

Barbados Boy Scouts Association Scout Programme



**Scout Badge Book
March 2014A**

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Progressive Training Awards



be prepared...

Moving On Award (Cub Scouts → Scouts)

To be passed under arrangements made jointly by the Cub Scout Leader and Scout Leader.

Complete the requirements below:

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

The Moving-on Award is presented by the Cub Scout Leader, normally at a going-up ceremony, and the young person should wear the award throughout their time with the Scout Troop.

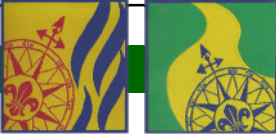


Membership Badge

To be passed under arrangements made jointly by the Scout Leader and the Patrol Leader and awarded by the Patrol Leaders' Council.

Complete the requirements below:

- Talk with your future Patrol Leader about joining the Troop.
- Join a Patrol of your liking and get to know the other members by taking part in an activity with them.
- Get to know the other Scouts and Leaders in the Troop by taking part in at least three Troop meetings, one of which should be out of doors.
- Show a general knowledge of the Scout Movement and the development of world-wide Scouting.
- Know, understand and accept the Scout Promise and Law. Talk with a Scout Leader about how you can put them into practice each day.
- Know what to do at your investiture and, if you would like to, invite someone to be there.



Track & Trail Awards

The Track & Trail Awards are the first Awards a Scout will complete after earning his Membership Badge. There are no set requirements for these Awards. Instead the progress of the Scout is gauged by his personal development. To assist the Leader in determining the progress a Scout has made in his personal development, 122 personal development indicators are provided in the *Track & Trail Progress Notebook*.

Unlike the other badges in the Scout Programme, the Track, Trail, Course and Traverse Award badges are worn when the Scout starts the Award as oppose to when he finishes. This is because these badges show the stage a Scout is working on and not what he has completed. The Scout will wear the Track Award badge from after his Investiture until he has completed approximately half of the personal development indicators. He will then wear the Trail Award badge until he completes it. The Track and Trail Awards should take 12-18 months to complete.

Using the Progress Notebook

It should be noted that the Leader is not required to review 122 personal development indicators in each Scouts Progress Notebook on a weekly or even monthly basis – that would be a full-time job. Instead each Scout, assisted by his parents, is required to develop personal responsibility by reviewing the indicators himself. If in his opinion he has completed an indicator, then he sticks one of the provided seals next to the indicator. NOTE: this does not mean that the indicator is completed. On a periodical basis he will review his Notebook with his Leader, showing the seals he has stuck in the book. If the Leader agrees that an indicator has been completed, then he will stamp the seal with the Troop's rubber stamp to indicate his agreement. If the Leader disagrees that the indicator has been achieved then he will leave it unstamped until he agrees it has been achieved. In the case of indicators which require the Scout accomplish goals at home and/or school, the Leader can require confirmation from the parent and/or teacher that the goal has been achieved. This confirmation can be in the form of a letter or note from the respective person or the Leader can request that they sign the appropriate seal.



Course & Traverse Awards

The Course & Traverse Awards are the next Awards a Scout will complete after the Track & Trail Awards. There are also no set requirements for these Awards and the progress of the Scout is gauged by his personal development. To assist the Leader in determining the progress a Scout has made in his personal development, 129 personal development indicators are provided in the *Course & Traverse*

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Progress Notebook. The Progress Notebook is used the same way as the one used for the Track & Trail Awards.

The Scout will wear the Course Award badge from when he starts the Award until he has completed approximately half of the personal development indicators. He will then wear the Traverse Award badge until he earns his Chief Scout's Award. The Course & Traverse Awards should take 12-18 months to complete.



Chief Scout's Award

To be passed under arrangements agreed by the Patrol Leaders' Council and awarded by the National Awards Committee on the recommendation of the District Commissioner. Requirements are to be completed over a period of not less than 9 months.

- Be at least 14 years old and be working on your Traverse Progress Award
- Complete fourteen activities from those listed below, including at least three from the Adventure section, two from the Community section, three from the Local Knowledge section and one from each of the other sections. The remaining two activities can be from any section you like.
- From the Leadership Award:
 - Take part in at least one meeting of the Patrol Leaders' Council and take responsibility for action as a result of the decisions taken.
 - Complete two further requirements.
- Complete a Personal Project agreed with the Patrol Leaders' Council and approved by the Scout Leader. For example, as a Helper in a Cub Scout Pack, gaining an Instructor Proficiency Badge and using it on a project in another country.
- From the Proficiency Badge Scheme:
 - Gain one Proficiency Badge other than one gained for any previous Award.

Scoutcraft

You must complete at least one activity from this section.

- a. Make a useful item of equipment (for example, tow rope or toggle rope using an eye splice or back splice, a rope fender, a rucksack, a stuffsack, a windsock). Use the finished article in an activity.
- b. Devise a safety checklist for your Troop meeting place, for home and for camp; use the list to remedy any dangers.
- c. Organise a Patrol pioneering project.
- d. Be Food Quartermaster or Equipment Quartermaster for a camp, including preparation and clearing of the camp.
- e. Organise a camp for your Patrol or another group of friends.
- f. Take care of and maintain a specific type of Troop equipment (for example, tents, canoes, ropes, stoves) for a period of at least

three months.

- g. Know how to look after camp toilets, both earth and chemical.
- h. Using two different types of compass of your choice, plan and complete field tests to compare their suitability for different activities; report your findings to the Patrol Leaders' Council.
- i. Be able to interpret a weather map and understand seasonal and local variations in weather. Set up a simple weather station and keep a log book of your recordings over a period of one month.
- j. Organise a dawn to dusk hike for at least four people.
- k. Prepare and cook a backwoods meal for four people.
- l. Any other one activity of a similar nature and level of achievement as agreed with the Patrol Leaders' Council and the Scout Leader.

Adventure

You must complete at least three activities from this section.

Before undertaking any adventurous activity, reference must be made to the Association's activity rules in Policy, Organisation and Rules.

- a. Attempt an adventurous activity which is new to you (for example, caving, rock climbing, hill walking, abseiling, winter camping, subaqua, water skiing, gliding, parascending, karting, board sailing) and achieve basic proficiency.
- b. Act as a coxswain of a boat's crew; carry out basic manoeuvres including anchoring and taking a small boat in tow.
- c. Plan and set out an orienteering course and supervise a group of younger Scouts to complete the course.

- d. Organise a visit to an airfield and arrange a suitable programme for a group of Scouts.
- e. Take part in an exercise to rescue a person from rough country or from the water or from a crashed vehicle.
- f. Help to plan, participate in and report back on a visit to a foreign country.
- g. Have had sufficient dual Instruction to be able to fly a glider or light aircraft from take-off around a circuit and position for landing to the satisfaction of the accompanying instructor.
- h. Build, maintain and use a kart, Scoutcar, canoe, boat or land yacht.
- i. Complete the Beginners Sailing Course at the Barbados Sailing Association or an equivalent course offered by a recognised Authority or Association.

- j. Organise and run an incident hike for younger Scouts.
- k. Using backwoods techniques plan and take part in a two-night survival exercise.
- l. Complete a hike of three days duration with two overnight camps. (Note: this is the length of the Duke of Edinburgh's Silver Award expedition).
- m. Any other one activity of a similar nature and level of achievement as agreed with the Patrol Leaders' Council and the Scout Leader.

Culture

You must complete at least one activity from this section.

- a. Take part in an amateur production for public performance.
- b. Demonstrate some local customs to a Beaver Scout Colony or Cub

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- Scout Pack.
- c. Help produce a magazine or newsletter.
 - d. Mount an exhibition with the help of others using text, photographs and other material to publicise Scouting, and make it available for viewing by the general public.
 - e. Discover the customs and life style of a typical family from an ethnic group (at home or abroad) other than your own.
 - f. Take a selection of photographs on a theme of your interest and mount an exhibition on the theme or complete and display a set of paintings and sketches.
 - g. Make contact with a local craft worker, learn from his or her skills and show an improvement in your own technique in the craft.
 - h. With a friend, visit a museum, stately home or a gallery and tell your Patrol about it.
 - i. Find practical examples of the world-wide family of Scouts and discuss them with your Patrol.
 - j. Take part in an exchange or twinning visit or provide home hospitality for a Scout or Scouts from another country.
 - k. Any other one activity of a similar nature and level of achievement as agreed with the Patrol Leaders' Council and the Scout Leader.

Community

You must complete at least two activities in this section.

- a. Undertake a survey project to assess facilities and amenities for people with disabilities in your area. This may be for the elderly, people with impaired sight or hearing or for people with physical or learning difficulties. Present your findings to an interested party, for example your Group or District Annual General Meeting. Your Assistant District Commissioner may be able to offer you help and support.
- b. Prepare, cook, serve and clear away a formal meal for at least four people from the community outside the Scout Group.
- c. Find out about and give support to Scouts or other people in a developing country.
- d. Explain the system of controlled air space and the air traffic control organisation or explain the system of sea lanes in national and international waters.
- e. Help provide an activity or series of activities for younger people in your neighbouring area during the school holidays.
- f. Share home hospitality with Scouts from another country.
- g. Bring a friend who is not a Scout to your Troop Meeting or any other Scouting activity; find out what your friend thought about the visit, and report back to your Patrol Leaders' Council.
- h. Make contact with a Scout from abroad and learn about his or her way of life and Scouting; help run a Troop programme based on what you have found out.
- i. Organise a twinning venture with a Patrol or Troop from within Barbados or from abroad.
- j. Using slides, tape, video cassette or similar, provide a documentary on your Patrol/Troop life and present this to a group of adults.
- k. Undertake the budgeting and accounting for an enterprise or activity involving several people.
- l. With a group of Scouts and a Beaver Scout Leader or a Cub Scout Leader, provide a series of activities for a Beaver Scout Colony or a Cub Scout Pack.

- m. Any other one activity of a similar nature and level of achievement as agreed with the Patrol Leaders' Council and the Scout Leader.

Health

You must complete at least one activity from this section.

- a. In a sport, set yourself a target for a season and report on your progress.
- b. Arrange for a doctor or other professional person to visit the Patrol Leaders Council and older members of the Troop to discuss a health topic of your choice. (Topics could include the Blood Transfusion Service, A.I.D.S., drug abuse or similar.)
- c. After training, complete a survival swimming exercise.
- d. Visit a sports centre or gymnasium, talk with a specialist about the facilities available and the need for fitness and try out an activity new to you while you are there.
- e. Make contact with a local sports person and find out about their training schedule and how a well-balanced diet can improve your performance; produce and carry out a three-month training programme of your own, guided by a suitably qualified person.
- f. Find out about the common pressures amongst teenagers and how best to cope with these pressures (for example, parents, examinations, relationships).
- g. Any other one activity of a similar nature and level of achievement as agreed with the Patrol Leaders' Council and the Scout Leader.

Commitment

You must complete at least one activity from this section.

- a. Relate a short story about the Founder or the history of Scouting to Cub Scouts or younger Scouts.
- b. Use one of the elements of the Scout Law as a theme to devise a Scouts' Own service or another Act of Worship and lead it for the Troop or others.
- c. Complete a residential training course (such as a Troop Leadership course) at which there is a majority of people not previously known to you.
- d. Maintain a diary of a specific issue affecting your local community over a period of three months.
- e. Use a personal skill over four weeks in a local Scout Group identified with your Assistant District Commissioner (Scouts). Report your experiences to your Patrol Leaders' Council.
- f. Show a continuing involvement in the life of your place of worship.
- g. Participate in a camp at home or abroad with Scouts of other countries.
- h. With a group of friends of your own age, discuss your personal views on a moral issue.
- i. Prepare an account of your involvement so far in Scouting and present it to the Troop or Patrol Leaders' Council.
- j. Take part in an activity with Venture Scouts and discuss membership of the Venture Scout Section with someone from a Unit.
- k. Experience a form of worship from a denomination/faith other than your own and talk to someone of your own denomination/faith about the differences and similarities.

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- l. Describe the type of job you would like to do on leaving school and then visit two establishments and discuss your proposals with the employers or employees.
 - m. Visit and find out about two different places of employment (for example, factory, shop, office).
 - n. Take on some specific extra responsibility in your family or neighbourhood for one month.
 - o. Any other one activity of a similar nature and level of achievement as agreed with the Patrol Leaders' Council and the Scout Leader.
- d. Draw a map of Barbados including places of interest, hospitals, police stations, post offices, parish churches, major highways, vegetation and industrial areas. (Approximate Scale 1:50,000 – 1:75,000)

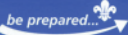
Or

Draw a detailed map of Bridgetown including all roads in and out of Bridgetown, all statues and monument, places of interest, churches, public transport stations (bus, minibus, route-taxi and taxi stands), public telephones and bathrooms, parks and playgrounds. (Approximate Scale 1:10,000 – 1:15,000)

Local Knowledge

You must complete at least three items from this section. Present the results from one of the completed items to your Troop.

- a. Explain the following about Barbados: Barbados' Major Religions, The National Dish and National Past Times (e.g. games, folk songs).
- b. List the names of all of the Governors General and Prime Ministers of Barbados. Write a brief synopsis (1-2 paragraphs) on each including the dates during which they held office.
- c. Describe the type of government found on the island. Include the following:
 - The branches of government;
 - The names the current Head of State, Governor General and Prime Minister; and
 - The names of the Parliamentary constituencies and the names of their current representatives.
- e. List all national festivals and give full details on Crop Over and one other festival of your choice.
- f. List the National Heroes of Barbados. Give a brief history of their achievements.
- g. Give a brief detail on the history of Barbados' Independence.
- h. Give a brief history of Scouting in Barbados including the first ten Scout Troops, when Cubs started, a list of Chief Commissioners, a list of Chief Scouts, and a list of the Scouting District in Barbados.
- i. List the dates and locations for all of the Caribbean Jamborees. List at least six countries in the Caribbean where Scouting currently exist.



Moving On Award (Scouts → Venture Scouts)

To be passed under arrangements made jointly by the Scout Leader and Venture Scout Leader.

Complete the requirements below:

- Check that you are registered with your District Venture Scout Administrator.
- Talk with your Scout Leader about the options available in Scouting.
- Take part in three activities that are of interest to you with the Unit or Units.
- Talk to the Leaders of the Units that are of interest to you.

The Moving-on Award is presented by the Scout Leader, and the young person should wear the award throughout their time with the Venture Unit.

Developmental Training Awards

The role of the Developmental Training Awards is to help the Scout to identify and develop individual skills and talents he may have. Unlike the Progressive Training Awards, there is no particular order in which these Awards must be completed; and like the Proficiency Badges, the Scout can select the ones he wishes to work on.



Adventure Challenge

Complete the requirements below:

1. Undertake a two-day expedition with a Patrol, cooking your own meals and carrying your own equipment.
2. Complete any two of the following:
 - a. With suitable equipment, complete a one-day expedition with friends by foot, bicycle, canoe, kayak or sailing dinghy.
 - b. Camp outdoors for at least two consecutive nights.
 - c. Complete, with others, a day hike using compass bearings.
 - d. With a friend, plan a route for a 12 kilometre journey with a purpose; describe by map reading what you would expect to see; go on the journey and report back to your Patrol what you saw and did.
 - e. Take part in an incident hike.
 - f. Plan and carry out a one-day Patrol activity with a purpose.
 - g. Achieve the technical standard required for the issue of a Scout Association Water Activity Authorisation for Class B1 waters.
 - h. Arrange for a suitably experienced instructor to train you in how a parachute works. Be able to put on a parachute harness and demonstrate the correct landing roll.



Expedition (Adventure Plus) Challenge

Complete any two of the following:

1. With three friends, go on a 25 kilometre hike, staying overnight at a Youth Hostel or similar venue, and visiting places of your own choice.
2. Take part in an air experience flight and point out on an air map the features which you fly over.
3. After training, carry out a two-day (one night) expedition on foot, bicycle, horse, water or similar, with at least three friends.
4. Complete a navigation exercise by day or night in unfamiliar country or in the air or on water and know how to find North by sun and stars.



Community Challenge

Complete the requirements below:

1. Know the location of, and be able to give directions to, local facilities such as pay phones, police stations, bus stations; know how to call out emergency services.
2. Bring a friend who is not a Scout to a weekend camp or to at least four Troop Meetings or Scouting activities.
3. With others, produce a poster display to advertise and illustrate the part your Patrol or Troop plays in your community.
4. Identify examples in your local community where people have not followed the Country Code and/or the Highway Code; tell your Patrol about the consequences of not following these Codes.
5. With your Patrol, plan and take part in a conservation project.
6. Learn appropriate forms of communication to use with people who have visual or hearing impairment.
7. Complete any two of the following:
 - a. Give regular voluntary service to a religious community, old people's home, community centre, or similar.
 - b. Participate in a home care/good-neighbour project.
 - c. Cook a meal for others using recipes from a country other than Barbados.
 - d. With a Patrol, take part in an integrated camp which includes both able-bodied young people and some with special needs.
 - e. With others, give practical service to your local community over a worthwhile period of time agreed with the Patrol Leaders' Council.



Creative Challenge

Complete the requirements below:

1. Make an active contribution to an entertainment, show or exhibition.
2. Take a regular part in an orchestra, choir, band, music group, music workshop or drama.
3. Present as part of a Troop programme an aspect of your own or another culture.
4. Take responsibility for organising a programme item which involves your Troop in an art, craft, creative activity or some aspect of international Scouting.
5. Complete any one of the following:
 - a. Get to know a local place of historical interest, then give a guided tour.
 - b. Find out about a local legend or some local history and present it to others.
 - c. Produce and display a set of photographs, sketches and so

on to show the development of your local area.

6. Complete any one of the following:
 - a. Visit a local place of interest and produce a large scale plan, models, photographs or sketches of it.
 - b. Build and demonstrate a working model (for example, hot-air balloon, flying aircraft, powered boat, steam engine).
 - c. Participate in a craft workshop, writers' circle or painting

group.

7. Complete any one of the following:
 - a. Write an account of a Patrol activity in which you took part, for a newsletter, magazine or newspaper.
 - b. Produce an artistic or literary item (for example, painting, sculpture, poem) to depict or describe a Scouting experience.
 - c. Design and produce advertising material for an event or activity.



Fitness Challenge

Complete the requirements below:

1. Keep a record of all you eat and drink for one week and check the record for a balanced diet; set out to improve over the following week.
2. Know about and practise hygiene in the kitchen at home and/or at Scout Activities.
3. Know about and practise personal hygiene at camp.
4. With another Scout select one common health hazard which is harmful to the body (for example, tobacco, alcohol, solvent, noise), find out about its harmful effects and discuss your findings with others.
5. Complete any four of the following:
 - a. Improve your personal performance over a period of one month in an activity such as jogging, Scout pace, aerobics, circuit training, swimming and keep a simple record of your performance.

- b. Take part as a regular member of a team in a sport over at least three months (for example, at school or a sports club).
- c. In an individual physical sport, show improvement over three months, keeping a record of your progress.
- d. Learn the rules of a sport new to you and participate in it for at least three months.
- e. Set yourself a fitness challenge for three months, agree it with an adult, carry it out and discuss the results with your Patrol Leader.
- f. Demonstrate a proficiency in personal survival swimming.
- g. Demonstrate an understanding of human growth and development and how these can be impaired by alcohol, cigarettes, solvent and drug abuse.
- h. Set yourself a personal target for swimming, agree it with your Patrol Leaders' Council and carry it out. (Note: a



Outdoor (Scoutcraft) Challenge

Complete the requirements below:

1. Pitch, strike, and store a tent correctly.
2. Pack a rucksack to include provisions, clothing, first aid kit, map and compass for a weekend camp.
3. Demonstrate the safe use of a sheath knife or clasp knife, hand-axe and bow saw and know how to maintain and store each of them.
4. Complete any seven of the following:
 - a. Name the parts of a boat and its equipment, prepare it for a water activity and use it.
 - b. Be able to steer and manoeuvre a boat, canoe, kayak or dinghy.
 - c. Prepare, cook, serve and clear away a meal and a hot drink out of doors using an open fire.
 - d. Be familiar with safety precautions for the correct use of potentially dangerous equipment such as lamps, stoves, axes and saws.
 - e. Be able to perform mouth-to-mouth ventilation and demonstrate the recovery position. Deal with shock, fainting, nosebleeds, stings, minor cuts, burns and scalds.
 - f. Complete a simple navigation exercise involving map and compass.
 - g. Demonstrate the correct use of six knots, bends, or hitches used in Scouting activities.
- h. Take part in a observation exercise.
- i. Show how you would set out a well-planned camp site.
- j. Plan and use a balanced menu for a weekend camp for your Patrol.
- k. Complete a simple orienteering, mapping or navigation exercise, which includes setting a map, taking compass bearings, map references and knowledge of Ordnance Survey conventional signs.
 - l. Prepare a personal first aid kit for a day's outing and know how to use each item in it.
 - m. Identify the parts of an aircraft and explain the principles of flight.
 - n. Carry out an activity using a knot, a bend, a hitch and a lashing and demonstrate rope sealing.
 - o. Take an active part in a pioneering project out of doors with your Patrol.
 - p. Demonstrate the correct use of the Barbados Flag and your Troop flag or colours.

Notes:

Sea Scouts must complete options 4a. and 4b. as part of their seven optional requirements.



Outdoor Plus (Scoutcraft Plus) Challenge

Complete the requirements below:

1. Plan and carry out a lightweight expedition over 24 hours with friends of a similar age.
2. Camp a total of 12 nights as a Scout.
3. Cook for a day without utensils.
4. Demonstrate a knowledge of emergency procedures for adventurous activities including the recognition and treatment of hypothermia, the performance of mouth-to-mouth ventilation, treatment of bleeding and treatment of fractures.
5. Be able to use, maintain and instruct in the safe use of different types of stoves and lamps and cook an expedition meal on a suitable stove.
6. Take a leading part in a pioneering project which demonstrates the correct use of at least two types of lashings.
7. Complete any one of the following:
 - a. Make a camp oven and use it.
 - b. Identify the basic types of clouds, explain how they are formed, how wind speed is measured and how the weather can limit various adventurous activities.



Promise (Commitment) Challenge

Complete the requirements below:

1. Keep a daily record for one month on a subject of your own choice.
2. Maintain a Patrol log for three months.
3. Take part in a conservation project lasting at least two days, not necessarily consecutively.
4. Complete any one of the following:
 - a. Find out about the life story of a respected person of your choice and say what you can learn for your own life.
 - b. Find out about the contribution which a famous person has made to the care and needs of other people.
5. Complete any three of the following:
 - a. With other Scouts, write and/or select suitable prayers and use them at Troop meetings and activities over a four week period.
 - b. Show that you have a regular commitment and involvement at a place of worship.
 - c. With another Scout, find out about the practices and beliefs of your own denomination/faith.
 - d. Find out about the life of someone of your own age of another denomination/faith, and show your Patrol how this compares with your own.
 - e. Explain to an adult how the

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Scout Promise and Law are relevant to your daily life at school and at home.

f. With someone else, assemble a selection of prayers and readings for use in the Patrol or in the Troop.

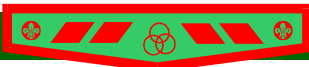


Patrol Activity Award

To be passed under arrangements agreed by the Patrol Leader and awarded by the Patrol Leaders' Council.

Complete the requirements below:

1. Hold the Scout Membership Badge
2. Be in a Patrol of your liking.
3. Explain the Patrol System.
4. Show a knowledge of your Patrol name.
5. Take part in three meetings of the Patrol-in-Council.
6. Take part in a Patrol Good Turn.
7. Complete four of the following activities:
 - a. Take part in an indoor Patrol Meeting.
 - b. Take part in an outdoor Patrol Meeting.
 - c. Take part in a joint Patrol activity (within your own Troop, or with a Patrol from another Troop or Guide Company).
 - d. Take part in a Patrol exchange with another Troop or Guide Company.
 - e. Take part in a short Patrol camp (for example, a weekend).
 - f. Take part in a Patrol expedition (for example, a weekend).
 - g. Gain a Proficiency Badge which must be completed as part of a group (e.g. Entertainer, or Hiker).
 - h. Any other one activity of a similar nature and level of achievement as agreed with the Patrol Leaders' Council.



Leadership Award

To be passed under arrangements made by the Scout Leader and awarded by the Patrol Leaders' Council

Complete the requirements below:

1. Be at least 13 years old.
2. Describe the function of the Patrol Leaders' Council, take part in at least one meeting and take responsibility for action as a result of some of the decisions taken.
3. Complete four of the following:
 - a. With your Patrol-in-Council, organise and then run an indoor Patrol Meeting.
 - b. With your Patrol-in-Council,

- organise and then run an outdoor Patrol Meeting.
- c. Instruct a group of Scouts so that they complete three activities from the Scoutcraft Challenge.
- d. Instruct a Scout or a group of Scouts so that at least one gains a Proficiency Badge.
- e. Complete a course of leadership training.
- f. Hold a position of responsibility in your Patrol for at least six months (e.g. Quartermaster or Patrol Leader).
- g. Any other one activity of a similar nature and level of achievement as agreed with the Patrol Leaders' Council and the Scout Leader.

Proficiency Badges



Administrator

Complete the requirements below:

1. Choose one of these activities:
 - a. Type 200 words using a word processor or desktop publisher, ensuring that there are no mistakes before printing it out.
 - b. Write 100 words of prose in a good legible hand.
2. Show a general knowledge of the administrative arrangements in a Scout Group. This should include the key roles and responsibilities of the Group Scout Leader, or of the Chairman, Secretary and Treasurer of the Group Executive Committee.
3. Know how a personal bank account operates.
4. After consultation with a member of the Leadership Team, draft a letter on an agreed subject and share this with this person.
5. Draft an invitation card for members of the public in connection with a Group, Troop or Patrol event. Share this with a member of the Leadership Team.
6. Choose one of these activities:
 - a. Prepare a press release on a Group, Troop or Patrol event.
 - b. Write an article for a magazine/newsletter reporting a Group, Troop or Patrol event.
7. Carry out the duties of secretary of a committee (this could be a Troop Forum, school club or council etc). These should include taking of minutes/action points, duplication and circulation.



Aeronautics

Complete all the requirements in one of the following alternatives:

Alternative A

1. Know the Rules relating to access to airfields in *Policy, Organisation and Rules*.
2. Understand the purpose and operation of ailerons, rudder, elevator and trim on a glider and have the effects of these controls demonstrated in flight.
3. Understand the functions and workings of the altimeter, airspeed indicator and variometer.
4. Assist a glider pilot with the ground handling, hangar parking and launching of his aircraft.
5. Demonstrate the signals used by the glider pilot and forward

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signaller for the launching of a glider and the procedure for stopping a launch.

Alternative B

1. Know the Rules relating to access to airfields in *Policy, Organisation and Rules*.
2. Assist a pilot with ground handling, the picketing of a light aircraft and the preparation of a light aircraft for flight.
3. Understand the purpose and operation of ailerons, rudder elevator, flaps and trim on a light aircraft and have the effects of these controls demonstrated in flight.
4. Understand the functions and workings of the altimeter, airspeed indicator and engine instrumentation.
5. Demonstrate the marshalling signals used when marshalling powered aircraft. Identify the common signals displayed on the airfield signal square.
6. Understand the R/T procedure for a circuit of an airfield.

Alternative C

1. Know the Rules relating to access to airfields in *Policy, Organisation and Rules*.
2. Demonstrate the marshalling

signals used when marshalling powered aircraft; or demonstrate the signals used by a glider pilot and forward signaller for the launching of a glider and the procedure for stopping a launch.

3. Identify the parts of an aircraft and explain their functions in controlling the aircraft.
4. Assist with the ground handling and picketing of a light aircraft or the ground handling, rigging and de-rigging of a glider.
5. Demonstrate the ground checks that have to be carried out before flying a light aircraft or glider.
6. Demonstrate an ability to carry out two of the following:
 - a. Tie knots and make splices used in glider launching equipment.
 - b. Repair a small tear in the fabric surface of a light aircraft or glider.
 - c. Replenish a light aircraft's fuel system.
 - d. Carry out pre-use inspection of a parachute. Demonstrate how to put it on and take it off.
 - e. Assist with the launching of a hot air balloon.
 - f. Know the procedure for starting up a piston-engined aircraft.



Air Spotter

Complete the requirements below

1. Be able to recognise by sight, three-quarters of the aircraft in the list published by The Scout Association. (The Information

Centre have a free Aircraft Recognition CD for this purpose)

2. Complete one of the following activities:

- a. By yourself or with another Scout, take photographs or collect pictures of a minimum of ten different aircraft types found in the Caribbean/North America. Name the different types and their uses.
 - b. Keep a log for at least four weeks including dates and times. Note the aircraft seen (giving any distinctive recognition features) and the aircraft's approximate heading.
3. Complete one of the following activities:
- a. Recognise and name national aircraft markings, both service and civil, of at least six countries including Barbados.
 - b. Understand the NATO system of letter designation according to aircraft function and give examples of three such designations.
 - c. Name three basic training aircraft used in private flying. Give a brief report on one, naming a club and airfield where it is used (local, wherever possible).
4. Describe the key recognition features of six aircraft selected by an appropriate adult.



Angler

Complete the requirements below:

Health and Safety

1. Know the water safety rules and the appropriate precautions to be taken when fishing from the bank or shore, or from a boat. Understand the dangers of wading in fresh water and shore fishing in the sea and the precautions to be taken.
2. Know the basic hygiene precautions to take when fishing.

Angling Craft

3. Go fishing in fresh or salt water on at least six occasions, recording the following:
 - numbers caught
 - species and size of fish
 - method, tackle and bait used
 - weather and water conditions

Discuss the trips undertaken.
4. Explain the signs of stress in fish. Know the Environment Agency

Emergency Hotline number.

Tackle and techniques

5. Understand why it is important to discard used tackle properly.
6. Choose one of the following activities:
 - a. Cast with beach fishing tackle a distance of 45 metres.
 - b. Cast a ledger and float tackle into a 1metre circle at least three times out of six at nine metres range.
 - c. Cast a trout fly on a fly line into a 3-metre circle at least three times out of eight at 11-metre range.
7. Demonstrate how to set up one of the following sets of tackle:
 - waggler rig
 - swim feeder rig
 - fly cast
 - spinning rig

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- shore fishing rig
 - beach casting rig
8. Explain the importance of:
 - a. Handling fish with care and releasing them carefully.
 - b. Using a lower strength hook link when coarse, game or sea fishing.
 9. Explain the importance of the one of the following activities:
 - a. Setting a keep net correctly.
 - b. How to use a priest to despatch fish quickly.

Know your fish

10. Be able to identify each of the species in one of the following groups:
 - a. Bass, cod, flounder, grey mullet, and mackerel
 - b. Roach, perch, chub, common carp and tench
 - c. Grayling, brown trout, rainbow trout and salmon
11. Have knowledge of the habitat and feeding behaviour of the fish identified and know suitable baits, flies, lures and hook sizes.

Administration and law

Complete the requirements from either of the options below:

12. Freshwater fishing
 - a. Know the dates of the fresh water season and size limits of freshwater fish in the areas in which they fish.
 - b. Be able to explain why licenses and permits are required for fishing and know the age at which a national rod license is required.
 - c. Know the location of the local fishing club and any waters they may control.
13. Saltwater fishing
 - a. Know the size limits of saltwater fish in the areas in which they fish.
 - b. Be able to explain why licences and permits are required for fishing and know the age at which a national rod licence is required.
 - c. Know the location of the local fishing club and any waters they may control.



Archaeologist

1. Have a knowledge of one of the periods of human prehistory (e.g. Palaeolithic, Neolithic, Bronze Age, Iron Age).
2. Show an understanding of the importance of the preservation of ancient monuments, the necessity of reporting finds to the Barbados Museum, and the danger of digging without expert supervision.
3. Have a general knowledge of the

methods used by archaeologists for discovering and recognising sites (e.g. field work, aerial photographs, etc.) and a knowledge of the process of scheduling ancient monuments.

Complete two of the following:

4. Produce a log with sketches and/or photographs of at least one week's work on a 'dig' in which you have assisted.
5. Complete the following:

- a. Produce a log of a study made of four periods of church architecture, including sketches made in the field.
 - b. Show that parts of a church can be approximately dated by the architectural style.
6. Make a report of objects of two periods (chosen from 1 and exhibited in a museum).
- Note:** *The report must be illustrated with sketches made in the museum, and show a knowledge of the importance and use of the objects.*
7. Visit all the sites possible in an area to be decided upon by the

examiner or curator of the museum; report on the type and condition of each, and draw a sketch map to scale of one of them.

Note: *The report must be illustrated with a sketch map of the area chosen, with the monuments visited, marked.*

The reporting to the museum authorities of actual or threatened damage to an ancient monument is of great service and should be done without delay.

8. Carry out an archaeological project chosen by yourself and approved by the examiner or museum curator.



Artist

Complete the requirements below:

1. Paint or draw an illustration of a scene from a story agreed beforehand.
2. Paint or draw either a person from

life or an object set before you.

3. Paint or draw a landscape as agreed with an appropriate adult.
4. Show a selection of your recent work.



Astronomer

Complete the requirements below:

1. Demonstrate an understanding of the night sky and why the pattern of stars changes night by night throughout the year. Know the meaning of the terms celestial equator and poles; circumpolar; and zodiac.
2. Recognise the main constellations and know the names of some of their important stars.

3. Know the meaning of four of the astronomical terms below and where to find examples of:

- An open star cluster (Pleiades, Hyades, Praesepe, Double Cluster in Perseus)
- A globular cluster (Hercules)
- A double star (Mizar and Alcor, Albireo, Epsilon Lyrae)
- Another galaxy (Andromeda)

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- A nebula (Orion)
 - A red giant (Betelgeuse)
4. Give a general description of the Sun, individual planets, moons, comets and meteor showers, asteroids and meteorites. Know that the Solar System is part of the Milky Way galaxy.
 5. Know about man's activities in space, to include SOHO, Hubble, Cassini, and the International Space Station.
 6. Explain how the Moon affects the tides. Be able to advise on the state of the tide by using a tide table.
 7. Visit a planetarium, observatory or science centre; or explore an aspect of astronomy further using relevant Internet sites.
 8. Undertake a project of your choice for three months to further your

understanding of astronomy before meeting again with your assessor to discuss your project. Example projects are:

- Keep a diary of planetary events.
- Record meteor showers and satellites seen while observing the night sky.
- Keep a log of Moon halos and phases of the Moon.
- Collect newspaper or magazine cuttings or website pages reporting on space missions across the world.
- Maintain a general interest in astronomy and then meet again with your assessor to discuss your experience.



Athlete

Complete the requirements below:

1. Demonstrate an appropriate warm-up and warm-down routine using all the main muscle groups. Explain why both routines are advisable.
2. Discuss the safety rules associated

with athletics, particularly throwing and jumping events.

3. Compete in any three events (two track and one field, or vice versa) and gain points as indicated on the score chart below.

SCOUT PROFICIENCY BADGE REQUIREMENTS 25

Points	100m (s)	200m (s)	400m (s)	800m (m:s)	1500m (m:s)	High Jump (m)	Long Jump (m)	Shot (m)	Discus (m)	Cricket Ball (m)
10	13.4	28.0	64.0	2:30	5:10	1.60	5.00	9.5	35.0	65.0
9	14.0	28.8	67.0	2:40	5:25	1.40	4.75	8.5	29.0	55.0
8	14.7	31.4	71.0	3:00	5:45	1.30	4.40	7.2	22.0	50.0
7	15.3	32.6	75.0	3:10	5:50	1.25	4.20	6.5	17.0	45.0
6	15.8	33.2	79.0	3:20	6:20	1.20	4.00	5.5	14.0	35.0
5	16.3	34.0	83.0	3:40	6:50	1.00	3.75	4.1	12.0	30.0
4	16.8	35.5	88.0	4:00	7:30	0.90	3.30	3.7	10.0	25.0
3	17.6	38.3	94.0	4:20	8:00	0.85	2.80	3.3	9.0	20.0
2	18.3	40.0	100.0	4:40	8:30	0.80	2.45	2.8	8.5	15.0
1	20.0	45.0	120.0	5:00	9:30	0.75	2.10	1.8	6.0	10.0

Minimum points total for the award of badge

Age	Under 11	Under 12	Under 13	Under 14	Under 15
Points	8	12	15	20	24

Notes

For event 3, Scouts may use timings or distances achieved at school or other athletic events. A teacher or

athletics coach would normally confirm these timings. The recommended weights of the shot, discus and cricket ball are 2.73 kg, 1kg and 0.135kg respectively.



Aviation Skills

Basic Aviation Skills – White Logo

Complete the requirements below:

- Know the rules relating to access to airfields in Policy, Organisation and Rules. Draw a diagram/ map or make a model of an airfield to show and name the different areas.
- Understand the terms: nose, fuselage, tail, main-plane, port and starboard. Know the names of the control surfaces of an aircraft.
- Construct and fly a chuck glider for at least 5 seconds or build and fly a hot-air balloon or kite.
- Choose one of the following activities:
 - Collect photographs or pictures of six aircraft that interest you, name them and their operational uses.
 - Discuss an airline that you are interested in, or have travelled on, showing pictures of aircraft livery and logos.
- Take part in a Patrol or Troop visit with other Scouts to a place of aviation interest.

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6. From the list of Aviation Skills training activities complete four items, each to be taken from a different section.

Notes

The Imperial War Museum at Duxford has developed resources for this badge. These can be found on the IWM Duxford website.

Aviation Skills – Yellow Logo

Complete the requirements below:

1. Qualify with one of the following:
 - a. Hold the Basic Aviation Skills Badge OR
 - b. Be at least 11½ years and complete requirements 1 and 5 of the Basic Aviation Skills Badge.
2. List the main types of aircraft and identify the parts of an aeroplane.
3. Identify 12 aircraft in use today from pictures or in flight. These must include at least two civil commercial aircraft, two military aircraft and two light private aircraft.
4. Explain how wind speed and direction are measured and how weather can affect various air activities. Demonstrate how to obtain a local forecast for an air activity.
5. Understand the phonetic alphabet, explain why it is used and demonstrate its use.
6. Demonstrate ability to trim a suitable model glider to perform a straight glide, stall and specified turn. Explain the relationships between lift, drag, thrust and weight.
7. Choose one of the following activities:
 - a. Fly in a light aircraft or glider as a passenger and know the rules

in Policy, Organisation and Rules relating to flying.

- b. Help to organise a visit to an airfield or place of aviation history for a group of Scouts. Explain to your assessor what you would need to tell the Scouts prior to the visit.
8. From the list of Aviation Skills training activities complete a further six items taken from at least four different sections.

Advance Aviation Skills – Red Logo

Complete the requirements below:

1. Qualify with one of the following:
 - a. Hold the Aviation Skills Badge OR
 - b. Be at least 13 years old and complete requirements 1 and 4 of the Aviation Skills Badge.
2. Name the main control surfaces of an aeroplane, explain how they work and how they are controlled.
3. Choose one of the following two activities:
 - a. Explain the duties of an aircraft marshaller and demonstrate marshalling signals.
 - b. Explain the duties of a crew leader for a glider launch and demonstrate procedure and signals.
4. Know the types of air maps and the conventional signs used on them.
5. Choose one of the following activities:
 - a. Explain the basic principles of a piston engine, including the four-stroke cycle, with consideration of valve and ignition timing.
 - b. Compare and contrast the main parts and workings of a piston engine and a jet engine.

6. Explain the difference between ground speed and air speed and how wind is used in take off and landing. Explain how a wing gives lift. Explain the causes of stalling.
7. Take part in an air experience flight and point out on an air map the features that are over flown.
Choose any means of air travel, for example powered aircraft, glider, balloon, airship.
8. From the list of Aviation Skills training activities complete another six items from at least four different sections.

Aviation Skills Training Activities

Section 1: Practical skills

1. Build and fly one of the following:
 - a. A rubber-powered model for at least 15 seconds
 - b. A glider for at least 15 seconds
 - c. A model airship
 - d. A hovercraft
 - e. A boomerang
2. Build a scale model aircraft to a satisfactory standard from one of the following:
 - a. Plastic kit, plans or photographs. Talk about the aircraft's key points and history
 - b. By modifying a standard kit, produce a different but authentic version of the aircraft
3. Make a solid model where all control surfaces operate and can be used to demonstrate their effect.
4. Demonstrate the signals required to launch a manned glider and participate as part of a launch or recovery crew.
5. Arrange for a suitably experienced instructor to give training in how a parachute works. Be able to put on

a parachute harness and demonstrate the correct landing roll.

6. Assist with the launching and recovery of a paraglider. Make two ascents, without release.
7. Know the rules in Policy, Organisation and Rules relating to flying and fly in an aircraft as a passenger.
8. Undertake a project to demonstrate a particular aeronautical principle and build a suitable model to illustrate it.
9. Build and fly at least five different designs of paper aeroplane, using published plans if desired.
10. One other activity of a similar nature and level of achievement as agreed by your leadership team.

Section 2: Flight Safety and Airmanship

1. Know the dangers posed to aircraft by birds and other wildlife and the methods employed to reduce the problem.
2. Understand the working of an airport fire service or emergency team, the equipment employed and main rescue methods.
3. Know the reasons for airport security, the main threats and means of counteracting these threats.
4. Explain how an aircraft lifejacket works. Demonstrate its use.
5. Draw a runway and its circuit patterns indicating:
 - a. Climb-out; cross wind; down wind; base leg; final leg
 - b. Runway markings
 - c. Taxi-ways; overshoot; under-shoot areas
6. Explain and illustrate the purpose and workings of an ejector seat.

7. Understand the physical fitness requirements to fly as a pilot or passenger. Be aware of health concerns such as ear blockage, hypoxia and deep vein thrombosis.
 8. Explain the emergency procedures for a manned glider in the case of:
 - a. Cable failure in a winch or aerotow launch, and engine failure of a motor glider
 - b. Structural failure or collision at altitude
 - c. Inability to release cable in the case of winch launch or aerotow
 - d. Altitude loss to the extent that safe soaring is no longer feasible
 9. Understand the responsibilities of the commander of an aircraft. Examples include briefings, safety of load and passengers, completing relevant paperwork.
 10. Demonstrate pre-flight inspection of an aircraft and explain why inspection of each part is important to safe operation.
 11. One other activity of a similar nature and level of achievement as agreed by the leadership team.
- of a chosen aircraft in relation to its operational role
 3. Understand the principles of air launched and ground based anti-aircraft weapons and the systems used to counteract them.
 4. Demonstrate knowledge of air and space surveillance systems, their types and applications.
 5. Understand the advantage of mid-air refuelling for military aircraft, the main methods of fuel transfer and the main types of tanker used.
 6. Discuss the problem of aerospace flight including acceleration to escape velocity, the reason for weightlessness and re-entry problems.
 7. Demonstrate a general knowledge of the progress of space exploration, describing in particular one space programme.
 8. Understand the principles of reusable space vehicles. Know their advantages and disadvantages over conventional rocket systems/launch vehicles.
 9. Explain the roles of two recent space probes and two recently launched satellites, giving the main types of instruments used.
 10. Demonstrate the scale of the solar system with a drawing or model to show the relative positions of the planets.
 11. Any other one activity of a similar nature and level of achievement as agreed by the leadership team.

Section 3 – Aerospace Operations

1. Describe at least six airlines by their names and markings, completing one of the following:
 - a. Identify the home countries and main operating bases
 - b. Describe six routes operated by each airline, together with the aircraft used
 - c. Describe the operations of an all-cargo airline. Know the main types of cargo aircraft and their special applications
2. Discuss the design characteristics

Section 4 - Navigation

1. Explain the workings and potential errors of an aircraft compass.
2. For a cross-country flight of at least 80 kilometres, work out the time of flight from an overhead starting point to an overhead

destination for a given airspeed, assuming, i. a given headwind; ii. a given tailwind.

3. Explain the workings of a Global Positioning System (GPS) and be able to demonstrate its usage.
4. Explain the workings of aircraft pressure instruments, for example an altimeter or air speed indicator. Explain the sources of errors.
5. For a cross-country flight of at least 80 kilometres, determine a heading given a track, wind speed and direction.
6. Demonstrate knowledge of conventional symbols used on an aeronautical chart and show how to do simple flight calculations.
7. Illustrate latitude and longitude by simple diagrams. Explain the need for different types of map projections.
8. Show a basic knowledge of Aeronav aids and equipment. Understand the concept of GPS.
9. Any other one activity of a similar nature and level of achievement as agreed by the Section leadership team.

Second 5 – Meteorology

1. Identify the basic clouds and explain how they are formed.
2. Explain how wind speed is measured and how weather can affect various air activities.
3. Demonstrate how to get a local forecast for an air activity.
4. Explain the flight conditions that can be expected in various cloud formations and weather conditions.
5. Outline how temperature and pressure are measured, list the units used and demonstrate conversions between different units by use of tables and by

calculation.

6. Identify the weather conditions associated with the movement of air masses over the United Kingdom for example Polar, Tropical, Maritime and Continental..
7. Explain how readings of upper air conditions are obtained.
8. Collect detailed weather maps of the United Kingdom either from the internet or from a newspaper for a two-week period. Illustrate the development of significant weather features over this period.
9. Be able to interpret Met Office reports and forecasts for pilots, such as METAR and TAF.
10. Any other one activity of a similar nature and level of achievement as agreed by the Section leadership team.

Section 6 – Aero Engines

1. Explain how jets or rockets obtain thrust. Explain the principle of the ramjet. Explain the principles of a centrifugal or axial compressor type jet engine and identify the main components of such an engine.
2. Discuss the relative merits of piston engines, turbojets, turboprops, turbofans, ramjets and rockets.
3. Identify the main types of aircraft fuels and fuel systems.
4. Demonstrate knowledge of the causes of aircraft noise and disturbance. Know the design methods used to reduce aircraft noise and how the effects on local communities can be reduced.
5. Demonstrate knowledge of the effect of aircraft engine emissions on the atmosphere and how these can be reduced.

6. Any other one activity of a similar nature and level of achievement as agreed by the Section leadership team.

Section 7 – Communications and Air Traffic Control

1. Identify the signals used on an airfield signals square, together with runway and airfield markings.
2. Identify the lamp and pyrotechnic signals used on an airfield.
3. Understand why Morse code is still transmitted by navigational beacons and be able to recognise six three-letter sequences either from a recording or written copy.
4. Explain the system of air traffic control in use at a small civilian airfield.
5. Demonstrate examples of the ground-to-air emergency code.
6. Understand the special communications difficulties for activities such as paragliding or hang gliding and the need for clearance in areas of military flying.
7. Any other one activity of a similar nature and level of achievement as agreed by your leadership team.

Section 8 – Principles of Flight

1. Explain the meaning of trim and the importance of weight and balance.
2. Explain the purpose and operation of flaps, slots and slats.
3. Explain how basic aerobatic manoeuvres are carried out.
4. Demonstrate knowledge of the principles of take-off and landing with special reference to light aircraft.
5. Explain the methods by which short or vertical take-off can be achieved.
6. Describe the airflow around a modern square parachute, explaining how it develops lift and how it is controlled.
7. Attain a reasonable standard on a home computer flight simulator programme and understand why the aircraft behaves as it does. The suitability of the programme is to be agreed by the Section leadership team.
8. Show knowledge of the methods for operating specialised passenger aircraft into city centres such as helicopters, STOL, tilt wing etc and the main drawbacks
9. Any other one activity of a similar nature and level of achievement by your leadership team.



Boatswain

1. Complete the following:
 - a. Have a general knowledge of ropes, including different uses, stresses and strains, and demonstrate the correct methods of stowing cables, coiling light lines and painters.
 - b. Have a knowledge of sail canvas and Terylene, be able to name the parts of a sail and know how to maintain sails in good condition.

- c. Have a good knowledge of both standing and running rigging in:
- an open sailing craft;
 - a gaff-rigged vessel;
 - a class racing boat.
- d. Have a practical knowledge of at least three types of purchase tackles.
- e. Demonstrate that you can heave a lifeline 18 metres with reasonable accuracy.
2. Complete the following:
- a. Be able to use a palm and needle and make a drogue with canvas.
- b. Make a rope fender for a dinghy.
- c. Make a grommet and a stopper knot ready for operational use in a sailing boat.
- d. Complete a long splice or make up a pair of lizards using bull's eyes or thimbles.
- e. Demonstrate in a sailing boat whilst underway the following: single catspaw, running bowline, double sheetbend and mouse a hook.
3. Take a regular and practical part in one of the following activities:
- a. Constructing a canoe.
- b. Constructing a hard chine boat.
- c. Carrying out hull repairs to a wood, fibreglass or plastic boat.
- d. Making a spinnaker or stormsail.
4. Take a responsible part in one of the following activities:
- a. Rig a derrick (or derricks) with rope, spars and tackles and so on, and lift a small dinghy from the water.
- b. Rig a form of breeches buoy, using a lifebuoy, ropes, tackles and spars and so on, and demonstrate its use.
- c. Launch a boat from a sandy or shingle foreshore, beach the craft and haul it up well clear of the water. The rigging of a hull strop and the use of a carrick bend should feature in the hauling-up evolution.
5. Take a leading part in one of the following exercises afloat:
- a. Board a sailing boat, apparently dismasted, stream a drogue and ride it, construct and hoist a jury rig, recover the drogue and sail the boat home, with the candidate taking the helm. The jury rig must include one makeshift mast, two jury sails, a rolling hitch, single catspaw, sheet-bend and appropriate lashings. The distance of the operation out and in should be approximately 900 metres (4 cables) each leg.
- Notes:*
- One orthodox sail may be utilised but not in its normal or proper setting.
 - In craft carrying two masts, one orthodox mast may be retained to set one july sail.
 - The second jury sail is to be fashioned from available materials, for example oilskin, canvas covers, sacking, tarpaulins and so on.
- b. Answer a signal for assistance from a sailing boat with a damaged rudder and 'aground in shallow water' at approximately 900 metres (4 cables) distant. Refloat the craft by warping off, rig for sailing, recover ground tackle and sail the boat home. The candidate to board the 'stranded' craft, supervise laying out of kedge anchor and warping off, recovery of anchor and re-

rigging of sailing gear. The candidate should sail the craft home using a steering oar in place of a 'damaged' rudder.

Notes:

- The candidate should muster the crew with the

appropriate pipe.

- The candidate should supervise preparation of the pulling or power boat with the appropriate gear to include: warp, spare anchor and a drogue.



Camp Cook

Complete all of the requirements below:

1. Explain how and where to shop for food and how to transport it.
2. Demonstrate proper storage and cooking under camp conditions. This must include knowledge of hygiene in the camp kitchen and how to prevent food poisoning.
3. Cook without utensils, but using foil, a two-course meal for yourself and at least one other person.
4. Devise a day's menu (including

quantities) for a group of 4 to 6 Scouts. (Consider first any cultural, religious, vegetarian or dietary needs of the group.) One of the meals must include a cooked dessert.

5. Successfully cook and serve the day's menu.

Notes

All dishes are to be cooked under camp conditions and preferably on a wood fire.



Camper

Complete all of the requirements below:

1. Camp under canvas as a Scout for at least 15 nights. (Under canvas refers to any tentage.)
2. Lead a group of Scouts in the pitching, striking and packing of a four to six person tent.
3. Know what to look for when choosing a campsite and in deciding the best position to pitch tents.
4. Show an understanding of the

reasons for hygiene and the importance of being safe and tidy in camp.

5. Demonstrate how to store food hygienically at camp.
6. Construct two useful camp gadgets such as a camp larder, altar fire, flagpole, camp gate etc.
7. Prepare and cook either a full hot breakfast or a main meal for 2 to 6 people.



Campsite Service

Complete the requirements below:

1. Hold the Camper Badge.
2. Have worked for at least two days at a permanent District, County/Area or National Scout campsite or similar Activity Centre, helping the Warden or Manager to their satisfaction.
3. Explain and where possible demonstrate the maintenance required for some campsite equipment.
4. Explain and where possible demonstrate four of the following:
 - a. The reasons for having clean toilets.
 - b. How to unblock a drain.
 - c. Prevention of frozen pipes and the steps to be taken when over ground pipes burst or leak.
 - d. The need for good site drainage and clear ditches.
 - e. Refuse disposal, including how to maximise the retention of recyclable materials.
 - f. Respect for wildlife, balancing the requirements of campers.
 - g. The use of computers in campsite management.
 - h. Other important tasks as identified by the Warden or Manager.
5. Become familiar with an activity run on site. Explain the use and maintenance of equipment used for that activity.
6. Demonstrate an ability to competently use three items of equipment appropriate to your role.
7. Discuss developments and improvements you would like to see at a permanent campsite with which you are familiar.



Caver 1

Complete the requirements below:

1. Take part in at least four trips to at least two different cave systems. (Each visit must be as a member of a properly lead group)
2. Keep a record of these trips and the routes followed.
3. Have a good knowledge of the contents of the caving and cave

conservation codes, and be able to show to the assessor an awareness of the environmental issues around caving.

Notes

Reference should be made to the Activity Rules in chapter nine of Policy, Organisation and Rules and the Adventurous Activity Permit Scheme.



Caver 2

Complete the requirements below:

1. Hold the Caver 1 badge.
2. Learn how caves are formed and be able to talk about them with the examiner.
3. Rig and use a ladder pitch under Supervision.
4. Undertake, as part of a properly led group, six different trips in at least two different cave systems these to be different from, or extensions of, those logged for the Caver 1 badge. Three of these trips should include sections involving vertical pitches. The accounts of these trips to be presented in the same log as that used for the Caver 1 badge.
5. Learn the caving and cave

conservation codes and be able to discuss with the examiner measures that can be taken by participants in the activity to reduce conflict and promote conservation.

6. Make a study on an aspect of speleology agreed with the examiner and discuss your findings (for example, fauna and flora found in caves, cave photography or bat conservation).

Notes

Reference should be made to the Activity Rules in chapter nine of Policy, Organisation and Rules and the Adventurous Activity Permit Scheme.



Communicator

Complete the requirements in any one of the following alternatives:

Alternative A – Radio Communication

1. Complete the following three tasks:
 - a. Log 25 different amateur radio stations, showing date, time, call sign, frequency, readability and location. Some broadcast stations may be included.
 - b. Demonstrate how to tune a simple communications receiver.
 - c. Give an example of a typical 'greetings' message.
2. Explain in simple terms how radio waves travel around the world. Know the more commonly used HF and VHF amateur frequency bands.
3. Complete the following two tasks:
 - a. Know the Phonetic Alphabet and define at least eight international Q code signals.
 - b. Demonstrate your ability to recognise call signs from the Caribbean and American continent.
4. Visit an amateur radio station.
5. Understand the regulations governing the use of amateur

radio equipment.

Alternative B – Communication Codes

1. Send and receive a short message by Morse code or Semaphore at a rate of five words per minute.
2. When sending and receiving a message, demonstrate that you know the appropriate procedure.
3. Know the International Phonetic Alphabet and define at least eight international Q code signals.
4. Construct a simple Morse code oscillator and send a short message.

Alternative C – Mobile and Internet Communication

1. Know how to use your mobile safely and how to keep it safe.
2. Understand the meaning of the following terms SMS, MMS, 3G, WAP, Bluetooth.

3. Send a creative text, multi-media or video message to invite a friend to a Scouts event.
4. Manage a mobile phone address book, including the setting up groups.
5. Show you can accurately input text at a rate of 50 characters per minute.
6. Know how to keep yourself safe when chatting online.
7. Know how to use an instant messaging service such as MSN Messenger or AOL Instant Messenger.
8. Show you know the meaning of some popular chat abbreviations.
9. Send a creative and imaginative e-mail or instant message to a friend showing photos of an enjoyable Scouting activity you have been involved with.
10. Manage an e-mail address book, including setting up groups.



Community

Complete the requirements in any one of the following alternatives:

Alternative A

1. Find out about the community services provided within your local community (for example health, education, leisure, youth provision, rescue) using such resources as the local authority, youth officers, local library and visits. Discuss with the examiner how these services are provided and how well they meet the needs of the people they are designed to serve.
2. After consulting with the examiner, carry out a study of one aspect of community concern in your area. The study should be of approximately six months' duration.
3. Give regular voluntary service to the community, spread over at least two months. Explain to the examiner what you have earned from this experience.

Alternative B

You must discuss this option with the examiner before undertaking any of the requirements.

1. With a friend, push and be pushed in a wheelchair around your neighbourhood, visiting shops and public buildings. Describe your experience to the examiner.
2. Show how to open and close a wheelchair properly and how to take it up and down curbs, down a slope and up and down stairs.
3. Demonstrate the techniques of lifting someone who has a weakness in the legs and of transferring them from one chair to another.
4. Assemble a display of not less than eight items of aids used by people with special needs. Explain to your Patrol and the examiner how these items are used.
5. Learn the following Makaton phrases - Hello, Please Thank you, Friend, Help, Home, Tired, Eat, Drink, Yes, No, Okay, Wash, Toilet and Goodbye.
6. Help to make a Special Needs Awareness Trail for the Scouts in your Patrol. Take part in it yourself. Tell your examiner about it.
7. Spend a total of 15 hours within a period of three months helping at one of the centres that cater to persons with special needs.

8. Discuss with the Patrol Leaders Council and with the examiner how you now feel about people with special needs and how you will behave towards them in the future.

Alternative C**Either**

1. Take part in a visit to a police station and find out about:
 - a. The organisation of the Royal Barbados Police Force and the rank structure.
 - b. The various specialist departments.
 - c. Communications including personal radio, emergency system and phonetic alphabet.
 - d. The practical side of preventing and detecting crime.
2. Show an understanding of crime prevention in the home and the community.
3. Observe a stranger for a period of two minutes and, after a period of time, be able to describe him or her in such a manner as to enable the person to be recognised.
4. Show a good knowledge of The Highway Code.

Or

1. Take part in a locally organised course as agreed by your Patrol Leaders Council, Scout Leader and the Police Force.

**Cook**

Complete the requirements below:

1. Discuss how and where to shop for food and how to transport it.
2. Demonstrate proper storage and

cooking. This should include knowledge of hygiene in the kitchen and how to prevent food poisoning.

3. Create a menu for a three-course

meal for between two - four people to include the following menu items:

- two cooked dishes;
- a cake or pastry dish;
- two sauces such as Mornay, apple, curry, mustard, parsley, chocolate, custard etc.

4. Cook and serve this menu, demonstrating the necessary preparation and serving skills.

5. Plan a full balanced menu for a small group of Scouts for at least one weekend. Discuss the choices made, assuming full kitchen facilities are available.



Craftsman

Complete the requirement below:

1. Make or decorate one or more articles, using whenever possible, original design ideas. The project should be discussed beforehand with a member of the Leadership Team and should take around six hours to complete. Appropriate care must be taken with all tools and materials to avoid injury. Some example projects are:

- Make a container using basket making, woodturning, pottery, embroidery on plastic canvas, glass blowing, fibreglass construction.
- Make a belt, bag, wall hanging, tablemat or waistcoat by weaving, macramé, beadwork or from leather.
- Make an item of clothing or soft furnishing by sewing or knitting. (You may follow a pattern.)
- Decorate clothing or soft furnishing (cushion, tablecloth etc) using embroidery,

tapestry, lace making, tie and dye or wax and dye or fabric paints.

- Make a picture using techniques such as mosaic, staining glass, quilting, calligraphy, pyrography, pressed flowers, fabric collage, printing with potato, lino, string, drypoint, aquatint, silk screen or similar.
- Decorate an article (wood, metal, glass etc) by engraving or etching; or decorate enamelware.
- Make an ornament or decorative article using candle-making, arranging flowers, carving in any medium (e.g. wood, slate, stone, soap), fly tying, jewellery making, pewterwork, copper or silver smithing, stone polishing, stone masonry or sculpture.
- Make a small item of furniture.
- Decorate a cake for a special occasion.



Cyclist 1

Complete the requirements below:

1. Use a bicycle that is properly equipped and kept in good working order for at least 6 months.
2. Demonstrate an ability to carry out essential maintenance and repairs, including the following: check and adjust the brakes; check and adjust the gear change; adjust the seat and handlebars to a correct height; remove a wheel and locate and repair a puncture; check and adjust your cycle helmet; and maintain a set of lights.
3. Demonstrate that you know and observe The Highway Code, traffic signals, lighting-up times, road signs, and that you can read a map.
4. Take part in a Scout activity which includes the use of bicycles.



Cyclist 2

1. Hold the Cyclist 1 Badge.
2. Demonstrate an ability to carry out small general repairs, including at least four of the following, to the satisfaction of the examiner:
 - a. Replacement of a brake cable;
 - b. Replacement of a worn chain;
 - c. Replacement of a broken spoke;
 - d. Removal and replacement of cranks or pedals;
 - e. Adjustment of bearings and gears.
3. Have a basic knowledge of first aid and what to do in the case of accidents.
4. Have a working knowledge of map reading. Be able to orientate a map using a compass or conspicuous features. Be able to estimate distances and times taken to travel.

Complete all the requirements in one of the following alternatives,

Alternative A – On Road

1. Explain what extra precautions

should be taken when cycling in the dark or in wet weather. Understand why motor vehicles take longer to stop in the wet.

2. Demonstrate an ability to control a cycle along a slalom course.
3. Show an understanding of the Highway Code, including road signs and helmet use.
4. Plan and carry out an all day cycle ride of not less than 40 kilometres (25 miles).

Alternative B – Off Road

1. Have an understanding of The Scout Association's Rules for taking part in adventurous activities.
2. Demonstrate an understanding of the Mountain Bike Code of Conduct.
3. Demonstrate the ability to control the cycle over different types of terrain.
4. Show an understanding of the damage that may be caused to the environment through careless cycling across the countryside.

5. Plan and carry out an all day ride of not less than 30 kilometres (20 miles).



D.I.Y.

Complete the requirements below:

1. Be able to work safely in the home minimising dangers to yourself and others. Have knowledge of:
 - Hazard symbols and signs (e.g. toxic, flammable, irritant, electrical danger, slippery surface)
 - Know about and use safety equipment (e.g. goggles, gloves, masks, ear defenders).
 - Know how and where to turn off main supplies (water, electricity, gas) to the house. Know how to isolate individual electrical circuits at the consumer unit.
2. Show or explain how you would deal with four DIY emergencies from the list below:
 - Unblock a sink.
 - Renewing a tap washer.
 - Curing an airlock in water pipes.
 - Patching a leaking pipe.
 - Adjusting the float arm of a cistern.
 - Fitting an electrical plug to a cable.
 - 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.
3. Take an active part in two major DIY projects, indoors or out, such as:
 - Plan a colour 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 take action to 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.
 - Repair bodywork on a car and clean and polish the car.
 - Any other project(s) of a similar skill level as agreed with an adult.

Notes

The Scout should be made aware that there are regulations that

limit what an amateur may do in the home. Adult supervision is required for many of these projects.



Electronics

Complete the requirements below:

1. Show an understanding of components by completing the following three tasks:
 - a. Be able to recognise common electronic components that are shown to you. Explain, in simple terms, the functions they perform in electronic circuits.
 - b. Understand the systems used for marking components with their values and be able to identify the values of resistors and capacitors so marked. Understand the importance of the rating of a component.
 - c. Know the symbols that are 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.
2. Demonstrate knowledge of safe

working practices to be followed when handling electronic components, and circuit boards and when undertaking soldering.

3. Use a multimeter to measure voltage, current and resistance in a simple circuit. Discuss the relationship between these values.
4. Discuss the main differences in operation of digital and analogue circuits.
5. Construct three simple circuits, one of which should be based mainly on digital electronics. These may be from a book or magazine, or circuits that you have designed yourself. At least one of the circuits should be soldered using either strip-board or a custom made printed circuit board. Explain the principles behind the operation of each circuit and the typical values of voltage and current found in each.



Emergency Aid

Hold valid First Aid Certification from the St. John Ambulance Brigade, Barbados Red Cross, Barbados Heart

Foundation, or any other recognised organisation/agency



Entertainer

As part of a group of Scouts, complete all the requirements in one of the following alternatives:

Alternative A

1. Write and plan an original entertainment. This could take the form of a sketch, film or slide and tape presentation, campfire or stage routine involving the following: mime, drama, music, storytelling, conjuring, photography or sound recording.
2. Prepare the entertainment, ensuring that everyone has a job

to do, for example actor, producer, stage manager, front of house, publicity manager.

3. Present the entertainment to an audience at a school, Pack, Troop or parents' evening.

Alternative B

1. Take an active part in a Scout Show or other production. This should require a commitment to regular rehearsals.



Explorer

1. Arrange and carry out an expedition for yourself and at least three other Scouts, preferably members of your Patrol, of not less than two days' and one night's duration, in country not previously visited.
2. Plan a project and submit it to the examiner for approval. Carry it out to the examiner's satisfaction. The type of project should be a simple exploration, such as identifying and mapping all footpaths, bridle paths or waterways within a 1.5 kilometre radius of a given point.
3. Complete a journey, of five kilometres using accurate direction finding equipment, such as a compass. The route should involve six changes of direction.

You may use a map.

4. Demonstrate your awareness of the latest developments in electronic technology such as the Global Positioning System.

Notes:

The expedition may be carried out on foot, by cycle, on horseback, by canoe or by boat. All equipment and food for the expedition is to be carried by those taking part.

Appropriate safety equipment should be used at all times

Reference should be made to the Activity Rules in chapter nine of Policy, Organisation and Rules and the Adventurous Activity Permit Scheme.



Fire Safety

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Complete the requirements below:

1. Understand how the local Fire Service is organised.
2. Explain what action should be taken and why on discovering the outbreak of a fire in the home or at camp.
3. Give an explanation of the process of combustion. Know the effects of smoke and heat, and how to act in smoke.
4. Know the dangers and fire precautions necessary in the home relating to:
 - Oil heaters and open solid fuel fires;
 - Portable electric fires;
 - Drying clothes;
 - Electric wiring and fuses;
 - Smoking materials particularly matches;
 - Uses of household gas.
 - Party decorations, candles;
 - Closing doors and windows.
5. Explain the benefits of installed smoke detectors and describe where they should be sited.
6. Know the dangers of fire at camp and what precautions should be taken.
7. Know the causes of heath and grass fires.
8. Know how to make an emergency call for the Fire Service.
9. Be able to recognise various fire extinguishers including water, dry powder, foam and carbon dioxide types. Know what kinds of fire they should be used on.
10. Know how to deal with a person whose clothes are on fire.
11. Talk with your family about the actions to be taken in the event of a fire at home.

Notes

Taking part in a locally organised course with the Fire and Rescue Service can complete this Badge.

Resources

Chubb is now providing resource packs to help Scouts in the UK to achieve their Scout Fire Safety Badge. You can view and download the following resources as PDFs: Poster, Leaflet, Certificate. More information is available at <http://www.chubb.co.uk/scouts>.



Geologist

1. Show a knowledge of the Geological Field Work Code.
2. Go on one or more geological excursion with a person having local geological knowledge and make a record in a field notebook of what you have seen.
3. With one or more companion, take part in a geological excursion. Make observations from a safe vantage point and produce a labelled field sketch.
4. Find out about the geology of the area in which you live.
5. Be prepared to discuss a labelled collection of about 12 geological specimens. (This collection could be your own or from a museum, school, or similar.) The collection should normally consist of the following specimens:
 - a. Four different rock types. Be able to describe how they were formed and their economic use.

- b. Four minerals. Know their chemical formulae and common names and, where possible, the economic uses to which they could be put.
- c. Four fossils. Know their names and geological ages, and describe their modes of life.

Notes.

Before a trip is undertaken, advice must be sought from, and the route ratified by, a person with sound local geological knowledge. On no account may a you go on this trip alone. All due safety precautions must be taken.

**Guide**

1. Show that you know the locality surrounding either your home or Troop Headquarters up to a radius of 2 kilometres in urban districts and 3 kilometres in rural districts. This should include knowledge of the location of many of the following:

- Doctors, veterinary surgeons, dentists, hospitals, ambulance station.
- Fire station, police station, gas stations, shopping centres, and convenience stores.
- Main bus stops and routes of Public Service Vehicles to surrounding areas.
- Scout Headquarters, public parks, theatres, sports and leisure complexes, cinemas, places of worship, museums, schools, colleges and

government buildings.

- Local roads that give access to the nearest highway.
2. Show how to use a street map to point out six locations from requirement 1. From your home or Troop Headquarters, show the quickest route to one of the places.
 3. Know how to reach the airport, seaport and major tourist attractions from your Troop Headquarters or home.
 4. Give clear directions to a place of interest eight kilometres away to a person travelling by car or public transport.

Notes

The Troop Leadership Team may at its discretion vary the area described in requirement 1.

**Gymnast**

1. Qualify for the equivalent of the Award 2 or the 3rd Class Vaulting and Agility Award of the British Amateur Gymnastics Association.
2. Know how the events in an

international competition are organised and the dimensions of the apparatus used.

3. Comment on techniques shown by a junior gymnast performing basic

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- rolls and positions – at the discretion of the examiner.
4. Understand the basic principles of judging.
 5. Coach a junior in a basic skill such as a simple vaulting or tumbling movement, a choice being given to the candidate by the examiner.



Healthy Living

1. Demonstrate an in depth knowledge of the food groups, including their importance to good health.
 2. Tour a health facility or agency and report back to the Troop. These may include a Polyclinic, the National Nutrition Centre, or HIV Food Bank.
 3. Prepare a healthy meal from natural food sources.
 4. Prepare a presentation on the benefits of exercise and present it to a group of your peers.
 5. Complete 10 hours of exercise incorporating strength training, as
- well as exercises to develop flexibility, agility and endurance. Keep a log of your exercise showing an improvement over the period. This exercise must be completed over a period of 8 weeks.
6. Participate in a scheduled athletic meet, road race, or similar event. Provide a record of the regular training completed preparing for the event.

OR

Actively participate in a sport for at least 3months.



Helmsman 1

Qualify for the equivalent of the Royal Yachting Association's Young Sailor Scheme Start Sailing (Stage 1) Award or the National Schools Sailing Association (UK) Bronze Award.

In brief summary the Start Sailing

(Stage 1) Award includes a practical section including rigging, getting underway, steering and turning, capsiz drill and an onshore knowledge section including what to wear, parts of a boat and how to call for assistance.



Helmsman 2

Qualify for the equivalent of the Royal Yachting Association's Young Sailor

Scheme Start Sailing (Stage 3) Award or the National Schools Sailing Association (UK) Gold Award.

In brief summary the Start Sailing (Stage 3) Award includes rigging in the wind, sailing backwards, capsizes and

righting procedures, sailing on all points and a knowledge section.



Helm'sman - Race

1. Hold the Helm'sman 2 Badge. Have a knowledge of the steering and sailing rules, local rules, distress, storm, fog and danger signals.
2. Have a good working knowledge of the yacht racing rules of the International Yacht Racing Union and have a knowledge of the Portsmouth Yardstick Handicapping System.
3. Show by demonstration afloat that you are a proficient helm'sman, The demonstration is to include:
 - a. Sailing the boat in any direction on all points of sailing - tack, gybe, reach and run.
 - b. Two race starts by a five minute gun,
 - c. Efficient mark rounding.
 - d. Hoisting a spinnaker when sailing off the wind if the boat is so equipped.
4. Have some knowledge of modern standing and running rigging, sails and equipment and be able to recognise at least three different classes of modern racing craft.
5. Be able to discuss elementary tactics in relation to racing under

sail with particular reference to:

- a. 'searoom'
- b. 'establishing on overlap'
- c. 'giving way'
- d. 'calling for water'
- e. 'the use of the centreboard/dagger board'
- f. 'spinnakers'

and show that you understand the general organisation associated with events, including preparatory starting, recall and special signals.

6. Give a reasonable performance as helm'sman in a series of three races against young people of your own age. Each race to be between at least three boats and the course in each event to be triangular and over a distance of approximately 2.5 kilometres.

Notes:

The candidate may be judged on general performance rather than on the results of the races. The races may be specially staged or be part of the programme of a Scout regatta.



Heritage

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Complete the requirements of one of the following alternatives:

Alternative A

1. Over an agreed period, be involved with others in a project, which helps preserve some aspect of national or local heritage.

Alternative B

1. Over an agreed period, be involved with a group that keeps traditional entertainment alive. Take part in at least one public

performance.

Alternative C

1. Complete a study of an aspect of national or local history or of family heritage.
2. Display, exhibit or present the results in a library, to a group of Scouts or local interest group.

Notes

The examiner would expect you to spend about thirty hours on your chosen option.



Hiker

Complete the requirements below:

1. As a member of a group of at least four and not more than seven Scouts, carry out three expeditions or journeys as follows:
 - a. A journey or expedition of at least 12 km.
 - b. Two journeys or expeditions of at least 20 km, both to include an overnight stop.
2. Before undertaking each expedition or journey, the group must provide a detailed *Route Plan (FS 120409)*.
3. All members of the group must show that they know the intended route and have knowledge of basic navigation, first aid and emergency procedures, including the *Home Contact system*.
4. After each journey or expedition, the group should give a verbal report.

5. Demonstrate awareness of developments in technology, such as the Global Positioning System (GPS); digital mapping; waterproof maps etc.

Notes

Reference should be made to the Activity Rules in chapter nine of Policy, Organisation and Rules and the Adventurous Activity Permit Scheme and the Nights Away Permit Scheme

Expeditions by canoe, horseback or cycle of similar duration may be acceptable provided at least one overnight journey or expedition on foot is carried out. During cycling activities, cycle helmets must be worn at all times.

The distances stated may be varied at the Leader's discretion. Alternative activities may be carried out as agreed by the Leadership Team.



HIV/AIDS Awareness

Complete all of the requirements in Section A and any four of the requirements in Section B.

Section A

- Demonstrate an adequate knowledge of the following:
 - The transmission of HIV.
 - The prevention of HIV and other STIs.
 - The description of HIV and AIDS.
 - The spectrum and course of HIV and other diseases.
 - The role of HIV Testing.
 - The role of Schools and Communities.
 - HIV/AIDS in Children and Adolescents
 - Psychological Development of Adolescents.
 - The Advances in HIV/AIDS Treatment
- Produce a poster, poem or an essay on any aspect of HIV/AIDS.

Section B

- Complete the following:
 - Describe behaviours that may lead to HIV infection.
 - Identify the places in the community that provide care and support to people living with HIV/AIDS.
 - Make a list of the traditional roles of boys and girls in the community and explain how the society helps to form these roles.
- Complete the following:
 - Find out the main causes of teenage pregnancies and explain how they can be prevented.
 - Explain four different ways of planning a family.
 - Describe the dangers of STIs.
- Complete the following:
 - Create a 3 stanza poem or a song on the dangers of STIs.
 - Prepare and deliver a 5-minute talk on STIs.
 - Explain what he considers as the biggest challenges facing his peers today.
- Complete the following:
 - Produce a skit to demonstrate the effects of peer pressure
 - Organize and lead a session on the topic "My Role in the Fight Against HIV/AIDS"
 - Name four health Centres in Barbados where treatment for HIV/AIDS may be accessed.
- Complete the following:
 - Produce evidence that he has practiced keeping fit regularly for a period of at least three (3) months
 - Design a postcard on the theme "NO TO SEX, YES TO LIFE"
 - Name and describe symptoms of three sexually transmitted diseases
- Complete the following:
 - List behaviours that may lead

to pre-martial sex and expose the youth to sexually transmitted diseases

- b. Write a short essay giving his ideas on society's view on HIV/AIDS

- c. Design a poster with the following words "DON'T DISCRIMINATE AGAINST HIV/AIDS INFECTED PERSONS".



Hobbies

Complete the requirements for one of the following alternatives:

Alternative A

1. Take up a hobby or interest for which you do not already have a Proficiency Badge.
2. Keep a record of involvement for a period agreed with a member of the Leadership Team.

Alternative B

1. Make a collection or study of objects over an agreed period. Examples are stamps, metal

badges, teaspoons or bookmarks.

2. Talk to a group about the collection or study chosen. Explain the reason for the choice.

Notes

This Badge is designed for those who regularly pursue a hobby for which there is no specific Proficiency Badge.

The Scout can gain more than one Hobbies Badge. Alternative requirements can be agreed with a member of the Troop Leadership Team.



Horseman

Complete the requirements below:

Riding

1. Be able to catch a pony from a field or stable and tack up for riding.
2. Be able to walk, trot and canter a pony.
3. Be able to jump over small fences.

Grooming and care

4. Be able to groom correctly and explain why this is necessary.
5. Know how to take care of saddlery and other equipment.

Horse Health

6. Understand some of the basic health issues affecting horses, including worming and laminitis.
7. Show a basic knowledge of grass management to include recognising poisonous plant and the results of overgrazing.

Safety

8. Discuss road safety for riding.
9. Explain why a hat, body protector and stirrup and other safety equipment is necessary.



Interpreter

Complete the requirements in one of the following alternatives:

Alternative A

Complete the following in any foreign language:

1. Carry on a simple conversation for about ten minutes.
2. Write a letter of around 150 words.
3. After a few minutes of study, give a translation of a paragraph of basic text.
4. Act as an interpreter for a visitor who does not speak in your native language.
5. Communicate with a person who does not speak your native language.

Alternative B

Complete the following requirements in a recognised sign language such as Makaton or BSL.

1. Carry out a simple conversation for about ten minutes.
2. Use sign language to describe a Scouting experience to another person.
3. Act as a translator for a short conversation between a sign language user and someone with no sign language experience.
4. Invite a sign language user to talk to the Troop about what it is like to have hearing or speech impediments. Help by acting as translator for them during their visit.



Kayaker

Complete the requirements below:

1. Demonstrate a knowledge of the following:
 - a. The parts of a kayak.
 - b. Removing water from a kayak.
 - c. Proper paddling techniques including feathering.
 - d. The value of warm up and warm down exercises.
2. Complete Personal Safety Training, Rescue & Survival Training and Flotation Device Training conducted by a recognised body/authority.
3. Demonstrate an ability to complete the following:
 - a. Launching from beach.
 - b. Forward and back paddling.
 - c. Stopping in both directions.
 - d. Sweep strokes.
 - e. 180 and 360 degree turns.
 - f. Disembarking.
 - g. Capsize drill.
4. Take part in a kayaking activity with other Scouts.

Notes

Reference should be made to the Activity Rules in chapter nine of Policy, Organisation and Rules and the Adventurous Activity Permit Scheme.



Librarian

Complete the requirements below:

1. Demonstrate that you know how to look after books and CD-ROMs.
2. Show that you know how to use a library catalogue.
3. Explain how fiction and non-fiction books are arranged on the shelves and why they are treated differently.
4. Know what is meant by a Reference book or material. Gather information you need for a journey with a purpose by using some of the following reference material: leisure leaflet; bus or train timetable; almanac; gazetteer, Yellow Pages; Who's Who?
5. Demonstrate how to search for information on a CD-ROM encyclopaedia or using the Internet.
6. Talk to the assessor about:
 - a. Books you have read and why you enjoyed them; or
 - b. Information you have researched from books or online which you have found of particular interest.



Lifesaver

Complete the requirements below:

1. Hold the Swimmer 1 Badge and understand and explain how you would effect a rescue from water using the following methods: reach, throw, wade, row.
2. Hold one of the following:
 - a. Royal Lifesaving Society UK. Rookie Star Grade 3 Summary Award
 - b. Royal Lifesaving Society UK Lifesaving 3 Award
 - c. National Aquatic Rescue

Standard Silver Cross

3. Explain and where possible demonstrate actions to take in the following cases:
 - a. house fire
 - b. gas leak
 - c. car accident
 - d. someone who has touched a live wire

Show an understanding of the risks associated with each action.



Map Maker

1. Make a map by triangulation, using prismatic compass or plane table. The area should include fields, a building and a pond or equivalent features.
2. Make a road map, with a compass and field book, of four kilometres of road, showing all main features and objects, within reasonable distance on each side, to a scale of five centimetres per kilometre.

The field book must be produced for inspection.

3. Enlarge such portions of a 1:50 000 scale O.S. map as the examiner may determine by a 1:3 proportion.
4. Draw a simple cross-section of a 1:50 000 scale O.S. map (the line chosen is to include varied features, gradients, etc.).



Martial Arts

Complete the requirements below:

1. Attend regular training sessions in the chosen activity for not less than six months and demonstrate an improvement of at least one

level over that period.

2. Take part in a competition or demonstration and discuss your performance with an instructor.

Notes

Reference should be made to Policy,

Organisation and Rules relating to Martial Arts.



Master at Arms

Complete the requirements below:

1. Attend regular training sessions in a chosen activity (fencing, shooting or archery) and demonstrate an improvement in skill. Training should be for at least 5 sessions.
2. Know the safety rules associated with the activity and demonstrate their use.

3. Take part in the chosen activity at an officially supervised contest and discuss performance with the instructor.

Notes

Reference must be made to the activity rules in Policy, Organisation and Rules relating to Shooting and Archery.



Mechanic

Complete the requirements in one of the following alternatives:

Alternative A – Motor Car

1. Know the principles of operation of an internal combustion engine and understand the function of the clutch, gearbox and rear axle differential.
2. Show how to check and refill the windscreen wash bottle of a car.
3. Show how to change a bulb at the front and in the rear light cluster of a car.
4. Show how to check the level of water in the radiator, 'top up' the radiator and know the importance of anti-freeze.
5. Show how to check tyre pressures and inflate a tyre correctly.
6. Remove and replace a road wheel.

7. Explain what to look for when checking that a tyre conforms to the legal requirement. Understand the reason why cross and radial ply tyres should not be mixed on the same axle.
8. Show how to change a wiper blade and replenish screen wash.
9. Know the outline requirements for an MOT road test.

Alternative B – Power Boat

1. Complete one from the following two activities:
 - a. Be able to discuss the principles and performance of several types of motorboat engines, other than two-stroke. Show knowledge of the maintenance needed by a familiar type of marine internal combustion

- engine, other than two-stroke
- b. Assist with the maintenance, dismantle, service and re-assemble an outboard engine. Demonstrate proper fitting to the transom of a boat. Be able to explain how to detect minor faults in starting and running whilst afloat
2. Complete one of the following two activities:
 - a. As driver or mechanic member of a power boat's crew:
 - Assist in the preparation of 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.
 - In response to orders, operate the engine whilst getting underway from the quay.
 - Operate the engine to bring the craft alongside the quay and shut-down
 - Lay out a kedge
 - Re-man the boat in response to a 'distress call' and under orders, start and operate the engine whilst proceeding to and manoeuvring alongside a 'stranded craft'.
 - Operate all the boat's gears in a confined area of water and a return journey to base, coming alongside with the tide (or current).
 - Know how to leave the engine in a proper manner and how to drain the engine in an emergency
 - b. Act as mechanic on at least one short cruise or expedition
 - Be responsible for the running of the engine throughout the cruise.
 - Check the engine of a motorboat in preparation for a cruise or expedition to include the provision of fuel and its safe storage, an 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.

Alternative C – Aircraft

1. Understand the basic principles of, and be able to point out the component parts of either:
 - a. A aircraft piston engine;
 - b. An aircraft gas turbine engine.
2. Understand the basic principles of flight and airframe construction of a fixed wing aircraft.
3. Know and be able to demonstrate Aircraft Marshalling signals used by day and night.
4. Demonstrate your ability to carry out four of the following:
 - a. Replenish a light aircraft fuel and oil system.
 - b. Rig and de-rig a glider.
 - c. Picket a light aircraft.
 - d. Change a set of plugs on a light aircraft engine.
 - e. Inspect aircraft main and tail or nose wheel tyres or serviceability.
 - f. Repair a small tear in the fabric surface of a light aircraft or glider.
 - g. The pre-use inspection of a parachute and how to put it on and take it off.
 - h. Check the control system of a

light aircraft or glider for correct sense of movement.

Alternative D – Motorcycle Or Scooter

1. Know the principles of operation of a two-stroke or four-stroke internal combustion engine and understand the function of the clutch, gearbox, carburettor and transmission of a motorcycle.
2. Remove, clean and check the gap of a sparking plug.
3. Check and top up the level of the

engine oil.

4. Explain how to adjust the tension of the final drive chain.
5. Show how to change a bulb at the front and in the rear light cluster.
6. Show how to check tyre pressures and inflate a tyre correctly.
7. Remove and replace a road wheel.
8. Explain what to look for when checking that a tyre conforms to the legal requirement.
9. Know the outline requirements for an MOT road tes



Meteorologist

Complete the requirements below:

1. Explain how the following are measured: Wind force and direction; Cloud type and extent; Temperature; Pressure; Rainfall and Humidity.
2. Keep a daily record of main weather conditions for at least two weeks.
3. Understand three different ways in which clouds are formed.
4. Know the typical weather produced in your own area by 'warm' and 'cold' air masses in

summer and winter, noting the effects of land and sea.

5. Know how synoptic weather maps are produced. Be able to understand a simple map, with fronts and isobars, similar to those shown on television and in newspapers. Relate your observations in requirement 1 to a map.
6. Understand the effects of temperature, wind and water on the human body in cases of hypothermia and exhaustion.



Model Maker

Complete the requirements in one of the following alternatives:

Alternative A

1. Choose one of the following two activities:
 - a. Build a model involving the use of a plastic or white metal kit or pre-cast figures.
 - b. Design and construct a model from wood, plastic or metal construction set (such as Lego or Meccano).
2. Demonstrate knowledge of the different types of kits or parts available in the material you chose.
3. Discuss the experience of building the model with a knowledgeable adult.

Alternative B

1. Construct a model aeroplane, using a kit if desired. When flown, it must meet one of the following target flight performances:
 - a. Hand launched glider: to fly for 25 seconds.
 - b. Tow-launched glider: to fly for 45 seconds with 50 metres maximum line length.
 - c. Rubber-powered aircraft: to fly for 30 seconds.
 - d. Engine-powered aircraft: to fly for 45 seconds with 15 seconds maximum motor run.
 - e. Control line aircraft: to show a smooth take off and landing, with three laps of level flight at about 2 metres, with a climb and dive.
2. Discuss the experience of building

and flying the model with a knowledgeable adult.

Alternative C

1. Build an electric or engine-powered model boat or yacht not less than 45 cm in length (kits permitted) and show it to be capable of maintaining a straight course of not less than 25 metres.
2. Discuss the experience of building the model with a knowledgeable adult.

Alternative D

1. Choose one of the following two activities:
 - a. Build an electric slot car racer and drive it a minimum distance of 122 metres on any track without stopping or leaving the slot more than four times.
 - b. Build a free running car of any type (kits permitted) and demonstrate that it will run for at least 18 metres. Airscrew drive is allowed.
2. Discuss the experience of building the model with a knowledgeable adult.

Alternative E

1. Build a model coach or wagon and demonstrate that it runs satisfactorily behind a scale locomotive.
2. Build a scaled scenic model, such as a station or farmhouse (kits allowed) for a railway layout.
3. Discuss the experience of building your models with a

knowledgeable adult.



Musician

To gain this badge you must complete all the requirements in one of the following alternatives:

Alternative A – Singing

1. Sing a solo with accompaniment or take part in a part song.
2. Read at sight three songs.
3. Know some basic principles and fundamentals of music as appropriate to your chosen form of singing.
4. Discuss with the examiner some appropriate recent performances you have heard at concerts, on radio or television, or from a recording.

Alternative B – Folk

1. Complete one of the following:
 - a. Sing unaccompanied two different types of folk song - for example, spiritual and sea shanty, mountain song and lullaby.
 - b. Sing, with your own accompaniment (banjo, guitar, mandolin, and so on), two different types of folk song.
 - c. Play two different types of folk music on a banjo, guitar, mandolin, concertina, harmonica or other folk instrument.
2. Know some basic principles and fundamentals of music, such as tuning your own instrument, keys, chords and bass notes.
3. Discuss with the examiner some of

the types of folk music and performers or artists which you enjoy. You must be prepared to give reasons for your choice.

Alternative C – Percussion Drummer

1. Be a member of a musical group, either at school, in your Scout Group, or other organisation.
2. Take part in a stage presentation.
3. Perform routine maintenance on your instrument.
4. Perform basic drum rudiments.
5. Play a good class roll in the following form:
 - 3 paces roll;
 - 5 paces roll;
 - 7 paces roll.
6. Take part satisfactorily in six different pieces of music,

Alternative D – Marching Band

1. Be a member & a band in which you have served for a minimum of six months, either at school, in your Scout Group, Scout District or other organisation and provide proof of regular attendance.
2. If a member of a uniformed marching band:
 - a. Present yourself for examination in full and correct Bandsman's uniform and demonstrate an understanding of why a Bandsman's turnout should be smart and correct.
 - b. Demonstrate your proficiency

in basic drill movements including marking time, turns, wheels, counter-marching and carrying of instruments, in both quick time and slow time.

3. Present your instrument and accessories for inspection and demonstrate your ability to perform routine maintenance and where applicable, tuning of your instrument.
4. Take part satisfactorily in six different marches, playing one of the under mentioned instruments:

SNARE DRUM

- a. Beat in 2/4, 3/4 and 6/8 time.
- b. Play 'off beats' in 2/4, 3/4 and 6/8 time.
- c. Play a proficient closed roll in the following forms:
 - 3 pace roll:
 - 5 pace roll;
 - 7 pace roll.
- d. Demonstrate dynamics technique.
- e. Show a good proficiency of stick drill.
- f. March over a distance of at least 50 metres, beating a strict quick march tempo.
- g. March over a distance of at least 50 metres, beating a strict slow march tempo.
- h. Play a drum solo of your choice.

BUGLES/TRUMPETS/VALVED BRASS COMBINATION/WOOD WIND/REED INSTRUMENTS

- a. Play two solos of your own choice.
- b. Demonstrate an understanding of the terms attack, tone and dynamics.
- c. Perform tongued and slurred notes.
- d. Play one of the following:

- Bugle - play as a solo 'Sunset' and 'Last Post'.
- Valved instruments - play as a solo 'The National Anthem'.

CYMBALS

- a. Show proficient cymbal drill when playing at the halt and on the march with simple 'flourishing'.
- b. Demonstrate 'off beat' technique in 2/4, 3/4 and 4/4 time.
- c. March over a distance of at least 50 metres, beating a strict quick march tempo.
- d. March over a distance of at least 50 metres, beating a strict slow march tempo.

TENOR/MULTI-TOMS/BASS DRUM

- a. Show proficient stick drill and flourishing whilst beating at the halt and on the march.
- b. Demonstrate 2/4, 3/4 and 6/8 time.
- c. Tenors and multi-toms to demonstrate off beats in 2/4, 3/4 and 6/8 time.
- d. March over a distance of at least 50 metres, beating a strict quick march tempo.
- e. March over a distance of at least 50 metres, beating a strict slow march tempo.

Notes:

These marches are to be played whilst actually marching and, if necessary, may be accompanied by other instruments to complete harmonies.

Alternative E – Other Instruments

For musical instruments not covered elsewhere in this badge:

1. Play two solos, one of your own choice and the other at sight, on

any recognised musical instrument other than a percussion instrument.

2. Complete one of the following:

- Produce a concerted item with others, in which you must play the instrument used in requirement 1.
 - Play another solo of different type and speed than those played in requirement 1.
3. Know some basic principles and fundamentals of music as appropriate to your chosen instrument.
4. Discuss with the examiner some appropriate recent performances you have heard at concerts, on radio or TV, or from a recording.

Alternative F – Handbell 1

1. Be a regular member of a handbell team, either at school, in your Scout Group or other organisation for a period of at least three months,
2. Take part in a stage presentation.
3. Know how to care for a set of handbells.
4. Be able to read music appropriate

for handbell ringing and translate this through a good striking technique.

Alternative G – Handbell 2

1. Know the names and functions of various parts of a handbell.
2. Be capable of ringing any two handbells in both 'rounds' and 'call changes', maintaining a good striking performance.
3. Ring the trebles for a Plain Hunt to a maximum of eight bells,
4. Complete one of the following:
 - Ring the trebles for a touch of 120 with No. 2 as an inside bell working in a standard method.
 - Ring the tenors for a touch of 120 of a standard method with the leading tenor (such as 5 or 7), working as an inside bell.
 - Ring two inside bells for a plain course in a standard method of more than five bells - minor, triples or major.
5. Explain in general terms how a handbell is made and tuned.
6. Write out plain courses of at least two standard methods or show a knowledge of these methods.



My Faith

Complete the requirements below:

1. Take an active part at your place of worship. This might include, getting involved in community work, taking a special part in services or celebrations or following a training or study programme.
2. Complete the following:
 - a. Find out more about the origins of your faith and share what you found out with others in the Troop.
 - b. Explore some aspect of the history of your faith at a local, national or international level. This could be done by learning about influential people or by visiting a shrine or other holy

- place.
- c. Be able to explain to an adult

some of the teachings of your faith and how these affect the way you live your life.



Naturalist

Complete the requirements below:

1. Pick one of the following locations and, with appropriate permission, investigate the wildlife and plants found there. This activity should take at least one day.
 - a. woodland
 - b. parkland
 - c. seashore or sand dune.
 - d. roadside verge
 - e. stream, river or canal
 - f. small pond
 - g. wetland or marshland
2. Tell a knowledgeable adult what has been discovered using field notes, sketches, photographs or maps prepared on site.
3. Find out more about any one plant, animal or particular wildlife.
4. Discuss what has been found out, giving sources for information, for example museums, field guides or the Internet.
5. Discuss how human activities or management can affect wildlife.



Navigator

Complete the requirements in one of the following alternatives:

Alternative A – Land

1. Using 1:50 000 and 1:25 000 scale Ordnance Survey maps:
 - a. Show that you understand the meaning of scale, true, grid and magnetic north and can recognise conventional map symbols.
 - b. Interpret contour lines in terms of shape and steepness of terrain. Know the meaning of topographical features such as valley, col, ridge, spur, etc.
 - c. Show how to set a map with and without a compass. Be able to use and give six - figure grid references. Demonstrate the use of a romer to improve accuracy.
 - d. Show how to measure distances on a map and how to estimate timings for a particular route.
 - e. Show how to find north without the aid of a compass, by day or night.
 - f. Demonstrate your awareness of the latest developments in electronic technology such as the Global Positioning System.
2. Be familiar with traffic signs and

- signals as illustrated in The Highway Code.
3. With other Scouts, accompany a motorist on a journey of at least 30 kilometres, taking it in turns to act as navigator to a stated destination. The route should avoid motorways and major roads and if possible should be cross-country, using a variety of roads and lanes. There should be no prior route preparation.
 4. Walk two compass routes of at least 2 kilometres each. One route should have start and end points defined on a map by an adult and the second by the Scout.
 5. Demonstrate an ability to:
 - a. Convert grid bearings to magnetic bearings and vice versa.
 - b. Use back bearings to check the route.
 - c. Estimate current position using a compass.
 - d. Walk on a bearing, including 'deviating from course', (the four right angles technique to circumvent an obstacle).

Alternative B – Air

1. Given three headings and corresponding tracks, work out in each case the type and the amount of drift in degrees. Illustrate each case by a simple diagram.
2. Demonstrate with a compass how an aircraft can be turned on to various compass headings.
3. Choose one of the following activities:
 - a. Draw on a topographical air map a track for an imaginary flight of not less than 80 kilometres. Point out the landmarks that would show up on both sides of the track in

- b. Identify on a topographical air map landmarks seen during a flight of about half an hour's duration in clear weather
4. Illustrate by means of a simple diagram how a fix can be obtained from two position lines. Describe briefly two ways in which bearings can be obtained in an aircraft.
5. Show an understanding of compass headings by completing the following two tasks:
 - a. Given the true heading and the variation and deviation, work out the compass heading on which the pilot should be flying.
 - b. Given two sets of true, magnetic and compass headings, work out the variation and deviation in each case.
6. Illustrate latitude and longitude by simple diagrams.
7. Draw on a topographical map the track between any two places not less than 100 kilometres apart and measure the exact distance. Given the aircraft's air speed as 130 km/h, work out the time of flight from overhead starting point to overhead destination in each of the following conditions:
 - a. With no wind at all.
 - b. With a head wind of 30 km/h.
 - c. With a tail wind of 50 km/h.
8. Demonstrate your awareness of the latest developments in electronic technology such as the Global Positioning System.

Alternative C – Water

1. Have a good working knowledge of charts, chart datum and symbols used.
2. Display an aptitude in compass work by completing the following

three activities:

- a. Read a mariner's compass marked in points and degrees and have knowledge of compasses generally.
 - b. Know about variation and avoiding deviation. Be able to correct a magnetic compass course for variation and deviation to obtain a true bearing. Given a true bearing, successfully adjust this to obtain a compass course.
 - c. Understand how compass error can be found from a transit bearing.
3. Complete two of the following:
- a. Understand how a position may be found from two intersecting position lines.
 - b. Understand what is meant by a 'cocked hat' position and how to use it safely. Plot a position from any three cross bearings
 - c. Plot a position using the 'running fix' method.
 - d. Plot a position using a combination of compass bearings and any one or more of the following:
 - Satellite navigation system.
 - vertical sextant angle.
 - horizontal sextant angle.
 - line of soundings.
 - transits.
4. Be able to use tide tables and tidal stream atlases.
5. Understand the use of the marine log to obtain distance run and speed.
6. Understand the buoyage system for United Kingdom coastal waters and other methods of marking dangers and channels.
7. Demonstrate your awareness of the latest developments in

electronic technology such as the Global Positioning System and electronic charts.

8. Undertake a coastal voyage of between four and six hours acting as navigator. A log should be kept 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.
 - Whenever appropriate, and not less than once per hour, plot an observed position by bearings or other means of obtaining a fix.

Notes

The voyage should be planned on the chart beforehand using tidal streams to the best advantage and giving hourly courses to steer for an assumed speed.

Alternative D – GPS Navigation

1. Demonstrate an awareness of the Global Positioning System (GPS) to include:
 - a. How it works.
 - b. Ownership and control of the system.
 - c. Benefits to society.
 - d. What factors affect accuracy?
2. Programme a hand-held GPS receiver to perform the following functions:
 - a. Find your location (grid reference and latitude/longitude) and record it
 - b. Enter the grid reference of a local landmark and navigate to the waypoint
 - c. Enter the latitude/longitude coordinates of a nearby point

- and navigate to the waypoint, checking the accuracy
- d. Walk on a bearing using the GPS and a map.
 3. Demonstrate an understanding of the difference between Ordnance Survey and latitude/longitude coordinates.
 4. Using an Ordnance Survey map (1:25 000 or 1:50 000 scale) plan a route of at least 4km that contains a minimum of 10 waypoints. Discuss the features and challenges that exist along the route. Programme the route into a hand-held GPS and undertake the journey.
 5. Sign up to a geocaching website. Find out about geocaching and demonstrate an understanding of what is involved in both locating and placing a geocache.
 6. Demonstrate an understanding of the safety and environmental aspects of geocaching, e.g. relevant Activity Rules in chapter nine of Policy, Organisation and Rules; Highway Code; Countryside Code

and guidelines produced by the Geocaching Association of Great Britain (GAGB).

7. Find five geocaches using a GPS, at least 3 of which must be 'multi-caches' with at least two waypoints. Discuss the accuracy of the information provided and of the GPS receiver you used.
8. With adult assistance where necessary:
 - a. Plan, assemble and hide 2 caches, one of which should be a multi-cache. The planning should involve making sure the location is suitable and that other navigators have proper access to the land and terrain
 - b. Either submit your caches to a geocaching website, or give the details to other Scouts to successfully find the caches.

Notes

Reference should be made to the Activity Rules in chapter nine of Policy, Organisation and Rules and the Adventurous Activity Permit Scheme



Observer

1. In a Kim's game, remember 24 out of 30 well-assorted articles after one minute's observation, The game is to be performed twice running with different articles and each article is to be adequately described,
2. Do one of the following:
 - a. By hearing alone, recognise eight out of ten simple sounds.
 - b. By touch alone, recognise eight out of ten familiar articles,
 - c. By smell alone, recognise eight

out of ten familiar odours (e.g. food).

3. Give an accurate report of an incident lasting not less than one minute and involving three persons. This report, verbal or written, must include a full description of one of the persons involved, selected by the examiner,
4. Make six plaster casts of the tracks of birds, animals, car or bicycle. All casts are to be taken unaided and

correctly labelled with the date and place of making At least two should be of wild birds or animals.

5. Follow a trail two kilometres in

length containing approximately 40 signs made of natural materials, The route should be over unfamiliar ground. Roads may be crossed but not followed.



Paraglider

1. Know the rules relating to access to airfields as laid down in *Policy, Organisation and Rules*. Understand the factors involved in selecting the launch point on the field.
2. Successfully complete the equivalent to the British Hand-gliding and Paragliding Association's Paragliding Ground Training including landing rolls and inflation and collapse of canopy by wing-tip holders and paragliders.
3. Carry out the equivalent to the British Hand-gliding and Paragliding Association's Course of Training in controlled descents, and

self-released flights up to the standard of 360 degree stable turns.

4. Carry out canopy control practice on the ground and have a basic knowledge of the flight and steering principles of the canopy.
5. Understand and perform the duties of wing-tip holder, look-out and tensiometer reader, and understand the function of the launch marshal.
6. Understand the care, packing and storage of equipment.

Notes:

A Scout must not attempt the requirements of this badge until he or she is at least 14 years old.



Photographer

Complete the requirements from one of the following alternatives:

Alternative A – Still Photography

1. Choose one of these two activities:
 - a. Produce twelve prints of photographs (negative or digital) taken by yourself covering at least two different aspects from this list:
 - portrait
 - still life or similar
 - land or seascape
 - sport or similar action
 - flash-gun
 - time-lapse photography
 - b. Produce six black and white photographs where you have undertaken some part of the processing.
2. Choose one from the following two activities:
 - a. Show knowledge of the main functions of a film camera, including shutter speed, aperture, film speed, depth of field and lens focusing.
 - b. Show knowledge of the main functions of a digital camera including resolution, digital compression and how these effect the final print. Show knowledge of the types of removable memory available.
3. Discuss the different types of camera and the accessories available.
4. Choose one from the following activities:
 - a. Describe the process of developing black and white

films and prints, including the use of an enlarger.

- b. Describe the processes and equipment needed to produce prints from a digital camera, including the use of editing software.
 - c. Describe the processes and equipment needed to scan prints or negatives from existing photographs, including the use of editing software.
5. Diagnose faults that occur both at the photographing or printing stages, such as over/under exposure and high/low contrast. Explain the difference between camera shake and subject movement.
 6. Demonstrate that you know how to care for a camera and accessories.

Alternative B – Video Photography

1. Produce at least two short films from two of the following categories:
 - documentary;
 - music video etc for document consistent punctuation;
 - drama;
 - situation comedy;
 - advertisement;
 - training film;
 - environmental;
 - community;
 - current affairs.

A story board and script should be produced for each of these. The film can be edited 'in camera' or by using simple editing equipment.

2. Discuss the following:
 - a. The main features and functions of a video camera, including zoom, focus, aperture, shutter speed, white balance and common tape formats.
 - b. Problems that may be encountered when using automatic settings and how these may be overcome.
3. Show an understanding of the following:
 - a. Camera techniques such as panning, zooming, the use of close-ups, long shots, and the use of additional lighting.
 - b. Production techniques such as editing, how to avoid jumpy cuts, maintaining continuity.
4. Demonstrate that you know how to care for a video camera and accessories such as tapes, batteries, microphones and lights.

Notes

Section B1 can be completed as a small group with each person taking a different responsibility, for example camera operator, director, or editor.



Physical Recreation

Complete the requirements below:

1. Take a regular part in an active sport or physical pursuit for which a Proficiency Badge has not been gained. This can be a team game such as rugby, football, cricket or water polo; or an individual sport such as tennis, squash, running or gymnastics; or a pursuit such as walking, yoga, ice skating, dancing or keep fit.
2. Be able to demonstrate a reasonable level of skill in their sport or pursuit and give evidence of improvement.
3. Explain the rules or guidelines that govern the sport or pursuit chosen.
4. Demonstrate the preparations

they make before taking part in the sport or pursuit. These may include any special equipment or clothes required and /or warm-up and warm-down routines.

Notes

This badge is for those who regularly take part in sport or physical pursuit activities for which there is no specific Proficiency Badge. A Scout can gain more than one Physical Recreation Badge for different sports or pursuits.

The sport or pursuit chosen should not be that which forms part of the school curriculum. It may, however, include school sports played after school or at weekends



Pilot

1. Hold the Seaman (Coxswain's Mate) Badge.
2. Complete the following:
 - a. Read a mariner's Compass marked in points and degrees and have a knowledge of compasses generally, including variation and deviation.
 - b. Be able to read a chart and understand the abbreviations and signs used; explain the use of the compass; the meaning of the term 'Chart Datum'.
 - c. Know the different types of buoys, beacons, lighthouses and light vessels in general use, the usual danger, storm, fog and distress signals including distress signals from aircraft.
 - d. Understand the use of the barometer in forecasting the weather and be able to discuss the Beaufort wind and sea scales.
 - e. Have a more detailed knowledge of the Rule of the Road, including lights, sound signals and certain visual signals.
 - f. Have a thorough knowledge of local boating rules, including harbour regulations, water restrictions and local rescue and lifesaving services.
3. Complete either a or b:
 - a. Complete a series of not less than three cruises or short expeditions afloat in local waters. The cruises are to relate to a study of local waters in connection with pilotage and weather conditions. All cruises to have certain objectives and must be organised to include the following:
 - Ability of the candidate to take charge of a pulling boat and a sailing boat of at least 5 metres and an inboard motor craft over the full area as sea activities in the Troop.
 - Ability to lay off three courses on the chart. The courses planned need not have a definite destination but must be varied to cover the recognised local area as for the above to the extreme limits. Undertake the three journeys in relation to the projected courses, plotting positions at regular intervals using the three methods of cross bearings, transits and dead reckoning.
 - One cruise under cover of darkness (under supervision if considered desirable, compatible with local sea conditions) to familiarise candidate with navigation lights, lighted channels, moving and anchored sea traffic, beacons and other relevant features.
 - To demonstrate that the candidate is able to take soundings with lead and line and sounding pole in deep and shallow water respectively.
 - To observe sea traffic on the move, including fishing craft riding to their gear and be able to specify recognised fishing grounds and any rights associated with the grounds.
 - To have a knowledge of local

hazards such as unusual weather conditions, rocks and fouled ground, underwater obstructions such as: unmarked wrecks, groynes, stakes and any other dangerous features peculiar to the area, and be able to identify buoys, beacons and other marks of caution, including sound warnings.

- To be able to advise on suitable moorings and anchorages, for different types of craft and emergency landing places for small craft.
 - To be able to transmit and read the letter 'U' when made by lamp or on siren in Morse.
- b. Complete at least two cruises along the coast each to the extent of approximately 10 miles by either pulling boat, motor boat, sailing boat or as leader of two double seater canoes or three single seater canoes in company. Both cruises to have certain objectives and must be followed by the completion of a detailed report, in the form of a log but preferably in the form of notes, supported by diagrams and sketch maps.
4. Accompany the crew of a pulling, sailing or motor boat undertaking an adventure journey, either as a member of a crew or additional to complement, and act as pilot for the journey.

Notes:

The journey may be that specified under the "Adventure" section of the Seaman (Coxswain's Mate) Badge, but the candidate may

not count this same journey towards qualification for that badge.

The candidate may be in charge of the crew.

The candidate can act as pilot to the crew from another youth organisation and undertaking a similar journey provided all the conditions can be met.

The journey may be that also specified under the 'Expedition' section of the Coxswain Badge and if the candidate is in charge of the expedition, subject to successful achievement, he may count this same journey towards qualification of both Coxswain and Pilot Badges.

The journey to be at least 24 hours duration and to include a night spent in camp. The outward distance to be of 6 miles or more.

The alternative condition (as approved in relation to local conditions) under the 'Expedition' section of the Leading Seaman (Coxswain) Badge may also count towards the award of the Pilot Badge, provided the candidate leads (and pilots) the expedition and at least three single sealer canoes take part. All other conditions with regard to the pre-journey summary and after discussion and verbal report must be accomplished.

The Scout will be expected to submit in advance a brief summary (in note form with diagrams) of the course and destination, current data, anticipated moorings, times involved and emergency communications.

On return the candidate will be expected to be able to discuss the expedition in relation to the journey, indicating fairly accurately on chart the actual course pursued with the aid of cross

bearings and transits, etc., taken during the voyage. Special attention should be given to any peculiar sightings which may include lights, weather conditions, water traffic, etc.



Pioneer 1

1. Demonstrate and know the uses of the following knots and lashings: sheet bend, clove hitch, round turn and two half hitches, bowline, timber hitch, sheepshank, square and sheer lashings.
2. Demonstrate the following:
 - a. West Country or simple whipping.
 - b. The correct way to coil and store a rope.
 - c. The use of simple blocks and tackle,
 - d. The use of levers to extract or move heavy weights.
 - e. An understanding of the need for supervision and safety in pioneering projects.
3. As a member of a group of three to six Scouts, complete the following:
 - a. Take part in an indoor pioneering project.
 - b. Take part in building a pioneering model,
 - c. Take part in constructing an outdoor pioneering project.

Notes

Reference should be made to the Aerial Runway Code (FS120006) and the Activity Rules in chapter nine of Policy, Organisation and Rules.



Pioneer 2

1. Pass or have passed the Pioneer badge.
2. Demonstrate, and know the uses of, the following knots and lashings:
 - a. Harvesters' hitch;
 - b. Double sheetbend;
 - c. Fisherman's knot;
 - d. Rolling hitch;
 - e. Figure of eight lashing;
 - f. Diagonal lashing.
3. Demonstrate the following:
 - a. Sailmakers' whipping;
 - b. Eye and back splices;
 - c. Anchorage for firm and soft ground.
4. Have a knowledge of the

following:

- a. The construction of man-made and natural fibre ropes and their breaking strains.
 - b. The Aerial Runway Code.
 - c. How to store and maintain pioneering equipment.
5. As a member of a group of three to

six Scouts design and build two projects as agreed with the examiner beforehand.

Notes

Reference should be made to the Aerial Runway Code (FS120006) and the Activity Rules in chapter nine of Policy, Organisation and Rules.



Power Coxswain

1. Pass or have passed requirements 1, 2, 3, and 4 of the Junior Seaman (Boatman) Badge.
2. Have a detailed knowledge of the steering and sailing rules for power and sailing vessels and show by demonstration, using diagrams or models, that you have a practical knowledge of local waters, including:
 - a. Currents.
 - b. Local hazards, sandbars, shallows, rocks, underwater obstructions, and any other dangerous features.
 - c. Lights, daymarks and buoyage in relation to local water traffic, including fishing craft and fishing grounds.
 - d. Alteration of course and turning signals.
3. Know the safety precautions necessary in power craft, including the proper use of fire fighting appliances and 'man-over-board' drill.
4. Have a knowledge of the elementary principles of the motor boat engine and by demonstration afloat show:
 - a. That you can start the engine, operate the gears and understand the effect of transverse thrust with a single screw.
 - b. That you can turn circles using reverse gear, control the boat in confined waters and stop the engine when going slow ahead.
 - c. That you can operate the correct towing procedure, including disposition of crew, and that you are familiar with the use of the kedger anchor in an emergency.
 - d. That you can recognise the minor faults in an engine in relation to compression, ignition, battery and charging system, fuel supply and filters, intake and exhaust outlet.
5. Take charge of a small crew and prepare the boat for service, to include the provision of all equipment. Supervise checking the engine, fuel and pump, and then:
 - a. With minimum assistance, cast off ahead using the spring method. Steer a compass course (as set by the examiner), and anchor correctly. With the assistance of a second craft with anchor, demonstrate the use of the kedger anchor.

Recover the ground tackle, get under way and return alongside without using reverse gear. Moor with spring and headrope.

- b. In response to a 'distress' signal, take charge of the crew, cast off with the current astern, using the spring and headrope method and proceed to a 'stranded craft' (aground in confined waters). Approach across the current and take aboard a 'survivor'; manoeuvre clear, using reverse gear, and proceed to pick up a 'body' (not an actual person) from the water. Bring your boat alongside with the current, using reverse gear, giving appropriate orders to crew, and make fast. Supervise preparations necessary to disembark the 'casualty'.

Notes

Reference should be made to the Activity Rules in chapter nine of Policy, Organisation and Rules and the Adventurous Activity Permit Scheme.

The above conditions are designed for the use of inboard power craft and this type of craft should be used if practicable.

For the use of outboard motor craft the tests should be modified accordingly, e.g.: 4 (a) include some "additional practical knowledge in care and maintenance of outboard engine" and "mixture of fuel and lubricant"; 4 (b) delete reverse gear requirement; 4 (d) modify accordingly; and 5 (b) delete use of reverse gear entirely and substitute "veer down on wreck using anchor" and when returning alongside substitute "using a drogue".



Public Relations

Complete the requirements below:

1. Complete one of the following:
 - a. Produce and use a presentation about Scouting using audio and visual media, which can be shown to other people not involved in Scouting.
 - b. Produce and use a presentation about your Troop using a mixture of audio and visual media that can be shown to a Beaver Colony, Cub Pack or parents in your Group.
2. Find out about local media outlets (for example: Radio, TV, Newspapers and online opportunities). Make contact with your local media development
- manager to consider coverage of a positive news story or feature connected with local Scouting.
3. Complete two of the following:
 - a. Prepare and present a live report (either to camera or microphone) at a Scouting event or activity. The report should be accurate and informative and reflect the adventure of Scouting.
 - b. Prepare a static display about your Troop or Group that can be exhibited in your local Library, Information Centre, or other similar public place.
 - c. Help to design a website for your Group or Troop and

- maintain it for at least two months.
- d. Interview a local personality public figure or someone in the local news (eg Church leader, politician, media celebrity). Present the interview to your Troop. Take advice from a Leader before contacting the person.
 - e. Write a report about a local Scout activity and get it published in one or more of the following:
 - Your Group, District or County /Area newsletter or website
 - SCOUTING magazine or on the scouts.org Website
 - The local press.



Quartermaster

Complete the requirements in one of the following alternatives.

Alternative A

1. Assist a Group or Troop Quartermaster for an agreed period to show ability in the following areas:
 - a. Care and storage of tentage, including how to do simple repairs.
 - b. Care and storage of cordage, to include whipping, splicing, hanking, coiling and safety inspections.
 - c. Safe storage and handling of fuels used by the Group such as methylated spirits, paraffin, petrol and gas.
 - d. Care of cooking stoves and cooking utensils, to include simple repairs, cleaning and general maintenance.
 - e. Convenient storage of a Section's training and games equipment.
 - f. Care and storage of equipment used for adventurous activities. For example, sailing gear, canoes and paddles, lifejackets and buoyancy aids, go-karts, or

climbing ropes.

2. Be able to keep a simple record showing equipment issued and returned.
3. Understand that general tidiness is the secret of good quartermastering. Explain how this is achieved in the Troop or Group store.

Alternative B

1. As equipment quartermaster, assist at a nights-away experience for at least two days. During this time show ability in at least three of the following areas:
 - a. Care and maintenance of all tentage, including the ability to do simple repairs to guy lines and fabric tears.
 - b. Care and storage of all cordage, to include whipping, splicing, hanking, coiling and safety inspections.
 - c. Safe storage and handling of fuels used by the camp, such as methylated spirits, paraffin, petrol and gas.
 - d. Care, maintenance and general storage of all tools such as axes,

- spades and saws.
- e. Care and storage of equipment used for adventurous activities such as sailing gear, canoes and paddles, lifejackets and buoyancy aids, and climbing ropes.
 2. Be able to keep simple records showing equipment issued and returned.
 3. Maintain and replenish a portable First Aid kit.
 4. Select tools to take to camp to complete emergency repairs on equipment
 5. Understand that general tidiness is the secret of good quartermastering. Explain how this was achieved at a nights-away experience at which the Quartermaster assisted.

Alternative C

1. Assist at a residential experience for at least two days, by taking on the role of food quartermaster. Complete the following:
 - a. Plan a balanced menu for the event.
 - b. Draw up a complete shopping list.
 - c. Assisting in the purchasing of food and account for the money spent.
 - d. Help arrange the transport of food to the venue
 - e. Supervise the safe storing food. Explain how to keep fresh food cool in a camping environment, without refrigeration, how to protect from rodents, vermin and insects and how to avoid cross contamination of foods.
 - f. Demonstrate the importance of cleanliness and good hygiene when allocating food ensuring that the right items and quantities are issued for each meal
 - g. Supervise the disposal of waste and unused food.
 - h. Look after and maintain any cooking stoves and other cooking utensils.
2. Understand that general tidiness is the secret of good quartermastering. Explain how this was achieved at the nights-away experience at which the Quartermaster assisted.



Seamanship

Junior Seaman – Green Background (Previously Boatman)

1. Swim 50 metres and stay afloat for five minutes,
2. Explain the safety rules that apply to boating and the effects of winds, tides and current.
3. Explain the difference between a buoyancy aid and a lifejacket.
4. Name the parts of a boat and its equipment, prepare it for a water activity and use it.
5. Have some knowledge of rescue by boat.
6. Demonstrate, whilst afloat, the following and their correct uses:
Adjust to fit and wear one to enter the water from a height at one metre.

reef knot, sheet bend, double sheet bend, round turn and two half hitches, fisherman's bend, bowline; make a sailmaker's whipping.

7. Heave a lifeline from a boat, to land within reach of a target eight metres away, twice within three attempts.
8. Row a dinghy single-handed and carry out basic manoeuvres.
9. Scull a dinghy over the stern and carry out basic manoeuvres.
10. Be able to steer and manoeuvre a boat, canoe or dinghy.
11. Take part in a half day's exercise afloat to show that you have prepared yourself for boating; have pursued the basic skills of boatwork, and be able to carry out a simple rescue operation by boat.

Note: *During the training for this badge, it is intended that the opportunity should be taken to undertake some canoeing and sailing as a member of a crew.*

**Seaman – Red Background
(Previously Coxswain's Mate)**

1. Hold the Junior Seaman badge and be working on the Trail Award.
2. Have a knowledge of the steering and sailing rules; local rules; distress, storm, fog and danger signals.
3. Have some knowledge of rescue by boat or canoe and be able to carry out a simple rescue exercise.
4. Demonstrate capsized drill and using a training manikin demonstrate the correct method of ventilation.
5. Know how to obtain weather and understand their importance.
6. Hoist the colours for a Sea Scout Group. Pipe the 'Still' and 'Carry

On' on a Bosun's Call.

7. Demonstrate how to take soundings in local waters, both with leadline and pole.
8. Complete the following activities:
 - a. With other members of your Patrol, clean and paint a boat.
 - b. Assist with repairs to a boat.
 - c. Make an eye splice and a short splice.
 - d. Demonstrate, whilst afloat, the following and their correct uses: clove hitch, rolling hitch, fisherman's bend and a form of stopper knot.
9. Take charge of a boat's crew and carry out basic manoeuvres including anchoring and taking a small boat in tow.
10. Rig a sailing boat and name the parts of the gear.
11. Show that you are an efficient member of a sailing crew and take the helm and sail the boat on all points of sailing including getting under way and coming alongside.
12. Acting as an assistant in a rescue exercise, board a stranded craft and bring it ashore single-handed.
13. Form part of a crew of a pulling boat for an expedition of not less than 24 hours duration, to include a night spent in camp.

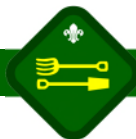
Note: *During the training for this badge, it is intended that the opportunity should be taken taken to obtain some experience in the management of outboard or inboard power craft. Alternatively, a short canoeing expedition in company with other canoeists should be undertaken.*

A basic knowledge of chartwork should be

*introduced during this stage,
including some compass
work afloat.*

Leading Seaman – Blue Background (Previously Coxswain)

1. Hold the Seaman badge and be working on the Traverse Award.
2. Read a chart and plot a position at sea.
3. Have a good knowledge of the following:
 - a. The International Buoyage System (IALA).
 - b. The sound signals used by powered vessels underway or at anchor.
 - c. The navigation lights carried by different types of vessels.
 - d. The effects of currents.
4. Discuss the Beaufort Wind and Sea Scales and know at least two natural signs for fine weather and characteristic signs for approaching bad weather.
5. Demonstrate the HELP posture for survival in water and with other members of the Patrol, demonstrate the HUDDLE position for survival in water.
6. Undertake a repair to a boat using relevant materials.
7. Make a rope fender, a boat's bag, a sail bag, or a decorative piece of ropework, for example a lanyard.
8. Send a message of 25 letters over a distance of approximately 330 metres (1.5 cables) between two boats or between boat and shore. Be able to recognise the importance of single letter hoists of the International Code of Signals.
9. Take charge of a boat with crew and, in response to a distress call, take the boat away, steer a short compass course and pick up a small object from the water.
10. Take charge of a party preparing a boat for sailing, including gear to ensure the safety of the craft and crew under all conditions.
11. Be able to sail a boat in any direction on all points of sailing, and be able to tack, wear, reef, make and shorten sail and be able to get under way and come alongside from any direction, anchor safely, and be able to sail up and make fast to a buoy.
12. Whilst afloat, make up a form of sea anchor from available materials in the boat, hove to and understand its use in an emergency
13. Under sail, demonstrate 'man overboard' drill using a suitable object.
14. Complete one of the following:
 - a. Take charge of an expedition with a purpose of not less than 24 hours duration and approximately 10 nautical miles distance, under sail or power, to include a night in camp, or sleeping aboard. Evidence of adequate planning in advance must be shown.
 - b. Make a full report of a journey carried out by canoe or small craft, of not less than 30 kilometres. The report is to include full details of two campsites adjacent to mooring places in the area.



Complete the requirements in one of the following alternatives:

Alternative A

1. Have a good knowledge of farming practices in your locality.
2. Know the organisation and daily and seasonal operations of a farm of your own choice, with special reference to the livestock, crops, cultivation, rotation, machinery and labour force.
3. Discuss the changes in farming practices that have taken place recently in your locality and the reasons for these.

Alternative B

1. Cultivate an area of garden or an allotment for a period agreed beforehand with the Leadership Team.
2. Grow successfully three kinds of hardy annual flower, three kinds of vegetable and two kinds each of

bulbs, herbaceous plants and flowering shrubs or roses. As an alternative, grow eight types of plant.

3. Discuss the work done and the results achieved.

Alternative C

1. Keep any kind of livestock for a period agreed beforehand with the Leadership Team. For example:
 - For farm animals or birds, know how they should be housed, fed, breed and their economic uses. Show how to handle them safely and know about animal welfare.
 - Manage a hive. Show some of the honey produced.

Notes

An experienced adult adviser will be required to oversee the activities.



Sports Enthusiast

The Badge is designed for those who follow a sport. In addition to the traditional sports, the requirements could encompass sports as diverse as archery, motor racing and water polo.

Demonstrate your interest in a sport that you follow by completing the requirements below:

1. Explain the rules governing the chosen sport.
2. Describe the levels of achievement within the chosen sport either locally, nationally or internationally.
3. Show knowledge of some of the

personalities, champions or other experts within the sport and explain how they might have inspired you.

4. Talk about the equipment required for the sport.
5. Describe a recent major event, championship or landmark in the sport.
6. Explain how you follow the sport and how you keep up to date with developments.

Notes

Scouts may gain more than one Sports Enthusiast Badge.



Substance Abuse Awareness

1. Demonstrate adequate knowledge of the effects of the following:
 - a. Tobacco
 - b. Alcohol drinking
 - c. Marijuana
 - d. Cocaine
 - e. Heroin
2. Complete the following:
 - a. Explain the meaning of "Substance Abuse" and "Substance Addiction".
 - b. Make a list of eight symptoms of substance abuse.
 - c. Make a list of character changes or behaviour changes that are usually associated with substance abuse.
3. Demonstrate adequate knowledge of:
 - a. The damage done to the body as a result of substance abuse and drug addiction.
 - b. The cost of substance abuse and drug addiction to society.
 - c. The benefits of prevention with respect to the maintenance of good health.
4. Complete the following:
 - a. Explain how drinking is linked to higher rates of sexually transmitted disease among young adults.
 - b. Explain the effects of excessive alcohol intake.
 - c. Demonstrate adequate knowledge of the physiological, psychological and social approaches to the treatment of alcoholism.
5. Complete four (4) of the following:
 - a. Write a short story of not less than one hundred words on the subject "Substance Abuse".
 - b. Draw a poster of a size of 10" x 15" or more depicting the effects of substance abuse. It must be appropriately coloured and labelled.
 - c. Prepare and deliver a fifteen-minute long lecture on the dangers of the co-use of alcohol and tobacco.
 - d. Write a short story of not less than one hundred words on the subject "Second-hand Smoke - What it is?"
 - e. Produce and perform in a play or skit of at least five minutes to depict alcoholism and its effects on the family.
 - f. Write an essay of at least sixty words describing Drug Rehabilitation.
 - g. Write short explanations on the following:
 - The reasons why teenagers often become involved in the use of drugs.
 - Which teenagers are more likely to become involved in substance abuse.
 - Which substances are more

likely to be abused by teenagers.

- The warning signs of teen substance abuse.



Survival Skills

Complete the requirements below:

1. Demonstrate knowledge of the following:
 - a. How to prevent and treat the effects of extreme heat (sunstroke and dehydration) and cold (hypothermia).
 - b. The first aid treatment for external bleeding and shock, the correct method of applying mouth-to-mouth breathing and the dangers involved in moving injured people.
 - c. How to construct different kinds of shelter.
 - d. How to build several different types of fire and the burning qualities of different woods.
 - e. The correct use of International Distress Signals, using whistle, torch, mirror or markers.
 - f. 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.
 - g. Some edible plants and/or fruit to be found locally.
 - h. Methods of filtering and purifying water.
2. With a group of at least three Scouts, take part in a survival exercise lasting about 24 hours, during which the group should:
 - a. Construct a shelter of natural or salvaged materials and sleep in it.
 - b. Cook all meals over an open fire.
 - c. Cook without utensils or aluminium foil. A knife may be used.
 - d. Demonstrate methods of finding direction by day or night without a compass.

Notes

Requirement 1 must be completed before requirement 2 is undertaken. The Leadership Team should select suitable country for this so that supervision is possible. Wild mountainous country is not intended. The Nights Away Scheme must be followed. Alternative activities may be undertaken as agreed with the Leadership Team.



Water Sports

Complete one of the following requirements:

1. Qualify for the equivalent of the Watermanship Proficiency Award of the Amateur Rowing Association.
2. Qualify for the equivalent of the Snorkel Diver Award of the British Sub-aqua Club.
3. Qualify for the equivalent of the British Surfing Association's

Junior Scheme Level 3 Award.

4. Qualify for the equivalent of the Bronze Grade of the British Water Ski Federation.
5. Qualify for the equivalent of the Royal Yachting Association National Windsurfing Scheme Level 1.
6. Qualify for the equivalent of the Discover Scuba Diving Award of the Professional Association of Diving Instructors.

Notes

Headquarters can provide alternative requirements for water sports not listed in the above.

A Scout can gain more than one Badge.

Reference should be made to the Activity Rules in chapter nine of Policy Organisation and Rules and the Adventurous Activity Permit Scheme.



World Conservation

Carry out these activities as a member of a group of Scouts, preferably as a Patrol project. Carry out one activity from each of the following sections:

Skill

1. Create a scented garden for a blind person.
2. Adopt a pond and carry out conservation work and maintenance, obtaining permission and expert advice as necessary.
3. Build a hide, use it for observing wildlife (preferably staying overnight) and report your findings,
4. Assist with the preservation of a stretch of water, for example stream or canal.
5. Survey a derelict site, recording how nature has started to reclaim it, Plan and, where possible, take action to further reclamation.

Knowledge

6. Explain the dangers to health of cigarette smoking, alcohol or

drugs.

7. Explain how different types of pollution in soil affect growing plants. Describe the safeguards that need to be taken.
8. Explain the pollution caused by motor vehicles. Describe how this affects people, plants and buildings and, where possible, illustrate your findings.
9. Explain the causes of water pollution and the action which could be taken to lessen the effects.
10. Explain how government, industries and other agencies are helping people to become aware of conservation.
11. Explain how trees are useful to man,

Understanding

1. Prepare a checklist of dos and don'ts for campers and hikers, so that natural things are neither destroyed nor harmed. Give a copy of the list to each member of the Troop.

2. Find out all you can about animals, birds, plants or fish which are in danger of extinction in your own country. Find out what can be done to save them and, if possible, help to do so with expert advice,
3. Explain why so many animals in the world are threatened by extinction and suggest what your Patrol can do to assist in their survival,
4. Make a list of ways in which the Troop camp could contribute to pollution. Suggest ways of preventing this and arrange for them to be discussed by the Patrol Leaders' Council before your next camp.
5. Plan and carry out a conservation project with members of a Venture Scout Unit,
2. Help to make a nature trail for a Cub Scout Pack.
3. Help a Cub Scout Pack to build bird tables or nesting boxes.
4. As part of the plans for an expedition, devise a project to improve the environment. Carry out the project and report on it at a Parents' Open Evening or similar occasion.
5. Survey your local area to find examples of how man has damaged nature. Show how this can be avoided. Send the results of your survey to the appropriate authorities.
6. Survey your local area to find examples of how man has tried to improve his environment. Send a letter of appreciation to the appropriate bodies.

Telling Others

1. Plan a campaign to conserve energy at home or school or work or at camp or at Troop meetings. Support your campaign with posters, displays, information for the press and advertising material,

Notes:

Alternative activities may be undertaken as agreed by the Patrol Leaders' Council.

An adult with some expertise in conservation may be consulted to help with the selection of projects and preparation of alternatives.



World Faiths

1. Complete one of the following activities:
 - a. Visit a place of worship for a faith other than your own and find out the differences between this building and your own place of worship
 - b. Attend a religious festival from a faith different to your own.
2. Complete one of the following activities:
 - a. Learn about the life of a founder or a prominent leader of a Faith (such as Prince Siddhartha

Gautama, Mohammed, Jesus Christ, Mahatma Gandhi or a saint such as St George)

- b. Find out about someone whose faith has had a significant impact upon his or her life.
3. Read a sacred text from another faith and show how it compares it

with a similar teaching from to your own faith.

4. Find out how following the teachings of another faith affects an individual's daily life. This could include food or dietary laws, rituals, prayers or religious observances.



World Friendship

1. Have corresponded regularly (once a month for example) for not less than six months with a Scout of another country either individually or as part of a Patrol or Troop 'link-up'.
2. Carry out a study of a country of your own choice and discuss with the examiner the differences in the way of life between that country and your own.
3. Complete one of the following:
 - a. Keep an album or scrapbook for at least six months giving illustrated information (gained from correspondence under requirement 1) on Scout activities, sports, home life and national affairs of the other Scout's Country.
 - b. Submit a set of not less than 20 photographs or colour slides taken by yourself illustrating and explaining Scouting, life, people, customs and scenery of another country.
4. Complete any two of the following:
 - a. Camp or hike for at least seven days with a Scout or Scouts of another country (either in your own or their country) and produce a log book covering this event to include your impressions and knowledge gained of the foreign Scouts and their country or countries.
 - b. Entertain, in your home, a Scout or Scouts from overseas.
 - c. Tell the examiner ways in which you have welcomed immigrant young people or visitors from another country at school, sports or in your local community and what you have done to make them feel at home there.
 - d. Give separate informative talks to your Troop and to a Cub Scout Pack (each of at least five minutes duration) on the interest and knowledge gained from your international experiences.
 - e. Make a tape recording of camp fire songs from another country or a simple conversation with a Scout in another language, with the meaning of each sentence in English.
 - f. Devise and run a Troop or Patrol activity based on information gained from an overseas Scout with whom you are in touch or from your own knowledge of another country or countries.



Writer

Complete any four requirements from those below, discussing the choice with an appropriate adult:

1. Compose a poem of at least eight lines and discuss its meaning and construction.
2. Create a short story of around 600 words around an idea agreed with an appropriate adult beforehand.
3. Write a descriptive passage of around 600 words on a subject agreed with an appropriate adult beforehand.
4. Write a 400-word review of a favourite book, play or other work of literature and discuss this with an appropriate adult.
5. Produce a published article of around 500 words in length. This could be in the form of a contribution to a school, faith community or Scout magazine or a letter to a local paper.
6. Keep a diary on a subject and for a length of time agreed with an appropriate adult beforehand.
7. Write a play or dramatic sketch lasting at least 10 minutes.
8. Interview a local celebrity, or other interesting person. Write or type out the interview to show the questions you asked and the interviewee's replies.
9. Write a letter to a pen pal (real or imaginary) of at least 150 words.
10. Read a piece of your work in front of an audience.

Staged Activity Badges

The Staged Activity badges have been designed to provide a unified approach throughout the Sections. There are six activity badges staged across the Sections. This means that a boy can gain whichever badge is appropriate to the level they have reached. It is possible, for example, for a Beaver Scout who is an excellent swimmer to gain a higher level badge than a Scout who has just taken up the activity. A boy should always wear only the highest of each staged badge type that they have gained on the uniform.



Emergency Aid

Emergency Aid 1

Complete the requirements below.

1. Understand and 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.

Notes

This stage requires one to two hours activity/learning and should be trained and assessed by an adult or Venture Scout familiar with the resource material.

Emergency Aid 2

Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know how to get help from the emergency service.
3. Know how to clear an airway and place in the recovery position.
4. Know how to deal with minor bleeding.
5. Know how to deal with major

bleeding.

6. Know how to deal with burns and scalds.

Notes

This stage requires two to three hours of training/activity and should be trained and assessed by an adult or Venture Scout with first response or equivalent external qualifications, familiar with the resource material.

A Scout holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (for example St John's Ambulance or the Red Cross Society) automatically qualifies for this award.

Emergency Aid 3

Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know when and how to contact the emergency services.
3. Be able to 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. Know how to deal with major bleeding.
5. Know how to deal with burns and scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.
7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.
- scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.
7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.
10. Know the common medication procedures used by individuals with asthma and how to deal with an asthma attack.

Notes

This stage requires four to five 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 Scout holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (for example St John's Ambulance or the Red Cross Society) automatically qualifies for this award.

Emergency Aid 4

Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know when and how to contact the emergency services.
3. Be able to respond to the needs of an unconscious patient. Know how to open an airway, give CPR to both an adult and a child and how to place in the recovery position.
4. Know how to deal with both minor cuts and bleeding and major bleeding injuries.
5. Know how to deal with burns and

11. Know how to recognise the symptoms of a heart attack and take appropriate action.
12. Know how to deal with an injury to the head.
13. Know how to deal with a casualty with a suspected spinal injury.
14. Recognise the signs of a fracture and soft tissue injuries and how to protect from further injury or pain.
15. Know the signs and symptoms of meningitis and the action to take.

Notes

This stage requires eight 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 recognised organisation may fulfil this role.

A Scout holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (for example St John's Ambulance or the Red Cross

Society) automatically qualifies for this award.

Emergency Aid 5

Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know when and how to contact the emergency services.
3. Be able to respond to the needs of an unconscious patient. Know how to open an airway, give CPR to adults, children and infants and how to place in the recovery position.
4. Know how to deal with both minor cuts and bleeding and major bleeding injuries.
5. Know how to deal with burns and scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.
7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.
10. Know the common medication procedures used by asthmatics and how to deal with an asthma

attack.

11. Know how to recognise the symptoms of a heart attack and take appropriate action.
12. Know how to deal with an injury to the head. Know how to treat a casualty with a suspected spinal injury.
13. Recognise the signs of a fracture and how to protect from further injury or pain.
14. Know how to recognise the symptoms of a stroke and take appropriate action.
15. Know how to recognise a range of muscular and skeletal injuries and how to protect from further injury and pain.
16. Know how to recognise and deal with a range of other medical conditions including anaphylaxis, angina, cramp, diabetes, epilepsy, febrile convulsions and meningitis.

Notes

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 Scout holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (such as the Red Cross Practical First Aid) automatically qualifies for this stage of the award.



Hikes Away

Hikes Away 1

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

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

Hikes Away 5

Complete 5 hike or journeys with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

Hikes Away 10

Complete 10 hikes or journeys with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

Hikes Away 20

Complete 20 hikes or journeys with a purpose as agreed with the section Leadership team. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

Hikes Away 35

Complete 35 hikes or journeys with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

Hikes Away 50

Complete 50 hikes or journeys with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

Notes

Reference should be made to the Activity Rules in chapter nine of Policy, Organisation and Rules and the Activity Permit Scheme

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

Activities for Scouts should involve at least 4 hours of activity. Examples of appropriate activities are:

- *Take part in a dusk to dawn hike.*
- *Explore a bridle way on horseback.*
- *An overnight expedition by foot (which would count as 2 hikes).*
- *A trip down a river in an open canoe.*
- *Complete a 20 km cycle ride as part of the cyclist badge.*

**Information Technology****Information Technology 1**

Complete the following:

1. Show that you can switch on and close down a computer safely.
2. Show that you know what the following are:
 - monitor
 - mouse
 - printer
 - CD-ROM
 - icon
3. Use a piece of software of their choice to show that you 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 your choice to produce a simple picture.
5. Show you 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 you know the meaning of:
 - modem
 - browser
 - search engine
 - digital camera
 - clip art
 - scanner
 - menu
3. Show that you can save a file and open that file at a later date.
4. Choose four additional activities out of:
 - a. Access the internet safely, to find out as much as you can about a topic of their choice.
 - b. Use a digital camera to take some digital photographs and use a piece of software to enhance or alter the original photographs.
 - c. Use a piece of software of your choice to produce a set of matching stationery for an event, eg birthday, place cards, invitations, posters etc.
 - d. Use a piece of simulation software and explain what you learned from it.
 - e. Produce a series of newsletters for your section over a three-month period.
 - f. Produce a simple pictogram or

graph of something of interest to you or your section.

Information Technology 3

Complete the following:

1. Show knowledge about the history of the Internet and how it works. Suggest how you think it may be used in the future.
2. Describe the advantages of using IT compared to manual systems in two of the following:
 - a. letter writing
 - b. graphic art, design or drawing
 - c. accounts
 - d. library records
 - e. newspaper layout
 - f. passing messages
 - g. news and weather
 - h. information
 - i. travel and holiday bookings
3. Using email, demonstrate that you 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:
 - a. Use a piece of presentation software (eg Powerpoint) to give a presentation to an audience.
 - b. Devise a simple database that could be used by your section for a particular purpose, eg camp records, general records.
 - c. Produce a local map showing local facilities and places of interest.
 - d. Produce a simple spreadsheet

to record subscriptions and expenses.

Information Technology 4

Complete the following:

1. Explain to the IT assessor the laws which concern the copying of software, access to computer systems and storage of personal information.
2. Create a simple website for your section.
3. Explain how an IT system is used by a major user, eg a supermarket chain or a bank.
4. Show how that they have used IT in your daily life over a period of six months, eg 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:
 - a. Evaluate a range of professional websites.
 - b. Produce a range of information literature on an agreed theme, eg 'how to be more

environmentally friendly' - leaflets, posters, fliers etc.

- c. Produce a complex database for a specific purpose.
- d. Take part in a video conference with a Scout from another part of the world.
- e. Demonstrate your ability to use a control programme, eg 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 your own life and that of others - consider political, social, ethical, economic, moral and legal issues.
4. Produce an 'internet guide' for children of a younger age.
5. Produce a list of websites that would interest other Members of The Scout Association in the same section as you.



Musician

Musician 1

Complete the following:

Skill

1. Listen to a short tune of a couple of lines and then sing it back.

2. Listen to another tune and then beat or clap out the rhythm.

Performance

3. Sing or play two different types of song or tune on their chosen instrument. This performance

must be either in front of other Scouts, or at a public performance, such as at a Group Shows, school concert or church service.

Knowledge

4. Demonstrate some of the musical exercises that they use to practice their skills.
5. Talk about their instrument, and why they enjoy playing it (or the songs they sing and why they enjoy singing them).
6. Name several well-known pieces of music that can be played on their instrument.
7. Name several musicians who they have heard.

Interest

8. Tell their Assessor about the music that they most like to listen to.

Musician 2

Complete the following:

Skill

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

Performance

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

Knowledge

3. Demonstrate some of the musical exercises that they use to practice their skills.
4. Talk about their instrument and why they enjoy playing it (or the songs they sing and why they

enjoy singing them).

5. Name several well-known pieces of music associated with their instrument.
6. Name several musicians who are associated with their instrument or chosen songs.

Interest

7. 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 3

Complete the following:

Skill

1. Achieve Grade Two of the Associated Board of the Royal School of Music (or similar) on the instrument of their choice.

Performance

2. Sing or play (either as a solo or with others) two different types of song or tune on their chosen instrument. This performance must be either in front of the other Scouts, or at a public performance such as at a Group Show, school concert or church service.

Knowledge

3. Demonstrate some of the musical exercises that they use to practice their skills.
4. Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them).
5. Talk about several well-known pieces of music associated with their instrument or chosen songs.

Interest

6. 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:

Skill

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

Performance

2. 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.

Knowledge

3. Demonstrate some of the musical exercises that the use to practice their skills.
4. Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them).
5. Talk about some of the musicians who are associated with their instrument.

Interest

6. 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:

Skill

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

Performance

2. 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.

Knowledge

3. Demonstrate some of the musical exercises that they use to practice their skills.
4. Talk about their instrument and why they enjoy playing it (or the songs they sing and why they enjoy singing them).
5. Name several well-known pieces of music associated with their instrument.
6. Name several musicians who are associated with their instrument.

Interest

7. 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.



Nights Away

Nights Away 1

Complete one night away as part of a recognised Scout activity, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 5

Complete five nights away on recognised Scout activities, sleeping in either tents, bivouacs, hostels, on boats or other centres.

Nights Away 10

Complete ten nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 20

Complete 20 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 35

Complete 35 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 50

Complete 50 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 75

Complete 75 nights away on recognised Scout activities, sleeping

either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 100

Complete 100 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 125

Complete 125 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 150

Complete 150 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 175

Complete 175 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 200

Complete 200 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Notes

Scouts may, with the agreement of their Leader, also include nights away spent on educational trips, Duke of Edinburgh Award expeditions and other similar excursions.



Swimmer

Swimmer 1

Complete the following:

Safety

1. Know the safety rules and where it is safe to swim locally.

Enter Pool

2. Without using the steps, demonstrate a controlled entry into at least 1.5 metres of water.

Short Swim

3. Swim ten metres on their front.

Tread Water

4. Tread water for 30 seconds in a vertical position.

Water Skills

5. Using a buoyancy aid, float still in the water for 30 seconds.
6. Demonstrate their ability to retrieve an object from chest deep water.
7. Perform a push and glide on both their front and back.

Distance Swim

8. Swim 25 metres without stopping.

Swimming Activity

9. Take part in an organised swimming activity.

Swimmer 2

Complete the following:

Safety

1. Know the safety rules and where it is safe to swim locally.

Enter Pool

2. Demonstrate a controlled entry or dive from the side of the pool, into at least 1.5 metres of water.

Short Swim

3. Swim ten metres on their front, ten metres on their back, and ten metres on their back using only their legs.

Tread Water

4. Tread water for three minutes in a vertical position.

Water Skills

5. Surface dive into at least 1.5 metres of water and touch the bottom with both hands.
6. Mushroom float for ten seconds.
7. Enter the pool and push off from the side on their front and glide for five metres.
8. From the side of the pool, push off on their back and glide for as far as possible.

Distance Swim

9. Swim 100 metres without stopping.

Swimming Activity

10. Take part in an organised swimming activity.

Swimmer 3

Complete the following:

Safety

1. Know the safety rules and where it is safe to swim locally.
2. Explain the rules governing swimming for Scouts.

Enter Pool

3. Demonstrate a controlled entry or dive from the side of the pool into at least 1.5 metres of water.

Short Swim

4. Swim 50 metres in shirt and shorts.

Tread Water

5. Tread water for three minutes with one hand behind their back.

Water Skills

6. 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.
7. 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.

Distance Swimming

8. Swim 400 metres without stopping.

Swimming Activity

9. Take part in an organised swimming activity, since gaining their previous Swimming Badge.

Swimmer 4

Complete the following:

Safety

1. Know the safety rules and where it is safe to swim locally.
2. Explain the rules covering swimming for Scouts.

Enter Pool

3. Demonstrate a racing dive into at least 1.5 metres of water and straddle jump into at least two meters of water.

Short Swim

4. Swim 100 metres in less than four minutes.

Tread Water

5. Tread water for five minutes.

Water Skills

6. 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.
7. 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.

Distance Swim

8. Swim 800 metres without stopping. They should swim 400m on their front and 400m on their back.

Swimming Activity

9. Take part in an organised swimming activity, since gaining their previous Swimming Badge.

Swimmer 5

Complete the following:

Safety

1. Know the safety rules and where it is safe to swim locally.
2. Explain the rules covering swimming for Scouts.

Enter Pool

3. Demonstrate a racing dive into at least 1.5 metres of water and a straddle jump into at least two meters of water.

Short Swim

4. Swim 100 metres in shirt and shorts. On completion, remove the additional clothes and climb out of the pool unaided. Time limit three minutes.

Tread Water

5. Tread water for five minutes, for three of which one arm must be held clear of the water.

Water Skills

6. 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.
7. 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.
8. Demonstrate the Heat Escape Lessening Posture.

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

Distance Swimming

10. Swim 1000 metres using any three recognised strokes for a minimum distance of 200 metres per stroke. This swim must be completed in 35 minutes.

Swimming Activity

11. Take part in an organised swimming activity, since gaining their previous Swimming Badge.

Barbados Boy Scouts Association

Hazelwood, Collymore Rock, St. Michael BB111604, Barbados