



Badge Book

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The Beaver Scout Membership Award



This Award has been designed to help Beaver Scouts understand the commitment that they are making when they make their Promise and become Members of the Movement and the Beaver Scout Section.

Requirements

It is recommended that Beaver Scouts complete the following activities in the three areas before the badge is awarded and they make their Promise.

Area One – Know about the Colony

- Attend at least four meetings.
- Get to know other Members and Leaders in the Colony.
- Find out about ceremonies and traditions in the Colony.
- Find out about activities available in the Colony.

Area Two – Know about joining the Colony

- Know and show an understanding of the Beaver Scout Promise.
- Know and show an understanding of the Scout Motto, Sign and Handshake.
- Know what to do at their Investiture.
- Know the meaning of the badges that they will receive at their Investiture.
- Show a general knowledge of the family of Scouts, world-wide Scouting and the history of Scouting.

Area Three – Promise

- Become a Beaver Scout by making the Promise.

The Outdoor Challenge



Beaver Scouts need to take part in a minimum of six Outdoor Activities, choosing at least one from each of the following areas:

- Scoutcraft
- An environmental activity
- A visit.

Scoutcraft – Show an understanding of a Scouting Skill

Some suggested activities:

Trekking and trailing

Beaver Scouts could:

- follow trails using icing sugar, string, smells, sawdust, sticks, lights, codes etc.
- go on a treasure hunt, or a “stop, look and listen” ramble
- mark their own trail using a code they have made themselves.

Ready to go

Beaver Scouts could:

- invite a Scout or Explorer Scout to show the Colony how they would pack their rucksack for camp – what they would take and why
- put up a tent with a Scout
- visit the Scouts at camp or the Cub Scouts on Pack holiday.
- attend a Sleepover.

Cooking

Beaver Scouts could:

- pack a balanced, healthy lunch box for an outing
- make shapes out of cold foods (dough, marzipan etc.)
- decorate cakes and biscuits.

An environmental activity

Show how you care for the environment in your local community or the wider world Some suggested activities:

- Find out about the Countryside Code.
- Plant trees or flowers for the enjoyment of others.
- Recycle cans, bottles or paper and visit a recycling plant.
- Go on a litter pick.

Visits – A visit with Beaver Scouts

There are hundreds of places you can visit with your Colony. You will need to decide what is safe and suitable for your Colony. Here are a few examples:

- a zoo
- a theme park/activity park
- a railway model/miniature railway
- a sports centre
- a Police Station
- a country park
- a recycling depot
- a Mosque
- an old people's home
- a Post Office
- a beach/seaside

- a race circuit
- a Scout District/County Area event
- a Lifeboat Station.

Resources

co2balance have produced a [free on-line resource for Leaders and Young people](#) to help achieve this badge.

The Discovery Challenge



Beaver Scouts need to take part in a minimum of six Discovery activities, choosing at least one from each of the following areas:

- How things work
- Health & fitness
- Creativity.

How things work – Show an understanding of how something works

Beaver Scouts could:

- find out how a clock works
- find out what a magnet does
- use some food colouring to tie-dye some material or watch celery change colour.

Health & fitness – Show a knowledge of how to keep healthy

Beaver Scouts could:

- taste a variety of foods and learn which ones are healthy
- know what to do in an emergency, including how to call the emergency services
- monitor their heartbeat after different activities and understand the reasons for the change.

Creativity – Show creativity to others

Beaver Scouts could:

- learn a new song and sing it
- make a model from junk materials
- make an instrument and play it.

The Friendship Challenge



Beaver Scouts need to take part in a minimum of six Friendship Activities, choosing at least one from each of the following areas:

- People far away
- Meeting other people
- Caring for others.

People far away – Finding out about life in a different country

Beaver Scouts should find out about at least four aspects of life in another country. For example:

- national costume
- food
- currency
- climate.

Meeting other people – Finding out about the job or interest of someone in your community

Beaver Scouts should visit at least one interesting person in their community. For example:

- a policeman
- a minister
- a dentist
- a paramedic

- a religious leader
- a firefighter
- a vet
- a doctor
- a Member of Parliament
- a musician.

Caring for others – Actively show how to help others

Beaver Scouts should complete at least one caring activity.
For example:

- prepare a basket of food and gifts for the elderly
- participate in a Special Needs activity
- find out how to care for a pet.

The Chief Scout's Bronze Award



This badge is the highest award available in the Beaver Scout Section. It is gained by completing:

- the Outdoor Challenge, plus
- the Friendship or Discovery Challenge, plus
- a personal challenge.

If a Beaver Scout has not quite completed the requirements for the top award when they move on to the Cub Scout Pack, they may complete them in their first few weeks in the Cub Scout Pack.

The personal challenge

Beaver Scouts need to complete the following, after agreeing the challenge with a Leader and discussing the level of commitment required.

They must develop or start a new skill, talent or hobby and show their improvement over six weeks during their last six months in the Colony. Evidence needs to be provided to demonstrate this. For example, the Beaver Scout could:

- explain to the rest of the Colony what has been done
- put on a display of how they have improved (e.g. increased their collection)
- produce a certificate gained through swimming, gymnastics, ballet, music etc.

As with all the other Challenges you will be able to add to this list depending on what you agree with the Beaver Scouts.

Adventure



Complete the following:

Take part in three activities with other Beaver Scouts that will provide adventure. Two should be activities that they have not tried before.

Examples include:

- Treasure hunt
- Following a laid trail
- Grass sledging
- Journey using a new form of transport
- Making and sailing a model boat
- Climbing
- Abseiling
- Swimming
- Canal boating
- An adventure walk around a park
- Visiting a pier
- Swimming

Notes

The Leadership team must arrange appropriate supervision before the adventure takes place.

Air Activities



Complete the following:

1. Make a paper dart out of paper and see how well it flies
2. Find out about a particular aeroplane and tell others in the colony about it. Examples might be Concord, Spitfire, Airbus, Lynx helicopter etc
3. Talk to someone who has flown in a plane, helicopter or hot air balloon and find out what it was like
4. If they have already flown in a plane – tell others in the Colony what it was like. If not, tell them what they would like to fly in, and why

Animal Friend



Complete the following:

1. Know how to care for an animal, fish or insect
2. Help to take care of an animal for one month
3. Tell others in the Colony about the animal
4. Know about the correct food to feed the animal, including type, variety and quantity
5. Know about the habitat of the animal, such as where it sleeps etc
6. Know how to exercise the animal
7. Keep a record of the food given to the animal and what they do with the animal for a period of two weeks.

Examples of suitable animals for this Badge include: dogs, cats, gerbils, guinea pigs, fish, birds, rabbits, lambs, stick insects.

Creative



Complete the following:

The Beaver Scout needs to:

1. explain/know about a creative activity
2. take part in the creative activity
3. tell the Colony about the activity.

Examples of creative activities include:

- Putting on a show or form of entertainment
- Making a mobile, origami shapes, a model out of clay or plasticine, a painting or drawing or doing conjuring tricks

Resources

Hot Wheels and AcceleRacers have produced a [poster](#) for all Beaver Scouts, and [notes](#) for all Beaver Scout Colonies.

Emergency Aid

Young people should be trained and assessed using the syllabus and resources provided in conjunction with the British Red Cross. These are published in factsheets and booklets. At each stage Leaders should not assume prior knowledge but should cover the full syllabus using instruction games and exercises to reinforce the learning.

For stages 1 – 3 ongoing assessment is acceptable.

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

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

Emergency Aid 2



Complete the requirements below.

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, give rescue breaths 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 requires 2 / 3 hours of training/activity and should be trained and assessed by an adult or young leader with First Response or equivalent external qualifications, familiar with the resource material.

A young person holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (such as the Young Life Savers key stage 2 [8 – 11yrs] or the Save a Life from the British Red Cross) automatically qualifies for this stage of the award.

Experiment



Complete the following:

1. Decide what to do and try and work out what might happen
2. Investigate something of interest to find out how it works; or grow something from seed
3. Tell others in the Colony what they saw and discovered.

Some examples of experiments could include:

- Growing a bulb
- Growing mustard and cress, a seed potato, bean or carrot top
- Showing how a torch works from the bits that make it up
- Showing what a magnet can do, or making a game using magnets.

Notes

A Beaver Scout who has qualified for the BA (British Association for the Advancement for Science) First Investigators Club Silver Star automatically qualify for this Badge

Explore



Complete the following:

1. Decide what or where to explore
2. Think about what they expect to find
3. Go on the exploration
4. Tell others in the Colony what they have discovered.

Suggested places to visit and explore include:

- the seashore
- a forest or park
- woodland
- a town.

Notes

All explorations should be undertaken under the supervision of a responsible adult.

Faith



Complete the following:

1. Write a prayer or reflection
2. Read or share a prayer at the opening or closing ceremony or some other time
3. Find and tell a story that relates to the Beaver Scout Promise
4. Tell others in the Colony about the story in an interesting way, for example, as simple drama, picture, cartoon, or part of a game
5. Visit a place of worship and show evidence of their visit with Photographs, drawings, handouts, leaflets or information sheets

Health & Fitness



Complete the following:

1. Learn about foods that are good for you
2. Learn about the value of keeping fit
3. Plan a healthy meal.
4. Tell others in the Colony about a sport or activity they take part in
5. Learn about personal hygiene

Healthy Eating



Complete the following:

1. Make a fruit salad
2. Make a healthy snack
3. Make two different sandwiches
4. List some unhealthy foods

Examples of healthy snacks include omelette, salad mini pizzas, strawberry smoothie, homemade meatballs etc.

Notes

There must be appropriate supervision when doing these activities

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.

Notes

Reference should be made to the Activity Rules in Chapter 9 of POR and the Activity Permit Scheme.

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

For Beaver Scouts, plan for about 2 hours of activity. Examples might be:

- Explore on foot a country park or nature reserve
- Go on a family ramble
- Take part in a woodland walk (observing the wild life / complete a tree safari)

Hobbies



Complete the following:

1. Take part in a chosen hobby for a period agreed
2. Tell and show the Colony the chosen hobby

Notes

A Beaver Scout may gain more than one Hobbies Badge.

Imagination



Complete the following:

1. Write, tell or act a short story, poem or play.
2. Build a model using a variety of objects.
3. Build a collage, draw or paint a picture imagining what life might be like in the future

Resources

The Oddies, publishers of a series of stories about where all those missing odd socks go, is running a competition for Beavers and Cubs to create a new Oddies character to be featured in a book next year. Closing date: 1st March 2007.

They have produced some great resources to help Beavers construct their story and enable them to gain their Imagination Badge. Go to the Scouts section of www.readwithmeweek.co.uk to find out more.

Information Technology 1



Complete the following:

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

Information Technology 2



Complete the following:

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

Musician 1



Complete the following:

Skill

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

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

Performance

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

Demonstrate some of the musical exercises that they use to practice their skills.

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

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

Name several musicians who they have heard.

Interest

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

Musician 2



Complete the following:

Skill

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

Performance

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

Demonstrate some of the musical exercises that they use to practice their skills.

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

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

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

Interest

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

Nights Away 1



Complete 1 night away as part of a recognised Scout activity, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 5



Complete 5 nights away on recognised Scout activities, sleeping in either tents, bivouacs, hostels, on boats or other centres.

Nights Away 10



Complete 10 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Notes

Young people of any Section may, with the agreement of their Leader, also include nights away spent on educational trips, Duke of Edinburgh Award Expeditions and other similar excursions.

Safety



Complete the following:

1. Explain the Green Cross code
2. Explain the Water Safety code
3. Say what to do when approached by a stranger
4. Identify possible dangers around the house and say what to do about them

Swimmer 1



Complete the following:

Safety:

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

Enter Pool:

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

Short Swim:

Swim ten metres on their front.

Tread Water:

Tread water for 30 seconds in a vertical position.

Water Skills:

Using a buoyancy aid, float still in the water for 30 seconds.

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

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

Distance Swim:

Swim 25 metres without stopping.

Swimming Activity:

Take part in an organised swimming activity.

Swimmer 2



Complete the following:

Safety:

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

Enter Pool:

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

Short Swim:

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

Tread Water:

Tread water for three minutes in a vertical position.

Water Skills:

Surface dive into at least 1.5 metres of water and touch the bottom with both hands.

Mushroom float for ten seconds.

Enter the pool and push off from the side on their front and glide for five metres.

From the side of the pool, push off on their back and glide for as far as possible.

Distance Swim:

Swim 100 metres without stopping.

Swimming Activity:

Take part in an organised swimming activity.

The International Friendship Award



The International Friendship Award is about developing friendships, but not just international ones! Its aim is to bring a Group together to encourage friendship and links, both internally and internationally. By working together on this Award, everyone will grow in understanding and respect for each other. They will also make new friends and find out about people living in other countries.

The International Friendship Award opens up new horizons in the Programme for all Sections, and can be worked towards at the same time as the Global Challenge.

The aims of the International Friendship Award are to:

- promote international activities for each Section and projects for Explorer Scouts and the Scout Network
- promote activities between the Sections
- support the international focus in the Programme
- ensure there is a positive influence on everyone taking part
- have a long-term benefit for people living in another country.

Examples of projects might include:

- supporting the development of Scouting in Russia
- supporting Street Scouts in Kenya.

With this Award there is an opportunity to be involved with organisations and agencies. Also, there is the chance to promote international awareness and activities across all Sections.

Resources

[Lands of Adventure](#) is a programme for Scouts aged 11 to 15, developed by the Scout Associations in the European Scout Region. The aim of Lands of Adventure is to reinforce the idea of a common peaceful Europe to members of the Scout Section.

The Environment Award



The Environment Award is about encouraging young people to develop a sustainable lifestyle. That is, a way of life that has a minimal impact on the environment. It is designed to bring a Group together to promote an environmentally friendly way of living.

The aims of the Environmental Award are to:

- promote environmental awareness in young people
- promote activities between the Sections
- support the environmental focus in the Balanced Programme
- ensure there is a positive influence on everyone taking part
- have a long-term benefit on sustainable development globally or locally.

Examples of projects might include:

- setting up a recycling point in the Group meeting place or Community Centre
- the creation of a 'wild area' or pond at the local campsite.

The Faith Award



The Faith Award is about encouraging young people to develop an understanding of their own or another faith community. It is designed to bring a Group together to promote a greater understanding of the:

- life
- history, or
- practices of a faith community in your local community area.

The aims of the Faith Award are to:

- develop a greater understanding of a faith community
- promote activities between the Sections
- support the faiths and beliefs dimension in the Balanced Programme
- ensure there is a positive influence on everyone taking part
- have a long-term benefit in encouraging greater understanding or awareness of a local faith community.

Examples of projects might include:

- developing links with a Scout Group of a faith community different to your own, e.g. Muslim or Sikh
- working with an agency of your own faith community.

Beaver Scout Uniform

