecticides and pesticides. Including organic or natural ones.
3. Identify and name four common weeds, three common friends and three common enemies of a gardener.
4. Care for and cultivate a patch of land at least 5 sq. metres for at least four months with vegetables, seasoning or flowers or maintain an equivalent area of a cultivated crop, having a working knowledge of the crop. N.B. the "land" could be drums, pots or boxes.
5. Set up a tyre garden and grow vegetables or flowers. Explain the advantages of a tyre garden.

6. Try growing plants hydro-phonically.



Global Conservation

Cubs Scouts must carry out these projects as a member of a group of Cub Scouts and not alone. This group may be a Six or other small group.

1. While you are working on this Badge with your group:
 - a. Find some examples showing how people have damaged the environment and other examples showing how people have conserved the environment
 - b. Find examples of where the gullies have been polluted and what has happened as a result
2. Take part as a group in two projects, such as:
 - a. Clearing a ditch
 - b. Making, setting up and maintaining a bird feeder, a bird table, a bird nesting box or a bird bath
 - c. Looking after a piece of land or a garden
 - d. Tidying up a piece of wasteland
 - e. Taking part in an anti-litter campaign
 - f. Planting a tree or shrub
 - g. Looking after a compost bin
3. Choose one from the following:
 - a. Make a display to inform others about an animal, bird, plant, fish, etc. which is in danger of extinction.
 - b. Organize a 'save it' campaign to encourage others to conserve energy, e.g. home insulation, fuel efficient engines, etc.
 - c. Take part in or start a recycling scheme, e.g. bottles, cans, waste paper.
 - d. Visit a forest, wood or campsite and take part in a project on tree conservation. With expert help, find out how trees can be cared for.



Guide

Complete the following:

1. Give clear and concise directions to a stranger asking his or her way and to do so politely and promptly.
2. Describe what you would do if the stranger offered you a ride or asked you to come along with him or her to show how to get some place.
3. Describe the district in which you live, with emphasis on important places and emergency stations.
4. Describe the public transport routes in your home area.
5. Show how to call for the fire services, Police or ambulance.
6. Show that you know when to ask for adult help.



Health And Fitness

Complete the following:

1. Visit or meet ONE of the following and find out how they help people to stay fit and healthy: Doctor, Optician, Chemist, Chiroprapist, Osteopath, District Nurse or any other suitable person. Explain your findings and make a poster about good health and ask if it can be displayed in their waiting room.
2. Discuss with the examiner how some of the following can damage your health: lack of exercise, smoking, drinking, solvent abuse.
3. Record all the things you have done in a week which have contributed to your personal hygiene and cleanliness.
4. Choose one from the following:
 - a. Visit one of the facilities in your area which promotes health and fitness e.g. swimming pool, gym etc. and find out what health and fitness facilities they have and make use of one of them and write about it.

- b. Keep a diary of all the physical activities which help you stay fit and healthy.
5. Prepare and serve one meal from a menu for two people and explain how preparation and cooking methods contribute to healthy eating.
6. Explain you know how and why food is labelled and stored in shops and at home.



HIV/AIDS Awareness

The Cub Scout must complete ALL mandatory requirements and any four of the optional requirements.

Mandatory Requirements

1. The Cub Scout must demonstrate adequate knowledge of HIV/AIDS inclusive of the following:
 - a. The meaning of HIV and AIDS.
 - b. How people contract HIV.
 - c. The difference between HIV and AIDS.
 - d. The ways in which HIV cannot be contracted.
 - e. How everyone can help in the fight against HIV/AIDS.
2. The Cub Scout must maintain a scrapbook with pictures and articles relating to HIV/AIDS for a period in excess of six (6) weeks. This scrapbook must be neatly kept, well organised and labelled.
3. The Cub Scout must be able to list six (6) diseases that may be contracted by children.
4. The Cub Scout must be able to explain what his school does on World AIDS Day, December 1.

Optional Requirements

1. The Cub Scout should be able to:
 - a. State three physical differences between a boy and a girl.
 - b. Make a picture poster or list activities he likes to do with friends including:

- Activities he does with boys only.
 - Activities he does with boys and girls.
 - Activities he does with girls only.
2. The Cub Scout should be able to adequately explain the importance of:
 - a. Good eating habits.
 - b. Personal hygiene.
 - c. Getting ample sleep/rest.
 - d. Exercising regularly.
 - e. Getting regular medical checkups.
 3. The Cub Scout should be able to adequately explain:
 - a. Sex and sexuality.
 - b. Sexually transmitted infections - naming two.
 - c. Abstinence and faithfulness.
 4. The Cub Scout should be able to:
 - a. Explain four things that young people should do to stay healthy and strong.
 - b. List five rights and responsibilities of the child.
 - c. Name two (2) persons, in Barbados, who are advocating for the rights of people living with HIV/AIDS.
 5. The Cub Scout should:
 - a. Produce a poster, poem or play (skit) promoting activities to increase HIV/AIDS awareness.
 - b. Explain the behaviours that can lead to sexually transmitted infections.
 6. The Cub Scout should:
 - a. Explain five things that he has learned from his peers about HIV/AIDS.
 - b. Make a list of ways people with HIV/AIDS are cared for in the Community.
 - c. Explain why a Cub Scout should be exposed to HIV/AIDS awareness education.



Hobbies

Complete the following:

1. Describe the safety rules relating to the hobby (if applicable).
2. Show a continuing interest in your chosen hobby, interest or activity for two months.
3. Show your Leader, or other Cub Scouts, how you pursue your hobby, interest or activity. Show what equipment, materials and background information you have used.
4. Discuss with your Leader how you plan to develop your hobby, interest or skill in the future.



Home Help

Complete the following:

1. Under adult supervision, cook a simple one course meal
2. Lay the table and serve a simple meal. This can be done with requirement number one.
3. Wash up afterwards and show how to clean a saucepan or similar cooking utensils, cutlery, glassware, etc. This may include loading and unloading a dishwasher.
4. Under adult supervision, wash and iron your Group Scarf.
5. Sew on a badge or button.
6. Keep your room clean and tidy and make your bed for a week.
7. Clean two of the following: windows, silver, brass-work, basin or cupboard.
8. Clean and tidy a living room.



Home Safety

Complete the following:

1. Demonstrate what to do in the event of a burst water pipe, gas leak or electricity power failure in your home.
2. Explain what precautions you need to take and what to do if fire breaks out in your home.
3. Identify the common causes of accidents in the home and how they can be prevented.
4. Explain the precautions to take to protect your home from crime.
5. Make an emergency telephone call, including using mobile telephones, to call the emergency services. Identify where the nearest public telephone box is to your house, or where you can make an emergency call should your phone be out of action.
6. Make a list of useful emergency numbers.



Law Awareness

Complete the following:

1. Talk to your six about the Cub Scout Law and what it means: what rules you have and should have in the Pack so that everyone can enjoy Cubbing more. Discuss what would happen if your Pack had no rules.
2. Talk to Akela and the examiner about who makes the laws in your country and why they are important to us. Who is responsible for making sure our laws are followed. And what can you do to help.
3. Take any four of the following situations, explain the laws covering them to the examiner and/or your six and say why you think these laws are necessary:
 - a. Crossing or walking on private property

- b. Burning or causing damage to private or public property.
 - c. Traffic laws for cyclist, pedestrians and motor vehicles.
 - d. Littering
 - e. Hurting other people
 - f. Taking what does not belong to you.
 - g. Polluting or damaging the environment.
4. Talk about what would happen in your neighbourhood if we did not have these laws.
 5. Talk with your parents or guardians about the following situations and decide what you would do if:
 - a. Someone breaks into and damages your house.
 - b. Someone steals your bicycle or skateboard.
 - c. A stranger asks you questions about your parents or neighbours.
 - d. You see someone hurting another person.
 - e. Someone offers you something that they say will make you feel good.
 6. Draw a picture or a poster or write a slogan which would help other children to respect other people's property and discourage vandalism.



Local Knowledge

Complete the following:

1. Choose one from the following:
 - a. Find out about someone who lived in or near where you live who was or is famous.
 - b. Visit and find out about a famous old building, monument, earthworks or other place of historical interest.

Discuss what you have found out with your Leader or other Cub Scouts.

2. Talk to someone who has lived in your local area for a long time. Find out about what they did when they were young and what changes they have seen in your local area over the

past years. Write it in your notebook.

3. Draw a map of your area and mark on it places of interest.
4. With other Cub Scouts, go on a short walk in your local area. Point out to the examiner any features of interest.
5. Visit a local emergency service station such as police, fire, ambulance services, coastguard or air rescue. Find out how the station is run and write it in your notebook.



Map Reader

Complete the following:

1. Demonstrate how to use the key of an Ordnance Survey map.
2. Be able to use six figure grid references.
3. Explain how to find north on a map and how to set a map to North.
4. Locate your home and Pack meeting place on an Ordnance Survey or street map.
5. Explain contour lines on an Ordnance Survey map.
6. Identify ten Ordnance Survey map symbols.
7. Use an Ordnance Survey map during an outdoor activity.
8. Show the eight points of a compass and use them during an outdoor activity.



Martial Arts

Complete the following:

1. Take part in a Martial Art activity (recognized by the Sports Council) regularly and show improvement.
2. Discuss with the examiner the skills needed and the rules to be observed

3. Take part in one exhibition or competition.



My Faith

Complete the following:

1. Tell about your place of worship including something about each of the following:
 - a. The people involved, their titles and what they do.
 - b. The important or sacred objects.
 - c. The Festivals and customs.
 - d. The stories and traditions. These could be from books, videos or other sources.
2. Choose a favourite religious song or hymn and sing it with other Cubs Scouts. (The Cub should explain to the Pack why they like it and what it means to them.)
3. Choose a favourite prayer or reading and share it with the Pack at an appropriate occasion. (You may write the prayer and should explain to the Pack why you like it and what it means to you.)



Naturalist

Complete three of the following:

1. Make a survey of a hedgerow or wild area. Be able to identify at least six species of wild flowers, grasses or ferns.
2. Keep a record of birds you have spotted over one week. Be able to identify at least six wild birds.
3. Make a survey of a pond, river, stream or seashore. Be able to identify some of the animals, fish, insects, or plant life you find.
4. Identify six types of insects you find.
5. Identify different trees or shrubs from their leaves, shape, fruit or nuts and make a bark rubbing.

6. Identify six butterflies, moths or frogs and talk to a Leader about their life cycle.



Navigator

Complete the following:

1. With other Cub Scouts, go for a walk with a Leader(s) around the local area. Take it in turns to use one or more of the following methods of navigation:
 - a. Written instructions
 - b. Taped instructions
 - c. Road signs
 - d. Tracking signs
 - e. Map
2. By drawing a simple map, direct someone from your meeting place to a local police station, bus stop, hospital, doctor, Post Office, etc.
3. Using a local street map, find certain roads and places of interest as requested by a Leader.
4. Help plan, or take part in a treasure hunt using clues, directions and signs to reach an unknown destination.



Personal Safety

Complete the following:

1. Explain the dangers of playing on or visiting near two of the following: busy roads, building sites, cliffs, sand/gravel pits, farmyards, quarries and ponds.
2. Take part in a fire drill. Know what precautions to take to protect your home, Scout meeting place, Pack camp and Pack Holiday against the risk of fire. Explain the importance of a working smoke detector. Know what you would do in the event of a fire in your home.

3. Show you can use at least one of the following codes: Road safety, water safety, etc.
4. Explain how to use a public telephone and how to make an emergency phone call, including using a mobile telephone. Explain what you must do if a stranger starts to talk to you and what you must tell your parents/carers, if you are going out without them.
5. Explain how and why you might contact the Child Care Board, etc.
6. Explain the best way to stay safe while online. Write some common sense rules to observe while you are on the Internet.



Photographer

Complete the following:

1. Own or have use of a camera.
2. Name the main parts of the camera you are using.
3. Estimate the distances between 1.5 metres and 4.5 metres and know some good practices and common mistakes in taking pictures.
4. Use the above skills and take 12 photographs or create a short video or film on a theme of your choice.
5. Present a display of your photographs or give a film/video show.



Road Safety

Complete the following:

1. Draw or photograph ten different traffic signs and explain what they mean.
2. Show how to use the Highway Code.

3. Tell your examiner about the important different types of pedestrian crossings and how to use them safely.
4. Show that you know how to behave safely as a passenger in a car.
5. Show how to use a public telephone or mobile telephone and know how to make an emergency telephone call.
6. Make a poster to promote road safety to pedestrians or cyclists.



Scientist

Complete six activities, three from Part A and three from Part B. For each, explain or show to the Examiner what has been done and the conclusions made.

Part A - The Physical World

1. Make a simple switch. Show how it could be used to control a light bulb powered by a battery.
2. Show how electrical currents produce magnetic, chemical and heating effects, and explain what happens.
3. Show that hot air rises.
4. Make an artificial rainbow by splitting up a beam of white light.
5. Make a pin-hole camera and understand the principles of operation.
6. Keep simple weather records over a month, e.g. rainfall, temperature, cloud cover, wind direction.
7. Make a model to show how the Earth orbits the Sun.
8. Make a simple compass and show the effects of metallic and magnetic materials upon it.
9. Make a simple periscope.
10. Show how to recover dissolved substances from a water solution.
11. Recognise three different constellations.

Part B - The Living World

1. Make some yoghurt and find out how living organisms are involved in the process.
2. Grow cress (or a similar plant) and investigate what happens when light and water are excluded from it.
3. Use a net and jar to find out how many different creatures live in the water and mud at the edge of a pond.
4. Set up a wormery or ant colony and record the activity over a few weeks.
5. Grow a bean or pea. When the root and shoot are visible investigate what happens when the seed is turned upside down and left to continue growing.
6. Collect seeds from various plants and discover how these are protected and dispersed.
7. Grow crystals or make crystal shapes from paper.
8. Investigate and record what happens to your pulse rate before, during and after exercise.



Sports Enthusiast

Complete the following:

1. Know the rules and laws for a sport and explain them to an adult.
2. Demonstrate a good background knowledge of the teams and sports' personalities of your chosen sport.
3. Explain what equipment is needed for the sport.
4. List some major events for the sport of your choice
5. Give a description of events that you have attended in pursuit of your interest. If this has not been possible, explain to the examiner how you keep up-to-date with your sport.



Substance Abuse

The Cub Scout must successfully complete All mandatory requirements and any Four of the optional requirements.

Mandatory Requirements

1. a. The Cub Scout must demonstrate the ability to differentiate between legal and illegal drugs.
- b. The Cub Scout must demonstrate that he has a clear understanding of the harmful effects of drugs misuse or abuse.
- c. The Cub Scout must be able to explain the difference between legal or prescribed use and abuse of legal drugs.
2. The Cub Scout must prepare a list of ten (10) kinds of drugs. This list should indicate whether the drugs are legal or illegal. Explain why some drugs are legal and others are illegal.
3. The Cub Scout must prepare a list of household products that might be dangerous if used inappropriately. This list must contain at least ten (10) commonly used items.
4. a. The Cub Scout must explain what alcohol is, listing all he knows about alcohol.
- b. The Cub Scout must write a short essay of about thirty (30) words on tobacco.

Optional Requirements

1. a. The Cub Scout must demonstrate adequate knowledge of the laws governing the use/abuse of drugs, including alcohol.
- b. The Cub Scout must explain the laws relating to having illegal drugs in school or taking them to school.
- c. The Cub Scout must explain how he should react if anyone, including a school mate, offers him illegal drugs.
2. Prepare a poster that shows the danger of drug misuse. This poster should clearly indicate the intended message and should be of a size of at least 16" x 10" and appropriately

coloured.

3. Compose a song of at least two verses and a chorus on the theme “The Dangers of Substance Abuse”. Perform this song for your Six or Pack.
4. Write a letter to a friend informing him/her about the dangers of using alcohol and tobacco. This letter should be at least twenty-five (25) words long, excluding address and greetings.
5. Write a short essay on “Marijuana” of at least forty (40) words explaining why a Cub Scout should not use this substance.
6. Write a short essay of at least forty (40) words explaining why a Cub Scout should not smoke or drink alcohol.
7. Write a short story of at least forty (40) words on “Substance Abuse”.



Sustainable Energy

Complete the following:

1. a. Be able to explain the difference between renewable energy sources and non-renewable energy sources.
b. List two sources of renewable energy and at least two pros and two cons for each one.
c. List two sources of non-renewable energy and at least two pros and two cons for each one.
2. Conduct an energy audit of your home. Keep a 14-day log that records what you and your family did to reduce energy use. Your log should also include one of the following:
 - A list of the types of energy used in your home such as electricity, wood, oil, liquid petroleum, and natural gas, and you should be able to tell how each is delivered and measured, and the current cost.
 - A record of the transportation fuel used, kilometres driven, kilometres per gallon, and trips using your family

car or another vehicle.

3. Using the procedure guidelines provided in the “*Sustainable Energy Badge Pack*”, conduct the following experiments either individually or with the members of your Six:
 - b. Build a solar cooker and test its ability to function.
 - c. Create a model of an oil reserve or a model of a fossil using everyday materials.

You should also be able to answer the questions which are included in the experiment guidelines.

4. Produce one of the following describing ways in which you and your family can use energy resources more wisely:
 - Design a poster (of at least 16” X 10” in size)
 - Compose a song (of at least two verses and a chorus)
 - Develop a dramatic piece (at least 5 minutes in length)

In preparing your submission/presentation to your Pack, consider the energy required for the things you do and use on a daily basis (cooking, showering, using lights, driving, watching TV, using the computer).

5. You must be able to answer at least 15 of the Fact or Fiction questions correctly out of the 60 provided in the “*Sustainable Energy Badge Pack*”.
6. Find out what opportunities are available for a career in energy. Choose one position that interests you and describe the education and training required



Tourism

Complete the following:

1. Explain if and why tourism is beneficial to your country.
2. Welcome a visitor to your country in a different language, i.e. the visitor’s own language.
3. Explain the whereabouts of five places of historical interest to a visitor.

4. Explain the whereabouts of three places of geographical interest to a visitor.
5. Explain to a visitor something about your culture. To include a folk song, national dance or hero and a national dish (food).



Water Activities

Complete the following:

1. Explain the safety rules that apply to all water activities.
2. Take part in two of the following:
 - a. Canoeing
 - b. Sailing
 - c. Scuba Diving
 - d. Snorkelling
 - e. Boating
 - f. Windsurfing
 - g. Water skiing
 - h. Surfing
 - i. Rafting
 - j. Pulling
 - k. Rowing



World Faiths

Complete the following:

1. Visit a place of worship other than your own and find out some information about the building, its contents and its form of worship. Note this information in your notebook.
2. Meet someone who belongs to a faith or denomination other than your own. Find out how they put their faith into practice. Write about it.
3. Find out about the holy places associated with a faith other than your own and write about it.
4. Find out about the religious festivals and customs associated with a faith other than your own and write about it.



World Friendship

Choose any three of the following:

1. Be a pen friend of a child of another country and write or send tapes to them for at least three months. Keep a log of all contacts.
2. Recognise the flags from ten countries around the world, five must be outside the Caribbean.
3. Collect at least three coins, stamps or postcards from three different countries of CARICOM. Tell the examiner something about these countries.
4. Write a prayer about world peace and friendship and read it at Pack meeting or your place of worship.
5. Make a collage, model or chart about the work of the United Nations.
6. Do something to help another country in need at the moment. Perhaps it could be a country that has had severe floods, famine, disease, earthquake or hurricane.
7. Draw six National Scout Badges from around the world.
8. Mark a world map to show where some (at least four) of the World Jamborees have been held.



Writer

Complete the following:

1. Make and present a collection of stories and/or poems you have written on a variety of themes.
2. Write a report on a recent Cub Scout event for use in a newsletter or magazine and read it to others.
3. Write a letter and address an envelope neatly, and show knowledge of postcodes and letter postal rates: e.g. a thank you letter, an invitation, a request for help, a letter to a friend, or any other suitable subject.

Staged Activity Badges

In addition to these, there are six Activity Badges staged across the Sections.

These are:

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

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

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

How can the badge be attempted?

Individually

A Cub Scout can work on Activity Badges alone, either within or outside the Pack Meeting.

As a Pack

Another way is for the whole Pack working on them together—as a follow up to, or part of one of the Programme Zones. Pack programme identifies links from the activities to these badges.



Emergency Aid

Young people should be trained and assessed using the syllabus and resources provided in conjunction with the Barbados Red Cross.

For stages 1—3 ongoing assessment is acceptable.

For stages 4—5 a more structured assessment at the end of the course is recommended to test knowledge.

Emergency Aid 1

Complete the requirements below:

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

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

Emergency Aid 2

Complete the requirements below:

Demonstrate that you know:

1. What to do at the scene of an accident.
2. How to get help from the emergency service.
3. How to clear an airway and place in the recovery position.
4. How to deal with minor bleeding.
5. How to deal with major bleeding.
6. How to deal with burns and scalds.

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

material.

A young person holding a first aid award covering this or a similar syllabus from a recognized First Aid provider automatically qualifies for this stage of the award.

Emergency Aid 3

Complete the requirements below:

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

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

A young person holding a first aid award covering this or a similar syllabus from a recognized First Aid provider automatically qualifies for this stage of the award.

Emergency Aid 4

Complete the requirements below:

1. Demonstrate what to do at the scene of an accident.
2. Explain when and how to contact the Emergency Services.
3. Respond to the needs of an unconscious patient. Explain

- how to open an airway, give CPR to both an adult and a child and how to place in the recovery position.
4. Explain how to deal with both minor cuts and bleeding and major bleeding injuries.
 5. Explain how to deal with burns and scalds.
 6. Explain how to safeguard against the effects of cold. Know how to recognize and treat hypothermia.
 7. Identify the symptoms of shock and how to treat a casualty.
 8. Explain how to deal with choking.
 9. Explain the common medication procedures used by individuals with asthma and how to deal with an asthma attack
 10. Identify how to recognize the symptoms of a heart attack and take appropriate action.
 11. Explain how to deal with an injury to the head.
 12. Explain how to deal with a casualty with a suspected spinal injury.
 13. Identify the signs of a fracture and soft tissue injuries and how to protect from further injury or pain.
 14. Identify the signs and symptoms of Meningitis and the action to take.

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

A person holding a first aid award covering this or a similar syllabus from a recognized First Aid provider automatically qualifies for this stage of the award.

Emergency Aid 5

Complete the requirements below:

1. Explain what to do at the scene of an accident.
2. Explain when and how to contact the Emergency Services.

3. Respond to the needs of an unconscious patient.
4. Explain how to open an airway, give CPR to adults, children and infants and how to place in the recovery position.
5. Explain how to deal with both minor cuts and bleeding and major bleeding injuries.
6. Explain how to deal with burns and scalds.
7. Explain how to safeguard against the effects of heat. Know how to recognize and treat heat exhaustion.
8. Explain how to safeguard against the effects of cold. Know how to recognize and treat hypothermia.
9. Identify the symptoms of shock and how to treat a casualty.
10. Know how to deal with choking.
11. Explain the common medication procedures used by asthmatics and how to deal with an asthma attack.
12. Explain how to recognize the symptoms of a heart attack and take appropriate action.
13. Explain how to deal with and injury to the head. Know how to treat a casualty with a suspected spinal injury.
14. Identify the signs of a fracture and how to protect from further injury or pain.
15. Explain how to recognize the symptoms of a stroke and take appropriate action.
16. Explain how to recognize a range of muscular and skeletal injuries and how to protect from further injury and pain.
17. Explain how to recognize and deal with a range of other medical conditions including Anaphylaxis, Angina, Cramp, Diabetes, Epilepsy, Febrile Convulsions and Meningitis.

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

A person holding a first aid award cover this or a similar syllabus from a recognized First Aid provider automatically qualifies for this stage of the award.



Hikes Away

Those taking part should be dressed and equipped for the prevailing conditions and terrain.

Hikes Away 1

Complete 1 hike or journey with a purpose as agreed with the Leader.

Hike Away 5

Complete 5 hikes or journeys with a purpose as agreed with the Leader.

Hike Away 10

Complete 10 hikes or journeys with a purpose as agreed with the Leader.

Hike Away 20

Complete 20 hikes or journeys with a purpose as agreed with the Leader.

Hike Away 35

Complete 35 hikes or journeys with a purpose as agreed with the Leader.

Hikes Away 50

Complete 50 hikes or journeys with a purpose as agreed with the Leader.

Examples of activities qualifying for a 'Hikes Away' are listed below. Other similar activities could be undertaken.

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

- While on camp or pack holiday explore on foot a local town or village.
- Walk up a hill and enjoy the view.



Information Technology

Information Technology 1

Complete the following:

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

Information Technology 2

Complete the following:

1. Produce a list of rules for using the Internet safely.
2. Show that they know what the following terms means:
 - Modem
 - Browser
 - Search Engine
 - Digital Camera
 - Clip Art
 - Scanner
 - Menu

3. Show that they can save a file and open that file at a later date.
4. Choose four additional activities out of the following:
 - Access the Internet safely, to find out as much as they can about a topic of their choice.
 - Use a digital camera to take some digital photographs and use a piece of software to enhance or alter the original photographs.
 - Use a piece of software of their choice to produce a set of matching stationery for an event, e.g. birthday-place cards, invitations, posters etc.
 - Use a piece of simulation software and explain what they learnt from it.
 - Produce a series of newsletters for their Section over a three-month period.
 - Produce a simple pictogram or graph of something of interest to them or their Section.

Information Technology 3

Complete the following:

1. Show knowledge about the history of the Internet and how it works. Suggest how they think it may be used in the future.
2. Describe the advantages of using IT compared to manual systems in two of the following:
 - Letter writing
 - Graphic art, design or drawing
 - Accounts
 - Library records
 - Newspaper layout
 - Passing messages
 - News and weather
 - Information
 - Travel and holiday bookings
3. Using email, demonstrate that they can:

- Send an email
 - Reply to a sender
 - Reply to more than one sender
 - Open an attachment
4. Explain what a computer virus is, the possible effects and how they can be prevented.
5. Choose three additional activities out of the following:
- Use a piece of presentation software (e.g. PowerPoint) to give a presentation to an audience.
 - Devise a simple database that could be used by their Section for a particular purpose, e.g. camp records, general records.
 - Produce a local map showing local facilities and places of interest
 - Produce a simple spreadsheet to record subscriptions and expenses.

Information Technology 4

Complete the following:

1. Explain to the Assessor the laws which concern the copying of software, access to computer systems and storage of personal information.
2. Create a simple website for their Section.
3. Explain how an IT system is used by a major user, e.g. a supermarket chain or a bank.
4. Show how that they have used IT in their daily life over a period of six months, e.g. Email, weather forecasts etc.
5. Explain the following terminology:
 - Macros
 - Web Publishing
 - Video Conferencing
 - Multi-tasking
 - Drag and Drop

6. Choose two additional activities out of the following:

- Evaluate a range of professional websites.
- Produce a range of information literature on an agreed theme, e.g. 'how to be more environmentally friendly' - leaflets, posters, fliers etc.
- Produce a complex database for a specific purpose.
- Take part in a video conference with a Scout from another part of the world.
- Demonstrate their ability to use a control programme, e.g. Lego Dacta, LOGO beyond a basic standard.

Information Technology 5

Complete the following:

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



Musician

Musician 1

Complete the following:

1. *Skill* Listen to a short tune of a couple of lines and then sing it back.
Listen to another tune and then beat or clap

out the rhythm.

2. *Performance* Sing or play two different types of songs or tunes on their chosen instruments. This performance must be either in front of other Scouts, or at a public performance, such as a Group Show, school concert or church service.

3. *Knowledge* Demonstrate some of the musical exercises that they use to practise their skills.

Talk about their instrument, and why they enjoy playing it (or the songs they sing and why they enjoy singing them).

Name several well-known pieces of music that can be played on their instrument.

Name several musicians who they have heard.

4. *Interest* Tell the Examiner about the music that they most like to listen to.

Musician 2

Complete the following:

1. *Skill* Achieve Grade One of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice or by singing.

2. *Performance* Sing or play two different types of songs or tunes on their chosen instruments. This performance must be either in front of other Scouts, or at a public performance, such as a Group Show, school concert or church service.

3. *Knowledge* Demonstrate some of the musical exercises that they use to practise their skills.

Talk about their instrument, and why they enjoy playing it (or the songs they sing and why they enjoy singing them).

Name several well-known pieces of music

associated with their instrument or chosen songs.

Name several musicians who are associated with their instrument or chosen songs.

4. *Interest* Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play and sing.

Musician 3

Complete the following:

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

Musician 4

Complete the following:

1. *Skill* Achieve Grade Three or Four of the Associated Board of the Royal School of

Music (or similar) on the instrument of their choice or by singing.

2. *Performance* Sing or play three different types of song or tune on their chosen instrument. One should be a solo and one of the other two should accompany other musicians in an arrangement of their choice. The performance should be public, such as at a Group Show, school concert or church service.

3. *Knowledge* Demonstrate some of the musical exercises that they use to practise their skills.

Talk about their instrument, and why they enjoy playing it (or the songs they sing and why they enjoy singing them).

Talk about some of the musicians who are associated with their instrument.

4. *Interest* Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play or sing.

Musician 5

Complete the following:

1. *Skill* Achieve Grade Five of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice or by singing.

2. *Performance* Sing or play two different types of songs or tunes on their chosen instruments. This performance must be either in front of other Scouts, or at a public performance, such as a Group Show, school concert or church service.

3. *Knowledge* Demonstrate some of the musical exercises that they use to practise their skills.

Talk about their instrument, and why they enjoy playing it (or the songs they sing and

why they enjoy singing them).

Name several well-known pieces of music associated with their instrument.

Name several musicians who are associated with their instrument.

4. *Interest*

Talk about their own interests in music, including what they listen to most, and how this is similar to or different from the music they play and sing.



Nights Away

This activity should be completed by sleeping in a building.

Nights Away 1.

Complete 1 night away as part of a recognized Scout activity.

Nights Away 5.

Complete 5 nights away as part of a recognized Scout activity.

Nights Away 10.

Complete 10 nights away as part of a recognized Scout activity.

Nights Away 20.

Complete 20 nights away as part of a recognized Scout activity.

Nights Away 35.

Complete 35 nights away as part of a recognized Scout activity.

Nights Away 50.

Complete 50 nights away as part of a recognized Scout activity.

Nights Away 75.

Complete 75 nights away as part of a recognized Scout activity.

Nights Away 100.

Complete 100 nights away as part of a recognized Scout activity.

Nights Away 125.

Complete 125 nights away as part of a recognized Scout activity.

Nights Away 150.

Complete 150 nights away as part of a recognized Scout activity.

Nights Away 175.

Complete 175 nights away as part of a recognized Scout activity.

Nights Away 200.

Complete 200 nights away as part of a recognized Scout activity.



Swimmer

Swimmer 1

Complete the following:

1. *Safety:* Explain the safety rules and where it is safe to swim locally.
2. *Enter Pool:* Without using the steps, demonstrate a controlled entry into at least 1.5 metres of water.
3. *Short Swim:* Swim ten metres on your front.
4. *Tread Water:* Tread water for thirty seconds in a vertical position.
5. *Water Skills:* Using a buoyancy aid, float still in the water for thirty seconds.

Demonstrate their ability to retrieve an object from chest deep water.

Perform a push and glide on both their front and back.

6. *Distance Swim:* Swim 25 metres without stopping.
7. *Swimming Activity:* Take part in an organized swimming activity.

Swimmer 2

Complete the following:

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

Swimmer 3

Complete the following:

1. *Safety:* Explain the safety rules and where it is safe to swim locally.
- Explain the rules governing swimming

- for Scouts.
2. *Enter Pool:* Demonstrate a controlled entry or dive from the side of the pool into at least 1.5 metres of water.
 3. *Short Swim:* Swim 50 metres in shirt and shorts.
 4. *Tread Water:* Tread water for three minutes with one hand behind their back.
 5. *Water Skills:* Surface dive into 1.5 metres of water and recover an object with both hands from the bottom. Return to the side of the pool holding the object in both hands.

Enter the water from the side of the pool by sliding in from a sitting position. Using any floating object for support, take up and hold the Heat Escape Lessening Posture for five minutes.
 6. *Distance Swim:* Swim 400 metres without stopping.
 7. *Swimming Activity:* Take part in an organized swimming activity, since gaining their previous Swimming Badge.

Swimmer 4

Complete the following:

1. *Safety:* Explain the safety rules and where it is safe to swim locally.

Explain the rules covering swimming for Scouts.
2. *Enter Pool:* Demonstrate a racing dive into at least 1.5 metres of water and straddle jump into at least two metres of water.
3. *Short Swim:* Swim 100 metres in less than four minutes.
4. *Tread Water:* Tread water for five minutes.

5. *Water Skills:* Surface dive into 1.5 metres of water, both head first and feet first and swim at least five metres under water on both occasions.
- Enter the water as for unknown depth. Swim ten metres to a floating object and use it to take up and hold the Heat Escape Lessening Posture for five minutes.
6. *Distance Swim:* Swim 800 metres without stopping. They should swim 400 metres on their front and 400 metres on their back.
7. *Swimming Activity:* Take part in an organized swimming activity, since gaining their previous Swimming Badge.

Swimmer 5

Complete the following:

1. *Safety:* Explain the safety rules and where it is safe to swim locally.
- Explain the rules covering swimming for Scouts.
2. *Enter Pool:* Demonstrate a racing dive into at least 1.5 metres of water and straddle jump into at least two metres of water.
3. *Short Swim:* Swim 100 metres in shirt and shorts. On completion, remove the additional clothes and climb out of pool unaided. Time limit three minutes.
4. *Tread Water:* Tread water for five minutes, for three of which one arm must be held clear of the water.
5. *Water Skills:* Scull on their back, head first for ten metres then feet first for ten metres. Move into a tuck position and keeping their head out of the water, turn 360 degrees.

Swim ten metres, perform a somersault without touching the side of the pool and continue to swim in the same direction for a further ten metres.

Demonstrate the Heat Escape Lessening Posture.

Demonstrate a surface dive, both head and feet first into 1.5 metres of water.

6. *Distance Swim:* Swim 1000 metres using any three recognized strokes for a minimum distance of 200 metres per stroke. This swim must be completed in 35 minutes.
7. *Swimming Activity:* Take part in an organized swimming activity since gaining their previous Swimming Badge.

The Challenge Badges

The Challenge badges can be attempted by a Cub Scout on his own, by a small group or by the whole Pack. The Challenge badges offer a variety of activities so that Cub Scouts can develop personal interests and skills. You may find that the Challenges help you to come up with ideas for a balanced programme on a series of themes. Some of the activities detailed in Pack programmes are suitable for the Challenge Badges.



Community Challenge

Cub Scouts should complete three of the following:

1. Find out about a place of worship (preferably different from their own) in their local community. Find out what happens there and tell other Cub Scouts about it. If possible they should visit a place of worship or meet a religious Leader.
2. Organise a fundraising event for a charity of their choice.
3. Over a period of a month take good care of a pet. Make a record of how they have cared for their pet, e.g. food, exercise, and cleaning/grooming.
4. Meet or visit someone who helps their local community, for example, a police officer, a fire fighter. Explain to others what they have learned and how we can help them to do their job.
5. Find out what hazards there could be in the home or meeting place or on a campsite. Help other Cub Scouts to be aware of any dangers.
6. Explain the following basic First Aid: controlling bleeding, burns and scalds, airway protection and how and when to get help.



Creative Challenge

Cub Scouts should complete three of the following:

1. Create and then read or perform a prayer, reading or sketch for a service, about their Promise. This should include why the Promise is important to them or how they have used the Promise to help other people. This could be done individually or in a small group.
2. Plan and perform a musical performance, play or sketch.
3. Create two new games for the Pack.
4. Design and make something, e.g. a birdhouse, model or kite.
5. Create something using information technology, e.g., a birthday card, party invitation or a poster.
6. Make a creative presentation about an aspect of Cub Scouting. This could be in the form of a video, photos or a poster.
7. Write a poem or short story on a subject of their choice.
8. Design and make something using pioneering skills, this could be a raft or a scaled down model of a bridge.
9. Take part in a problem-solving activity that requires creative thinking. This could be an incident, hike or a code breaking activity at camp.



Fitness Challenge

Cub Scouts should complete all of the following:

1. Show how they have done their best in a sport or activity over a two-week period. This can be something new or a sport/activity they currently take part in.
2. Show how they have improved their physical fitness over a two-week period. This might include examining what they eat and improving their diet, how much exercise they take.

How much sleep they get and explain how they might continue to improve their fitness in the future.

3. Try two new sports or physical activities at least once, e.g., tennis, dance, basketball, etc.



Global Challenge

Cub Scouts should complete four of the following:

1. Find out about the traditions, culture, food, religion and other interesting things of a country. Write about it.
2. Find out about the work of an international charity that helps around the world, e.g., OXFAM, UNICEF. Present their findings to the rest of the Pack.
3. Find out about an aspect of International Scouting. They could take part in a 'Join In Jamboree' activity, or arrange a visit from a Jamboree participant. Or, they could find out about Scouting in a country of their choice. Write about it.
4. Find out about things that can be recycled or how energy can be saved. Over a period of weeks show how they have recycled or saved energy at home.
5. Find out about a global issue such as poverty, conservation or water and sanitation and what they can do to help. Write about it.
6. Find out about a technology of their choice. This could be a personal computer, a car engine, an aircraft or similar activity. They should understand the basic functions of the technology and how it is used and a brief history. They should then present your findings to the rest of the Pack.



Outdoor Challenge

Cub Scouts should complete all of the following:

1. Take part in at least one residential experience (preferably

camping) with a minimum of two nights away. The two nights do not need to be consecutive.

2. Explain to other Cub Scouts what activity they enjoyed most whilst on the residential experience and what activity they found hardest. This could be in the form of a poster, story photographs or similar.
3. Learn two new skills and use them, e.g., tracking, fire lighting or some basic knots. Demonstrate them.
4. Take part in three new outdoor activities that you have not done before e.g. shelter building, archery, etc. Explain them.



Outdoor Plus Challenge

The Outdoor Plus Challenge is an optional choice particularly aimed at the older Cub Scout who has completed the Outdoor Challenge.

Cub Scouts should complete all of the following:

1. Hold the Outdoor Challenge.
2. Take an active part in helping to plan or run the Nights Away experience, e.g. help a less experienced Cub Scout during the event or plan and lead a Cubs' Own or game.
3. Demonstrate how to prepare for a one-day expedition to the countryside (e.g., correct clothing, footwear, First Aid and food and drink).
4. Spend two nights away on a residential experience with other Cub Scouts (these nights should be in addition to Nights Away used for the Outdoor Challenge but do not have to be consecutive).
5. Plan and then travel along a route of at least one kilometre on foot or using any method of self-propelled transport and navigate any of the following: compass, map, landmarks, tracking signs, taped instructions *OR* plan and use a route using public transport. The route should not be one familiar to the Cub Scout.

6. Design and make something using pioneering skills, this could be a raft or a scaled down model of a bridge.
7. Take part in a problem-solving activity that requires creative thinking. This could be an incident, hike or a code breaking activity at camp.



Promise Challenge

Cub Scouts should complete four activities from the following:

1. Over a period of time help another Cub during Pack activities; this could be for a new Cub's first few weeks in the Pack or on a residential experience.
2. Over a period of time carry out good turns for someone outside of the Pack. This could be helping a relative with housework or doing some work in the local community.
3. Describe an occasion that they found particularly challenging and explain how they did their best.
4. Write about someone who has done their best.
5. Take an active part in the Leadership of the Pack.
6. Help to run a Pack activity or game.
7. Take part in Pack Forums and be a role model for younger Cubs.
8. Take an active part in an act of worship, reflection or celebration with other Cub Scouts. This could be in the form of Remembrance Day or Scouts' Own.
9. Find out about a faith other than their own. This should include places of worship and a festival or ceremony. If possible a visit to a place of worship should be undertaken or a visit from a religious Leader arranged.
10. Hold the My Faith Activity Badge.



Cub Scout Mahogany Award

The Cub Scout must:

1. Have gained the following:
 - a. Bronze, Silver and Gold Arrows.
 - b. A minimum of twenty-five (25) Activity Badges including Personal Safety, Home Help, Global Conservation, Local Knowledge, My Faith, HIV/AIDS Awareness, Substance Abuse and Sustainable Energy. A list of the Activity Badges gained, signed by the Leader, must be submitted.
2. Prepare and submit a basic history of Barbados in not more than 300 words
3.
 - a. Name the National Heroes of Barbados
 - b. Write a full profile on ONE of the Heroes outlining his/her life and the contribution made to Barbados.
4. Write a short report on the mahogany tree including the purposes for which it is used.
5.
 - a. Write an essay on the history of Scouting in Barbados showing its Organisation and functions
 - b. Conduct an interview with one of the following persons to get their views on Scouting and how their role impacts on the organisation:-
 - (a) Their District Commissioner,
 - (b) The Chief Commissioner, OR
 - (c) Their nominee.
6. Participate in at least 2 District Activities and 1 National Activity during the last 12 months. Document and submit your participation, indicating the name, type and date of each activity.

Note:

The Mahogany Award is a National Award. In order for a Cub Scout to be awarded the Mahogany Award, the following procedure must be followed:

- *All assignments completed for the requirements of the Mahogany Award must be neatly compiled in a book/booklet. The book/booklet must be submitted by his Leader to the Assistant District Commissioner – Cub Scouts, or their nominee, by the deadline set by his District.*
- *The book/booklet will be reviewed by his District's Awards Committee to ensure that all the requirements for the Award have been completed. If approved the book/booklet will be signed by the District Commissioner or their nominee and submitted to the National Awards Committee by the deadline set by the National Association. Books/booklets which were not approved will be returned to the Leader with the reason(s) why it was not approved.*
- *Books/booklets submitted to the National Awards Committee will be reviewed by the Committee. If approved, the Cub Scout will be invited to attend an interview conducted by the Committee. The Cub Scout, wearing Full Uniform, MUST attend the interview, accompanied by his Leader who must also wear Full Uniform and Group Scarf. Books/booklets which were not approved by the National Awards Committee will be returned to the District Commissioner with the reason(s) why it was not approved.*



Moving-On (Link Badge)

The Moving-On Award is intended to help a Cub Scout make a smooth transfer to the Scout Troop.

The Cub Scout must:

1. Attend both Cub Scouts and Scouts for four to six weeks and take an active part in the Troop programme.
2. Work for the Scout Membership Award during this time.

The Cub Scout Leader presents the Moving-On Award, normally at a going-up ceremony. If the Cub has completed the requirements for the Scout Membership Award, the Scout Leader will then invest him as a Scout and present this badge.

A Cub wears the Award on the left breast above the Membership Badge. This badge can be worn on his new Scout uniform.

Barbados Boy Scouts Association

Hazelwood, Collymore Rock, St. Michael BB111604, Barbados.