

**Badge
Requirements
Book**



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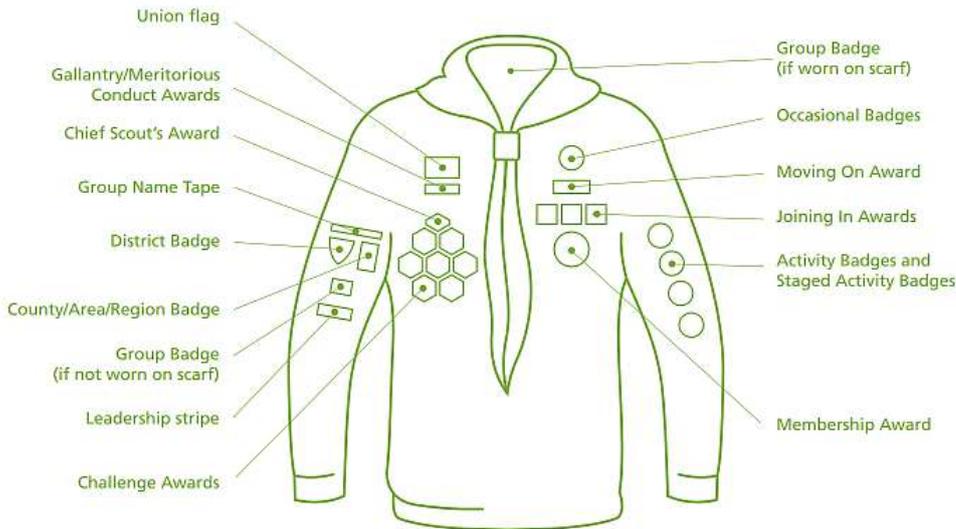
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Cub Uniform



Cub Scout Promise

I promise that I will do my best to do my duty to God and the Queen, to help other people and to keep the Cub Scout law.

Cub Scout Law

Cub Scouts always do their best, think of others before themselves and do a good turn every day.

The Membership Award

1. Find out about the Cub Pack:

Get to know the other members and leaders in your Six and Pack.

Find out about the ceremonies and traditions in your Pack.

Find out about the activities that your Pack does.

2. Find out about joining your Pack:

Learn and understand the Cub Scout Promise and Law. Find out what the rules are in our Pack.

Learn and understand the Cub Scout Motto, Sign, Salute and Handshake.

Find out what to do at your Investiture.

Find out the meanings of the badges you will receive.

Show that you know about the family of Scouts, worldwide Scouting and the history of Scouting.

3. Become a Cub Scout by making the Promise.



Chief Scout Silver Award

1. Earn six activity or staged activity badges of your choice. They could be badges you gain outside of your normal meetings or ones you've worked towards at meetings.

2. Finish the seven challenge awards. They are:

- Our World Challenge Award
- Our Skills Challenge Award
- Our Outdoors Challenge Award
- Our Adventure Challenge Award
- Teamwork Challenge Award
- Team Leader Challenge Award
- Personal Challenge Award.



Our Adventure Challenge Award

1. Take part in two different adventurous activities. At least one of them should be new to you. You could try:

- crate stacking
- abseiling
- bouldering
- bell boating
- zorbing
- caving
- grass sledging
- rafting
- fencing



2. Take part in six other outdoor activities. At least two of them should be new to you. You could try:

- flying a kite you have made
- following a sensory trail
- making a ballista
- going on an obstacle course
- making a mini raft
- making and lighting a fire
- making a hot air balloon and flying it
- playing some water games
- tracking
-

3. Go on a hike or follow a trail. Try to walk for about 1-2 hours.

4. Prepare for your activities and hikes. Find out what you need to wear and bring, and pack your own bag. You will need to know what you have with you, and remember everything you need.

Our Outdoors Challenge Award



1. Take an active part in at least **three** nights away, on camps or Pack holidays.

2. While you're away, work with other Cubs to do all of these tasks:

- help to pitch and strike your tent
- show that you know how to look after yourself and be safe at camp
- show that you know how to keep your tent and kit safe, tidy and secure
- cook a meal with your Six
- build a shelter big enough for two Cubs
- using bamboos canes, rubber bands or simple lashings complete a simple pioneering project or make a camp gadget
- learn and follow the Countryside Code
- show you know what things you need to do to look after your campsite, and that you can put them into practise
- show that you know how to treat mild burns, scalds, cuts or grazes and make a call to the emergency services.

3. While you're away, do at least two of these tasks as well:

- take part in a wide game
- take part in a campfire sing-along or other entertainment
- cook a backwoods meal
- build a bivouac and sleep in it
- care for your personal equipment while at camp
- using knots that you've learned, make a simple camp gadget, like a flagpole.

Our Skills Challenge Award



1. Try two new sports or physical activities at least once. You could try:
 - tennis
 - dance
 - basketball
 - tai chi

2. Take part in three activities to help you be healthy, like:
 - healthy eating
 - exercise
 - learning how the human body works
 - another activity agreed with your leader

3. Pick two creative things to try, and show your leader what you've done. You could:
 - write a short story
 - make a model
 - take some photos and use them to tell a story
 - be part of a play or sketch

4. Learn and use at least four of these skills:
 - sew on a button or badge
 - make cakes, bread, biscuits or something similar
 - oil a bicycle chain, change a wheel or fit lights
 - make a cup of tea or coffee, then wash up afterwards
 - lay a table for a meal
 - peel potatoes or other vegetables
 - iron your scarf
 - change a lightbulb, in a table or standard lamp
 - clean a window
 - tidy and clean your bedroom
 - another similar home skill agreed with your leader

5. Take part in at least two problem solving activities that you haven't done before. It should be something that you need to think creatively for. As part of the activity you need to say what you found difficult, what you did to solve the problem, and why.

Our World Challenge Award

1. Create a community map. What services are there? Where are they? Who are they for? Try and visit one of these services if possible.
2. As a Pack, identify and complete an activity that benefits your local community. How did it help others? How did the activity help you? What could you do next?
3. Take part in an act of worship, reflection or celebration.
4. Find out about a faith or culture you are not familiar with. You could visit a place of worship or a cultural centre in your local community.
5. Talk about a time when you did your best. Explain how you have kept your Cub Promise and the Law.
6. Take part in an activity about the environment.
7. Play a game that Cubs play in another country and learn their Promise.
8. Celebrate a festival from another country or culture. You could celebrate Holi with a colour party, Brazilian carnival by making masks, or Diwali by making ginger laddoo sweets.



Personal Challenge Award

You need to complete two personal challenges that you agree with your leader. You should choose one of the challenges. Your leader will choose the other.



The challenges must be different to the ones that you did for your Beaver Personal Challenge Award.

Teamwork Challenge Award

For this award, you need to do these tasks over at least three months.

1. Take part in at least six different team games with other Cubs.
2. Show your leaders what you did to help your team, and how you were good team player.
3. Give examples of two different types of teams, and roles in those teams.
4. Complete at least two teambuilding activities with other Cubs
5. Take part in at least two Pack forums or something similar, and make a contribution that will be positive for your Pack.



Team Leader Challenge Award

Once you have done the Teamwork Challenge Award, you can do your Team Leader Challenge Award. Then you need to earn your Team Leader Challenge Award by doing these tasks over at least three months.

1. Lead your Six in an activity or captain a team
2. Help a new Cub to join in with the Pack meeting
3. Teach another Cub a new skill
4. Ask your Six or team what they want to do in Cubs, tell your leaders and help to make sure that it happens



Activity Badges

Animal Carer Badge



1. Complete one of these:

- Take care of an animal for at least two months. Give it the correct foods, and learn to recognise common traits and habits including how to groom, clean and exercise the animal.
- Help to care for a farm animal for at least two months. Know the correct foods to give it and be able to recognise common illnesses. Learn what special care you need to give before and after the birth of farm animals.

2. Then choose two of these to do:

- Keep a record of bird, animal or insect life in your garden, local area or park. Keep pictures, sketches, photographs or audio recordings. Do this for at least three months.
- Visit a zoo, wildlife park, animal sanctuary or rescue centre. Find out about some of the animals you see. What are their feeding habits and natural habitats?
- Join an animal, bird or wildlife society. Either take part in one of its activities or make progress in any award scheme it offers.
- Find out about dangers that threaten wildlife in their natural habitat. Make a poster, collage or drawing or tell other Cub Scouts what you found out.
- Learn and understand what you need to do and be aware of when deciding to own a pet.

Top tips

The animal you care for could be a dog, cat, gerbil, guinea pig, fish, bird, rabbit, lamb or even a stick insect! This can include the looking after of wild animals such as birds. Caring for them would include feeding them and looking after a bird bath for example.

If you don't have your own pet, maybe you could help look after a family member's pet.

Even though there are lots of computer games and things that show you what it's like to care for an animal, these won't count for this badge. You will need to learn to take care of a real, live animal.

Artist Badge

Choose three of these activities to do. You must have your leader or another adult with you for one of these activities.



- Imagine an event, character or scene. Now draw it using a pencil, brush, pen or crayon.
- Design and make a greetings card.
- Make a poster advertising Scouting or a Cub Scout event.
- Design and make a decorated book cover.
- Draw or paint a picture of still life or a landscape.
- Make a display of photographs on a subject that interests you.
- Make a video on a subject that interests you.
- Design and build a model.
- Visit an art gallery.
- Make a model out of clay.

Astronomer Badge

1. Make a model or draw a simple diagram of the solar system.
2. Explain the difference between a planet and a star.
3. Learn how to observe the sun safely. Find out and explain how the earth moves around the sun.
4. Observe the moon, using binoculars or a telescope if you can. Describe some of its features.



5. Identify three constellations.
6. Find out about two space-related subjects and present some information about them. You could find out about planets, the history of space exploration or space technology.

Athletics Badge



1. Take part in a proper warm up and warm down routine, using all the main muscle groups. A suitable adult, Young Leader or Scout will need to lead the routine
2. Explain the best clothes to wear for athletics and how to be safe
3. Take part in one of these throwing activities:
 - Throw a tennis or cricket ball as far you can. Do one overarm throw and another underarm throw.
 - Throw three beanbags into a bucket. Try to increase the distance each time.
 - Throw a football or similar ball as far as you can. Do one using a chest push and another as an overhead throw
4. Take part in two of these running activities and try your best:
 - shuttle run 6 x 10m
 - 50m skip with a rope
 - 50m sprint
 - 25m sack race
 - 25m egg and spoon race
 - 400m run
5. Take part in one of these team activities:
 - 4 x 100m relay
 - team assault course
 - assisted blindfold race
6. Do one of these jumps and go as far or as high as you can:
 - sargent jump
 - standing jump
 - high jump
 - long jump.

Athletics Plus Badge

Take part in six of the activities in the table below. Take your best four scores and, if the points you score add up to eight or more, you get your badge.



Events	You get 3 points for	You get 2 points for	You get 1 point for
50m sprint	9 seconds	10 seconds	11 seconds
Throwing a cricket ball	25 metres	22 metres	18 metres
High jump	96cm	86cm	76cm
Long jump	3 metres	2.5 metres	2 metres
Sargent jump	35cm	30cm	25cm
Shuttle run 6 x 10 metres	18 seconds	19 seconds	20 seconds
50m skip with a rope	12 seconds	13 seconds	14 seconds
1,000 metre run	5 minutes	6 minutes	10 minutes
4 x 100 metre relay race	50 seconds	60 seconds	65 seconds

Backwoods Cooking badge

1. Show how to light a fire.
2. Help someone prepare a fire for cooking on.
3. Cook something using a billy can.
4. Cook something in the embers of a fire.
5. Cook something on a stick.
6. Show how to make the fire safe when you have finished with it. Extinguish the fire and make the area safe.



Book Reader Badge

1. Make a list of at least six books you have read or used recently. Books you have read on an e-reader count too.
2. Name the authors of your books. Tell your leader or other Cubs something about three of your books. At least one book should be fiction and one should be non-fiction.
3. Show that you know how to care for your books and know the benefits a library can bring to people who enjoy reading.
4. Show that you can use a dictionary and a thesaurus.
5. Write a review of your favourite book and share it with your Sixer, an Explorer Scout Young Leader or your Cub Leader.



Chef Badge

1. Learn the basic rules of safety and hygiene in the kitchen. Explain why they're important.
2. Talk to your leader about the different ways of preparing and cooking food.
3. Learn what the major food groups are. How do they fit into a healthy diet?
4. Plan, cook, serve and clear away a two-course meal for at least two people. You should prepare and cook vegetables as part of the menu. Remember, an adult must supervise you for this step. Talk to the people you're cooking for about the menu.



Collector Badge

1. Over three months, build up a collection of similar items.
2. Display your collection in an exciting and interesting way. This can include displaying your collection through photographs or using a computer/tablet.
3. Talk about items in your collection. Which things particularly interest you?
4. View a collection made by someone else. What do you like or dislike about the way it's presented?



Communicator Badge



1. Get someone to give you directions or instructions to do something. Check that you have understood. Then follow the directions or instructions
2. Get someone you know to give you a call. Write down what they say, making sure that you have all the main details
3. Show you can send emails and text messages. You could also show how to use a mobile phone or a tablet to send a message to someone
4. Introduce yourself to an adult who helps out with your Pack. Talk to them for two minutes about your life, school or hobbies
5. Choose three of these activities to do:
 - Report on a local event, either past or present. It could be written for something like a newsletter or recorded so people can listen to it.
 - Make contact with another Pack. Send them videos, letters or emails for whatever length of time your leader suggests.
 - Find out how people with a visual or hearing impairment communicate. You might learn about Braille, Makaton or British Sign Language. Learn a simple phrase in one of the ways you have learned.
 - Tell a story about an experience you've shared with your leaders and other Cubs. Make sure that you communicate clearly and that everyone is following the story.
 - Hold a simple conversation in another language.
 - Write three simple messages using codes, ciphers, invisible ink or semaphore. Try to work out three similar messages given to you.
 - Get an adult or Young Leader to give you a message. Remember it and repeat it back to them 10 minutes later.
 - Pass a message to someone using amateur radio.
 - Take part in Jamboree On The Air (JOTA) or Jamboree On The Internet (JOTI).

Cyclist Badge

First, do all five of these tasks.

1. Regularly use a bicycle, which is the right size for you, with a cycle helmet.
2. Show you can clean and oil a bicycle. Show how to pump up the tyres and mend a puncture.
3. Explain why you must lock up a bicycle when you leave it unattended.
4. Make a poster to promote road safety to pedestrians or cyclists.
5. Talk to your leader or other Cubs about the safety measures you need to take when you cycle in bad weather.



Next, choose one of the two options. Finish all the tasks for the option you choose.

Option 1

- Show that you can mount and dismount your bike properly.
- Show how to keep your bicycle in a roadworthy condition. Why is it important?
- Explain why it's important to use lights and reflective clothing.
- Go for a short ride in a safe place to show an adult that you can ride safely and confidently.

Option 2

- Find out about the safety equipment you need for cycling off-road.
- Show that you're able to control your bike over different types of terrain.
- Find out where, in your local area, is safe to cycle off-road.
- Plan and carry out a five-mile cycle ride off-road.

! You must always wear a cycle helmet when riding your bike. The only exception is if you're Sikh and you wear a turban.

If you've gained Bikeability Level 2, you automatically get this badge.

DIY Badge

1. Show how to use and take care of tools safely. Do this for a selection of them, like a hammer, saw, screwdriver, drill or glue gun.
2. Talk to your leader about how to work safely on your projects, especially when you're using electric tools.
3. Learn what the difference is between hard wood, soft wood, chipboard, plywood and MDF. For each of them, find out what they're best used for.
4. Help design and make something useful. An adult needs to supervise you. Show that you're able to:
 - measure accurately
 - saw
 - join pieces of wood together in two different ways
 - use a hammer, screwdriver and drill
 - prepare surfaces and stain, varnish or paint



Top tips

Your projects for number 4 might include:

- nesting box
- window box
- toolbox
- pencil box
- key rack
- mug tree
- coat rack
- bookends
- bookstand

Disability Awareness Badge



Choose one thing to do from each of the four lists.

1. Disability awareness

- Explain what a disability is. What are the different types of disability?
- Research a famous person with a disability. Make a poster or write about their life and achievements.
- Visit a local community building like a library, town hall or cinema. How accessible is it for someone with a disability? Write down what you find out.
- Show how you could help someone with a disability to make the Cub Promise. Think of a different example to the ones in steps 2, 3 or 4

2. Physical disability awareness

- Find out about two different aids that can assist a disabled person. How do they help? You could find out about things like wheelchairs, computers, rising chairs or adapted cars.
- Find out about three ways to make it easier for a wheelchair user to use public places, like shops, parks, hospitals or libraries. How could your meeting place be made better for a wheelchair user?
- Make a sandwich using only one hand or draw a picture using only your feet to hold the pen

3. Deaf awareness

- Learn the alphabet using fingerspelling. Show you understand a word communicated to you using fingerspelling.
- Learn a song in Makaton or British Sign Language.
- Explain what equipment a deaf person might use in the home. You might look at special features on things like fire alarms, telephones or TVs.
- Show how you would approach a deaf person and speak to them so they can lip-read

4. Sight awareness

- Describe two different ways a blind or visually impaired person can read. You could talk about how they would use computers, Braille or Moon.
- Explain what guide dogs for blind people do. How are they trained?
- Learn and read your name in Braille.
- Show how to approach a blind or visually impaired person. How would you identify yourself?

Entertainer Badge

Choose two activities from the list to do.

- Help to make up a mime or play, then perform it.
- Perform a puppet play or shadowgraph using puppets that you have made.
- Help to plan and perform some recorded entertainment, like a video or audio story.
- Sing two songs.
- Perform some folk or traditional dances.
- Make a selection of simple rhythm instruments. Use them in a music performance.
- Tell a story to an audience.
- Make up and perform a dance to a piece of music of your choice.
- Help plan and perform a series of magic tricks.
- Take part in a show, concert or band performance



Environmental Conservation Badge

1. Learn how to separate recyclable and non-recyclable rubbish ready for collection. Find out where to take recyclable items that cannot be collected with your normal rubbish.
2. Find out how to reduce the energy and water you use in your home. Show how you have encouraged your family to reduce water and energy use over four weeks.
3. Find out about one type of renewable energy. Talk to your leader about the advantages and disadvantages of the technology.
4. Take part in two projects with a group of other people. You could:
 - clear a ditch, pond or creek
 - make, set up and look after a bird feeder, table, nesting box or bath
 - look after a piece of land or a garden
 - tidy up a piece of wasteland
 - take part in an anti-litter campaign
 - plant a tree or shrub
 - look after a compost bin.



Equestrian badge

1. Show that you know how to dress safely for riding. Explain why it's important to wear a hard hat and the proper footwear.
2. Point out the main body parts of a pony or horse.
3. Point out the main parts of a saddle and bridle.
4. Learn how to approach a pony or horse correctly.
5. Learn how to mount and dismount a horse safely.
6. Show the correct way to sit in the saddle.
7. Show how to hold the reins correctly.
8. Show how to walk and trot safely in an enclosed area, without a leading rein.
9. Show you can do two of these skills:
 - walking without stirrups
 - walking on a loose rein and shortening the reins
 - riding up and down a hill at walking pace
 - cantering
 - Riding over a single pole or very small fence.



Fire Safety Badge

1. Choose one of these activities to do:
 - Visit a fire station or invite a fire fighter to your meeting place.
 - Learn about some of the other things that fire fighters do. How do they help in road traffic accidents, rescuing people or animals, fitting smoke detectors and safety inspections at homes, schools or offices?
2. Take part in a fire drill at your meeting place. What should you do if a fire breaks out?
3. Make an emergency escape plan for your home.
4. Find out why it's important to use smoke and heat detectors. How would you check they're working and change their batteries?
5. Point out three possible dangers at home or your meeting place that could start a fire.
6. Find out how to keep a campfire safe for everyone. How do you stay safe around a fire?
7. Explain how you should behave around a bonfire and fireworks.



Gardener Badge



1. Find out what seasons are best to grow a selection of six fruits and vegetables. Find out what it is about those seasons that make them the right time to grow your fruit and vegetables
2. Learn what tools you need to garden (a minimum of three) and show **that** you know how to use them safely
3. Help to look after and grow at least one item in a garden or allotment for two months. Alternatively, grow at least two different fruits, vegetables or herbs for two months indoors or in plant pots
4. Design plant labels for the plants you are looking after or growing
5. Understand what mini beasts are and why they are good for our gardens and outdoor spaces. Visit a bug hotel and record what you find living there.

Top tips

For number 2, you can learn how to use small tools like a trowel or a hand fork. If you want to find out more, you can learn about bigger tools used by adults.

If you don't have a garden or allotment you can use, you can grow herbs indoors, using a window box or you could see if there's a scheme in your local community Your school might have a garden you can help with, or your meeting place might have a space you can use.

Examples of fruit and veg to grow:

- herbs such as basil or mint
- vegetables such as lettuce or runner beans
- fruits such as tomatoes or strawberries

Global Issues Badge



1. Find out about an international charity; what do they do and why is it important? Your chosen charity could support global issues such as water and sanitation, poverty, refugees and disaster relief.
2. Monitor the waste you produce as a Cub Pack and make a plan to reduce, reuse and recycle your Pack's waste.
3. Take part in an international awareness day or week.
4. Think about what you would need to survive if you became homeless because of a disaster, like flooding or an earthquake. Decide what your five most important things would be and discuss with your Cub Pack.
5. Identify five belongings of yours that have come from other countries. Point out the countries on a map. Talk to others about why your belongings have come from so far away.

Hobbies Badge



1. Over three months, be actively involved in a hobby of your choice.
2. Show and explain to your leader or Explorer Scout Young Leader what equipment, materials and background information you have used to take part in your hobby including any safety rules.
3. Talk about your hobby including why you have chosen it and what you enjoy about it.
4. Talk to your leader about how you plan to develop your hobby, interest or skill in the future.

Home Help Badge

1. Plan, cook and serve a simple one-course meal.
2. Wash up afterwards. Show how to clean a saucepan or other cooking utensils, cutlery and glasses. You could use a dishwasher for this step, including loading and unloading it.
3. Help sort out the washing. Load and unload the washing machine.
4. Iron at least two items. They could be things like pillowcases, t-shirts or trousers.
5. Sew on a button.
6. Help to clean and tidy a living room.
7. Clean at least two items in your home. They could be things like a basin or kitchen cupboard, silverware or brass.
8. Take sheets, pillow covers and the duvet cover off a bed and help to put clean ones on. Make your own bed for a week.



Home Safety Badge

1. Find out what to do about a burst water pipe, gas leak or electricity power failure in your home.
2. Identify the common causes of accidents in the home. How they can be prevented?
3. Find out how to protect your home from crime.
4. Find out where the nearest public telephone box is to your house. Where else could you make an emergency call if the public telephone wasn't working?
5. Make a list of useful emergency numbers.



International Badge

1. Draw or create the World Scout Badge. Explain the meaning of each of its parts and talk about the advantages of being part of a global movement of Cub Scouts.
2. Make, build or draw something to represent a country. Include things like its currency, national dress, cultures, customs and languages.
3. Explore another country's traditions and culture around food and eating. What time do they eat? How do they eat? How do they sit? What do they eat?
4. Take part in the activities of a celebration or festival that usually takes place in another country. Explore why the celebration or festival happens. What are the customs of the event?



Local Knowledge Badge

Do three of the activities on this list.

- Find out about a famous person who lived in or near your area. The famous person could be from the past or present. Or you could learn about a famous building, monument, earthworks or other place of historical interest and visit it. Talk about what you find out with your leader or other Cubs.
- Collect pictures of your county, borough, district, town or village coat of arms. Find out what the coat of arms represents. Try to find as many different places as you can where the coat of arms is displayed. Tell your leader how many you found.
- Talk to someone who has lived in your local area for a long time. Find out about what life was like when they were young. What changes have they seen in the local area over the years?
- Draw a map of your area. Mark places of interest on it and, with other Cubs, go on a short walk in your local area. Point out any features of interest to your leader.
- Design a poster, leaflet or web page to advertise your area to a visitor.



Martial Arts Badge

1. Regularly take part in a martial arts activity for at least three months. Show how you've improved over that time. Your martial arts activity should be recognised by your nation's sports council.
2. Discuss with a leader the skills needed and the rules to be observed.
3. Take part in one exhibition or competition.



My Faith Badge

1. Find out about your place of worship and something about:
 - the people involved, their titles and what they do
 - the important or sacred objects
 - the festivals and customs
 - the stories and traditions. These could be from books, videos or other places.
2. Choose a favourite prayer or reading. You could even write the prayer yourself. Share it with the Pack at a time that's good for everyone. Explain to the Pack why you like it and what it means to you.
3. Choose your favourite festival. Explain what it celebrates or means and talk about the food, clothes and customs associated with the festival.



Naturalist Badge



1. Learn how to identify six different living things from two of these

categories:

- trees
- garden birds
- water birds
- minibeasts and insects
- wild flowers
- pond dwellers
- fungi
- butterflies and moths

That means you should have 12 examples in total.

2. Over three months, visit the same natural area at least four times. Take a note of the changes in the plants and wildlife that you see. You might visit a garden, hedgerow, canal, river lake or park. Make sure that you have an adult's permission for the visits.

3. Learn the countryside code and how to follow it.

4. Choose one of these activities to do:

- Create a piece of art using natural material. You could do a bark or leaf rubbing, dried flower picture or maybe a collage.
- Use a dye that uses natural ingredients to colour a piece of material.
- Make a feeding station for birds. Get permission to hang it in a good position.
- Make a hedgehog, ladybird or bee house.
- With an adult pick wild edible berries, leaves or fruit. Use them in a recipe.

! For number 2, it must be agreed with an adult that a young person can visit a natural area. They must know where a young person is and how long they are going to be.

When picking plants or berries for number 4, make sure you are 100% sure you know what it is and whether it's safe to eat. If you're not sure, don't eat it.

Personal Safety Badge



1. Explain the dangers of playing on or near two of these:
 - railways
 - busy roads
 - building sites
 - cliffs
 - canal banks
 - sand
 - gravel pits
 - farmyards
 - river banks
 - quarries
 - moorlands
 - lakes
2. Show you can use at least one of these codes:
 - Water Safety Code
 - Bathing Code
 - Firework Code
3. Make up a safety code of your own choice. It could be for car passengers, train passengers or the playground
4. Explain what you must do if a stranger starts to talk to you. What must you tell your parents or carers if you are going out without them?
5. Find out how and why you might contact a helpline like ChildLine, for example
6. Explain the best ways to stay safe while online. Write down some common sense rules to follow while you are on the internet
7. Memorise your address and your home telephone number or a parent's mobile phone number.

Photographer Badge

1. Show that you know how to use and look after a digital camera or smartphone camera. Show how to change the mode, change the settings, use the zoom function, and transfer photos to another device.
2. Take at least five photos of your local area that could be used on a tourist leaflet or website.
3. Take photos while you're on a trip, camp or another event. Show 10 of your best photos to someone else after the event. You could present them in a scrapbook, on a screen, in a photo book or some other way.
4. Choose one of these activities to do:
 - Create two photos of the same thing, one in colour and one in black and white. Compare how the effects change the way the final picture looks.
 - Make a short film on a subject of your choice.
 - Using a series of photos, make a short animation sequence.
 - Edit a photo using a smartphone or editing software. Explain what you have changed and why.



Physical Recreation Badge

1. Show a good sporting attitude in all games and sports you take part in.
2. Tell your leader about the sports you take part in. Find out as much as you can about your sports, especially the rules.
3. Show that you're fairly skilled in your sports. Take part for three months or more in at least one of your chosen sports.
4. Bring the clothing and equipment for the sport you've chosen along to a meeting. Show how to look after them.
5. Tell a leader about the training and preparation you take part in for your chosen sport. How and when do you practise?



Pioneer Badge

1. Make your own rope, perhaps using a rope machine or working with a friend.
2. Tie a simple lashing.
3. Show how you would:
 - tie three different knots, such as a reef, figure of eight, sheet bend or bowline
 - make one hitch, such as a clove hitch, round turn and two half-hitches or a cow hitch.
4. Take part in a knot game.
5. Build an indoor pioneering project using simple knots and lashings.



Road Safety Badge

1. Draw or take photos of 10 different traffic signs. Explain what they mean.
2. Show how to use the Green Cross Code.
3. Tell a leader why it's important to have different types of pedestrian crossing. Explain how to use them safely.
4. Show that you know how to behave safely as a car passenger.



Scientist Badge

Do six activities. You should choose at least one from each of these sections. For each one, explain or show to a leader what you did and what you found out.



Section 1: reactions

- Show how vinegar reacts with different items and explain what happens. The different items could be steel wool, sodium bicarbonate or old dirty coins.
- Find out what happens when you add salt to water.
- Compare the density of water to the density of other liquids. Show how these liquids react to each other.
- Make a pH indicator solution. Use it to test the acidity or alkalinity of other liquids.
- Grow crystals.

Section 2: interacting with energy

- Create a basic electrical circuit which includes a switch. Show how it could be used to control a lightbulb powered by a battery.
- Make an air powered balloon rocket or a water rocket. Investigate ways of improving how far it can travel.
- Make a simple compass. Show the effects of metallic and magnetic materials upon it.
- Use marshmallows and spaghetti to build the strongest tower you can. Explain how you have improved your design.
- Find a way to show that hot air rises.

Section 3: living things

- Set up a wormery or ant colony. Record what happens over three or four weeks
- Investigate what happens to your pulse rate before, during and after exercise.
- Grow cress, beans, peas or a similar plant. Investigate what happens when the plant has no access to light. What happens when it has light, but no water?
- Find a way to show that plants take water up through their stems.
- Make some yoghurt and find out how living organisms are involved in the process

It's fine if you'd like to do a different experiment which fits under one of the categories. Just get agreement from your leader.

Skater Badge

1. Use a skateboard, scooter, or in-line, quad or ice skates, on at least three occasions.
2. Learn some safety rules about skating on the road and in other public places. Show what clothing and protective equipment you need to wear for your activity. You might include helmets, knee pads or elbow pads.
3. Show how to start, stop and turn safely.
4. Show how to fall safely and regain balance.
5. Show how you do three different manoeuvres. You could demonstrate travelling backwards, spinning, jumping or turning.



Sports Enthusiast Badge

1. Follow your chosen sport for at least three months.
2. Find out the rules of the sport. Explain them to an adult.
3. Show you have a good knowledge of the teams and/or personalities in your chosen sport.
4. Explain what equipment is needed for the sport.
5. List some major events for the sport of your choice.
6. Describe events that you have attended for your chosen sport. If you haven't been to an event, explain to your leader how you keep up-to-date with your sport.



Water Activities Badge

Earn your Water Activities badge in two parts. First, explain the safety rules for all water activities. Then choose one of these options.



Option 1

Reach one of these standards:

- British Sub Aqua Club's Dolphin Snorkeler Qualification
- Professional Association of Diving Instructors' Discover Scuba (Bubble Maker) or Seal Team Programme
- British Surfing Association's Junior Scheme Level One Award
- British Water Ski & Wakeboard's Cutting Edge Participation Certificate
- RYA Windsurfing Youth Stage 1.

Option 2

Take part in two of these activities:

- scuba diving
- snorkelling
- windsurfing
- water skiing
- surfing
- rafting.

Top tips

If young people would rather take part in a water activity that involves boating, why not try the Nautical Skills Staged Activity badges

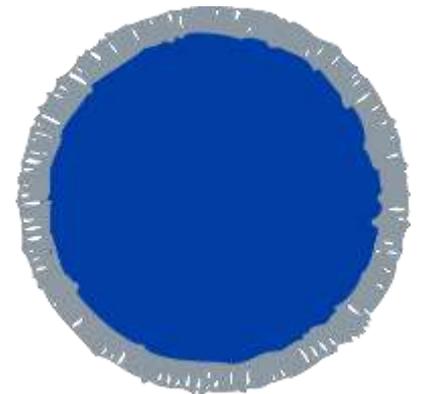
World Faiths Badge

1. Visit a place of worship which is important to one of the World religions. Find out some information about the building, what's inside it and how it's used for worship.
2. Meet someone who belongs to one or the World religions, or has a set of beliefs which are different to your own. Find out how they put their faith into practice.
3. Find out about the places of religious significance for a World religion.
4. Find out about the religious festivals and customs linked to a World religion.



Activity Plus Badge

- hold your chosen activity badge
- agree a target with your leader before going for the Activity Plus badge. It might mean you have to take part in some more training or practice to help you learn more.
- show your leader that you have met your target.



Staged badges

Air Activities

Air Activities – staged 1

1. Make an aircraft out of paper and see how well it flies. You could use a paper dart or a helicopter and drop it from a height.
2. Find out about one kind of aircraft and tell others in your section about it. It could be a commercial aircraft like Concorde or Airbus or a military aircraft like a Spitfire, Lynx or Chinook.
3. Talk to somebody who has flown in an aircraft, helicopter or hot air balloon. What was it like? If you have already flown in an aircraft, tell others in your section about it.
4. Tell others in your section about an aircraft (real or imagined) that you would like to fly in and why. You can do this through drawings or models.



Air Activities – stage 2

1. Know the dangers involved in visiting an airfield.
2. Visit an airfield, air display or air museum.
3. Choose three of these:
 - Make and fly a model aeroplane, three different types of paper glider, a hot air balloon or a kite.
 - Identify six airlines from their markings.
 - Name and identify the main parts of an aeroplane.
 - Name and identify different types of aircraft (such as powered aeroplanes, airships or gliders).
 - Fly in an aircraft and tell the rest of your section about it.
 - Meet someone who flies regularly and talk to them about their experiences.
 - Explain how different weather conditions can affect air activities.
 - Collect and identify six pictures of different aircraft. Share them with others in your section.

Air Activities – stage 3

1. Learn the rules for access to an airfield. Draw a diagram or make a model of an airfield to show and name different points.
2. Understand the terms nose, fuselage, tail, wings, port, starboard and tailfin. Learn the names of an aeroplane's control surfaces.
3. Construct and fly a chuck glider for at least five seconds. You can also build and fly a miniature hot air balloon or kite instead.
4. Choose one of these activities:
 - Collect photographs or pictures of six aircraft that interest you. Name them and identify their operational uses.
 - Talk about an airline that you are interested in, or have travelled on, showing pictures of the airline's uniform and logos.
5. Take part in a visit to a place of aviation interest.
6. Communicate with someone or spell your name using the phonetic alphabet. Explain why it is used in aviation.
7. Show how you would get a weather forecast for an air activity.
8. Using 1:50000 and 1:25000 OS maps, show you understand the meaning of scale and common map symbols. Explain how a pilot might use a map differently from a car driver or somebody on a hike.

Air Activities – stage 4

1. Trim a paper aeroplane or model glider to perform a straight glide, stall and turn.
2. Name the main control surfaces of an aeroplane and how they work.
3. Identify six aircraft in use today from pictures or in flight. At least two of the six must be civil commercial aircraft, one must be a military aircraft and another two must be light private aircraft.
4. Explain how wind speed and direction are measured. How does the weather affect air activities?
5. Explain the difference between a Mayday radio call and a Pan-Pan radio call. Give examples of when each might be used.
6. Show how to perform a pre-flight check on a light aircraft, microlight or glider. Explain why inspecting each part is important.
7. Choose one of these activities:
 - Take part in a flight experience (for example in a light aircraft or glider) as a passenger.
 - Help to organise a visit to an airfield or place of aviation history for a group of Scouts (Beavers, Cubs, Scouts or Explorers). Explain what the Scouts will need to know before the visit.
8. Learn the common types of charts and the conventional signs used on them

9. Show how to do a take-off and landing using a home flight simulator computer programme that uses a joystick.
10. Draw a runway and its circuit patterns.

Air Activities – stage 5

1. Explain the relationship between lift, drag, thrust and weight.
2. Talk about the duties of either:
 - an aircraft marshaller, demonstrating marshalling signals
 - a crew leader for a glider launch. Show their procedure and the signals they use.
3. Imagine you're planning a cross-country flight of at least 60 nautical miles, at an air speed of 90 knots. What would the time of flight be, from an overhead starting point to another overhead destination? Your assessor will give you a head or tail wind to factor in when you're working this out.
4. Choose one of these activities:
 - Explain the basic principles of a piston engine, including the four-stroke cycle, with consideration of valve and ignition timing.
 - Explain the similarities and differences between a piston engine and a jet engine, covering the main parts and workings.
5. Explain how wind direction and strength is important in take-off and landing. Explain how a wing gives lift and why a wing stalls.
6. Build a scale model from a plastic kit, plans or photographs.
7. Take part in an air experience flight and point out the landmarks that you fly over on an aviation chart.
8. Explain how temperature and atmospheric pressure are measured in weather forecasting.
9. Explain basic cloud types, how they are formed and why they're relevant to air activities.

Air Activities – stage 6

1. Build and fly (from plans, kits or from scratch) one of these:
 - rubber band powered model aircraft for 15 seconds
 - glider for 15 seconds
 - model airship
 - hovercraft
 - round the pole model (RTP).
2. Talk about the emergency procedures for one type of aircraft such as a powered light aircraft, microlight, glider or small helicopter. What should be done in the event of engine failure, cable break or autorotation?
3. Find out the reasons for civilian airport security, the main threats and ways of counteracting them.

4. Explain how aircraft pressure instruments, altimeters and airspeed indicators work.
5. Explain how an aircraft compass and a direction indicator works, as well as potential errors.
6. Identify the weather conditions associated with the movement of air masses over the UK, such as tropical, maritime and continental.
7. Interpret Met Office reports and forecasts for pilots including METAR and TAF.
8. Identify:
 - signals used on a signals square
 - runway and airfield markings
 - light and pyrotechnics signals.
9. Find out why Morse code is still transmitted by navigational beacons. Recognise six three-letter sequences.
10. Explain what trim is and the importance of weight and balance.
11. Explain why flaps, slots and slats can be found on aircraft and how they work. Give examples of aircraft that use these devices.
12. Take an active part in at least three flying experiences, showing how you develop your skills with each flight.

Community Impact



Community Impact – stage 1

1. Identify need. Investigate what issues and challenges exist in your chosen community - it could be local, national or international.
2. Plan action. Decide what issue your section should take action on and what you want to change. Talk to your section about what actions you would like to take.
3. Take action over three months. You should:
 - spend at least four hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out over a month, instead of doing it all in one go.
 - involve others in the action. Work in a team with your section and preferably people in the community you are trying to help.
4. Learn and make more change. Discuss what you've learned with your section. Talk about how you have made people's lives better, what you could do to help more people in your chosen community and how taking action has developed you.
5. Tell the world. Help other people to understand why the issue you took action on is important, what you did and how they can help.

Community Impact – stage 2

1. Identify need. Investigate what issues and challenges exist in your chosen community - it could be local, national or international.
2. Plan action. Decide what issue your section would like to take action on and what you would like to change. Work with a group of people not involved in Scouting, who are passionate about your cause, to plan action that will make a positive difference.
3. Take action over six months. You should:
 - spend at least 12 hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out, over four months, instead of doing it all in one go.
 - involve others in the action. Work in a team with your section and preferably people in the community you are trying to help.
4. Learn and make more change. Discuss with your section what you've learned, how you have made people's lives better and what you could do to help even more people in your chosen community.
5. Tell the world. Help other people to understand the issue you have made a positive impact on is important and why it's important. Show what you did and how they can also help.

Community Impact – stage 3

1. Identify need. Investigate what issues and challenges exist in your chosen community – local, national or international.
2. Plan action. Decide what issue your section would like to take action on and what you would like to change. Work with a group of people not involved in Scouting, who are passionate about your cause, to plan action that will make a positive difference.
3. Take action over nine months. You should:
 - spend at least 24 hours in total personally taking action on your chosen issue. You can achieve more impact by spreading your time out, over six months, instead of doing it all in one go.
 - involve others from your section and a group of non-Scouts, preferably from the community you are trying to help.
4. Learn and make more change. Talk about what you learned with your section, how you have made people's lives better and what you could do to help more people in your chosen community.
5. Tell the world. Help other people to understand why your chosen issue is important. Explain what you did and how they can also help.

Community Impact – stage 4

1. Identify need. Find out what issues and challenges exist in your chosen community – locally, nationally or internationally.
2. Plan action. Decide what issue your section would like to take action – what do you want to change? Work with a group of people who are not involved in Scouting, and are passionate about your cause, to plan action that will make a positive difference.
3. Take action over 12 months. You should:
 - spend at least 48 hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out over the year, instead of doing it all in one go.
 - involve your section and a group of non-Scouts, preferably people from the community you are trying to help.

Digital Citizen

Digital Citizen - stage 1

Complete every task to achieve Stage 1, showing that you have thought about the potential risks and how to stay safe for each activity.



1. Show that you can:
 - turn on and log into a computer
 - use a piece of software, for example email or a game
 - name the main parts of a computer system
 - connect a peripheral (for example a scanner or printer) to your computer and use it.
2. Create a piece of digital media. It could be artwork, a photograph, music or animation.
3. Use the internet for research:
 - decide on an area of interest
 - find three websites with content that matches your area of interest
 - collect relevant information by printing or saving as files
4. Using your internet research, design a presentation and tell others about what you have found out. This could be an electronic or paper-based presentation.

Digital Citizen - stage 2

Complete every task to achieve Stage 2, showing that you have thought about the potential risks and how to stay safe for each activity.

1. Plan and then create a piece of digital media. It could be music, animation, video, CAD (Computer Aided Design) or a 3D sculpture.
2. Show that you can:
 - send or reply to someone with a short email and include an attachment
 - download photos or other media from a camera or smart card
 - open and save a document then share it using a cloud service (like Google Docs or Microsoft Sharepoint) or a USB stick
 - create a document that includes media that you've downloaded or copied from another source.
3. Demonstrate how information online can be viewed and used by others once it has been posted/uploaded and how it is hard to remove.

Note: there is no requirement for members to post anything online themselves

Activity resources are available as examples of ways in which young people can demonstrate their knowledge.

Digital Citizen - stage 3

Complete every task to achieve Stage 3, showing that you have thought about the potential risks and how to stay safe for each activity.

1. Show that you know how to:
 - use anti-virus software
 - set up or adjust settings for accessibility and security
2. Use the internet for research:
 - decide on a specific area of interest
 - use at least two different search engines, using operators like AND, NOT and OR in the search box
 - collect information by using bookmarks
 - select specific, reliable information relevant to your area of research
 - create a structured display of the information you have gathered. You could do this in a document, on a website or using a social tool such as Pinterest.
3. Plan, make, edit and share a piece of digital media based on your research. Share your research with other people, for example by email, on the web, by Multimedia Messaging Service or social media.
4. Create a multi-page website or social network group with your information. Present your information in a variety of ways. For example, you could use infographics, images or graphs. You should then:
 - share your website with a wider audience
 - explain your sources of information and why you selected the details you chose
 - get some feedback on what you have done and make changes to improve your website based on that feedback

Digital Citizen - stage 4

Complete every task to achieve Stage 4, showing that you have thought about the potential risks and how to stay safe for each activity.

1. Create a portfolio of digital media. It might include artwork or a photograph that you alter using creative tools, music, animation, CAD (Computer Aided Design) or 3D sculpture.
2. Create a film, video, stop-motion animation or podcast and share it using a suitable media sharing tool.

3. Create a social network profile for your section, a band, local interest group or something similar. Alternatively you could make a small website that can host content, such as photos, poetry or information about your local area.
4. Use the internet for research:
 - Choose a local, national, community or Scouting issue, or something from the news or current affairs.
 - Collect information from different sources, such as spreadsheets, databases, online news services and 'open access' data sources.
 - Put your information together in a structured way, for example grouping similar information. Make sure you know where each piece of information comes from.
 - Select the information you think is most appropriate and reliable.

Digital Maker

Digital Maker – stage 1

1. Show that you can identify a computer, the basic components inside a computer and what their purpose is.
2. Show that you can create instructions for something you do every day such as getting dressed in the morning or making a sandwich.
3. Design a game:
 - use role play to act out how your digital game would work
 - play the game with a group of friends and change the rules
4. Using paper, prototype a game and explain to someone how it works. Note: You could video your explanation



Some Digital Maker stages involve downloading stuff from the internet, which can be risky. Make sure that young people and adults aware of the online safety rules.

Digital Maker – stage 2

1. Design a robot to do a job done currently by a human. Perhaps a robot to put up a tent or tidy your bedroom.
 - identify the sensors it will need, such as light, sound and movement sensors
 - figure out what order the robot will need to complete tasks in
2. Show you understand that any data stored in a computer (such as text and images) are stored as binary. For example you could change a number into binary; create some pixel art or convert your name to binary.
3. Design an animation, game, app or electronic project.

For example:

- make a cartoon, animation or video of a game using a video camera or other equipment
- design a sequence of a game, like a whole game or an in-game puzzle
- design a level using craft materials or everyday objects and write out the rules (or pseudo code)
- make a circuit using electronic components featuring at least one sensor, such as an automatic night light

Digital Maker – stage 3

1. Write a game or app for a programmable device. You should include:
 - event conditions (when your game reacts to something that happens)
 - iteration (when your code or instructions are repeated)
 - variables (for scoring, health or counting things within the game).
 - discuss your development and how you overcame any bugs.

Useful sources include: Micobit (<https://www.microbit.co.uk/>) Codebug (<http://www.codebug.org.uk/>) or Raspberry Pi- (<https://www.raspberrypi.org/>)

2. Show you understand that sound and video can be stored as data. You could do this by recording and editing sound and/or video.
3. Design and build:
 - a digital device with a purpose or
 - a robot using pre built components. (such as the mBot - <http://learn.makeblock.com/en/mbot/>)

Digital Maker – stage 4

1. Set up a home network and connect it to the internet.
2. Install or run an alternative operating system on a computer. Alternatively, use a 'Live DVD' or USB stick.
3. Design a game:
 - build a game that includes progression and is fun and interesting to play
 - get someone else to play and evaluate it
4. Make a robot using a kit with components that respond to sensor input (for example, a robot that backs away from an object in it's path)
5. Create a prototype for an App and identify:
 - the functions it would perform
 - who the users would be
 - the purpose
 - the variables

Digital Maker – stage 5

1. Install the software to run a web server and host a webpage on a computer or other device. Tools like LAMP, WAMP or Google's Webserver project for the Raspberry Pi could help you. You can find these for free online.
2. Make a game or app that serves a purpose. It should:
 - have a clear objective
 - be challenging for the user
 - have a clear sense of progression
 - keep a score
 - offer a reward to the user for playing (for example the score could unlock levels or icons)For an App it should:
 - have a clear objective
 - be created for social good
 - have a clear user journey
4. Make your own bespoke robot that responds to the environment. For example, a robot that reacts to light, sight or its proximity to other objects.

Emergency Aid



Emergency Aid – stage 1

Show you understand all of the actions listed.

Explain to your leader or another adult about:

- the importance of getting help
- what to say when you call 999
- helping someone who is unconscious
- helping someone who is bleeding
- reassuring someone at the scene of an emergency.

Emergency Aid – stage 2

Show you understand all of the actions listed under each number.

1. Explain to your leader or another adult about:
 - the importance of getting help
 - what to say when you call 999
 - reassuring someone at the scene of an emergency.
2. Explain how to help someone who:
 - is unconscious
 - is bleeding
 - has a burn
 - is having an asthma attack.

If you hold a first aid award covering this or a similar syllabus from a recognised first aid provider (such as the British Red Cross or St John Ambulance) you can automatically get this badge.

Emergency Aid – stage 3

You will need to take part in around two to three hours of training, which should be taught by an adult with relevant knowledge.

1. Explain to your leader or another adult about how to call 999.
2. Explain how you help someone who:
 - is unconscious

- is unconscious and not breathing
- is bleeding
- has a burn
- has heat exhaustion
- has hypothermia
- is choking
- is having an asthma attack.

If you hold a first aid award covering this or a similar syllabus from a recognised first aid provider (such as the British Red Cross or St John Ambulance) you can automatically get this badge.

Emergency Aid – stage 4

You will need to take part in around three to six hours of training, which should be taught by an adult with relevant knowledge.

1. Explain to your leader or another adult about how to call 999.
2. Explain how you help someone who:
 - is unconscious
 - is unconscious and not breathing
 - is bleeding
 - has a burn
 - has heat exhaustion
 - has hypothermia
 - is choking
 - is having an asthma attack
 - is having a heart attack
 - has a head injury
 - has a suspected spinal injury
 - has a broken bone
 - has a sprain or strain
 - has meningitis.

If you hold a first aid award covering this or a similar syllabus from a recognised first aid provider (such as the British Red Cross or St John Ambulance) you can automatically get this badge.

You must take part in formal training to gain this badge – a first aid award covering this or a similar syllabus. Your training must be from a recognised first aid provider, such as the British Red Cross or St John Ambulance, or someone qualified to deliver First Response.

If you're taking part in the Young Leaders' Scheme, you can use this badge as an alternative

to the Young Leaders Module K First Aid Master Class.

Emergency Aid – stage 5

You will need to take part in around six to eight hours of training, which should be taught by an adult with relevant knowledge.

1. Explain to your leader or another adult about how to call 999.
2. Explain how you help someone who:
 - is unconscious
 - is unconscious and not breathing
 - is bleeding
 - has a burn
 - has heat exhaustion
 - has hypothermia
 - is choking
 - is having an asthma attack
 - is having a heart attack
 - has a head injury
 - has a suspected spinal injury
 - has a broken bone
 - has a sprain or strain
 - has meningitis
 - is having a stroke
 - is experiencing a diabetic emergency
 - is having a severe allergic reaction
 - is having a seizure.

If you hold a first aid award covering this or a similar syllabus from a recognised first aid provider (such as the British Red Cross or St John Ambulance) you can automatically get this badge.

You must take part in formal training to gain this badge – a first aid award covering this or a similar syllabus. Your training must be from a recognised first aid provider, such as the British Red Cross or St John Ambulance.

If you're taking part in the Young Leaders' Scheme, you can take this badge as an alternative to the Young Leaders' Module K First Aid Master Class. Stage 5 exceeds the requirements of First Response.

Hikes Away

There are eight different badges you can collect. Each one marks a certain number of hikes or journeys you will have completed:

1, 2, 5, 10, 15, 20, 35, 50

You must be dressed and equipped for the weather conditions and terrain.



Musician

Musician - stage 1

1. Skill

- Listen to a short tune of a couple of lines and then sing it back.
- Listen to another tune and then beat or clap out the rhythm.

2. Performance

- Sing or play two different types of song or tune on your chosen instrument - remember your voice is an instrument too. You must perform in front of other people, either in Scouting or at a public performance such as a group show or school concert.

3. Knowledge

- Demonstrate some of the musical exercises that you use to practice your skills.
- Talk about your instrument and why you enjoy playing it. Alternatively, you could talk about the songs you sing and why you enjoy singing them.

4. Interest

- Tell your assessor about the music that you most like to listen to.



Musician - stage 2

1. Skill

- Reach Grade One standard for the Associated Board of the Royal School of Music (or similar). It can be on an instrument of your choice or by singing.

2. Performance

- Sing or play two different types of song or tune on your chosen instrument. You must perform in front of other people either in Scouting or at a public performance.

3. Knowledge

- Demonstrate some of the musical exercises that you use to practice your skills.
- Talk about your instrument and why you enjoy playing it. Alternatively, you could talk about the songs you sing and why you enjoy singing them.
- Name a piece of music associated with your instrument.
- Name several musicians who you have heard.

4. Interest

- Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.

Musician – stage 3

1. Skill

- Reach Grade Two standard for the Associated Board of the Royal School of Music (or similar). It can be on an instrument of your choice or by singing.

2. Performance

- Sing or play, as a solo or with others, two different types of song or tune on your chosen instrument. You must perform in front of other people, either in Scouting or at a public performance such as a group show or school concert.

3. Knowledge

- Demonstrate some of the musical exercises that you use to practice your skills.
- Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy singing them.
- Talk about three well known pieces of music associated with your instrument or chosen songs.

4. Interest

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

Musician – stage 4

1. Skill

- Reach Grade Three standard for the Associated Board of the Royal School of Music (or similar). It can be on an instrument of your choice or by singing.

2. Performance

- Sing or play three different types of song or tune on your chosen instrument. One should be a solo and one should be played with other musicians in an arrangement of your

choice. Your performance should be public, such as at a Group show, school concert or church service.

3. Knowledge

- Demonstrate some of the musical exercises that you use to practice your skills.
- Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy singing them.
- Talk about some of the musicians who are associated with your instrument.

4. Interest

- Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.

Musician – stage 5

1. Skill

- Reach Grade Five standard for the Associated Board of the Royal School of Music (or similar) on the instrument of your choice or by singing.

2. Performance

- Sing or play three different types of song or tune on your chosen instrument. One should be a solo and one should be played with other musicians in an arrangement of your choice. Your performance should be public such as at a group show or church service.

3. Knowledge

- Demonstrate some of the musical exercises that you use to practice your skills.
- Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy singing them.
- Name several well known pieces of music associated with your instrument.
- Name several musicians associated with your instrument.

4. Interest

- Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.

Nautical Skills

Nautical Skills - stage 1

1. Take part in a water activity taster session. You could try:
 - paddle sports
 - rafting
 - sailing
 - windsurfing
 - pulling.
2. Correctly identify the different equipment used for the activity you chose.
3. Gain an understanding of the safety equipment used.



Nautical Skills - stage 2

1. Take part in a water activity taster session for at least one hour. By the end of the session you should be comfortable in your craft. You could try:
 - paddle sports
 - rafting
 - sailing
 - windsurfing
 - pulling.
2. Show that you understand what to do in the event of a capsize or man overboard situation in your chosen activity.
3. Demonstrate that you can tie either a figure of eight or a reef knot. Describe how you use them in water activities.
4. Name the basic equipment you used during your chosen activity.
5. List some clothing that is not suitable for your chosen activity, and explain the reasons why.
6. Show that you know the safety equipment you used and why it's needed.

Nautical Skills - stage 3

1. Take part in at least two one-hour taster sessions in two different water based activities. By the end of the session you should be competent at controlling your craft. You could try:
 - canoeing
 - a powered activity like yachting
 - pulling
 - sailing
 - windsurfing.
2. Show that you know how to act safely in your chosen activity if you are involved in a capsize or man overboard situation.

3. Show how to check water depth using a method appropriate to your activity so that you don't ground or beach. Try a method normally used in your activity
4. Show how to tie a clove hitch, a bowline knot, and a round turn and two half-hitches. Explain when these would be used.
5. Name the parts of one type of watercraft.
6. Demonstrate and explain what clothing is suitable for the activities used in your chosen activity.
7. Explain the basic safety rules that apply to your chosen activity.
8. Explain the difference between a buoyancy aid and a life jacket, when each should be used and how they function. Show how they are worn.

Nautical Skills – stage 4

1. Develop your skills in two water based activities. Show competency and technique in:
 - launch and recovering a watercraft
 - manoeuvring a watercraft
 - communicating with the group
 - knowledge of safety.
2. Take part in a capsize and recovery drill for the two watercraft you have chosen.
3. Use a throw bag or line to reach a person six metres away in the water.
4. Show you know how to apply the steering rules to your chosen watercraft and recognise the main channel markers.
5. Use a knot (either a round turn and two half hitches or a bowline) or a cleat correctly to moor a boat with a painter or mooring line. Describe what you need to be aware of when using these to moor.
6. Complete one of the following:
 - Pipe the 'still' and 'carry on' on a Bosun's call.
 - Make a sail maker's whipping and one other type of whipping and safely heat-seal the end of a rope. Describe the correct use of these whippings.
 - Make an eye splice or a back splice and safely heat-seal the end of a rope. Describe the correct use of these splices.
7. Name the parts of your chosen watercraft. If you have completed Nautical Skills Stage 3 you must choose a different watercraft.
8. Take part in a challenging three-hour expedition or exercise afloat.
9. Take part in a competition or crew-based activity in your chosen watercraft.

Nautical Skills – stage 5

1. Develop your skills in one water based activity to a level where you can operate the watercraft safely. You could demonstrate this by gaining a personal permit or the relevant national governing body personal competency award.

2. Show how you would use your watercraft to recover others from the water by taking part in a simple rescue exercise.
3. Demonstrate knowledge of pilotage, navigation lights, sound signals, tides, currents and eddies, depending on what's relevant to your local waterways.
4. Demonstrate that you can tie a figure-of-eight knot, clove hitch, and a round turn and two half-hitches. Tie an additional three knots: sheet bend, rolling hitch and bowline, then describe their uses.
5. Explain the different types of ropes used in water activities, their advantages and disadvantages and how to care for them.
6. Complete one of these:
 - Make a rope fender or other piece of decorative rope work, such as a lanyard or a decorative knot.
 - Demonstrate three calls made on a Bosun's pipe, other than 'still' and 'carry on'.
 - Hoist the colours for a Sea Scout ceremonial or nautical themed ceremony.
7. Plan and take part in a one-day expedition or exercise afloat with others.
8. Learn how different boats communicate with each other in your location.
9. Take on the helm or cox role in a watercraft or help prepare a team for a competition.
10. Learn how to get local weather forecasts, understand their importance and be able to recognise signs of changing weather.
11. Learn how to safeguard against the effects of cold, and how to recognise and treat hypothermia.

Nautical Skills - stage 6

1. Develop your skills in one water based activity to a level where you can operate the watercraft safely. You could demonstrate this by gaining a personal permit. If you have completed Nautical Skills Stage 5, you should try a different water based activity.
2. Learn about flares, distress signals and marine VHF radio, and when it is appropriate to use them.
3. Learn about and explain the access and mooring issues in your chosen activity.
4. Learn about and explain the 'nautical rules of the road' including passing other watercraft, the International Rules for Preventing Collisions at Sea (IRPCS), light signals, sound signals and the use of channels.
5. Show an understanding of the maintenance your watercraft needs and show you can carry out simple repairs over the course of three months.
6. Plan and take part in an overnight expedition by water with others. Your time underway should be at least six hours.

Navigator

Navigator – stage 1

1. Locate yourself on a simple map. You could use a map of a local park, nature reserve, zoo, or even a theme park.
2. Identify a number of features or locations on that map. You could pinpoint locations like the toilets, car park, bird hide or picnic area.
3. Learn the four cardinal points of a compass.
4. Draw a simple map of where you live, your meeting place or another area local to you.
5. Use a map during an outdoor activity.
6. Show you understand how to dress appropriately and what equipment you and the adults will need on the activity.



Navigator – stage 2

1. Learn how to read a four-figure grid reference.
2. Understand how to use the key of a map.
3. Use a map during an outdoor activity.
4. Draw a simple map to direct someone from your meeting place to a local point of interest.
5. With other Scouts, go for a walk with a leader around the local area. Take it in turns to use one of these methods of navigation:
 - written instructions
 - recorded instructions
 - road signs
 - tracking signs
 - maps.
6. Learn the eight points of a compass and use them in an activity.
7. Show you know how to dress appropriately for the activities involved in this badge and what equipment you and the adults need on the activities.

Navigator – stage 3

1. Learn how to read a six figure grid reference.
2. Understand contour lines on an Ordnance Survey map.
3. Using 1:50000 and 1:25000 scale Ordnance Survey maps show that you understand the meaning of scale, can set the map to north and can recognise conventional map symbols.
4. Follow and walk a route of at least 5km, using a map to navigate for at least part of the journey. Your Leader can plan the route but you'll work with your team, or take turns, to navigate.

5. Show you know how to dress appropriately and what kit you and your group will need.

Navigator – stage 4

1. Show you know how to:
 - convert grid bearings to magnetic bearings and vice versa
 - use back bearings to check the route
 - estimate your current position using a compass
 - walk on a bearing, including 'deviating from course' (the four right angles technique to bypass an obstacle)
 - read a six figure grid reference.
2. Using 1:50000 and 1:25000 scale Ordnance Survey maps:
 - interpret contour lines in terms of shape and steepness of terrain. Learn what the topographical features mean, including valley, col, ridge and spur
 - show how to set a map, with and without a compass. Learn how to use and give six-figure grid references. Demonstrate the use of a roamer to improve accuracy.
 - show how to find north without the aid of a compass, by day or night.
3. Walk two compass routes of at least 5 kilometres each. They should be defined on a map, one route's start and end points defined by you and the other by an adult.
4. Show you know how to dress appropriately for the walk and what kit you and your group need.
5. Choose the most appropriate type of map for the journey you are taking.

Navigator – stage 5

1. Using a 1:25000 scale Ordnance Survey map and compass, navigate along a course of at least six 'legs' to the standard of the Hill and Moorland Leader award provided by Mountain Training. You're not expected to hold this award - just have a look at the course to get an idea of the level you need to achieve. Find out more at mountain-training.org
2. Using only a compass and pacing, successfully navigate a course of at least four 'legs'.
3. Using only a map, successfully navigate a course of at least four 'legs'.
4. Make two sketch maps - one of an urban and one of a rural setting - that would enable a stranger to travel successfully between two points.
5. Complete at least three different orienteering courses in a reasonable time.
6. Complete a comprehensive route plan for a 20km hill walking route, set by an appropriate adult. It should take place in terrain one or terrain two, details of which can be found in Policy Organisation and Rules.
7. Show you know what the most appropriate clothing and equipment is for your journey.

Nights Away

You can pick up badges for having taken the following numbers of nights away:

- | | |
|------|-------|
| • 1 | • 35 |
| • 2 | • 50 |
| • 3 | • 75 |
| • 4 | • 100 |
| • 5 | • 125 |
| • 10 | • 150 |
| • 15 | • 175 |
| • 20 | • 200 |



These are for recognised Scout activities, sleeping in tents, bivouacs, hostels, on boats or at other centres.

Paddle Sports

Paddle Sports – stage 1

1. Identify different types of paddle craft.
2. Name three places you could safely go canoeing or kayaking.
3. Take part in a warm up activity to prepare you for canoeing or kayaking. You could practice balancing whilst kneeling, getting in and out of a boat or practicing a paddling action.
4. Dress properly for your chosen activity. Show you know the importance of buoyancy aids and how to put one on correctly.
5. Take part in a taster session that covers:
 - naming equipment used and the parts of the boat
 - getting into and out of a boat safely
 - balancing a boat
 - manoeuvring your boat in different directions, including moving forward.

If you have achieved the British Canoeing's Paddle Power Start you can automatically gain this badge.



Top Tips

You can do most of these steps without actually being on the water. But we think it's best to do them as part of a practical paddle sports activity.

Your leader will find lots of activities on Programmes Online as well as on the [British Canoeing website](#).

Paddle Sports – stage 2

Before you attempt Stage 2, you need to have completed all the steps for Paddle Sports Stage 1. You then need to complete all the tasks outlined.

1. Lift, carry and launch a boat.
2. Paddle forward in a straight line.
3. Show you can steer around a course.
4. Show you can stop the boat safely.
5. Show you can exit the boat onto the shore safely.
6. Capsize, swim to the shore and empty the boat of water.

If you have achieved the British Canoeing's Paddle Power Passport you can automatically gain this badge.

Paddle Sports - stage 3

Before you attempt Stage 3, you need to have completed all the steps for Paddle Sports Stage 2. You then need to complete all the tasks outlined, using a different boat to Stage 2.

1. With help, show more than one safe method for lifting and carrying your boat.
2. Demonstrate two different ways of safely launching your boat.
3. Show you can get in and out of your boat without help.
4. Paddle forwards and backwards in a straight line, keeping good posture.
5. Show you can steer around a figure of eight course.
6. Show you can stop the boat safely when it's moving back and forth.
7. Capsize, swim to the shore and empty the boat of water.
8. Assist someone else back into their boat following a capsize.

If you have achieved the British Canoeing's Paddle Power Discover you can automatically gain this badge.

Paddle Sports - stage 4

Before you attempt Stage 4, you need to have completed all the steps for Paddle Sports Stage 3. You then need to complete all the tasks outlined.

1. Choose two of the disciplines below and paddle your boat for at least 200m in each discipline:
 - crew. Choose from K2 (two man kayak), K4 (four man kayak), C2 (two man canoe) or OC2 (two man canoe with outrigger).
 - flat water
 - white water
 - touring
 - short boat
 - ergo.
2. Take part in at least two of the following activities that you have not tried before:
 - freestyle
 - marathon
 - polo
 - slalom
 - sprint
 - surf
 - time trial
 - wild water.

If you have achieved the British Canoeing's Paddle Power Explore Level 7 you can automatically gain this badge.

Sailing



Sailing - stage 1

1. Identify different types of sailing crafts.
2. Name three places you could safely go sailing.
3. Take part in a warm up activity to prepare you for a sailing activity. You could try tacking and gybing, hiking out or syncro-jump to cross the boat together in a tack or gybe.
4. Dress properly for a sailing activity, showing you know the importance of buoyancy aids and how to put one on correctly.
5. Take part in a taster session that covers:
 - being able to name equipment used and parts of the boat
 - getting into and out of a boat safely
 - balancing a boat
 - manoeuvring your boat in different directions, including moving forward.

Top tips

You can complete most of these steps without actually being on the water, although it's best to complete them as part of a sailing activity.

This is a lot more fun, and will give you a head start when you start working towards Stage 2.

If you have achieved the RYA Youth Sailing Scheme Stage 1 you can automatically gain this badge.

Sailing - stage 2

Before you attempt Stage 2, you need to have completed all the steps for Sailing Stage 1. You then need to complete all the tasks outlined.

1. Launch and recover your dinghy.
2. Control the direction and speed of your dinghy to steer around a course.
3. Stop your dinghy safely.
4. Capsize and get to the shore safely and recover the dinghy.
5. Show you can moor your dinghy.

If you have achieved the RYA Youth Sailing Scheme Stage 2 you can automatically gain this badge.

Sailing - stage 3

Before you attempt Stage 3, you need to have completed all the steps for Sailing Stage 2.

You then need to complete all the tasks outlined, ideally in a different boat to Stage 2.

If you're using a keelboat, you don't have to complete steps 1-3.

1. Prepare, launch and recover your boat in an onshore wind.
2. Show the correct way to store your boat ashore.
3. Show you can right a capsized dinghy as helm or crew.
4. Show you know how to recover a man overboard.
5. Demonstrate an ability in:
 - sail setting
 - balance
 - trim
 - course made good
 - centreboard
 - taking upwind
 - gybing from a training run
 - coming alongside a moored boat
 - picking up a mooring.
6. Learn how a sail works and its basic aerodynamics.
7. When sailing, show you can understand and use basic terminology, such as windward, leeward, and bear away.

If you have achieved The Scout Association Personal Activity Permit for Dinghy Sailing or hold the RYA Youth Sailing Scheme Stage 3 you can automatically gain this badge.

Sailing - stage 4

1. Launch and recover your boat in any wind direction.
2. Set up your boat according to weather conditions, using sail and rig controls.
3. Show that you're able to recover a man overboard.
4. Show that you know about:
 - International Regulations for Preventing Collision at Sea (IRPCS)
 - Beaufort Scale
 - synoptic charts
 - tidal ebb and flow
 - spring and neap tides.

If you hold the RYA Youth Sailing Scheme Stage 4 you can automatically gain this badge.

Snowsports

Snowsports - stage 1

How to earn your badge



1. Identify different types of snowsports.
2. Name three places you could safely take part in snowsport activities.
3. Take part in a warm up activity to prepare you for a snowsport activity such as skiing or snowboarding. This should be an appropriate warm up for your upper, middle and lower body.
4. Dress properly for your chosen activity. Show you know the importance of helmets and how to put one on correctly.
5. Take part in a taster session that covers:
 - naming equipment used
 - how to get in and out of your skis or snowboard
 - balancing on your skis or snowboard
 - moving around on your skis or snowboard; including moving in a straight line, controlling your speed and stopping.

Top tips

You can do most of these steps without actually taking part in a snowsport activity on either a natural or artificial slope. But we think it's best to do them as part of a practical activity.

Your leader should be able to find lots of support on the National Governing Body websites for [Snowsport England](#), [Snowsport Scotland](#) and [Snowsport Cymru Wales](#).

More support for disability snowsports can be found on the [Disability Snowsport UK website](#).

Snowsports - stage 2

How to earn your badge

Before you attempt Stage 2, you need to have completed all the steps for Snowsports Stage 1. You then need to complete all the steps outlined below.

1. Identify the equipment you require and know how to carry it safely.
2. Climb and then ski or snowboard down a short run, or go on a short cross country ski.
3. Show you can make wide and narrow turns.
4. Show you can stop and wait safely on a run avoiding other users of the slope, or stop safely if doing cross county skiing.

5. Demonstrate how to safely use a drag lift or magic carpet for downhill skiing or snowboarding.
6. Know how to safely fall and get back up onto your feet.

Top tips

You can do most of these steps on either a natural or artificial slope.

This badge can be completed doing cross country skiing as the activity, in which case element 5 should be replaced with the ability to identify a suitable route.

Your leader should be able to find lots of support on the National Governing Body websites for [Snowsport England](#), [Snowsport Scotland](#) and [Snowsport Cymru Wales](#).

More support for disability snowsports can be found on the [Disability Snowsport UK website](#).

Snowsports - stage 3

How to earn your badge

Before you attempt Stage 3, you need to have completed all the steps for Snowsports Stage 2. You then need to complete the following:

1. Identify hazards of the mountain environment.
2. Show you understand what to do in the event of an accident.
3. Show you know and understand the 'Ski Way Code' published by the International Ski Federation (The F.I.S.)
4. Understand the effects of extreme temperature in cases of frostbite, hypothermia, sunstroke, heat exhaustion and dehydration. Explain how they are avoided and treated.
5. Choose and complete two of the following:
 - Demonstrate a sequence of 10 linked turns
 - Complete a free run down a moderate to hard slope (red) showing balance, control, good choice of line and awareness of other people on the slope
 - Complete a 3km cross country ski route on a prepared track
 - Complete a 500m cross country ski route on varied terrain

If you have achieved The Scout Association Personal Activity Permit for Snowsports, you can automatically gain this badge.

The safety rules in chapter nine of [Policy Organisation and Rules](#) and the [Adventurous Activity Permit Scheme](#) apply when you're attempting this badge.

Snowsports - stage 4

How to earn your badge

Before you attempt Stage 4, you need to have completed all the requirements to gain Snowsports Stage 3 in your chosen discipline. You then need to complete the following:

1. Show you understand what equipment to carry for the different two types of activity you may undertake (a single lesson, day on the hill, expedition in the woods, off-piste experience, session at a snow park)
2. Show how to look after yourself and others in the event of not being able to return down the mountain, or being stranded on a route
3. Show your ability to use a ski map or resort map and identify where you are on the map
4. Plan a half days activity, considering location, group, equipment and abilities, this should include a plan B in case of bad weather, etc.
5. Participate in a snowsport activity different from that which the other requirements have been completed in, this could be something completely new or an activity you've not done for a while such as skiing, snowboarding, cross country skiing, ski touring and slalom
6. Choose and complete two of the following:
 - Demonstrate your ability to safely descend a black run
 - Perform a sequence of turns in fresh snow, leaving even tracks behind
 - Complete a day's cross country ski trip, planning your route before you go
 - Complete a cross country timed route and then improve your time over a two further attempts

You can do this stage by taking part in a snowsport activity on either a natural or artificial slope. But it is encouraged to experience both environments as part of this badge.

Swimmer



Swimmer - stage 1

1. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
2. Show you know how to prepare for exercises such as taking part in a warm up.
3. Demonstrate a controlled entry, without using the steps, into at least 1.5 metres of water.
4. Swim 10 metres on your front.
5. Tread water for 30 seconds in a vertical position.
6. Using a buoyancy aid, float still in the water for 30 seconds.
7. Demonstrate your ability to retrieve an object from chest-deep water.
8. Perform a push and glide on both your front and back.
9. Swim 25 metres without stopping.
10. Take part in an organised swimming activity.

Swimmer - stage 2

1. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
2. Show you know how to prepare for exercises such as taking part in a warm up.
3. Demonstrate a controlled entry or dive from the side of the pool, into at least 1.5 metres of water.
4. Swim 10 metres on your front, 10 metres on your back and 10 metres on your back using only your legs.
5. Tread water for three minutes in a vertical position.
6. Surface dive into at least 1.5 metres of water and touch the bottom with both hands.
7. Mushroom float for ten seconds.
8. Enter the pool and push off from the side on your front, gliding for five metres.
9. From the side of the pool, push off on your back and glide for as far as possible.
10. Swim 100 metres without stopping.
11. Take part in an organised swimming activity.

Swimmer - stage 3

1. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.

2. Show you know how to prepare for exercises. You could do this by leading a warm up.
3. Demonstrate a controlled entry or dive from the side of the pool into at least 1.5 metres of water.
4. Swim 50 metres in shirt and shorts.
5. Tread water for three minutes, with one hand behind your back.
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.
8. Swim 400 metres without stopping.
9. Take part in a different organised swimming activity to the one on your previous swimming badge.

Swimmer - stage 4

1. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
2. Show you know how to prepare for exercises. You could do this by leading a warm up.
3. Demonstrate a racing dive into at least 1.8 metres of water and straddle jump into at least 2 meters of water.
4. Swim 100 metres in less than four minutes.
5. Tread water for five minutes.
6. Surface dive into 1.5 metres of water, both head first and feet first and swim at least 5 metres under water on both occasions.
7. Enter the water as you would if you didn't know the depth. Swim 10 metres to a floating object. Use the object to take up and hold the heat escape lessening posture for five minutes.
8. Swim 800 metres using any of the four recognised strokes without stopping. You should swim 400m on your front and 400m on your back.
9. Take part in an organised swimming activity that's different to the one on your previous swimming badge.

Swimmer - stage 5

1. Learn the general safety rules for swimming (such as not diving into shallow water or not swimming on your own) and where it is safe to swim locally.
2. Show you know how to prepare for exercises. You could do this by leading a warm up.
3. Demonstrate a racing dive into at least 1.8 metres of water and a straddle jump into at least 2 meters of water.

4. Swim 100 metres in shirt and shorts. When you've finished, remove the shirt and shorts and climb out of the pool unaided. Your time limit is three minutes.
5. Tread water for five minutes, three of which one arm must be held clear of the water.
6. Scull on your back, head first, for ten metres, then feet first for ten metres. Move into a tuck position and turn 360 degrees, keeping your head out of the water.
7. Swim 10 metres, perform a somersault without touching the side of the pool, then carry on swimming in the same direction for a further 10 metres.
8. Demonstrate the heat escape lessening posture.
9. Demonstrate a surface dive, both head and feet first, into 1.5 metres of water.
10. Swim 1,000 metres using any of the four recognised strokes, for a minimum distance of 200 metres per stroke. This swim must be completed in 35 minutes.
11. Take part in an organised swimming activity that's different to the one on your previous swimming badge.

Time On The Water

You can collect Time on Water staged badges when you take part in any of these activities:

- | | |
|-----------------------|-----------------------|
| • kayaking | • canoeing |
| • sailing | • windsurfing |
| • powerboating | • kiteboarding |
| • surfing | • yachting |
| • motorcruising | • narrowboating |
| • pulling or rowing | • white water rafting |
| • traditional rafting | • Paddle boarding. |



For Beavers, each session should last about one hour, for Cubs, 1-2 hours, and for Scouts and Explorers each session should last about 2-3 hours.

And as you complete the following number of activities, you can gain a badge:

1, 2, 5, 10, 15, 20, 35, 50

! You must be properly dressed and equipped for your activity and the weather conditions.

Moving On Award (Cubs to Scouts)



You can earn your Moving on Award when you move from Cubs to Scouts.

1. Go to both Cubs and Scouts for at least three weeks. Take part in the Troop programme.
2. Work for your Scout Membership Award at the same time.

Sixer and Seconder Stripes

Sixer Leadership Stripes



Seconder Leadership Stripes



A Cub Pack is usually organised into small groups called Sixes, each headed up by a Sixer, and often with a Seconder as well.

Sixers and Seconders wear leadership stripes to recognise their roles.

Joining In Awards

The badges are numbered, so you can be awarded a new badge every 12 months from your very first day in Scouting. If you were a member in another section, the badge numbers carry on from the ones you already have.



These badges aren't just for Cubs. They recognise how long you have been part of Scouting in total.

You can be awarded up to three Joining In Awards while you're a Cub.