



Badge Book

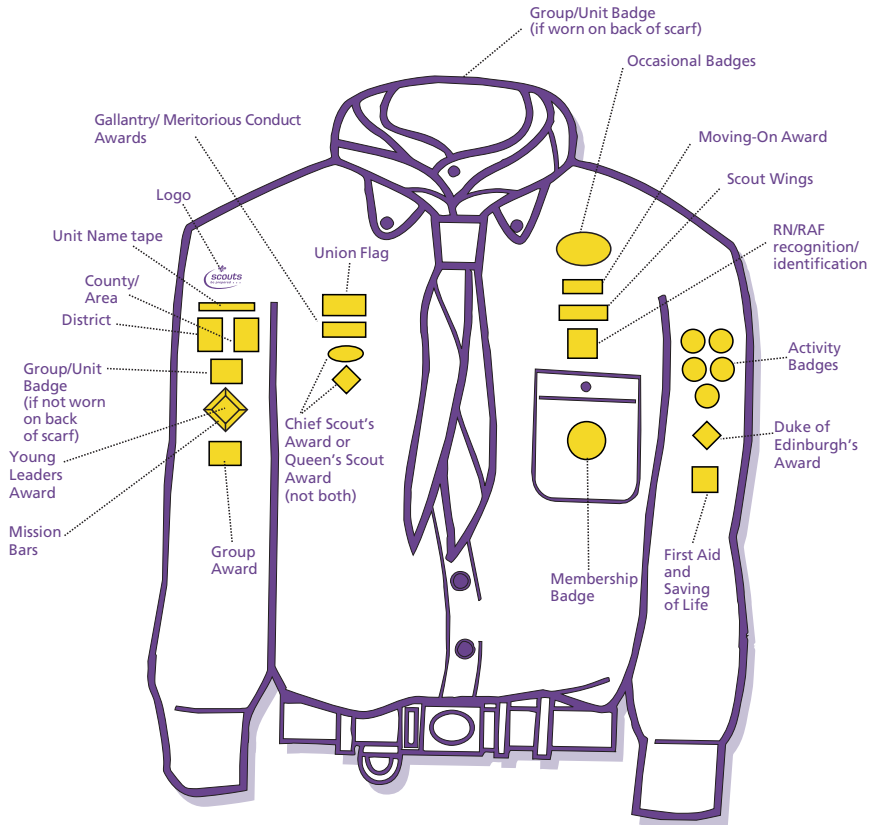
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Explorer Scout Uniform



On My Honour, I promise that I will do my best
 To do my duty to God and to the Queen,
 To help other people and to keep the Scout Law

A Scout is to be trusted

A Scout is loyal

A Scout is friendly and considerate

A Scout belongs to the worldwide family of Scouts

A Scout has courage in all difficulties

A Scout makes good use of time and is careful of possessions
 and property

A Scout has self-respect and respect for others

The Explorer Scout Membership Award



The Membership Award is only completed by young people joining from outside the Movement. Scout Section members complete the Moving-On Award from the Scout Section.

To gain the Membership Award, the following requirements need to be completed:

- Describe the various options available locally to become an Explorer Scout.
- Show an understanding of the Scout Promise and Law.
- Demonstrate an understanding of local, national and international Scouting.
- After discussion with your Explorer Scout Leader, describe the Unit management and support available to you, including the Unit Constitution.
- Make the Scout Promise and accept the Scout Law.

Young people make the Promise and gain the Membership Award only once in Explorer Scouts, no matter how many Units they join. The location for making the Promise should be decided by the young person and the Explorer Scout Leader, and should be appropriate and memorable. The Promise should be made in front of the other Explorer Scouts.

Young people should make the Promise within a period of between six and twelve weeks of joining. Those who have been Scouts will probably be ready sooner than young people who have not.

The Chief Scout's Platinum Award



To gain this Award the following requirements must be completed:

- Be a member of Explorer Scouts or the Scout Network or both for at least six months.
- Complete six nights away as an Explorer Scout or member of the Scout Network of which four must be camping.
- Complete two activities from the International, Environment and Values list. The two activities should come from different areas.
- Hold the Bronze Duke of Edinburgh's Award, or complete the four Platinum Scout Challenges, which are:
 - take up a Skill for three months, and show progress and lasting interest. The skill can be an existing interest or something entirely new.
 - take up a Physical Activity for three months, completing an agreed programme of taking part and achievement.
 - provide Service to an individual or the community for three months. Briefing and training should be given in order to gain the necessary skills. This can include helping with another Section as a Young Leader.
 - complete a two day and one night expedition in rural country by foot, cycle, horse, canoe, boat or dinghy. The expedition should involve careful preparation, training, responsibility and review.

Members must undertake an extra three months in any of the Skills, Physical Recreation or Service Challenges.

The Chief Scout's Diamond Award



To gain this Award the following requirements must be completed:

- Be a member of Explorer Scouts or the Scout Network or both for at least 12 months. This can include any time counted for the Chief Scout's Platinum Award.
- Complete 12 nights away as an Explorer Scout or member of the Scout Network, of which eight must be camping. This may include the nights counted for the Chief Scout's Platinum Award.
- Complete two activities from the list of International, Environment and Values activities. These should be different activities from the Chief Scout's Platinum Award and not from the same area.
- Hold the Silver Duke of Edinburgh's Award, or complete the four Diamond Challenges, which are:
 - take up a Skill for three or six months, and show progress and lasting interest. The skill can be an existing interest or something entirely new.
 - take up a Physical Activity for three or six months, completing an agreed programme of taking part and achievement.
 - provide Service to an individual or the community for six months. Briefing and training should be given in order to gain the necessary skills. This may include helping with another Section as a Young Leader.
 - complete a three day and two night expedition in rural or open country by foot, cycle, horse, canoe, boat or dinghy. The expedition should involve careful

preparation, training, responsibility and review.

All Members should complete six months in either the Physical Activity or the Skill.

Members who have not completed the Bronze Duke of Edinburgh's Award or the Chief Scout's Platinum Award must undertake an extra six months in either the Service Challenge or the longer of the Skills or Physical Recreation Challenge.

The Queen's Scout Award



To gain this Award the following requirements must be completed:

- Be a member of Explorer Scouts or the Scout Network or both for at least 18 months. This can include any time counted for the Chief Scout's Platinum or Diamond Awards.
- Complete 18 nights away as an Explorer Scout or member of the Scout Network, of which 12 must be camping. This may include any nights counted for the Chief Scout's Platinum or Diamond Awards.
- Complete two activities from the list of International, Environment and Values activities. These should be different activities from the Chief Scout's Platinum and Diamond Awards and not from the same area.
- Hold the Gold Duke of Edinburgh's Award, or complete the five Queen's Scout Award Challenges, which are:
 - take up a Skill for 6 or 12 months, and show progress and lasting interest. The skill can be an existing interest or something entirely new
 - take up a Physical Activity for 6 or 12 months, completing an agreed programme of taking part and achievement
 - provide Service to an individual or the community for 12 months. Briefing and training should be given in order to gain the necessary skills. This may include helping with another Section as a Young Leader
 - complete a four day and three night expedition in open or adventurous country by foot, cycle, horse,

canoe, boat or dinghy. The expedition should involve careful preparation, training, responsibility and review

- complete a five day and four night residential project in an unfamiliar environment with people who are not known. This project should be environmental work, activity based, service to others or personal training
- following completion of the first four elements of the Award make a presentation, to a suitable audience, of your achievements so far in working towards the Queen's Scout Award.

All Members should complete twelve months in either the Physical Activity or the Skill

Explorer Scouts and members of the Scout Network who are not holders of the Duke of Edinburgh's Silver Award or the Chief Scout's Diamond Award must complete an extra six months in either the Service or the longer of the Skills or Physical Recreation Challenge.

International, Environment and Values activities list

Notes: *Although there is only one list of activities for the three Awards, the level of skill and commitment required should be linked to the age and experience of the Explorer Scout. An activity can also count for this requirement if it is being completed for another requirement of the Award. For example, completing an environmental project during the Queen's Scout Award expedition would also count for this requirement.*

Area 1: International	Area 2: Environment	Area 3: Values
Complete your Explorer Belt.	Complete your Group Environment Badge.	Complete your Group Faith Badge.
Complete your International Friendship Award.	Assist some Cub Scouts or Scouts in gaining their Global Conservation Activity Badge.	Take a regular part in activities at your place of worship.
Take an active part in a project with an overseas aid organisation, such as UNESCO.	Take an active part in an environmental project with another organisation.	Take an active part in a project examining your own faith, for example a retreat.
Take an active part in a camp in another country, for instance, a Jamboree or Moot.	Take an active part in an environmental project in your local community.	Take an active part in a project examining a faith other than your own.
Take an active part in an International Camp in the United Kingdom.	Choose a current environmental issue to research, and then present your findings to your Unit.	Plan and carry out an act of worship for your Unit or another group in Scouting.
Take part in a project at a campsite abroad, for example, as part of a Euro-Steps project or Camp America.	Complete an environmental project and make a formal report of your findings.	Choose a current issue to research, such as health or crime, and then present your findings to your Unit.
Complete the Passport for Europe with your Unit.	Complete an environmental impact assessment of an activity the Unit is undertaking and act on your findings.	Assist some Cub Scouts or Scouts in gaining their Faith Activity Badge.
Organise a series of programmes for your Unit on an international theme.	Organise a series of programmes for your Unit on an environmental theme.	Organise a series of programmes for your Unit on a values theme.
Organise a series of programmes for another Section on an international theme.	Organise a series of programmes for another Section on an environmental theme.	Organise a series of programmes for another Section on a values theme.
Complete any activity of a similar nature agreed beforehand with your leadership team.	Complete any activity of a similar nature agreed beforehand with your leadership team.	Complete any activity of a similar nature agreed beforehand with your leadership team.

International, Environment and Values Activities List

The Explorer Belt



The Explorer Belt is the challenge of a lifetime that is available to Explorer Scouts aged over 16 and members of the Scout Network.

It is a chance to undertake an international expedition over ten days that brings a real understanding of a different country, its people and way of life.

The Explorer Belt is often described as ‘the antidote to the package holiday’. It is designed to help young people develop a real understanding of another country by travelling through that country, working as a small team to complete surprise projects, and meeting local people.

To complete the Explorer Belt, an Explorer Scout or member of the Scout Network must:

- plan and train for an international expedition as part of a small team
- travel to another country of their choice and travel through that country over ten days
- complete a major project of their own choice
- complete around ten smaller projects
- keep a notebook or diary during the expedition
- take part in a debriefing after the expedition
- make a presentation about the expedition.

Activity Centre Service



Complete the requirements below:

1. Hold the Explorer Scout Scouting Skills Badge.
2. Work for at least 10 days (on at least two different occasions) at a Group, District, County, Area or National Scout Activity Centre or campsite, helping the Warden or Manager to their satisfaction.
3. Explain and where possible demonstrate the maintenance required for some key campsite equipment.
4. Explain and where possible demonstrate four of the following:
 - The importance of having clean toilets for health and to maintain a good image of the site.
 - Know about the chemicals used and how to work with them safely.
 - How to unblock a drain.
 - Explain how to prevent blockages.
 - How to prevent pipes freezing during the winter and the steps to be taken when pipes burst.
 - The need for good site drainage and keeping ditches clear.
 - Refuse disposal and how this can be operated to maximise the retention of recyclable materials.
 - Respect for wildlife but balancing the requirements of campers.
 - The use of computers in campsite management.
5. Become familiar with an on site activity and explain the use and maintenance of equipment used.
6. Demonstrate the ability to use the equipment appropriate

to your role.

7. Discuss some developments and improvements to a known permanent campsite.

Air Activities



Complete the requirements in one of the alternatives:

Alternative A – paragliding

1. Know the [rules relating to access to airfields](#) as laid down in [Policy, Organisation and Rules](#) .
2. Understand and discuss the factors involved in selecting the launch point on the field and demonstrate this to the assessor.
3. Successfully complete the British Hand-gliding and Paragliding Association's Paragliding Ground Training, including landing rolls and inflation and collapse of canopy by wing-tip holders and paragliders.
4. Carry out the British Hand-gliding and Paragliding Association's Course of Training in controlled descents and self-released flights up to the standard of 360-degree stable turns.
5. Carry out canopy control practice on the ground and have a basic knowledge of the flight and steering principles of the canopy.
6. Understand and perform the duties of wing-tip holder, lookout and tensiometer reader, and understand the function of the launch marshal.
7. Discuss the care, packing and storage of equipment.

Alternative B – gliding

1. Know the [rules relating to access to airfields](#) as laid down in [Policy, Organisation and Rules](#) .
2. Understand and discuss the safety aspects of gliding.

3. Act as a member of a Ground Crew and take part in the launch and retrieval of a glider.
4. Demonstrate the signals for a glider launch and transmit them to a winch operator or towing party.
5. List the forces acting on a glider and explain how soaring flight is obtained (thermals, wave lift and ridge lift).
6. Take part in a Gliding Course. The aim should be to gain at least 5 hours flying time, and 10 launches over a period.

Alternative C – parachuting

1. Understanding the safety aspects of parachuting.
2. Understand the operation of a parachute.
3. Understand and demonstrate landing procedures.
4. Take part in 3 parachute jumps from an aircraft.

Athlete



Complete the requirements below:

1. Demonstrate an appropriate warm-up routine that involves gentle stretching and loosening exercises, using all the main muscle groups. The warm-up should last between five and ten minutes. After the session, demonstrate an appropriate warm-down.
2. Discuss the safety rules for athletics, particularly the throwing and jumping events.
3. Demonstrate skills in an athletic discipline to a group of young people and encourage them to try.
4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor.

Notes

The Explorer Scout may not be a trained instructor or coach and so appropriate qualified supervision should be arranged.

Aviation Skills



Complete the requirements below:

1. Know the [rules relating to access to airfields](#) as laid down in *Policy, Organisation and Rules* .
2. Draw a map or make a model of an airfield to show and name the different areas.
3. List the main types of aircraft. Identify the parts of an aircraft. Explain how the control surfaces work and are controlled.
4. Identify either from pictures or in flight twelve aircraft in common use today. Include at least two civil commercial aircraft, two military aircraft and two private light aircraft.
5. Know the types of air maps and the conventional signs used on them.
6. Explain how wind speed and direction are measured and how weather can affect air activities
7. Demonstrate how to obtain a local forecast for an air activity.
8. Recite the phonetic alphabet and explain why it is used.
9. Take part in an air experience flight and point out on an air map the features that are over flown. (This can be undertaken in powered aircraft, glider, balloon, airship etc.).
10. From the list of Aviation Skills Training Activities, complete a further six items from at least four different sections.

Advanced Aviation Skills



Complete the requirements below:

1. Hold the Advanced Aviation Skills Badge from the Scout Section or the Explorer Scout Aviation Skills Badge.
2. Organise a visit to an airfield and arrange a suitable programme for a group of Scouts, including the necessary briefings; or give a presentation to a group of Scouts on an aviation topic using a self made video film or set of slides.
3. Assist a light aircraft pilot in his duties before and after a flight (for example, moving an aircraft, strapping in, starting up, picketing) or assist a glider pilot with ground handling and launching his aircraft, and be able to assist after a field landing.
4. Plan a journey by air to a destination on the other side of the world of at least three legs, giving airline, date/times of departures, en route stops and arrival points (in both Local Time and Universal Time). Calculate both flying and elapsed times.
5. Explain the workings and errors of aircraft compasses and other main instruments (altimeter, air speed indicator and so on).
6. Explain the principles of a jet engine (centrifugal or axial compressor types) and identify the main components of such an engine; or discuss the characteristics of piston engines, turbojets, turboprops, turbofans, ramjets and rockets.
7. Explain the system of controlled airspace and the air traffic control organisation in the United Kingdom and European Union countries.
8. From the list of Aviation Skills Training Activities, com-

plete a further six items from at least four different sections.

Aviation Skills training options

Flight safety and aviation skills

1. Research in detail the requirements of training for a Private Pilot's Licence. Provide details of a suitable flying school with costing and details of sponsorship schemes available.
2. Explain the procedure for inter-airfield flights. Prepare a navigation plan or plot in draft for a pilot.
3. Choose one of the following two activities:
 - (a) Help as part of a Scout task force at an organised Air Display.
 - (b) Work as a member of a service team on an airfield on at least four occasions.
4. Help a light aircraft pilot in his duties before and after a flight, for example, moving the aircraft, strapping in, starting up and picketing.
5. Help a glider pilot with ground handling and launching his aircraft, and be able to assist after a field landing.
6. Help a balloon pilot in his duties before and after a flight, for example, unpacking, inflating, and recovery after a flight.
7. One other activity of a similar nature and level of achievement as agreed by the Section leadership team.

Aircraft recognition and operations

1. Identify 20 aircraft from pictures seen for not more than ten seconds each. The aircraft should be selected from the list published by Headquarters for this purpose.
2. Identify 40 aircraft from pictures seen for not more than ten seconds each. The aircraft should be selected from

the list published by Headquarters for this purpose.

3. Identify the civil and military aircraft of at least ten countries by their national markings.
4. Demonstrate knowledge of aircraft used in a particular military campaign since 1970; the main types of aircraft flown by each side and the weapons used.
5. Discuss a particular air arm with an examiner and give examples of the aircraft used, its history and potential enemies.
6. One other activity of a similar nature and level of achievement as agreed by the Section leadership team.

Navigation

1. Given track, groundspeed, course and airspeed, work out the type and amount of drift and establish the wind velocity.
2. Demonstrate how the 1 in 60 rule is used for correcting track errors. Show how the distance marks and 5° or 10° lines may be used to correct estimated time of arrival and track errors.
3. Illustrate by simple diagram how a fix can be obtained from two position lines. Describe briefly two ways in which bearings can be obtained in an aircraft so position lines can be drawn on a chart.
4. Identify the main features of modern cockpit design and the meanings of terms such as HUDs and CRTs.
5. Understand the main principles of satellite navigation systems.
6. One other activity of a similar nature and level of achievement as agreed by the Section leadership team.

Meteorology

1. Identify the weather associated with frontal systems in the United Kingdom and be able to explain the meaning of the terms used in describing a weather map, such as col, ridge, trough and occlusion.
2. Interpret a synoptic weather map or chart and identify at least two natural signs for weather changes in your area. Set up a simple weather station and keep a logbook of your recordings over a period of one month.
3. Explain the effect on navigation of weather conditions, for example, drift, Buys Ballot's Law, air speed and altimeter errors, changes of wind directions and speed with height or at fronts.
4. Explain the danger of icing to aircraft and the conditions that may result in icing.
5. Explain the advantages of satellite images in modern meteorology.
6. One other activity of a similar nature and level of achievement as agreed by the Section leadership team.

Aero Engines

1. Explain the effect of altitude on a piston engine, referring particularly to mixture control, carburettor icing and the use of hot air.
2. Explain the purpose of variable pitch and constant-speed propellers.
3. Discuss the theory of propeller design, including limits of blade size and speed, blade numbers and shape and contra-rotating props.
4. Demonstrate a knowledge of the fuel systems used in space rockets or missiles and the means of control when outside the earth's atmosphere.
5. Explain the desirable design features of a modern turbo-

fan engine family and know their applications on different aircraft.

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

Communications and air traffic control

1. Demonstrate the R/T procedure for a simple cross-country flight. Explain the distress procedure.
2. Demonstrate knowledge of the main aircraft navigational aids and systems, with special reference to their use by private pilots.
3. Explain the basic principles of radar and its uses in aviation.
4. Explain the right of way rules for different types of aircraft. Explain collision avoidance rules for aircraft on converging or head on courses and when overtaking.
5. Demonstrate knowledge of navigation lights, instrument flying conditions and the quadrantal height rule.
6. One other activity of a similar nature and level of achievement as agreed by the Section leadership team.

Principles of flight

1. List the forces acting on a glider and explain how soaring flight is obtained, referring to thermals, wave lift and ridge lift.
2. Demonstrate knowledge of the special problems of supersonic flight.
3. Demonstrate knowledge of the basic principles of helicopters and how they are controlled.
4. Understand the principles of unstable aircraft (civil and military) and fly-by-wire control systems.
5. Explain the main features of 'stealth' technology and its principle uses.

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

Canoeing



Complete the following:

Qualify for the BCU Paddlepower Discover or 2 Star Award (or the next level of either scheme where these are already held);
or

Caving



Complete the requirements below:

Hold the Scout Caver Badge or with a properly authorised party, have made at least four trips underground to two different cave systems and keep a log.

1. Explain how caves are formed.
2. Rig and use ladder pitch under supervision.
3. As part of a properly authorised party, undertake six additional trips to at least two different cave systems. Three of these trips should include sections involving supervised descent of vertical pitches.
4. Know the cave conservation code and discuss measures that can be taken to promote conservation of formations and the cave environment.
5. Study an aspect of speleology agreed beforehand and discusses the findings. Examples are the fauna and flora found in caves, cave photography or bat conservation.

Notes

Explorer Scouts should only undertake caving activities as a member of a properly organised caving group, run by experienced adult cavers authorised by the Scout Association or qualified person(s) by the National Caving Association.

Climbing



Complete the requirements below:

Either hold the Scout Section Climber Badge or have completed at least 4 different climbs each of which should be listed in a climbing guidebook.

1. Know how to put on a harness, set up a belay and the calls used in climbing.
2. Have experience of at least one session (two hours) of single-pitch climbing on a manmade climbing wall, either indoors or outdoors.
3. Be able to use information given in a climbing guidebook. Explain the grading systems for climbs.
4. Select at least five separate climbs, locate the starts on the ground and climb them (the standard should be at least Very Difficult).
5. Be able to abseil down a face of not less than 15 metres also using a safety rope.

Notes

Explorer Scouts should only undertake climbing activities as a member of a properly organised climbing group, run by experienced adult climber authorised by the Scout Association or qualified person(s) by the Mountain Leader Training Board.

Community



Take part in a voluntary service project that is of benefit to your community for at least 25 hours.. Examples are:

Conservation project.

Assisting at a local library.

Performing an administrative role for a local group or club.

Helping at a home for the elderly or disabled.

Assisting at a local tourist office.

Any other service project agreed by the Leadership Team.

Creative Arts



Complete the requirements below:

1. Demonstrate involvement and improvement in a chosen creative activity. A total of at least 25 hours work is required. Evidence of improvement should be produced in suitable form.
2. Perform or exhibit work completed over a period. Examples of possible activities are:
 - Art
 - Photography
 - Cooking
 - Writing
 - Model making
 - Any other creative activity agreed by the Leadership Team

Emergency Aid

Young people should be trained and assessed using the syllabus and resources provided in conjunction with the British Red Cross. These are published on <http://www.scouts.org.uk/emergencyaid/> and supporting programme material for the first three stages can be found on Programmes Online.

At each stage Leaders should not assume prior knowledge but should cover the full syllabus using instruction games and exercises to reinforce the learning.

For stages 1 – 3 ongoing assessment is acceptable.

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

Emergency Aid 1



Complete the requirements below.

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

Notes

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

Emergency Aid 2



Complete the requirements below.

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

Notes

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

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

Emergency Aid 3



Complete the requirements below.

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

Notes

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

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

Emergency Aid 4



Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know when and how to contact the Emergency Services.
3. Be able to respond to the needs of an unconscious patient. Know how to open an airway, give CPR to both an adult and a child and how to place in the recovery position.
4. Know how to deal with both minor cuts and bleeding and major bleeding injuries.
5. Know how to deal with burns and scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.
7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.
10. Know the common medication procedures used by individuals with asthma and how to deal with an asthma attack.
11. Know how to recognise the symptoms of a heart attack and take appropriate action.
12. Know how to deal with an injury to the head.
13. Know how to deal with a casualty with a suspected spinal injury.
14. Recognise the signs of a fracture and soft tissue injuries and how to protect from further injury or pain.
15. Know the signs and symptoms of Meningitis and the ac-

tion to take.

Notes

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

A person holding a first aid award covering this or a similar syllabus from a recognised First Aid provider (such as the Young Life Savers key stage 3 [14 plus] automatically qualifies for this stage of the award.

This award exceeds the requirements of First Response and is a suitable alternative to the Young Leaders module K First Aid Master Class.

Emergency Aid 5



Complete the requirements below.

1. Know what to do at the scene of an accident.
2. Know when and how to contact the Emergency Services.
3. Be able to respond to the needs of an unconscious patient. Know how to open an airway, give CPR to adults, children and infants and how to place in the recovery position.
4. Know how to deal with both minor cuts and bleeding and major bleeding injuries.
5. Know how to deal with burns and scalds.
6. Know how to safeguard against the effects of heat. Know how to recognise and treat heat exhaustion.
7. Know how to safeguard against the effects of cold. Know how to recognise and treat hypothermia.
8. Recognise the symptoms of shock and how to treat a casualty.
9. Know how to deal with choking.
10. Know the common medication procedures used by asthmatics and how to deal with an asthma attack.
11. Know how to recognise the symptoms of a heart attack and take appropriate action.
12. Know how to deal with an injury to the head. Know how to treat a casualty with a suspected spinal injury.
13. Recognise the signs of a fracture and how to protect from further injury or pain.
14. Know how to recognise the symptoms of a stroke and take appropriate action.
15. Know how to recognise a range of muscular and skeletal

- injuries and how to protect from further injury and pain.
16. Know how to recognise and deal with a range of other medical conditions including Anaphylaxis, Angina, Cramp, Diabetes, Epilepsy, Febrile Convulsions and Meningitis.

Notes

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

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

Hikes Away 1



Complete 1 hike or journey with a purpose as agreed with the Leader. Those taking part should be dressed and equipped for the prevailing conditions and terrain.

Hikes Away 5



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

Hikes Away 10



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

Hikes Away 20



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

Hikes Away 35



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

Hikes Away 50



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

Notes

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

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

For Explorer Scouts (plan for at least 5 hours of activity). Examples might be:

- Spend the day (or night!)
- Hill walking
- Mountain biking
- Canoe touring
- Pony trekking
- Nordic skiing
- Backpacking

Hill Walking



Complete the requirements below:

1. Hold the Scout Section Hill Walker Badge or have completed at least 5 one-day journeys in the hills, each of at least 14 kilometres.
2. Take a major part in the planning and successful management of at least four one-day journeys, two of which must be in Terrain Two areas. A person with an appropriate Permit may accompany or supervise the journeys.
3. Take a major part in the planning, preparation and leadership of at least one two-day expedition involving an overnight camp in wild country. Preparation must include demonstration of the correct use of all necessary equipment. (A person with an appropriate Permit may supervise the journeys but Explorer Scouts must play a major part in decisions affecting navigation and party management.)

Notes

All the journeys and the expedition should have a defined purpose, in addition to that of completing the route. They may be directly linked to the requirements for the Queen's Scout and/or Duke of Edinburgh's Awards. The Leadership Team should ensure that Policy Organisation and Rules is consulted for the activities undertaken and use of appropriate clothing and equipment, route cards and conservation issues must be assured.

Information Technology 1



Complete the following:

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

Information Technology 2



Complete the following:

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

Information Technology 3



Complete the following:

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

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

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

Information Technology 4



Complete the following:

1. Explain to the Assessor the laws which concern the copying of software, access to computer systems and storage of personal information.
2. Create a simple website for their Section.
3. Explain how an IT system is used by a major user, e.g. a supermarket chain or a bank.
4. Show how that they have used IT in their daily life over a period of six months, e.g. email, weather forecasts etc.
5. Explain the following terminology.
 - Macros
 - Web Publishing
 - Video Conferencing
 - Multi-tasking
 - Drag and Drop
6. Choose two additional activities out of the following:
 - Evaluate a range of professional websites.
 - Produce a range of information literature on an agreed theme, e.g. 'how to be more environmentally friendly' – leaflets, posters, fliers etc.
 - Produce a complex database for a specific purpose.
 - Take part in a video conference with a Scout from another part of the world.
 - Demonstrate their ability to use a control programme, e.g. Lego Dacta, LOGO beyond a basic standard.

Information Technology 5



Complete the following:

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

Resources

The BCS provide an online resource for the staged IT badges at www.itbadge.org.uk.

Lifesaver



Complete the following:

To gain this badge the Explorer Scout must complete the following requirements.

1. Understand and explain how you would perform a rescue using the following methods: reach, throw, wade, row.
2. Qualify for one of the following:
 - (a) The Royal Lifesaving Society UK Bronze Medallion Award.
 - (b) The National Aquatic Rescue Standard Gold Cross.
3. Explain, and where possible demonstrate, methods of rescue used in case of ice-breaking, house fire, gas poisoning, car accident and contact with live wire.

Motor sports



Complete the requirements below:

1. Participate in a motor sports activity such as karting, quad bike racing, scrambling or other motor sport as agreed with the Leadership Team. A total of at least 25 hours commitment is required. Evidence of improvement should be produced in suitable form.
2. Discuss the skills and techniques used in the chosen activity with a group of young people.
3. Discuss the safety rules of the chosen activity. Explain to an appropriate adult how to use the skills learned in a responsible manner.
4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor.

Notes

The Explorer Scout may not be a trained instructor and so appropriate qualified supervision must then be arranged.

Mountain Biking



Complete the requirements listed in one of these alternatives:

Alternative A – Competition and Exhibition

1. Participate regularly in a Mountain Biking discipline such as Downhill, Dirtjump, Four Cross (4X) or any other mountain bike sport as agreed by the Leadership Team. A total of at least 25 hours commitment is required. Evidence of improvement should be produced in suitable form.
2. Discuss the skills and techniques used in the chosen activity with a group of young people.
3. Discuss the safety rules of the chosen activity. Explain to an appropriate adult how to use the skills learned in a responsible manner.
4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor.

Notes

The Explorer Scout may not be a trained instructor and so appropriate qualified supervision must then be arranged.

Alternative B – Expedition

1. Show an understanding of the Mountain Bike Code of Conduct.
2. Demonstrate an ability to control the bike over different types of terrain.
3. Know what to do in the case of an accident. Have a basic knowledge of First Aid, including the treatment of hypothermia.

4. Be able to read a map well and to orientate it using identified features or by using a compass.
5. Give reasonable estimates of times of transit over distances in different terrains.
6. Plan and carry out a two-day ride with not less than 4 hours riding each day. (Explorer Scouts will need an Event Passport or be accompanied by a Leader with a Nights Away Permit)
7. Be able to undertake emergency repairs in the field.

Notes

This need not be under expedition conditions, only the necessary emergency equipment needs to be carried and accommodation need not be under canvas.

Musician 1



Complete the following:

Skill

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

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

Performance

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

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

Knowledge

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

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

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

Name several musicians who they have heard.

Interest

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

Musician 2



Complete the following:

Skill

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

Performance

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

Knowledge

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

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

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

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

Interest

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

Musician 3



Complete the following:

Skill

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

Performance

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

Knowledge

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

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

Talk about several well-known pieces of music associated with their instrument or chosen songs.

Interest

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

Musician 4



Complete the following:

Skill

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

Performance

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

Knowledge

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

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

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

Interest

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

Musician 5



Complete the following:

Skill

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

Performance

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

Knowledge

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

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

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

Name several musicians who are associated with their instrument.

Interest

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

Nautical Skills



Complete the following requirements:

1. Swim 50 metres and stay afloat for five minutes.
2. Explain the safety rules that apply to boating, and the effects of winds, tide and current.
3. Explain the difference between a buoyancy aid and a life jacket. Adjust one to fit and wear it to enter the water from a height of one metre.
4. Row a dinghy alone and carry out basic manoeuvres. Have some knowledge of rescue by boat or canoe and be able to carry out a simple rescue exercise.
5. Heave a lifeline from a boat to land in reach of person 6 metres away, within two attempts.
6. Know the steering rules and apply these to the craft being used.
7. Have knowledge of pilotage, navigation lights, sound signals, tides, currents and eddies appropriate to your local waters.
8. Know how to get local weather forecasts, understand their importance and be able to recognise signs of changing weather.
9. Take part in an expedition by water lasting at least 24 hours.
10. Keep a log of water activities undertaken for a period agreed with your leader.
11. Complete:
 - (a) Three items from the Practical Skills section of the training activities list
 - (b) Two further items from the Safety section.

- (c) A further three items from the remaining sections, taking not more than one item from each section.

Advanced Nautical Skills



Complete the following requirements:

1. Hold the Advanced Nautical Skills Badge from the Scout Section or the Explorer Scout Nautical Skills Badge.
2. Pass a message to another boat or ashore by visual or radio signal, using the correct procedures.
3. Demonstrate a good working knowledge of charts including projection, datum and symbols used.
4. Know the activity rules for expeditions as laid down in *Policy, Organisation and Rules* .
5. With at least three friends, take charge of an expedition on the water lasting two days and one night. At least 12 hours of the expedition is to be spent under way.
6. Keep a log of water activities undertaken.
7. Complete:
 - (a) Three further items from the Practical Skills section in the Training Options list, making sure that at least two different water disciplines have been covered.
 - (b) Four further items from the remaining sections, taking not more than one item from each section.

Nautical Skills training options

Practical skills

1. Sailing

- Gain the RYA Dinghy/Multihull Level 2 Basic Skills.
- Gain the RYA Dinghy/Multihull Seamanship Skills.
- Gain the RYA Dinghy/Multihull Sailing with Spin-nakers.
- Gain the RYA Dinghy/Multihull Day Sailing.
- Gain the RYA Dinghy/Multihull Performance Sailing.
- Gain the RYA Start Windsurfing.
- Gain the RYA Intermediate Windsurfing (non-planing).
- Gain the RYA Intermediate Windsurfing (planing).
- Gain the RYA Assistant Instructor.
- Gain the RYA Dinghy Instructor.
- Gain the RYA Assistant Windsurfing Instructor.
- Gain the RYA Level 1 Windsurfing Instructor.
- Complete the RYA Sail Cruising Course.
- Gain the RYA Competent Crew Certificate or have logged seven days as a useful member of an off-shore sail or cruising vessel for at least 25 hours.

2. Paddling

- Gain the BCU Paddlepower Discover or BCU 2 Star Award
- Gain the BCU Paddlepower Excel or BCU 3 Star Award
- Gain the BCU Paddlepower Explore
- Gain the BCU 4 Star

- Gain the BCU Level 1 Coach Award
- Complete BCU Level 2 Coach Training
- Complete the Bell Boat Helm Award Training
- Complete the Club Helm Award of Dragon Boat Association

3. Pulling

- Gain a Permit to Lead Pulling on B1 Water.
- Gain a Permit to Supervise Pulling on B1 Water.

4. Power

- Gain the RYA Powerboat Level 2.
- Gain the RYA Powerboat Advance.
- Gain the RYA Safety Boat.
- Gain the RYA Powerboat Instructor.
- Gain the RYA Personal Watercraft Proficiency Certificate.
- Gain the RYA Personal Watercraft Instructor.
- Gain the CCBM (Certificate of Community Boat Management)
- Gain the RYA Inland Waterways Helmsman Certificate.

Safety

1. Explain the effects of temperature, wind and water on the body in cases of hypothermia and exhaustion. Explain the correct First Aid procedures.
2. With another canoeist, demonstrate two methods of canoe rescue.
3. Heave a lifeline from a boat to land within reach of a target eight metres away twice from three attempts.
4. Acting as an assistant in a rescue exercise, board a stranded craft and bring it ashore single-handed.

5. Under sail, demonstrate the men overboard drill.
6. Using a training manikin, demonstrate the correct method of artificial ventilation.
7. Demonstrate the capsize drill in a sailing dinghy.
8. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

Boats and construction

1. With other Explorer Scouts, clean and paint a boat.
2. Under supervision carry out repairs to a boat.
3. Demonstrate simple sail repairs, using a palm and needle.
4. Build and look after a boat or canoe.
5. Whilst afloat, construct and hoist a jury rig from available materials in the boat. Sail the jury-rigged boat 500 metres.
6. Under supervision carry out routine maintenance on an outboard motor. Demonstrate the proper fitting to the transom of a boat.
7. Make a boat's bag or sail bag.
8. Build and demonstrate a working model of a boat.
9. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

Navigation

1. Read a mariner's compass and have knowledge of variation and deviation.
2. Demonstrate how a position may be found from two bearings.
3. Demonstrate the use of tide tables and tidal stream atlases.

4. Explain the system of strip maps of canals and rivers. Use one of these charts to plan an expedition.
5. Demonstrate how compass error can be found from a transit bearing.
6. Plot your position using a GPS system.
7. Plot your position when at sea. Understand the 'cocked hat' principle.
8. Use a sextant to measure vertical angles.
9. Complete a navigation exercise by day on water and know how to find North by sun or stars.
10. Demonstrate how to take soundings with lead line and pole in local waters.
11. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

Rope work and tradition

1. Hoist the colours for a Sea Scout group. Pipe the 'still' and 'carry on' on a Bosun's Call.
2. Demonstrate three further calls commonly used in a Sea Scout Group.
3. Make an eye splice, a short splice and a back splice.
4. Make a rope fender or a decorative piece of rope work, for example, a lanyard or bell rope.
5. Demonstrate the correct method of maintaining and stowing ropes.
6. Explain the differences in usage and stowage of natural and synthetic ropes.
7. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

Meteorology

1. Know the Beaufort wind and sea scales.

2. Identify the basic types of clouds. Explain how they are formed, how wind speed is measured and how weather can affect water activities.
3. Identify the weather associated with frontal systems.
4. Be able to explain the meaning of the terms used on a weather map, for example, col, ridge, trough and occlusion.
5. Explain how temperature and pressure are measured. List the units used for each, and demonstrate conversion between Celsius and Fahrenheit.
6. Identify the weather conditions associated with the movement of air masses.
7. Find the geotropic wind speed from information given on a synoptic chart and discuss its relationship to wind on land and in coastal waters.
8. Be able to interpret a weather map and identify at least two natural signs of weather changes.
9. Set up a simple weather station and keep a logbook of your recordings for a month.
10. Record a shipping forecast, make a weather map from it and be able to interpret it.
11. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

Expeditions

1. Complete a 24-hour expedition with others by canoe, pulling boat or sailing dinghy to include a night spent in camp.
2. Form part of a crew on an offshore cruising vessel for a trip of not less than 24 hours, including at least one night afloat.
3. Form part of a crew on an inland cruising vessel for a trip of not less than 48 hours, including at least two nights

afloat.

4. Take part in a 50-mile expedition by canoe, pulling boat or sailing dinghy.
5. As part of a crew, take part in a major event on the water, for example, the Tall Ships Race or the Great River Race.
6. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

Rules of the road and communications

1. Know the International Maritime distress, storm, fog and danger signals.
2. Know the International Buoyage System (IALA).
3. Know the sound signals used by powered vessels underway and at anchor.
4. Know the navigation lights carried by different types of vessels. Identify at least three different types from the lights displayed.
5. Have a working knowledge of the International Yacht Racing Rules and the Yardstick Handicapping Systems.
6. Know the effects of currents on non-tidal waterways and the effect of heavy rain upriver, danger levels and rapids.
7. Advise on suitable moorings and anchorages for different types of craft locally, and give local emergency landing places for small craft.
8. Explain the systems of sea-lanes in national and international waters.
9. Achieve a VHF licence.
10. One other activity of a similar nature and level of achievement as agreed by the Leadership Team.

Navigation



Complete the requirements below, using the Terrain and Navigation curriculum of the Walking Group Leader Award (WGL Award) administered by Mountain Leader Training UK. The requirements of the WGL can be obtained from the Mountain Leader Training Board website.

1. Using a 1:25 000 scale Ordnance Survey map and compass, navigate along a course of not less than six 'legs' to the standard of the WGL Award.
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. To enable a stranger to travel successfully between two points, make two sketch maps, one of an urban and one in a rural setting.
5. Complete at least three different orienteering courses in a reasonable time.
6. Complete a comprehensive Route Plan for a 20 km hill-walking route set by an appropriate adult.
7. Complete a journey using a map other than an Ordnance Survey map (e.g. a Harvey map) or use a good guide-book illustrated with sketch maps (e.g. a Wainwright guide).

Nights Away 1



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

Nights Away 5



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

Nights Away 10



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

Nights Away 20



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

Nights Away 35



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

Nights Away 50



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

Nights Away 75



Complete 75 nights away on recognised Scout activities, sleeping either in tents, bivouacs, hostels, on boats or other centres.

Nights Away 100



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

Nights Away 125



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

Nights Away 150



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

Nights Away 175



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

Nights Away 200



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

Notes

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

Performing Arts



Complete the requirements below:

1. Demonstrate involvement and improvement in a chosen creative activity. A total of at least 25 hours work is required. Evidence of improvement should be produced in suitable form. Examples of possible activities are:
 - Dance.
 - Taking part in a Show.
 - Being a member of a band.
2. Perform or exhibit the activity to an audience.

Physical Recreation



Complete the requirements listed in one of these alternatives:

Alternative A – Equestrian

1. Take part in an equestrian activity for at least 25 hours and show improvement in the chosen discipline.
2. Demonstrate skills in a horse-riding activity to a group of young people and encourage them to try.
3. Discuss the safety rules of your chosen activity. Explain to an appropriate adult how to use the skills learned in a responsible manner.
4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor.

Notes

The Explorer Scout may not be recognised as a trained instructor and that this should be appropriately supervised

Alternative B – Martial Arts

1. Participate in a Martial Art activity recognised by the Sports Council. This should involve regular participation for at least 25 hours and show improvement.
2. Demonstrate skills in your chosen activity to a group of young people to encourage them to try the activity.
3. Discuss the safety rules of your chosen activity and how to use the skills learned in a responsible manner with the examiner or instructor.

4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor.

Notes

The Explorer Scout may not be recognised as a trained instructor and that this should be appropriately supervised

Alternative C – Master at Arms

1. Participate in an activity such as fencing, shooting or archery. This should involve regular participation for at least 25 hours and show improvement.
2. Demonstrate skills in your chosen activity to a group of young people to encourage them to try the activity.
3. Discuss any safety rules/laws of your chosen activity and how to abide by the rules or laws of the activity.
4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor.

Notes

The Explorer Scout may not be recognised as a trained instructor and that this should be appropriately supervised

Alternative D – Angler

1. Participate in angling (inland, beach or sea). This should involve regular participation for at least 25 hours and show improvement.
2. Demonstrate skills in your chosen activity to a group of young people to encourage them to try the activity.
3. Discuss the safety rules of your chosen activity and how to fish in a responsible manner with the examiner or instructor.

4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor.

Notes

The Explorer Scout may not be recognised as a trained instructor and that this should be appropriately supervised

Alternative E – Physical Recreation

This requirement should be used for activities where there is no specific Activity Badge.

1. Participate in a physical activity for which where there is no specific Activity Badge. This should involve regular participation for at least 25 hours and show improvement.
2. Demonstrate skills in your chosen activity to a group of young people to encourage them to try the activity.
3. Discuss any safety rules of your chosen activity and how to abide by the rules or laws of the activity.
4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve.

Notes

The Explorer Scout may not be recognised as a trained instructor and that this should be appropriately supervised

Public relations



Complete the requirements below:

1. Using some visual aids, give a 15-minute presentation about Scouting to another organisation. For example, to a local Lions or Rotary Club.
2. Secure media coverage for a Scouting event, expedition or activity. Prepare a press release and illustrate any publication with a photograph.
3. Write a short article for the Group, District or County/Area newsletter, 'Scouting' magazine or similar.
4. Assist the District, or County/Area with a promotional event or activity.
5. Understand and show use of the Scout 'Brand' using resources available from UK HQ.
6. Complete two of the following:
 - (a) Produce at least four editions of a newsletter for Explorer Scouts in your Unit or District or for members of another Section.
 - (b) Create a display or exhibition to show Scouts or / and parents the value of Explorer Scouting.
 - (c) Arrange a visit for a group of Explorer Scouts to a local newspaper, radio or television station.
 - (d) Devise and conduct a survey of young people to find out what image of Scouting is held. Report the findings to the Leadership Team and discuss the results with others in the Unit.

Quartermaster



Complete the requirements of one alternative:

Alternative A

1. Demonstrate to young people techniques in following areas:
 - (a) Care and storage of tentage, including simple repairs.
 - (b) Care and storage of cordage, including whipping, splicing, hanking, coiling and safety inspections.
 - (c) Safe storage and handling of fuels used such as methylated spirits, paraffin, petrol and gas.
 - (d) Care of cooking stoves and cooking utensils, including simple repairs, cleaning and general maintenance.
 - (e) Convenient storage of a Section's training and games equipment.
 - (f) Care and storage of equipment used for adventurous activities.
2. Organise and keep a computerised record showing a log for the issue, whereabouts and return of equipment.
3. Show the use of personal protective equipment, its the safe storage and maintenance.
4. Understand that general tidiness is the key to looking after equipment. Explain how this was achieved in the Unit/District/County.
5. Work as part of a logistics team for a event within or outside of Scouting.

Alternative B

1. Be able to keep simple records showing equipment issued and returned.
2. Demonstrate the importance of a First Aid kit, and be able to check that its contents are complete and up to date prior to going to camp.
3. Show to the assessor the tools that they would take to camp to complete emergency repairs on equipment.
4. Understand that general tidiness is the key to looking after equipment. Explain how this was achieved in the Unit/District/County.

Alternative C

Work as a quartermaster at a residential experience for at least 10 days over two different occasions.

1. Show ability in the following areas:
 - (a) The care and maintenance of all tentage, including the ability to do simple repairs to guy lines and fabric tears.
 - (b) The care and storage of all cordage, to include whipping, splicing, hanking, coiling and safety inspections.
 - (c) The safe storage and handling of fuels used by the camp, such as methylated spirits, paraffin, petrol and gas.
 - (d) The care and maintenance of cooking stoves and other cooking utensils.
 - (e) The care, maintenance and general storage of all tools such as axes, spades and saws.
 - (f) The care and storage of equipment used for adventurous activities, for example, sailing gear, canoes

and paddles, lifejackets and buoyancy aids, and climbing ropes.

2. Be able to organise and keep a computerised record showing a logistics log for the issue, whereabouts and return of equipment.
3. Demonstrate the importance of a First Aid kit, and be able to check that its contents are complete and up to date before going to camp.
4. Describe how food is stored at camp.
5. Show to the assessor the tools that they would take to camp to complete emergency repairs on equipment.
6. Be able to use personal protective equipment, its safe storage and maintenance.
7. Understand that general tidiness is the key to looking after equipment. Explain how this was achieved at the event.

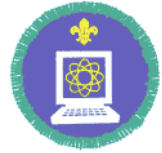
Racquet Sports



Complete the requirements below:

1. Demonstrate an improvement in the level of skill in a racquet sport. This should involve regular participation for at least 25 hours and show improvement.
2. Demonstrate skills in their chosen activity to a group of young people to encourage them to try the activity. This should be appropriately supervised.
3. Discuss any safety rules of their chosen activity and how to abide by the rules or laws of the activity with the examiner or instructor.
4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor.

Science and Technology



Complete the requirements in one of the areas below. Skills and knowledge should be demonstrated to an appropriately qualified adult or Leader.

Alternative A – Meteorology

1. Demonstrate continued interest in meteorology by regular participation in the recording of observations and measurements for at least 25 hours (non consecutive)
2. Demonstrate skills in meteorological recording and observation to a group of young people.
3. Explain in some detail the formation of clouds and the weather associated with different clouds and fronts.
4. Understand in detail how weather maps are produced and how to interpret them for use in Scouting activities.

Alternative B – Mechanic

1. Demonstrate continued interest in maintenance of a mechanical machine for at least 25 hours. This should involve regular activity and use of a variety of techniques.
2. Demonstrate mechanical knowledge. Explain the principles of operation of an engine, gearbox and differential axle.
3. Discuss the safety rules for your activity and how to use the skills learned in a responsible manner

Notes

These requirements should be adapted accordingly for marine or aviation engines.

Alternative C – Radio Communication

1. Demonstrate continuing interest in a method of communication. This should involve regular participation in activities, use of a variety of techniques and recording activity, where appropriate, for at least 25 hours and show improvement
2. Demonstrate radio communications method to a group of young people.
3. Discuss the rules or Codes of Practice for radio communication and how to use equipment in a responsible manner.
4. Demonstrate knowledge of appropriate alphabets and of internationally recognised call signs and signals.

Alternative D – Electronics

1. Demonstrate a continuing interest in electronics. This should involve regular participation in activities and use of a variety of techniques and equipment for at least 25 hours and show improvement.
2. Demonstrate project work in electronics to a group of young people.
3. Discuss the safe working practices of electronics and how to use equipment in a responsible manner.
4. Demonstrate detailed knowledge of circuits, components and the symbols used in electronics.

Alternative E – Astronomy

1. Demonstrate continued interest in astronomy. This should involve regular participation in activities, use of a variety of instruments and recording observations for at least 25 hours and show improvement.
2. Demonstrate skills in astronomical recording and observation to a group of young people.

3. Understand the meaning of technical astronomical terms. Describe in detail our galaxy and solar system, including planets and other bodies.
4. Demonstrate a good knowledge of man's activities in Space since 1969.

Alternative F – Naturalist

1. Demonstrate continued interest in the natural world. This should involve regular participation in activities, use of a variety of study techniques and conservation techniques for at least 25 hours and show improvement.
2. Demonstrate skills in the recording and observation of the natural world to a group of young people.
3. Understand in detail how man's activities are affecting the natural world, particularly pollution, deforestation and new farming techniques.
4. Demonstrate a good knowledge of natural history terminology, particularly local animal and plant species and other specialist words.

Scouting Skills



Complete the following:

To gain this badge the Explorer Scout must complete the following requirements.

1. As a Scout, have camped under canvas for a total of 20 nights or more.
2. Take the role of Camp Leader for a camp of a weekend or longer that involves at least eight people. During the camp they should:
 - (a) discuss all aspects of the camp with their Leader before the start of the event
 - (b) manage the budget for the camp
 - (c) choose the campsite
 - (d) make sure all necessary equipment is organised
 - (e) plan a menu and organise the shopping
 - (f) organise the pitching of the campsite
 - (g) make sure that camp hygiene standards are met
 - (h) make sure that all equipment is stored correctly during the camp
 - (i) during the camp build a pioneering project, for example a flagpole or a gateway.
 - (j) plan a cooking and cleaning rota. You should cook at least one of the meals yourself.
 - (k) organise the striking of camp and make sure the site is left as they would wish to find it.
 - (l) make sure that all equipment is stored correctly at the end of the camp

Notes

Single Explorer Scouts are not expected to plan and run the Camp programme. They can complete the above with a friend.

Skiing



Complete the requirements below:

1. Hold the Snow Sports Badge from the Scout Section or show basic competency for Alpine or Nordic Skiing
2. Complete the requirements in one of these alternatives:

Alternative A – Alpine skiing

1. Demonstrate the following:
 - (a) Three good warm up exercises, one each for upper, middle and lower body.
 - (b) Diagonal sideslip (left and right) showing balance and control of edges.
 - (c) Good stance and balance (lift one ski while in motion, etc.).
 - (d) A straight schuss in a tuck and a hockey stop.
 - (e) Linked rhythmic parallel turns of varying sizes with pole plants.
 - (f) Complete a slalom run through 12 open gates.
 - (g) An ability to ski on rough or bumpy terrain.
 - (h) A basic jump or trick on the flat.
 - (i) How to use a resort piste map.
 - (j) 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.
2. Explain to an appropriate adult:
 - (a) Different types of ski.
 - (b) Snow blindness and how it is avoided.
 - (c) Importance of using sunscreen.

(d) Dangers encounter on ski slopes and how a Ski Patrol would mark these.

(e) Fédération Internationale de Ski Safety Rules.

3. Discuss:

(a) The effects of extremes of temperature (frost, nip/frost bite, bite, hypothermia, sunstroke, heat exhaustion and dehydration). How are they avoided and treated?

(b) The structure of the National Governing Body for snow sports.

(c) The effects of snow sports on the mountain environment.

(d) Further involvement in your chosen snow sport.

Alternative B – Nordic skiing

1. Demonstrate each of the following:

(a) Three good warm up exercises, one each for upper, middle and lower body.

(b) Double pole and stride.

(c) Climbing uphill with tacking.

(d) Diagonal sideslip to left and right.

(e) Diagonal stride, full co-ordinated glide, stride and arm action.

(f) Sittonen skate step.

(g) Step turns downhill through the fall line.

(h) Basic telemark turns.

(i) Basic parallel turns.

(j) Changing stride.

(k) How to use a resort piste map.

(l) Map and compass skills.

(m) 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.

(n) Take part in a fun run or citizens race (5km or more).

(o) Try another snow sport of your choice.

2. Explain to an appropriate adult:

(a) What has attracted you to the sport?

(b) The different types of ski design.

(c) What is snow blindness and how is it avoided.

(d) The importance of using sunscreen.

(e) The physical dangers you are likely to encounter while skiing and how these should be avoided.

(f) The FIS Safety Rules.

3. Discuss:

(a) The effects of extremes of temperature (frost, nip/frost bite, hypothermia, sunstroke, heat exhaustion and dehydration). How are they avoided and treated?

(b) The structure of the National Governing Body for snow sport in your country.

(c) The impact of snow sports on the mountain environment.

(d) Your further involvement in your chosen snow sport.

Snowboarding



Complete the requirements below:

1. Demonstrate the following:

- (a) Three good warm up exercises, one each for upper, middle and lower body.
- (b) Good stance and balance (board with arms folded etc.).
- (c) A straight run with a hockey stop.
- (d) Linked rhythmic, carved turns of varying sizes.
- (e) Basic turns with the wrong foot forward (boarding backwards).
- (f) Complete a slalom run through 12 open gates.
- (g) Ability to board on rough or bumpy terrain.
- (h) A basic jump or trick on the flat.
- (i) How to use a resort piste map.
- (j) 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.
- (k) Try another snow sport of your choice.

2. Demonstrate how to:

- (a) Carry your equipment safely.
- (b) Put on and take off a board correctly.
- (c) Turn 360° on a flat surface with one and two feet attached.
- (d) Climbing up the slope, board on toe edge.
- (e) Fall and get up safely
- (f) Skate on the flat
- (g) Get on and off a chair lift correctly.

- (h) Use a beginners drag lift (button or T-bar).
- (i) Traverse across a slope from left to right and vice versa, showing good body position, stance and use of board edges.
- (j) Perform falling leaf down a slope, toe and heel edges.
- (k) Six linked turns, showing control of the turn and speed.
- (l) Turn into a traverse, showing good body position, stance and use of board edges.
- (m) 'no falls' descent of an easy (green) slope, showing balance, control and stopping.

3. Explain to an appropriate adult:

- (a) The different types of board and boot design.
- (b) What is snow blindness and how it is avoided?
- (c) The importance of using sunscreen.
- (d) The physical dangers you are likely to encounter while boarding and how the Ski Patrol would mark these.
- (e) The Fédération Internationale de Ski Safety Rules.

4. Discuss:

- (a) The effects of extremes of temperature (frost, nip/frost bite, hypothermia, sunstroke, heat exhaustion and dehydration). How to avoid them and how they should be treated.
- (b) The structure of the National Governing Body for snow sport in your country.
- (c) The impact of snow sports on the mountain environment.
- (d) Your further involvement in your chosen snow sport.

Notes

ASSGB/BASI Three Star qualifies for the Snowboard Badge. In France, an equivalent level is the ESF Two Star. In Italy, an equivalent level is the Scuola Italiana di Sci, One Bronze. Demonstrations and discussions should take place with an appropriately skilled instructor or other adult.

Street Sports



Complete the requirements below:

1. Participate in a street sport activity such as roller-skating, skateboarding, BMXing or any other street sport as agreed by the leadership team. This should involve regular participation for a total of at least 25 hours and show improvement.
2. Demonstrate skills in the activity to a group of young people and encourage them to try.
3. Discuss the safety rules of the activity and how to use the skills learned in a responsible manner with the examiner or instructor.
4. Take part in at least two competitions or demonstrations and discuss your performance and how to improve with the examiner or instructor

Notes

Note that the Explorer Scout may not be recognised as a trained instructor and that this should be appropriately supervised.

Swimmer 1



Complete the following:

Safety:

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

Enter Pool:

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

Short Swim:

Swim ten metres on their front.

Tread Water:

Tread water for 30 seconds in a vertical position.

Water Skills:

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

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

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

Distance Swim:

Swim 25 metres without stopping.

Swimming Activity:

Take part in an organised swimming activity.

Swimmer 2



Complete the following:

Safety:

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

Enter Pool:

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

Short Swim:

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

Tread Water:

Tread water for three minutes in a vertical position.

Water Skills:

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

Mushroom float for ten seconds.

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

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

Distance Swim:

Swim 100 metres without stopping.

Swimming Activity:

Take part in an organised swimming activity.

Swimmer 3



Complete the following:

Safety:

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

Explain the rules governing swimming for Scouts.

Enter Pool:

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

Short Swim:

Swim 50 metres in shirt and shorts.

Tread Water:

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

Water Skills:

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

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

Distance Swimming:

Swim 400 metres without stopping.

Swimming Activity:

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

Swimmer 4



Complete the following:

Safety:

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

Explain the rules covering swimming for Scouts.

Enter Pool:

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

Short Swim:

Swim 100 metres in less than four minutes.

Tread Water:

Tread water for five minutes.

Water Skills:

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

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

Distance Swim:

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

Swimming Activity:

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

Swimmer 5



Complete the following:

Safety:

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

Explain the rules covering swimming for Scouts.

Enter Pool:

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

Short Swim:

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

Tread Water:

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

Water Skills:

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

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

Demonstrate the Heat Escape lessening Posture.

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

Distance Swimming:

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

Swimming Activity:

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

Water Activities



Complete the requirements one of the following alternatives.

Alternative A – power boating

Meet the requirements for the Royal Yachting Association's National Powerboat Certificate 2.

Alternative B – narrow boating

Meet the requirements for the Royal Yachting Association's Inland Water Helmsman Certificate or the Certificate of Community Boar Management.

Alternative C – sailing

Meet the requirements for the Royal Yachting Association's Dinghy Seamanship Skills or Start Sailing Stage 4.

Partnership Awards

The young person must complete the following requirements:

1. Identify a partner and a project or activity that relates to the themed area – Environment, Faith or International Friendship.
2. Together with those involved, set objectives for what you wish to achieve and plan the project.
3. Take part and successfully complete the joint activity.
4. Assess the benefits to those involved.
5. Award the Partnership Award to those Members taking part.

Time requirement

There is no set time requirement associated with the award. Project Leaders should work with partners to establish a realistic timetable bearing in mind the ages and availability of the Sections or partners involved.

Leaders should be guided by the principle that young people should make a significant time contribution, while experiencing new and challenging personal development opportunities, as is appropriate to their age and availability. For example, Beaver Scouts might undertake one hour per week for four weeks at their Colony meeting, with a two-hour project one Saturday. However, Explorer Scouts might contribute 32 hours over the course of two weekends within the same project.

Partners

A partner may be within Scouting, including Scout Network(s) or an appropriate external organisation.

Examples would include:

- A Beaver Scout Colony, Cub Scout Pack, Scout Troop, Explorer Scout Unit and a Scout Network working together
- A Beaver Scout Colony, Cub Scout Pack and a Scout Troop working together
- Four Explorer Scout Units working together
- A Scout Troop with a local British Trust for Conservation Volunteers
- A Scout Network working with a local authority or Scout Fellowship.

International Friendship Partnership Award



Example activities

- Beaver Scouts and Cub Scouts organise an 'unfair games' event with the local Oxfam Committee to draw attention for the need for Fair Trade
- Scout Groups spend a weekend bag packing to raise funds for a charity
- Beaver Scouts and Cub Scouts organises a penny fair to buy goats for an African family
- A local Scout Troop acts as a host to Dutch Scouts for a weekend camp at a local site
- Explorer Scouts perform a two-mile walk for charity.

Environment Partnership Award



Example activities

- Scouts link with young ornithologists to make and set up bird boxes in local woodland
- Explorer Scouts work with the Waterways Trust on canal restoration project
- Cub Scouts work with local villagers to clear and renovate a churchyard
- Explorer Scouts work with a local building contractor to paint a historical mural on the temporary wall surrounding the building site
- Scouts and Guides design and decorate a float for the local carnival on a local heritage theme.

Faith Partnership Award



Example activities

- Scout Troop builds links with the local Sikh community culminating in a Scout's Own and campfire
- A Jewish Cub Scout Pack pairs with a Chinese community youth group for a special festival, in each culture e.g. Jewish New Year and Lunar New Year. Together they prepare their place of worship, make decorations for homes and explore the stories of each tradition
- A Catholic Scout Group works with their Parish team to organise a series of special youth liturgies during Holy Week
- A Scout Group participates fully in the local Parish's harvest festival and distributes the produce after the service to those in need
- A Muslim Scout Troop shares details about one of its festivals and an Open Scout Troop illustrates how it celebrates a variety of festivals with its members.