

**cubs**



***Badge Book***



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# ***The Cub Scout Membership Award***



A young person joining the Cub Scout Pack after the age of eight, and who has not previously been a Beaver Scout, will start work on their Cub Scout Membership Award straightaway.

The badge is presented at the Investiture ceremony when the new Cub Scout makes their Promise.

## ***Requirements***

1. Area One – Know about the Cub Scout Pack
  - (a) Get to know the other Members and Leaders in your Six and Pack.
  - (b) Find out about the ceremonies and traditions in your Pack.
  - (c) Find out about the activities that your Pack does.
2. Area Two – Know about joining your Pack
  - (a) Know and understand the Cub Scout Promise and Law and the rules in your Pack.
  - (b) Know and understand the Cub Scout Motto, Sign, Salute and Handshake.
  - (c) Know what to do at your Investiture.
  - (d) Know the meaning of the badges you will receive.
  - (e) Know the history of the family of Scouts and world-wide Scouting.

# ***The Outdoor Challenge***



To complete this Challenge, Cub Scouts should:

- Take part in at least one residential experience (preferably camping) with a minimum of two nights away. The two nights do not need to be 'two in a row'.
- Learn a new skill and use it, for example, backwoods cooking, use of a compass.
- Take part in three new outdoor activities that they have not done before, for example, shelter building, tracking, pioneering, archery, skiing, abseiling.

# ***The Creative Challenge***



To complete this Challenge, Cub Scouts should complete three of the five challenges below.

- Plan and give a musical performance/play. Perform to an audience other than the members of the Pack.
- Create two new games for the Pack.
- Design and make something, for example, a bird house, model, kite.
- Create something using information technology, for example, a birthday card, party invitation, or a poster.
- Make a creative presentation about an aspect of Cub Scouting. This could be in the form of a video, photos or posters. It could show the activities they enjoy doing, a Cub camp or a typical meeting.

# ***The Fitness Challenge***



To complete this Challenge, Cub Scouts should:

- Show how they have improved in a sport or activity over a six-week period. This can be something new or a sport/activity they currently take part in.
- Carry out a full 'body overhaul' on themselves. This might include over a two-week period – examining what they eat, how much exercise they take, how much sleep they get and how they can improve.
- Try two new sports at least once, for example, tennis, dance, basketball.

# ***The Global Challenge***



To complete this Challenge, Cub Scouts should complete three of the five challenges below:

- Find out about things that can be recycled. Over a period of four weeks show how they have recycled some things in their home.
- Find out about the work of an international charity that helps around the world, for example, OXFAM, UNICEF. Present their findings to the rest of the Pack.
- Find out about the traditions, culture, food, sport and other interesting things of a country different from their own.
- Run a campaign over a month to encourage people to conserve energy or water.
- Find out about an aspect of international Scouting. They could take part in a 'Join In Jamboree' activity, or arrange a visit from a Jamboree participant. Or, they could find out about Scouting in a country of their choice.

## ***Resources***

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

# ***The Caring Challenge***



To complete this Challenge, Cub Scouts should complete three of the five challenges below:

- Plan a Pack night for other Cub Scouts about healthy living.
- Organise in a fund-raising evening/event for a charity of their choice.
- Over a period of two months take good care of a pet. Make a record of how they have cared for their pet, for example, food, exercise, cleaning/grooming.
- Find out about a place of worship in their local community. This could be different to their own. Find out what happens there and tell other Cub Scouts about it.
- Find out about the people who help the local community, for example, Police, Fire service, Lifeboats. Explain to others what they have learned and how we can help them to do their job. They could arrange a visit, put on a display, make posters or put on a play to share the message.
- Find out what hazards there could be in the home or meeting hall or on a campsite. Help other Cub Scouts to be aware of any dangers.

# ***The Chief Scout's Silver Award***



This is the highest Award in the Cub Scout Section. It builds on the Chief Scout's Bronze Award in the Beaver Scout Section and leads on to the Chief Scout's Gold Award in the Scout Section.

## ***Where should the badge be worn?***

The badge for this Award is worn on the right breast of the uniform above the Challenge Badges.

To complete the Chief Scout's Silver Award, a Cub Scout must:

1. Hold the Outdoor Challenge.
2. Hold any other two Challenges.
3. Complete a personal challenge.

## ***The personal challenge***

To complete this challenge, Cub Scouts should:

- with the help of their Leader, plan and run an activity for other Cub Scouts.
- take part in a hobby or interest that they already do, or, something new to them, or, something that has been difficult before.

This must be agreed with a Leader and show improvement over a period of eight weeks (or eight sessions).

## ***When should this challenge be attempted?***

A Cub Scout would not normally start the personal challenge until six months before moving on to the Scout Troop. If a Cub Scout is part-way through this Award when they move on to Scouts, they can finish the Award in the Scout Troop. This would normally be completed by their 11th birthday.

# Adventure



Complete the following:

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

# Air Activities



Complete the following:

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

## Resources

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

The RAF Museum have now joined Duxford in providing resources for this badge: [http://www.rafmuseum.org.uk/london/learning/scout\\_groups.cfm](http://www.rafmuseum.org.uk/london/learning/scout_groups.cfm)

# ***Animal Carer***



Complete three of the following.

1. Visit a zoo or wildlife park. Find out about some of the feeding habits and natural habitats of the animals they see.
2. Take care of a pet for three months and know the correct foods to give it. Be able to recognise common illnesses and know how to treat them.
3. Help to care for a farm animal and know the correct food to give it. Know how to recognise common illnesses and what special care is needed before and after the birth of farm animals.
4. Keep a record, in pictures, sketches, photographs or tape recordings, of bird, animal and/or insect life in their garden or local area/park.
5. Know six different freshwater, seawater or tropical fish and what types of foods they eat.
6. Belong to an animal, bird or wildlife society. Either take part in one of its activities or make progress in any award scheme offered.
7. Find out about the dangers in the countryside that threaten wildlife and either make a poster, collage or drawing or tell other Cub Scouts about their findings.

# Artist



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

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

## 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 Cubs draw an 'imaginary incident, character or scene' and enable them to work towards their Art badge. Go to the Scouts section of [www.readwithmeweek.co.uk](http://www.readwithmeweek.co.uk) to find out more.

# ***Astronomer***



Complete the following:

1. Make a model or draw a simple diagram of the solar system.
2. Explain the difference between a planet and a star.
3. Identify three constellations.
4. Find out about and present some information on the two of the following: Planets, Comets, the Northern Lights, The Sun, Eclipses, Meteorites, Black holes, The Moon, Light years, Space exploration or any other space related subject.
5. Observe the moon, if possible using binoculars or a telescope. Describe some of its features.
6. Know how to locate and identify the pole star or Southern Star. Know how explorers used it to navigate and plot courses.

# Athlete



Gain 8 or more points by adding together the scores from the best four events

Events	3 points	2 points	1 point
1 50m Sprint	9 seconds	10 seconds	11 seconds
2 Throwing a cricket ball	25 metres	22 metres	18 metres
3 High Jump	96cm	86cm	76cm
4 Long Jump	3 metres	2.5 metres	2 metres
5 Sargent Jump	35cm	30cm	25cm
6 Shuttle run 6 x 10 metres	18 seconds	19 seconds	20 seconds
7 50 metres Skipping	12 seconds	13 seconds	14 seconds
8 1,000 metre run	5 minutes	6 minutes	10 minutes

## ***Athlete***

### **Notes**

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

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

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

*Leaders are recommended to keep a record of the marks scored by cubs for the Athlete Badge as these scores need to be exceed for the Athlete Plus.*

# Athlete Plus



Gain at least 8 points but more than for the Athlete Badge.  
Add up the scores from the best four events.

Events	3 points	2 points	1 point
1 50m Sprint	9 seconds	10 seconds	11 seconds
2 Throwing a cricket ball	25 metres	22 metres	18 metres
3 High Jump	96cm	86cm	76cm
4 Long Jump	3 metres	2.5 metres	2 metres
5 Sargent Jump	35cm	30cm	25cm
6 Shuttle run 6 x 10 metres	18 seconds	19 seconds	20 seconds
7 50 metres Skipping	12 seconds	13 seconds	14 seconds
8 1,000 metre run	5 minutes	6 minutes	10 minutes

## **Athlete Plus**

### **Notes**

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

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

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

# ***Book Reader***



Complete the following:

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

# Camper



Complete the following:

1. With other Cub Scouts, camp under canvas for at least three nights (not necessarily on the same occasion).
2. Help pack personal kit for a Cub Scout camp.
3. Help to pitch and strike a tent and know how to take care of it.
4. At camp, help to prepare, cook, serve and clear away a simple meal, – if possible out of doors.
5. Know how to look after yourself and be safe at camp. Know how to prepare for tent and kit inspection.
6. Take part in at least three of the following while at camp:
  - (a) camp fire
  - (b) Scouts' Own
  - (c) wide game
  - (d) joint activity with other Cub Scouts on site or from a local Group
  - (e) a good turn for the site
  - (f) help to tidy up the campsite before they leave

# Chef



Complete the following:

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

The following dishes are given as suggestions.

## Main Courses

- Shepherd's pie,
- Curry and Rice,
- Ham salad,
- Vegetable lasagne.

## Deserts

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

## Resources

Lion Quality have produced a [leaflet](#) and [poster](#). These resources can also be obtained from The Scout Information Centre.

Additional recipes may be found at [www.eggrecipes.co.uk](http://www.eggrecipes.co.uk).

# Collector



Complete the following:

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

# Communicator



Complete the following:

1. Show how to use a public telephone.
2. Describe how to make an emergency call, and what you would need to tell the emergency operator.
3. Receive directions or instructions to do something.  
Check with the information provider that you have understood and then followed the directions or instructions.
4. Arrange for someone that you know to give you a call.  
Take down the message, making sure that you have all the relevant details.
5. Find out about and show you can use at least three of the following: fax (facsimile) machine, answering machine, mobile phone, email, text messages, pager or voice mail.
6. Complete any three of the following activities:
  - (a) Make a verbal, taped or a newsletter report of a local event either past or present.
  - (b) Make and maintain a link with another Cub Scout Pack using tapes, videos, letters, email etc. for an agreed period.
  - (c) Find out how people with a visual or hearing impairment communicate (e.g. Braille, Makaton or British Sign Language). Learn a simple phrase in an alternative form of communication
  - (d) Tell a story about an experience you have shared with your Leaders and other Cub Scouts. Make sure that you communicate clearly and that those listening are following the story.
  - (e) Hold a simple conversation in another language.

- (f) Write and decipher three simple messages using codes, ciphers, invisible ink, or semaphore.
- (g) Memorise a short message and re-tell it 15 minutes later.
- (h) Pass a message to someone using amateur radio

# Cyclist



Complete the following:

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

## Notes

*Cycle helmets should be worn at all times during cycling activities. Please also refer to [Policy](#), [Organisation](#) and [Rules on cycling](#) .*

# DIY



Complete the following:

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

# ***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.*

# 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.

## Notes

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

*A young person holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (such as the Young Life Savers key stage 3) automatically qualifies for this stage of the award.*

# ***Entertainer***



Complete three of the following

1. Help to make up a mime or play and perform it.
2. Perform a puppet play or shadowgraph using puppets, which you have made.
3. Help to plan and make an entertainment recorded on video or audiotape.
4. Sing two songs.
5. Perform some folk or traditional dances.
6. Make a selection of simple rhythm instruments and use them as accompaniments.
7. Tell a story to an audience.
8. Make up and perform a dance to a piece of music of your choice.
9. Help plan and perform a series of magic tricks.
10. Take part in a show, concert or band performance.

# ***Equestrian***



Complete the following:

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

# Global Conservation



Cub Scouts must carry out these projects as a member of a group of Cub Scouts and not alone.

This group may be a Six or other small group.

1. While you are working on this Badge with your group:
  - (a) find some examples showing how people have damaged the environment and other examples showing how people have conserved the environment
  - (b) find examples of where the Countryside Code is being broken and what has happened as a result.
2. Take part as a group in two projects, such as:
  - (a) clearing a ditch, pond or creek
  - (b) making, setting up and maintaining a bird feeder, bird table, bird nesting box or bird bath
  - (c) looking after a piece of land or a garden
  - (d) tidying up a piece of wasteland
  - (e) taking part in an anti-litter campaign
  - (f) planting a tree or shrub
  - (g) looking after a compost bin.
3. Choose one from the following:
  - (a) make a display to inform others about an animal, bird, plant, fish, etc. which is in danger of extinction
  - (b) organise a 'save it' campaign to encourage others to conserve energy, e.g. home insulation, fuel efficient engines, etc.
  - (c) take part in or start a recycling scheme, e.g. bottles, cans, waste paper
  - (d) visit a forest, wood or campsite and take part in a

project on tree conservation. With expert help, find out how trees can be cared for

## ***Resources***

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

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

- Follow a towpath trail and discovering how locks work on the local canal.
- While on camp or pack holiday explore on foot a local town or village.
- Walk up a hill and enjoy the view.

# Hobbies



Complete the following:

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

# Home Help



Complete the following:

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

## Resources

[A resource](#) is available for all Cub Scouts.

# Home Safety



Complete the following:

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

# ***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.

# Information Technology 3



Complete the following:

1. Show knowledge about the history of the Internet and how it works. Suggest how they think it may be used in the future.
2. Describe the advantages of using IT compared to manual systems in two of the following:
  - Letter writing
  - Graphic art, design or drawing
  - Accounts
  - Library records
  - Newspaper layout
  - Passing messages
  - News and weather
  - Information
  - Travel and holiday bookings.
3. Using email, demonstrate that they can:
  - Send an email
  - Reply to a sender
  - Reply to more than one sender
  - Open an attachment
4. Explain what a computer virus is, the possible effects and how they can be prevented.
5. Choose three additional activities out of the following:
  - Use a piece of presentation software (e.g. Powerpoint) to give a presentation to an audience.
  - Devise a simple database that could be used by

their Section for a particular purpose, e.g. camp records, general records.

- Produce a local map showing local facilities and places of interest.
- Produce a simple spreadsheet to record subscriptions and expenses.

# ***Local Knowledge***



Complete three of the following:

1. Either:
  - (a) find out about someone who lived in or near where you live who was or is famous. or
  - (b) visit and find out about a famous old building, monument, earthworks or other place of historical interest. Discuss what you have found out with your Leader or other Cub Scouts.
2. Find out the meaning of, and collect pictures of, either your County, Borough, District, town or village coat of arms. Tell a Leader in how many different places they have seen the coat of arms displayed.
3. Talk to someone who has lived in your local area for a long time. Find out about what they did when they were young and what changes they have seen in your local area over the past years.
4. Draw a map of your area and mark on it places of interest.
5. With other Cub Scouts, go on a short walk in your local area. Point out to the Leader(s) any features of interest.
6. Visit a local emergency service station such as police, fire, ambulance services, coastguard or mountain rescue. Find out how the station is run.

# *Map Reader*



Complete the following:

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

# ***Martial Arts***



Complete the following:

1. Take part in a Martial Art activity (recognised by the Sports Council) regularly and show improvement.
2. Discuss with a Leader the skills needed and the rules to be observed
3. Take part in one exhibition or competition.

# ***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.

# ***Musician 3***



Complete the following:

## ***Skill***

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

## ***Performance***

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***

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).

Talk about several well-known pieces of music 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.

# *My Faith*



Complete the following:

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

# ***Naturalist***



Complete three of the following.

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

# ***Navigator***



Complete the following:

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

# ***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.

# Personal Safety



Complete the following:

1. Explain the dangers of playing on or visiting or near two of the following: railways, busy roads, building sites, cliffs, canal banks, sand/gravel pits, farmyards, river banks, quarries and moorlands.
2. Take part in a fire drill. Know what precautions to take to protect your home, Scout meeting place, Pack camp and Pack holiday against the risk of fire. Explain the importance of a working smoke detector. Know what you would do in the event of a fire in your home.
3. Show you can use at least one of the following codes: Green Cross Code, Water Safety Code, Bathing Code, Firework Code etc. Make up a safety code of your own choice, e.g. car passenger, train passenger, and the playground.
4. Know how to use a public telephone and how to make an emergency phone call, including using a mobile telephone.
5. Explain what you must do if a stranger starts to talk to you and what you must tell your parents/carers, if you are going out without them.
6. Know how and why you might contact helplines such as Childline etc
7. Explain the best way to stay safe while online. Write some common sense rules to observe while you are on the Internet.

# ***Physical Recreation***



Complete the following:

1. Show a good sporting attitude in all games and sports in which you take part.
2. Tell a Leader about the sports you take part in. Find out as much as you can about the sports, especially the rules.
3. Show reasonable skill and take part regularly in at least one of your chosen sports.
4. Bring along the clothing and equipment for the sport selected above and show how to look after it.
5. Tell a Leader what training and preparation you take part in for your chosen sport and how and when you practise

# ***Road Safety***



Complete the following:

1. Draw or photograph ten different traffic signs and explain what they mean.
2. Show how to use the Green Cross Code.
3. Tell a Leader about the importance of different types of pedestrian crossing and know how to use them safely.
4. Show that you know how to behave safely as a car passenger.
5. Show how to use a public telephone or mobile telephone and know how to make an emergency telephone call.
6. Make a poster to promote road safety to pedestrians or cyclist.

# Scientist



Complete six activities, three from Part A and three from Part B.

For each, explain/or show to a Leader what has been done and the conclusions made.

## ***Part A – The Physical World***

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

## ***Part B – The Living World***

1. Make some yoghurt and find out how living organisms are involved in the process.

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

# Skater



Complete the following:

1. Own, or have used, in-line, quad or ice skates, or a skateboard for at least three months.
2. Know some safety rules regarding skating on a road and in other public places. Show what clothing and protective equipment (helmet, knee pads, elbow pads etc.) is appropriate to be worn for the chosen activity.
3. Show how to start, stop and turn safely.
4. Show how to fall safely and regain balance.

# ***Sports Enthusiast***



Complete the following:

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

# 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.

# Swimmer 3



Complete the following:

## **Safety:**

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

Explain the rules governing swimming for Scouts.

## **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 50 metres in shirt and shorts.

## **Tread Water:**

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

## **Water Skills:**

Surface dive into 1.5 metres of water and recover an object with both hands from the bottom. Return to the side of the pool holding the object in both hands.

Enter the water from the side of the pool by sliding in from a sitting position. Using any floating object for support, take up and hold the Heat Escape Lessening Posture for five minutes.

## **Distance Swimming:**

Swim 400 metres without stopping.

## **Swimming Activity:**

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

# Swimmer 4



Complete the following:

**Safety:**

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

Explain the rules covering swimming for Scouts.

**Enter Pool:**

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

**Short Swim:**

Swim 100 metres in less than four minutes.

**Tread Water:**

Tread water for five minutes.

**Water Skills:**

Surface dive into 1.5 metres of water, both head first and feet first and swim at least five metres under water on both occasions.

Enter the water as for unknown depth. Swim ten metres to a floating object and use it to take up and hold the Heat Escape Lessening Posture for five minutes.

**Distance Swim:**

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

**Swimming Activity:**

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

# Swimmer 5



Complete the following:

## **Safety:**

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

Explain the rules covering swimming for Scouts.

## **Enter Pool:**

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:**

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:**

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

## **Water Skills:**

Scull on their back, head first for ten metres then feet first for ten metres. Move into a tuck position and keeping their head out of the water, turn 360 degrees.

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

Demonstrate the Heat Escape lessening Posture.

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

## **Distance Swimming:**

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:***

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

# Water Activities



Complete the following:

1. Explain the safety rules that apply to all water activities.
2. Either, complete one of the following:
  - (a) Qualify for the British Canoe Union's Paddle Power One Young Paddler Award.
  - (b) Qualify for the Royal Yachting Association Young Sailing Scheme – Start Sailing Stage 1.
  - (c) Qualify for the British Sub Aqua Club's Basic Snorkel Diver Qualification.
  - (d) Qualify for the Professional Association of Diving Instructors' Discover Scuba-Blue Award.
  - (e) Qualify for the British Surfing Association's Junior Scheme Level One Award.

Or, take part in two of the following:

- (a) Canoeing
- (b) Sailing
- (c) Scuba diving
- (d) Snorkelling
- (e) Boating
- (f) Windsurfing
- (g) Water skiing
- (h) Surfing
- (i) Rafting
- (j) Pulling
- (k) Rowing

# ***World Faiths***



Complete the following:

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

# ***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.

# Cub Scout Uniform

