

4th/6th Stirling Scout Group



Air Activities
Pages 16 & 17



Community Impact
Page 2



Digital Citizen
Page 3



Digital Maker
Page 4



Emergency Aid
Page 5



Hikes Away
Page 8



Musician
Pages 6 & 7



Nautical Skills
Pages 12 & 13



Navigator
Page 9



Nights Away
Page 8



Paddle Sports
Page 14



Sailing
Page 15



Swimmer
Pages 10 & 11



Time On The Water
Page 11

Staged Activity Badges

Community Impact Staged Activity Badge

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.

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.

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.

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.
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, how you have made a positive impact and how they can help.



Community
Impact

Digital Citizen Staged Activity Badge

Stage 1:

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.

Stage 2:

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.

Stage 3:

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

Stage 4:

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
Citizen

Digital Maker Staged Activity Badge

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

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

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/>)

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 its path)
5. Create a prototype for an App and identify:
 - the functions it would perform
 - who the users would be
 - the purpose
 - the variables

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 Webservice 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
3. 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.



Digital
Maker

Emergency Aid Staged Activity Badge

Stage 1:

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.

Stage 2:

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.**

Stage 3:

1. Explain to your leader or another adult about how to call 999.
2. Explain how you help someone who:
 - is unconscious
 - is bleeding
 - has a burn
 - is having an asthma attack.
 - **is unconscious and not breathing**
 - **has heat exhaustion**
 - **has hypothermia**
 - **is choking**

Stage 4:

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.**

Stage 5:

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.**



Emergency
Aid

Musician Staged Activity Badge

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.

Stage 2:

How to earn your badge

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.

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

Musician Staged Activity Badge

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.

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.



Musician

Hikes Away Staged Activity Badge

Background

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.

Your leader will also need to make sure you're following the rules in chapter nine of the Policy and Organisation Rules and the Activity Permit Scheme.

For Beavers:

Each hike or journey must involve at least two hours of activity and have a purpose, which you will agree with your leader.

The sorts of activity that count as a hike away include:

- exploring a country park or nature reserve on foot
- going on a family ramble
- taking part in a woodland walk. You could look out for wildlife or do a tree safari.

For Cubs:

Each hike or journey must involve at least three hours of activity and have a purpose, which you will agree with your Leader.

The sorts of activity that count as a hike away include:

- following a towpath trail and discovering how locks work on a local canal
- exploring a local town or village while you're on camp or a Pack holiday
- walking up a hill and enjoying the view.

For Scouts:

Each hike or journey must involve at least four hours of activity and have a purpose, which you will agree with your leader.

The sorts of activity that count as a hike away include:

- taking part in a dusk to dawn hike
- exploring a bridleway on horseback
- an overnight expedition by foot
- a trip down a river in an open canoe
- a cycle ride
- any other similar activity

For Explorers:

Each hike or journey must involve at least five hours of activity and have a purpose, which you will agree with your leader.

The sorts of activity that count as a hike away include:

- hill walking
- mountain biking
- canoe touring
- pony trekking
- ski touring
- backpacking.

You can do your hike away during the day or night and it's fine to take part in other similar activities.



Hikes
Away

Nights Away Staged Activity Badge

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

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

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

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



Nights
Away

Navigator Staged Activity Badge

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.

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.

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.

Stage 4:

1. Show you know how to:

a) convert grid bearings to magnetic bearings and vice versa	b) use back bearings to check the route	c) estimate your current position using a compass
d) walk on a bearing, including 'deviating from course' (the four right angles technique to bypass an obstacle)	e) 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 & your group need.
5. Choose the most appropriate type of map for the journey you are taking.

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.



Navigator

Swimmer Staged Activity Badge

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.

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 1.5m of water.
4. Swim 10m on your front, **10m on your back and 10m on your back using only your legs.**
5. Tread water for three minutes in a vertical position.
6. **Surface dive into at least 1.5m 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 5m.**
9. **From the side of the pool, push off on your back and glide for as far as possible.**
10. **Swim 100m without stopping.**
11. **Take part in an organised swimming activity.**

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 1.5m of water.
4. **Swim 50m in shirt and shorts.**
5. **Tread water for three minutes, with one hand behind your back.**
6. Surface dive into 1.5m 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 5 minutes.**
8. **Swim 400m without stopping.**
9. **Take part in a different organised swimming activity to the one on your previous swimming badge.**



Swimmer

Swimmer Staged Activity Badge

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 1.8m of water & straddle jump into at least 2m of water.**
4. **Swim 100m in less than four minutes.**
5. **Tread water for five minutes.**
6. **Surface dive into 1.5m of water, both head first and feet first and swim at least 5m under water on both occasions.**
7. **Enter the water as you would if you didn't know the depth. Swim 10m to a floating object. Use the object to take up and hold the heat escape lessening posture for 5 minutes.**
8. **Swim 800m 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.**

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 1.8m of water and a straddle jump into at least 2m of water.
4. **Swim 100m 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 10m, then feet first for 10m. Move into a tuck position and turn 360 degrees, keeping your head out of the water.**
7. **Swim 10m, perform a somersault without touching the side of the pool, then carry on swimming in the same direction for a further 10m.**
8. **Demonstrate the heat escape lessening posture.**
9. **Demonstrate a surface dive, both head and feet first, into 1.5m of water.**
10. **Swim 1,000m using any of the four recognised strokes, for a minimum distance of 200m 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.**



Swimmer

Time On The Water Staged Activity Badge

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, each session should last 1-2 hours

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
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You must be properly dressed and equipped for your activity and the weather conditions. Your leader will also need to make sure you're following the activity rules in chapter nine of the Policy and Organisation Rules and the Activity Permit Scheme.



Time
On The
Water

Nautical Skills Staged Activity Badge

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.

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.

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

Nautical Skills Staged Activity Badge

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 6m 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.

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.

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
5. Collisions at Sea (IRPCS), light signals, sound signals and the use of channels.
6. Show an understanding of the maintenance your watercraft needs and show you can carry out simple repairs over the course of three months.
7. Plan and take part in an overnight expedition by water with others. Your time underway should be at least six hours.



Nautical
Skills

Sailing Staged Activity Badge

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.

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

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.

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
 - centerboard
 - 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.

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.



Sailing

Air Activities Staged Activity Badge

Stage 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.

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.

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.

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

Air Activities Staged Activity Badge

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.

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.



Air
Activities