

# SCOUTS NEW ZEALAND

## CUB AWARD SCHEME

A Handbook  
for  
Cub Leaders



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# CUB AWARD SCHEME

## Introduction

The Award Scheme is an important part of the Cub Section. It is how we recognise the things that Cubs achieve while participating in the Cub programme.

## Overview

The components of the Cub Award Scheme are shown below.

### The Cub Badge

A Kea moving to Cubs or a new entrant needs to learn about the Cub Section. The Cub Badge covers that introductory knowledge.

### *The Bronze, Silver and Gold Cub Award*

The award scheme is based on participating in activities and “learning by doing”. It has three levels (Bronze, Silver and Gold) based on the programme cornerstones, each of which is made up of four sections. The Cornerstones are:

- Outdoors,
- Community,
- Personal Development,
- New Experiences.

To earn each level of the Core Award, Cubs need to complete:

- Three activities in each of the sections of the “Outdoors”, “Community” and “Personal Development” cornerstones;
- One activity in each section of the “New Experiences” cornerstone.

The Cub Section Award Scheme is effectively a link between the Kea and Scout schemes. It moves the emphasis from participation towards proficiency in skills and activities.

While many activities can be completed by the pack together (i.e. Cubs of all ages working on the same activity) it is also important that opportunities are provided for Cubs to complete activities in teams with other Cubs of the same age. This increases the leadership opportunities and can provide more challenge for older Cubs.

For this reason, some of the sections suggest which activities are better suited to Bronze, Silver or Gold Cubs. These suggestions also allow for physical and mental skill progression, which can be important in areas such as knotting. (Note: swimming and athletics aren't part of the scheme).

Leaders will determine what works in their own packs – but ultimately when the Cubs go to Scouts they will work in age groups and we should be preparing them for this in the Cub Section.

### Personal Challenge Badges

Personal Challenge Badges cater for the individual interests of Cubs. Cubs need to earn at least one Personal Challenge badge as part of their Bronze, Silver and Gold Cub Awards.

### Team and Pack Challenges

These are challenges undertaken by groups of Cubs. The Cubs need to complete at least one team or pack challenge in each of the Bronze, Silver and Gold awards.

Cubs with their leaders plan their own challenges. This includes determining the requirements, helping organise and then completing the challenge.

## **The Scout Badge**

The Scout Badge is designed to bridge the gap between the Cub and the Scout Sections. There should be consultation between the Cub and Scout sections at Group Level as to how the transition process will be managed.

## **Variation to the Requirements of the Award**

While the Award Scheme is essentially prescriptive, it is acknowledged that some flexibility is required to cater for the different geographic locations, section size, adult availability and Scouts members with disabilities or special needs. This flexibility should be exercised by the Cub Leaders.

## **Leaving and Rejoining the Cub Section**

It is expected that a young person joining the Scout Movement would begin working on the award at a level relevant to their school year and with the understanding that some parts of the previous levels may need to be learned to gain competency in the requirements.

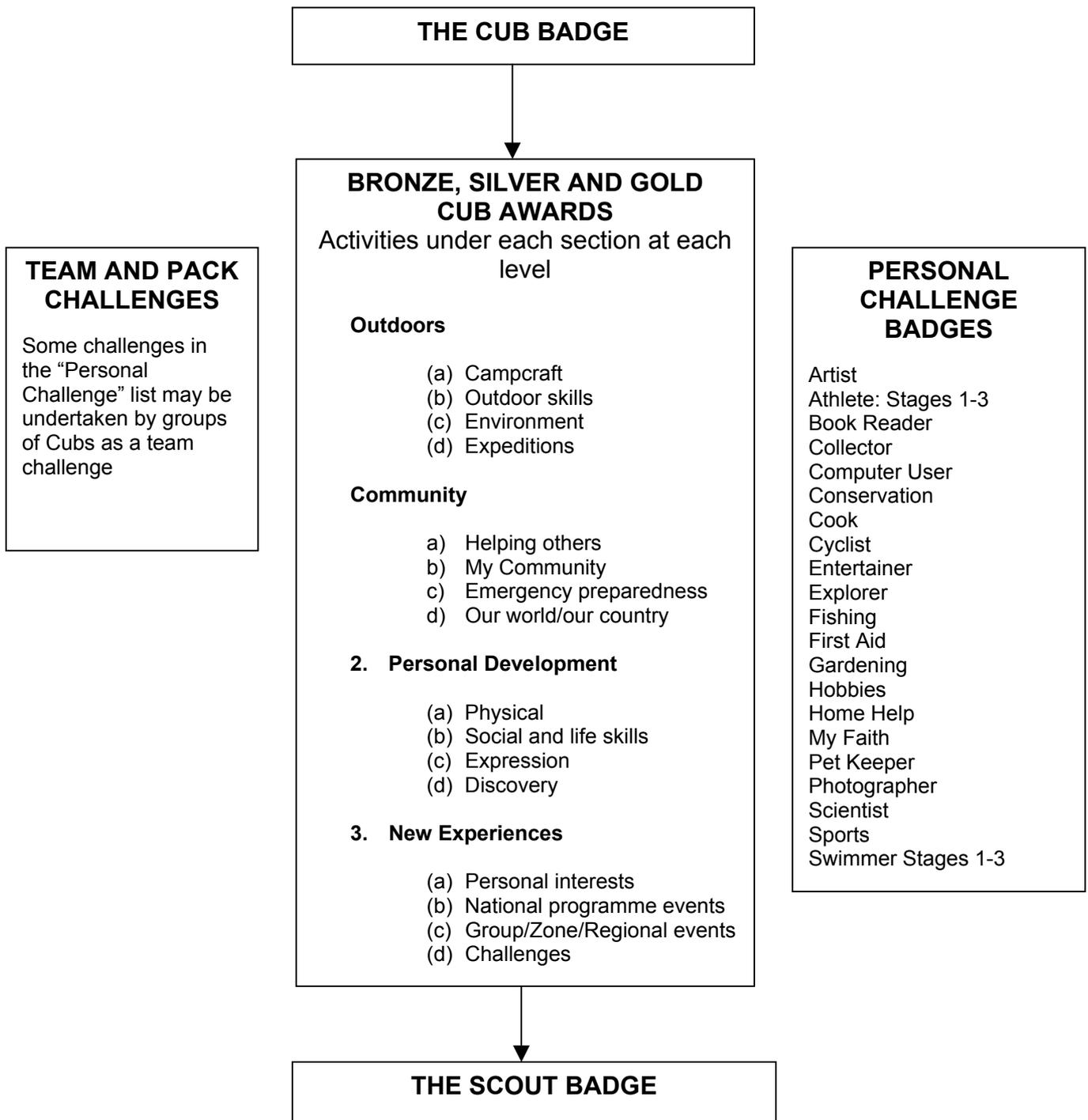
All Cubs regardless of when they join must complete the Cub Badge.

Young people may leave and rejoin Cubs at any time. A typical example of this may be a Cub who leaves to play sport in winter and rejoins the pack at the end of the winter sport season.

## **Joining the Scout Section**

A Cub moves to the Scout Section at the start of the 4th school term of Year 6 at school.

# Cub Award Scheme Summary



# The Cub Badge

REQUIREMENTS	EXPLANATION	REFERENCES
A new Cub must complete the following requirements to be invested:	Being invested means becoming a member of the World Wide Scout Movement. Wearing a Scout Group scarf and a Cub uniform signifies that the Cub has completed the requirements outlined on this page.	
(a) Be told the story of Mowgli's entry to the Pack from The Jungle Book.	This will help explain what a Cub Pack is, where the Leaders' names come from, etc.	Cub Leader or Jungle Book
(b) Find out how the Cub Section began.	New Cubs should know something about the history of Cubs, who Baden Powell was, etc.	Scout Web site
(c) Know the Cub Promise and Law and talk to a Leader about how you can put them into practice.	This will help the new Cub understand the Promise.	Cub Leader
(d) Know how to do the Grand Howl.	The Grand Howl is the key ceremony in a Cub Pack.	Cub Leader and or Six Leader
(e) Know the Scout Salute, Sign, Handshake and the Cub Scout Motto and why we use them.	These are all important parts of being a Cub.	Cub Leader
(f) Visit a Cub Pack meeting or take part in a Cub activity.	Joining in with an activity will allow the new Cub to get a feel for how the Cub Pack does things and get to know the Leaders.	Cub Leader
(g) Meet the Six Leader and other members of the Six that you will be joining.	The Six is the team that the new Cub will work with a lot. The other members of the Six can also help the new Cub learn "the ways of the Pack".	Cub Leader

## Kea achievements that may be credited in Cubs

The Scout Award Scheme is progressive. If the new Cub has been a Kea and has completed the Gold Kea Award then the Cub Leader should credit one appropriate activity off each programme cornerstone in the Bronze Cub Award (i.e. a total of four Cub activities).

Some examples are shown but the Cub Leader should be flexible with cross crediting the four activities. The main objective is to show how Cubs follows Keas and gives the Kea a small head start on their first Cub award.

Examples:

<b>Cornerstone</b>	<b>If the Kea has completed the following from the Gold Kea Activity list.</b>	<b>Then credit the Kea with them in the following Bronze Cub Activity Sections.</b>
<b>Outdoors</b>	Environment – Take part in a nature exploration activity.	One Environment Activity.
<b>Community</b>	Helping others – Visit a retirement home or entertain a group of elderly people.  Completed any one of the three Kea activities.	One Helping Others Activity.
<b>Personal Development</b>	Physical Activities – Take part in a Group, Kea, School or Club Sports day.	One Physical Activity.
<b>New Experiences</b>	Participate in two Zone/Regional Events.	Participate in a Group, Zone or Regional Event.

## Bronze Cub Award

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>OUTDOORS CORNERSTONE</b>		
<b>Campcraft</b> <ul style="list-style-type: none"> <li>Participate in three Campcraft activities.</li> </ul>	Activities to help Cubs prepare for, participate in, and enjoy Cub camps.	See the Activity List in this booklet.
<b>Expeditions</b> <ul style="list-style-type: none"> <li>Participate in three Expeditions activities.</li> </ul>	Activities to help develop self-reliance and confidence in one's ability.	See the Activity List in this booklet.
<b>Environment</b> <ul style="list-style-type: none"> <li>Participate in three Environment activities.</li> </ul>	Activities to help Cubs to appreciate the outdoors and to learn about how to look after the environment.	See the Activity List in this booklet.
<b>Outdoor Skills</b> <ul style="list-style-type: none"> <li>Participate in three Outdoor Skills activities.</li> </ul>	Activities to help Cubs learn skills that will assist them when they participate in outdoor activities.	See the Activity List in this booklet.

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>COMMUNITY CORNERSTONE</b>		
<b>Emergency Preparedness</b> <ul style="list-style-type: none"> <li>Participate in three Emergency Preparedness activities.</li> </ul>	To teach Cubs how to plan for and respond to emergencies	See the Activity List in this booklet.
<b>Helping Others</b> <ul style="list-style-type: none"> <li>Participate in three Helping Others activities.</li> </ul>	To put into practice the promise to help other people.	See the Activity List in this booklet.
<b>My Community</b> <ul style="list-style-type: none"> <li>Participate in three My Community activities.</li> </ul>	To help Cubs learn about and to appreciate the diversity of the community.	See the Activity List in this booklet.
<b>Our World/Our Country</b> <ul style="list-style-type: none"> <li>Participate in three Our World / Our Country activities.</li> </ul>	To help Cubs learn about New Zealand and the World.	See the Activity List in this booklet.

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## Bronze Cub Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		
<b>Physical</b> <ul style="list-style-type: none"> <li>Participate in three Physical activities.</li> </ul>	To provide opportunities for Cubs to challenge themselves physically and to develop their physical abilities.	See the Activity List in this booklet.
<b>Social and Life Skills</b> <p>Participate in three Social and Life Skills activities.</p>	To help Cubs learn to get on with others and to develop skills for living in today's world.	See the Activity List in this booklet.
<b>Expression</b> <ul style="list-style-type: none"> <li>Participate in three Expression activities.</li> </ul>	To learn how to express themselves creatively and to develop self-confidence.	See the Activity List in this booklet.
<b>Discovery</b> <ul style="list-style-type: none"> <li>Participate in three Discovery activities.</li> </ul>	To allow the Cubs to learn about themselves.	See the Activity List in this booklet.

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>NEW EXPERIENCES CORNERSTONE</b>		
<b>Personal Interests</b> <ul style="list-style-type: none"> <li>Earn one Personal Challenge Badge</li> </ul>	To challenge Cubs individually in areas of personal interest.	See the Activity List in this booklet.
<b>National Programme Events</b> <ul style="list-style-type: none"> <li>Participate in a National Programme event.</li> </ul>	Get involved with the rest of the Cubs and take part in a new activity.	Cub Leader
<b>Group/ Zone /Regional Events</b> <ul style="list-style-type: none"> <li>Participate in a Group, Zone or Regional event.</li> </ul>	To get involved with the wider community of Scouting and learn about making new friends and networks.	Scout Web Site and Cub Leader
<b>Challenges</b> <ul style="list-style-type: none"> <li>Participate in a team or Pack challenge.</li> </ul>	To challenge Cubs collectively.	See the Activity List in this booklet.

# Silver Cub Award

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>OUTDOORS CORNERSTONE</b>		
<b>Campcraft</b> <ul style="list-style-type: none"> <li>Participate in three Campcraft activities.</li> </ul>	To help Cubs prepare for, participate in and enjoy Cub Camps.	See the Activity List in this booklet.
<b>Expeditions</b> <ul style="list-style-type: none"> <li>Participate in three Expeditions activities.</li> </ul>	To learn the basics for outdoor activities and the preparation required.	See the Activity List in this booklet.
<b>Environment</b> <ul style="list-style-type: none"> <li>Participate in three Environment activities.</li> </ul>	To develop environmental awareness.	See the Activity List in this booklet.
<b>Outdoor Skills</b> <ul style="list-style-type: none"> <li>Participate in three outdoor skills activities</li> </ul>	To allow Cubs to learn further skills that will assist them when they participate in outdoor activities.	See the Activity List in this booklet.

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>COMMUNITY CORNERSTONE</b>		
<b>Emergency Preparedness</b> <ul style="list-style-type: none"> <li>Participate in three Emergency Preparedness activities.</li> </ul>	To teach the Cubs how to respond to emergencies.	See the Activity List in this booklet.
<b>Helping Others</b> <ul style="list-style-type: none"> <li>Participate in three Helping Others activities.</li> </ul>	To put into practice the promise to help other people.	See the Activity List in this booklet.
<b>Our World / Country / Community</b> <ul style="list-style-type: none"> <li>Participate in three Our World/Our Country activities.</li> <li>Participate in three My Community activities.</li> </ul>	To help the Cubs learn, more about NZ and the World.	See the Activity List in this booklet.

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		
<b>Physical</b> <ul style="list-style-type: none"> <li>Participate in three Physical activities.</li> </ul>	To provide further opportunities for Cubs to challenge themselves and develop their physical abilities.	See the Activity List in this booklet.
<b>Social and Life Skills</b> <ul style="list-style-type: none"> <li>Participate in three Social and Life Skills activities.</li> </ul>	To help Cubs get on with others and to develop further skills for living in today's society.	See the Activity List in this booklet.
<b>Expression</b> <ul style="list-style-type: none"> <li>Participate in three Expression activities.</li> </ul>	To allow Cubs to express themselves creatively and to develop self confidence.	See the Activity List in this booklet.
<b>Discovery</b> <ul style="list-style-type: none"> <li>Participate in three Discovery activities.</li> </ul>	To allow Cubs to learn about themselves.	See the Activity List in this booklet.

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## Silver Cub Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>NEW EXPERIENCES CORNERSTONE</b>		
<b>Personal Interests</b> <ul style="list-style-type: none"> <li>Earn one Personal Challenge Badge.</li> </ul>	To further challenge Cubs individually in area of personal interest.	See the Personal Interest List.
<b>National Programme Events</b> <ul style="list-style-type: none"> <li>Participate in a National Programme event.</li> </ul>	To get involved with the rest of the Cubs and take part in a new activity.	See the Activity List in this booklet.
<b>Group/ Zone /Regional Events</b> <ul style="list-style-type: none"> <li>Participate in a Group, Zone or Regional event.</li> </ul>	To get involved with the wider community of Scouting and learn about making new friends and networks.	Scout Newsletter or Group Leader.
<b>Challenges</b> <ul style="list-style-type: none"> <li>Participate in a team or pack challenge.</li> </ul>	To further challenge Cubs collectively.	Cub Leader.

# Gold Cub Award

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>OUTDOORS CORNERSTONE</b>		
<b>Campcraft</b> <ul style="list-style-type: none"> <li>Participate in three Campcraft activities.</li> </ul>	To learn more Campcraft skills to prepare them for the full enjoyment of Cub Camps.	See the Activity List in this booklet.
<b>Expeditions</b> <ul style="list-style-type: none"> <li>Participate in three Expeditions activities.</li> </ul>	To help Cubs further develop self-reliance and confidence.	See the Activity List in this booklet.
<b>Environment</b> <ul style="list-style-type: none"> <li>Participate in three Environment activities.</li> </ul>	To help Cubs appreciate the outdoors and to learn more about how to look after the environment.	See the Activity List in this booklet.
<b>Outdoor Skills</b> <ul style="list-style-type: none"> <li>Participate in three Outdoor Skills activities.</li> </ul>	To develop skills that enable the Cub to safely enjoy the outdoors.	See the Activity List in this booklet.

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>COMMUNITY CORNERSTONE</b>		
<b>Emergency Preparedness</b> <ul style="list-style-type: none"> <li>Participate in three Emergency Preparedness activities.</li> </ul>	To allow Cubs to learn how to plan for and respond to emergencies.	See the Activity List in this booklet.
<b>Helping Others</b> <ul style="list-style-type: none"> <li>Participate in three Helping Others activities.</li> </ul>	To help put into practice the promise to help others.	See the Activity List in this booklet.
<b>Our World / Country / Community</b> <ul style="list-style-type: none"> <li>Participate in three Our World/Our Country activities.</li> <li>Participate in three My Community activities.</li> </ul>	<p>To help Cubs learn more about NZ and the World we live in.</p> <p>To help Cubs learn more about the community in which they live and to appreciate the diversity of that community.</p>	See the Activity List in this booklet.

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		
<b>Physical</b> <ul style="list-style-type: none"> <li>Participate in three Physical activities.</li> </ul>	To provide further opportunities for Cubs to challenge themselves and develop their physical abilities.	See the Activity List in this booklet.
<b>Social and Life Skills</b> <ul style="list-style-type: none"> <li>Participate in three Social and Life Skills activities.</li> </ul>	To help Cubs to learn to get on with others and to develop skills for living in today's world.	See the Activity List in this booklet.

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## Gold Cub Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		
<b>Expression</b> <ul style="list-style-type: none"> <li>Participate in three Expression activities.</li> </ul>	To allow Cubs to express themselves creatively and to develop self-confidence.	See the Activity List in this booklet.
<b>Discovery</b> <ul style="list-style-type: none"> <li>Participate in three Discovery activities.</li> </ul>	To allow Cubs to learn more about themselves.	See the Activity List in this booklet.

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>NEW EXPERIENCES CORNERSTONE</b>		
<b>Personal Interests</b> <ul style="list-style-type: none"> <li>Earn one Personal Challenge Badge.</li> </ul>	To further challenge Cubs individually in areas of personal interest.	Personal Interest List.
<b>National Programme Events</b> <ul style="list-style-type: none"> <li>Participate in a National Programme event.</li> </ul>	To get Cubs involved with others Cubs and take part in new activities.	Scout Newsletter, Group Leader and National Programmes issued each School term.
<b>Group/ Zone /Regional Events</b> <ul style="list-style-type: none"> <li>Participate in a Group, Zone or Regional event.</li> </ul>	To encourage Cubs to take part in activities with a team of their fellow Cubs and at the same time start to make new friends and develop social networks.	Group and Zone Leaders
<b>Challenges</b> <ul style="list-style-type: none"> <li>Participate in a team or Pack challenge.</li> </ul>	To further challenge Cubs collectively.	Cub Leader

## Credits towards the Bronze Scout Award

The NZ Scout Award Scheme is progressive. This means that Cubs who have completed their Gold Cub Award will get four activities credited towards their Bronze Scout Award. The Scout Leader will determine which activities but the following are suggested.

<b>Cornerstone</b>	<b>If the Cub has completed the following for the Gold Cub Award....</b>	<b>...Then they may be credited with the following sections of the Bronze Scout Award.</b>
<b>Outdoors</b>	<b>Environment</b>  Identify three native plants/birds/animals (any combination of the three).	<b>Environment</b>  Identify three native plants/birds/animals (any combination of the three).
<b>Community</b>	<b>Emergency Preparedness</b>  Prepare a home evacuation plan for your home.	<b>Emergency Preparedness</b>  Prepare a home evacuation plan for your home.
<b>Personal Development</b>	<b>Life Skills</b>  On your own or with other Cubs or Scouts, lead a song at a Campfire.	<b>Expression</b>  On your own or with other Cubs or Scouts, lead a song at a Campfire.
<b>New Experiences</b>	<b>Group/Zone/Regional Events</b>  Take part in a Zone or Regional Event.	<b>Group/Zone/Regional Events</b>  Take part in an activity away from the Hall.

Cubs move to the Scout Section at the start of the fourth school term of Year Six at school, to take part in more adventurous activities and learn new skills that will help them enjoy life to the full.

# Transition from Cubs to Scouts

A Cub joining the Scout Section should complete the Scout Badge in the term before joining Scouts.

- ❖ A Cub who has completed the Scout Badge should be invested during the first full night at Scouts.
- ❖ Cubs who have completed Gold Cub Award will have four activities credited towards their Bronze Scout Award.
- ❖ A Cub moves to the Scout Section at the start of the fourth school term of Year six at school.

## The Scout Badge

The requirements below should be completed before a Cub is invested as a Scout.

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE & DATE
<b>Outdoors</b> <ul style="list-style-type: none"> <li>• Prepare a personal First aid Kit.</li> </ul>	For personal safety on any activity. Self-reliance.  <b>REFERENCES:</b> <ul style="list-style-type: none"> <li>• Red Cross / St Johns.</li> <li>• Mountain Safety Council.</li> </ul>	
<b>Community</b> <ul style="list-style-type: none"> <li>• Describe the composition of the NZ Flag.</li> <li>• Explain why and what happens during the Flag Ceremony.</li> </ul>	Learning about a traditional Scout ceremony that represents duty to the Queen and my country.  <b>REFERENCES:</b> <ul style="list-style-type: none"> <li>• Scout Leader and the Scouting NZ website.</li> <li>• <a href="http://www.scouts.org.nz">www.scouts.org.nz</a></li> </ul>	
<b>Personal Development</b> <ul style="list-style-type: none"> <li>• Show a Knowledge and understanding of the Scout Law and Promise.</li> <li>• Describe the life of Lord Robert Baden-Powell of Gilwell and explain why he is important to Scouting.</li> <li>• Be able to make the Scout sign and salute correctly.</li> <li>• Demonstrate the Scout Handshake and be told the story behind it.</li> </ul>	Learning about basic Scouting values. Learning about Scouting history.  <b>REFERENCES:</b> Scout Handbooks.	
<b>New Experiences</b> <ul style="list-style-type: none"> <li>• Take part in a Troop or Patrol activity.</li> </ul>	Joining in and making friends with the Scout Troop members.	

Some badges earned in the Cub section may be credited toward the Bronze Award in the Scout Section. The details of these are listed on the next page.

# Activity List

## Cornerstone: Outdoors

### Campcraft

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<p><b>Suggested Bronze Activities</b></p> <ol style="list-style-type: none"><li>1. Learn about fire safety and take part in a Marshmallow Roast.</li><li>2. Make an outdoors stove.</li><li>3. Make a shelter.</li></ol> <p><b>Suggested Silver Activities</b></p> <ol style="list-style-type: none"><li>1. Light a cooking fire, cook a sausage or damper.</li><li>2. Make a hot dog cooker / toasting fork.</li><li>3. Camp out for a night with Cubs, friends or family. This can be in a caravan, hall or somewhere else away from home.</li><li>4. While on camp, assist with duties such as washing dishes, tidy the campsite, or preparing meals.</li></ol> <p><b>Suggested Gold Activities</b></p> <ol style="list-style-type: none"><li>1. Cook a meal in foil.</li><li>2. Cook a simple meal outdoors.</li><li>3. Camp under canvas with Cubs, family or friends.</li><li>4. With a friend or a Six / team, show that you can pitch a hike tent, strike it and pack it away correctly. Explain why tents need to be aired and dried completely before being put in storage.</li></ol>	<p>Learning to safely look after themselves.</p>	<p>Scout Handbook and the Scout website.</p>

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## Activity List, *continued*

### Cornerstone: Outdoors

#### Outdoor Skills

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<p><b>Suggested Bronze Activities</b></p> <ol style="list-style-type: none"><li>1. Discover how to use a compass.</li><li>2. Draw a map of the streets in your neighbourhood.</li><li>3. Know how to hank a rope.</li><li>4. Learn how to tie and use a reef knot.</li></ol> <p><b>Suggested Silver Activities</b></p> <ol style="list-style-type: none"><li>1. Make a simple compass.</li><li>2. Lay and follow a trail using trail signs.</li><li>3. Learn how to tie and use a sheet bend.</li><li>5. Learn how to tie and use a clove hitch.</li><li>6. Learn how to tie and use a round turn and two half hitches.</li></ol> <p><b>Suggested Gold Activities</b></p> <ol style="list-style-type: none"><li>1. Draw the eight main compass points.</li><li>2. Use a compass to find magnetic north.</li><li>3. Learn how to tie and use a bowline.</li><li>4. Demonstrate an awareness of the Dept of Conservation Environmental Care Code.</li></ol>	<p>To develop the theme of safety in the outdoors.</p>	<p>Scout Handbook and Scout Camp Book.</p>



## Activity List, *continued*

### Cornerstone: Outdoors

#### Expeditions

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ol style="list-style-type: none"><li>1. Go on an outing.</li><li>2. Visit a zoo, animal park, farm, or local veterinary clinic, or take part in some activity that teaches about animals and their care.</li><li>3. Go on a local history walk.</li><li>4. Explore a town or suburb other than your own.</li><li>5. Plan and go on an outing.</li><li>6. Go on a bike ride.</li><li>7. Build and use a model boat.</li><li>8. Explore a beach or lake foreshore.</li><li>9. Take part in a treasure or scavenger hunt.</li><li>10. Go for a horse ride.</li><li>11. Go sailing or boating.</li><li>12. Go for a hike.</li><li>13. Go orienteering.</li></ol>	<p>To learn about the planning and preparation for expeditions through getting involved.</p> <p>The Cub Leader should use the list provided as a guide as to what type of activity is suitable.</p>	<p>Use the Scout planning tools and the Activity intentions sheets</p>

## Activity List, *continued*

### Cornerstone: Community

#### Helping Others

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ol style="list-style-type: none"><li>1. Do a personal good turn every day for at least a week. Keep a diary (signed by a parent) listing the good turns done.</li><li>2. Help a disabled person in your community.</li><li>3. Find out about activities that may be difficult for people with impaired hearing or sight, or other disabilities.</li><li>4. Help a charitable organisation raise money.</li><li>5. Collect food and donate it to a food bank.</li><li>6. Find out about community services that help other people.</li><li>7. Talk to an elderly person about what life was like when they were Cub age.</li><li>8. Grow vegetables, pot plants etc and then give them to elderly people.</li><li>9. With other Cubs clean up the litter round the outside of the Scout Hall, the railway station, bus stop or some other public place.</li><li>10. Collect items at home that could be reused, e.g.: cardboard, plastic bottles, margarine containers: Donate to Kindergartens, your Scout Group, or other place of your choice.</li></ol>	To learn to think about others and to share and care for them.	Use the knowledge and contacts of the parents.
<b>Suggested Gold Activities</b>		
<ol style="list-style-type: none"><li>1. Help new Cubs learn about what Cubs do, the Cub Law, etc.</li><li>2. Carry out a responsibility at home for at least eight hours over four weeks.</li><li>3. Do a simple gardening task or other simple jobs for an elderly person.</li></ol>		

## Activity List, *continued*

### Cornerstone: Community

#### My Community

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ol style="list-style-type: none"><li>1. Locate on a map, places of interest in the local community.</li><li>2. Find out about the history of the local area.</li><li>3. Make a safe route map from home to school or Scout hall.</li><li>4. Visit a place of worship in your local community.</li><li>5. Find out about, belong to or participate in an activity with another youth organisation.</li><li>6. Find out who the local Mayor is and what the Mayor is responsible for.</li><li>7. Find out how many schools there are in your suburb or town.</li><li>8. Find out where the nearest ANZAC Day ceremony is held.</li><li>9. Locate the nearest Community Hall and find out what it is used for.</li></ol>	To learn about the local community.	Local body websites and Scouting contacts.

## Activity List, *continued*

### Cornerstone: Community

#### Emergency Preparedness

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<p><b>Suggested Bronze Activities</b></p> <ol style="list-style-type: none"> <li>1. With your Pack visit the Fire Station, Ambulance Station, Police Station or Hospital.</li> <li>2. Make a list of emergency and frequently used phone numbers for your house, including the phone number of your next of kin.</li> <li>3. Explain what to do in the case of fire.</li> <li>4. Make a raincoat using plastic bags.</li> </ol> <p><b>Suggested Silver Activities</b></p> <ol style="list-style-type: none"> <li>1. Find out about Civil Defence in your area or visit a Civil Defence headquarters in your Zone.</li> <li>2. Make a list of items needed for a natural disaster kit at home.</li> <li>3. Find out what to do in the event of a burst water pipe and a gas leak.</li> <li>4. Explain what to do if lost in the bush.</li> </ol> <p>See the Gold section for suggested Gold activities.</p>	<p>To put the Scout Motto "Be Prepared" into action.</p>	<p>Community websites such as the Police, Fire Service, Civil Defence etc.</p>
<p><b>Suggested Gold Activities</b></p> <ol style="list-style-type: none"> <li>1. Make your own Personal Survival Kit.</li> <li>2. List the items needed for a home emergency kit.</li> <li>3. Prepare an evacuation plan for your home.</li> <li>4. Throw a lifeline.</li> </ol>	<p>To put the Scout Motto "Be Prepared" into action.</p> <p>Throwing a lifeline is quite difficult. At this stage the Cub should be able to demonstrate throwing the line effectively (straight). Distance is not important.</p>	<p>Community websites such as the Police, Fire Service, Civil Defence etc.</p>

## Activity List, *continued*

### Cornerstone: Community

#### Our World / Our Country

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ol style="list-style-type: none"> <li>1. Find out about the Cub Promise in another country.</li> <li>2. Draw or make the NZ Flag.</li> <li>3. Draw or make NZ's special emblems.</li> <li>4. Find out about the Patron Saint of Scouting.</li> <li>5. Find out about BP's Life.</li> <li>6. Make a Poster using pictures and information about Scouting in another country, their awards, interest badges, activities etc.</li> <li>7. Correspond with a Cub from another country.</li> <li>8. Play a game from another country.</li> <li>9. Learn greetings and simple words from another culture.</li> <li>10. Tell the rest of the Pack a Maori Legend.</li> <li>11. Learn a Maori string game.</li> <li>12. Visit a Marae.</li> <li>13. Learn a Haka or Maori song.</li> <li>14. Participate in a Cub meeting based on another country.</li> </ol> <p><b>Suggested Gold Activities</b></p> <ol style="list-style-type: none"> <li>1. Prepare the Flag for Flag Break and carry out the Flag Break.</li> <li>2. Explain how the youth sections in your Scout group fit together.</li> <li>3. Share a song, game or activity or words from another culture other than your own in the community.</li> </ol>	<p>To learn about other cultures and gaining an understanding of their cultural practices.</p>	<p>Parents, clubs and associations in the community.</p>

## Activity List, *continued*

### Cornerstone: Personal Development

#### Physical

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ol style="list-style-type: none"><li>1. Attempt at least six different fitness skills.</li><li>2. Climb a rope ladder.</li><li>3. Team Sports – Take part in a mini Olympics or a Team sport of your choice.</li><li>4. Take part in a gymnastic display.</li><li>5. Take part in a sports meeting (Swimming, athletics etc).</li><li>6. Take part in a wheels activity: rollerblading, cycling etc.</li><li>7. Attempt a confidence course.</li><li>8. Take part in a game involving throwing and catching a ball.</li><li>9. Learn water skills such as treading water, surface dive, and a plunge.</li><li>10. Use a climbing wall.</li><li>11. Demonstrate two Maori string games.</li></ol>	<p>To foster a lifelong commitment to physical fitness and wellbeing and to develop coordination skills.</p>	<p>Sports Association websites, local coaches and gym instructors.</p>

## Activity List, *continued*

### Cornerstone: Personal Development

#### Life Skills

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ol style="list-style-type: none"> <li>1. Make and send a Thank-you Card to someone in the Pack who has helped you.</li> <li>2. Make a list of rules for the Scout hall.</li> <li>3. Learn the Road Code for pedestrians.</li> <li>4. Learn the Bike Code.</li> <li>5. Explain how to care for a pet.</li> <li>6. Demonstrate how to use and care for hand tools.</li> <li>7. Make a poster about healthy eating.</li> <li>8. Learn how to send a text message on a mobile phone.</li> </ol>	<p>To develop sound social skills that enable the Cub to engage positively and contribute to the community.</p>	<p>Parents, Grandparents or family friends.</p>
<p><b>Suggested Gold Activities</b></p> <ol style="list-style-type: none"> <li>1. On your own or with other Cubs or Scouts, lead a song at a campfire.</li> <li>2. Explain the need for personal hygiene at home and at camp.</li> <li>3. Know how to treat burns and scalds.</li> <li>4. Demonstrate how to clean and dress a simple cut or graze.</li> </ol>	<p>To develop sound social skills that enable the Cub to engage positively and contribute to the community.</p>	<p>Parents, Grand parents or family friends.</p>

## Activity List, *continued*

### Cornerstone: Personal Development

#### Expression

Requirements	Explanation	References and external standards
<ol style="list-style-type: none"><li>1. Act in a mime.</li><li>2. Perform a play or a skit.</li><li>3. Draw a set of seven pictures, each about a day in the week before the pack meeting. Each to show something done that day to keep the Cub Promise.</li><li>4. Learn some campfire songs and yells.</li><li>5. Take part in a shadow show or shadowgraph.</li><li>6. Tell a story using puppets.</li><li>7. Take part in a story telling game.</li><li>8. Make a kite.</li><li>9. Make a mask.</li><li>10. Carve or whittle a tekoteko.</li><li>11. Make a simple toy.</li><li>12. Make a useful article.</li><li>13. Make a musical instrument.</li><li>14. Make something using different mediums – e.g.: clay, paper, card, plastic bottles etc.</li><li>15. Learn a new craft – invite or visit a craft specialist to learn a new craft.</li></ol>	<p>To learn to express themselves in a variety of ways builds their self confidence.</p>	<p>Draw on people from the local arts and crafts community.</p>

## Activity List, *continued*

### Cornerstone: Personal Development

#### Discovery

Requirements	Explanation	References and external standards
<ol style="list-style-type: none"> <li>1. Make up a simple prayer for the Pack, add it to your Pack prayer book. Help make a Pack Song Book.</li> <li>2. Find out about your family history going back to your grandparents' time.</li> <li>3. Show and Tell. Bring an antique or a family treasure to talk about.</li> <li>4. Using your senses. Take part in activities that involve smell, taste, hearing, touch and feel.</li> <li>5. Be an observer of nature, investigate small creatures – record what you have observed.</li> <li>6. Build a Detective Kit – build the kit to detect animals or spies.</li> <li>7. Discover something new and tell the Pack about it.</li> </ol> <p><b>Suggested Gold Activities</b></p> <ol style="list-style-type: none"> <li>1. Help the Cub Leaders plan an activity or programme.</li> <li>2. Organise with the Cub Leaders help, a Cubs Own Take a special part in it yourself.</li> </ol>	<p>To learn about who we are and where we came from. Establishing a sense of belonging and being aware of things around us.</p>	<p>Draw on the parents and grandparents and family friends for assistance.</p>

## Activity List, *continued*

### Cornerstone: New Experiences

#### Personal Interests

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Complete a Personal Challenge Badge.</li> <li>Note: one badge per Bronze, Silver and Gold.</li> </ul>	To develop a life long habit of learning new things.	See the list of Personal Interest Badges at the back of this book.

#### National Programme Events

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Participate in three National Programme events, activities or themes.</li> <li>e.g. National Cub Day, Mudslide Day, Anzac Day, Jota or Joti, or attend a Jamboree or other National Event or Group Activity based around the National Programme Theme for the period.</li> <li>Note: One activity per Bronze, Silver or Gold.</li> </ul>	To get used to working with and playing their part in a team.	National website for the quarterly programmes.

#### Group/Zone/Regional Events

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<p><b>Participate in three Zone or Regional Events.</b></p> <ul style="list-style-type: none"> <li>e.g. Take part in a Zone or Regional event, or some other activity that combines with other sections and preferably other Groups from within and outside Scouting.</li> <li>Note: One activity each per Bronze, Silver and Gold levels.</li> </ul>	<p>To get the Cub used to taking part in activities outside the comfort of their regular and familiar environment.</p> <p>Other activities may be substituted by the Cub Leader.</p>	Local resources and community bulletins.

#### Challenges

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<p><b>Participate in three Team or Pack Challenges.</b></p> <ul style="list-style-type: none"> <li>Cubs with their leaders plan their own challenges. This includes determining the requirements, helping organise and then completing the challenge. e.g. Take part in a Cub Camp, visit a place of interest, try a new activity such as a disco or family activity etc.</li> <li>Note: One activity per Bronze, Silver and Gold.</li> </ul>	<p>To get the Cub used to taking part in activities outside the comfort of their regular and familiar environment.</p> <p>Other activities may be substituted by the Cub Leader.</p>	

# Personal Challenge Badges

## Overview

These badges provide opportunities for Cubs to gain recognition for an interest that they already have and to develop skills in a completely new subject. The badges are mainly intended to be attempted on an individual basis with Cubs selecting badges that match their own personal interests, although some badges such as Conservation may be better attempted as a Pack.

## Artist

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<b>Choose any three of the following activities.</b>	To provide an opportunity for a Cub to develop creative skills as well as manual dexterity.	
<ul style="list-style-type: none"> <li>Draw in the presence of your examiner, with pencil, brush, pen or crayon, an original illustration of an incident, character or scene from a simple story told by your examiner.</li> <li>The size of the illustration should be about 18cm x 13cm.</li> </ul>	An extended time period is needed to ensure interest is maintained and developed.	
<ul style="list-style-type: none"> <li>Design and make a greeting card.</li> </ul>		
<ul style="list-style-type: none"> <li>Make a model in clay or plastic materials. Your model should be at least 10cm square.</li> </ul>		
<ul style="list-style-type: none"> <li>Make a decorative article from cane, raffia, wool, leather, wood or other suitable material approved by the examiner in advance.</li> </ul>		
<ul style="list-style-type: none"> <li>Make a design and print it on paper or fabric e.g. using potato or lino cuts or similar methods.</li> </ul>		
<ul style="list-style-type: none"> <li>Make a worthwhile toy or model.</li> </ul>		
<ul style="list-style-type: none"> <li>Undertake a project after discussing it with your examiner.</li> <li>It should involve the use of plastic or metal.</li> <li>The project should be imaginative and of high quality.</li> </ul>		

## Athlete

REQUIREMENTS	EXPLANATION			REFERENCES AND EXTERNAL STANDARDS
<b>This is a three-stage badge.</b> You must try at least four of the five events and gain:	24 points for stage 1 (red) 30 points for stage 2 (blue) 34 points for stage 3 (green)			
	<b>Stage 1</b> 5 points	<b>Stage 2</b> 7 points	<b>Stage 3</b> 10 points	
Standing long jump.	1.45 m	1.55 m	1.65m	
50 metre sprint.	10 seconds	9.5 seconds	9 seconds	
Ball throw.	10m	25m	30m	
High Jump..	0.85m	0.91m	1m	
Running long jump.	2m	2.6m	3.2m	

## Personal Challenge Badges, *continued*

### Book Reader

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Produce a list of books you have read recently.</li> <li>Name their authors and be able to tell the examiner something about three of the books.</li> <li>The books can be chosen by you and should include at least one factual book.</li> </ul>	An extended time period is needed to ensure interest is maintained and developed.	
<ul style="list-style-type: none"> <li>Explain how to care or books.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate that you can use a dictionary, encyclopaedia and an atlas.</li> </ul>		
<ul style="list-style-type: none"> <li>Explain to your examiner how the books in your library are set out and how you would find a specific book.</li> </ul>		

### Collector

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Make a collection over a period of three months of a number of similar items. (e.g. stamps, coins, postcards, badges, fossils).</li> </ul>	An extended time period is needed to ensure interest is maintained and developed.	Draw on people from the families who are involved or who support Scouting.
<ul style="list-style-type: none"> <li>Display the collection in an exciting and interesting way.</li> </ul>	Requires more thought about the collection and allows others to see it.	
<ul style="list-style-type: none"> <li>Talk about items in the collection that particularly interest you.</li> </ul>	Builds self-confidence and demonstrates knowledge to others.	
<ul style="list-style-type: none"> <li>Visit or look at a collection made by someone else and explain what you like or dislike about the presentation of the collection.</li> </ul>	Comparisons allow learning from others.	

A Cub can wear any number of Collector Badges.

## Personal Challenge Badges, *continued*

### Computer User

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Have regular use of a computer.</li> </ul>	Demonstrate a basic understanding of computers.	
<ul style="list-style-type: none"> <li>Explain the main parts of a Personal Computer.</li> </ul>		
<ul style="list-style-type: none"> <li>Show you can competently use the keyboard by:               <ol style="list-style-type: none"> <li>Typing in capitals and small letters.</li> <li>Using the top symbols of the keys.</li> <li>Using other important keys as asked by the examiner.</li> </ol> </li> </ul>		
<ul style="list-style-type: none"> <li>Tell the examiner about the different types of programs on the computer and what they are used for.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate how to use one of the programs.</li> </ul>	e.g. Create a simple picture or Word document.	

## Personal Challenge Badges, *continued*

### Conservation

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<p><b>Do ONE of the following in part 1:</b> (Part 1)</p> <ul style="list-style-type: none"> <li>• Make, set up and maintain a bird feeder, bird table, or birdbath.</li> <li>• Make, set up and maintain a bird nesting box.</li> <li>• Take part in a nature survey.</li> <li>• Take part in an anti-litter campaign.</li> <li>• Arrange a nature trail or competition for the members of your Cub Pack.</li> <li>• Choose a wild animal, tree, fish or bird. Discover all you can about it and report your discoveries on a wall chart, in a logbook, or in a scrapbook.</li> <li>• Visit a zoo, botanical gardens, nature gardens, natural history museum or watch a film about animals or plants. Report on your observations.</li> </ul> <p>You may wish to try similar projects that your group has suggested and have been agreed to by your Leader.</p>	<p>Designed to foster working in a team or group and learning to share skills and knowledge, tolerance and planning.</p>	<p>Use the skills and knowledge or parents and people in the community.</p>
<p>(Part 2)</p> <p>Go on an expedition with your group into the countryside and:</p> <ul style="list-style-type: none"> <li>• Find some examples showing how man has damaged nature and some examples showing how man has improved nature.</li> <li>• Write down some rules for good behaviour in the countryside (outdoor code) and show how you are doing your best to keep them.</li> </ul>	<p>Designed to foster working in a team or group and learning to share skills and knowledge, tolerance and planning.</p> <p>Also provides hands on experience about conservation methods and practice.</p>	
<p>(Part 3)</p> <p>Do one the following:</p> <ul style="list-style-type: none"> <li>• Choose an endangered plant or animal in New Zealand and find out what is being done to save it and how you can help.</li> <li>• Choose an endangered animal in another country and find out what is being done to save it and how you can help.</li> </ul>		

*Continued overleaf*

## Personal Challenge Badges, *continued*

### Conservation, *continued*

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
Part 4) Improve your environment: (choose one) <ul style="list-style-type: none"> <li>• Plant a tree</li> <li>• Lay grass on an area where there is no vegetation cover</li> <li>• Plant something in a balcony box or indoors in a flowerpot.</li> <li>• Clear rubbish from a beach or riverbank and explain why rubbish is so dangerous to animals.</li> <li>•</li> </ul>		

### Cook

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>• Demonstrate the following to the examiner:</li> </ul>	Starting to teach the Cub some basic self sufficiency and survival skills.	Parents may examine for this badge.
<ul style="list-style-type: none"> <li>• Boil an egg for three minutes, remove the top from the egg and serve up the egg in an eggcup.</li> </ul>		
<ul style="list-style-type: none"> <li>• Prepare a sandwich for your school lunch, using your favourite filling. Wrap the sandwich up and put it in your lunch box.</li> </ul>		
<ul style="list-style-type: none"> <li>• Explain the benefit of including a piece of fruit with the lunch.</li> </ul>		
<ul style="list-style-type: none"> <li>• Wash, dry and put away the dishes you used.</li> </ul>		
<ul style="list-style-type: none"> <li>• Help prepare the evening meal for your family for a week.</li> </ul>		

## Personal Challenge Badges, *continued*

### Cyclist

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Have the regular use of a bicycle of the correct size and equipped as set out in the road code.</li> </ul>	This badge is about Cubs learning how to cycle safely and obey the road rules.	
<ul style="list-style-type: none"> <li>Demonstrate how to mount and dismount a bicycle correctly.</li> </ul>		
<ul style="list-style-type: none"> <li>Clean and oil the bicycle and pump up the tyres.</li> </ul>		A bicycle manual.
<ul style="list-style-type: none"> <li>Explain the need for keeping the bicycle in road worthy condition. Explain the consequences for not doing so.</li> </ul>		
<ul style="list-style-type: none"> <li>Show how to mend a puncture.</li> </ul>		
<ul style="list-style-type: none"> <li>Explain the dangers of cycling on hills.</li> </ul>		
<ul style="list-style-type: none"> <li>Go for a short ride while the examiner watches. Demonstrate the proper hand signals and the road rules applying to bicycles.</li> </ul>		Refer to the NZ Road Code.

### Entertainer

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Complete any four of the following.</li> </ul>	Develops confidence in front of an audience.	
<ul style="list-style-type: none"> <li>Sing two folk songs.</li> </ul>		
<ul style="list-style-type: none"> <li>Tell a yarn lasting at least five minutes.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate three magic tricks.</li> </ul>		
<ul style="list-style-type: none"> <li>Tell a story using puppets.</li> </ul>		
<ul style="list-style-type: none"> <li>Teach the Cub Pack a simple song.</li> </ul>		
<ul style="list-style-type: none"> <li>Play a simple melody on a musical instrument.</li> </ul>		
<ul style="list-style-type: none"> <li>Make up a play and produce it for the pack.</li> </ul>		
<ul style="list-style-type: none"> <li>Perform a series of tumbling tricks.</li> </ul>		
<ul style="list-style-type: none"> <li>Lead the pack in some form of folk dancing.</li> </ul>		
<ul style="list-style-type: none"> <li>Any other form of entertainment of a similar standard that should be agreed to by the examiner.</li> </ul>		

## Personal Challenge Badges, *continued*

### First Aid

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Explain why people should lie down if they have had a big fright or have been injured.</li> </ul>	Introducing Cubs to the very basics of First Aid.	Cub Leader, Scout Leader or a local First Aider.
<ul style="list-style-type: none"> <li>Demonstrate how to keep someone warm and comfortable with one or two blankets.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate how apply a cold face cloth to a person suffering from a mild headache.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate how to gently clean a cut or graze, apply an antiseptic cream and a plaster.</li> </ul>		
<ul style="list-style-type: none"> <li>Explain the limits of first aid treatment and when it's important to call an adult.</li> </ul>		
<ul style="list-style-type: none"> <li>Explain how to call an ambulance and the police and when this should be done.</li> </ul>		If there is no response from the patient always dial 111.
<ul style="list-style-type: none"> <li>Explain how to treat insect bites and stings.</li> </ul>		

### Fishing

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<ul style="list-style-type: none"> <li>Be able to swim sufficiently to get to the bank of a stream or river if you fall in.</li> </ul>	Teaching an awareness of safety, the rules and the maintenance of fishing gear.	Use local fishermen to provide training and as examiners.
<ul style="list-style-type: none"> <li>Explain the dangers of fishing off the banks of rivers and creeks and how to minimize the risk of injury or drowning.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate how to bait a hook correctly and safely and explain your choice of bait, or</li> <li>Demonstrate how to choose a suitable lure and fix it to the line.</li> </ul>		
<ul style="list-style-type: none"> <li>Explain how you can avoid injuring other people with you when you are throwing your line in the river, creek or the sea. Demonstrate how to do this safely.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate how to kill a fish quickly and humanely and then remove the hook from its mouth.</li> </ul>		
<ul style="list-style-type: none"> <li>Research and then explain the types of fish and shellfish you may catch where you fish and what limits there are on the numbers caught.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate how to care for and store your fishing line, hooks and sinkers and rods if any so that they remain in good condition and are ready to use when you next go fishing.</li> </ul>		
<ul style="list-style-type: none"> <li>Keep a simple log of at least four fishing trips over at least two months.</li> </ul>		

## Personal Challenge Badges, *continued*

### Gardening

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
<p>1. Either</p> <p>(a) Look after a patch of garden, know what tools are needed and how to use them and look after them. Grow something in your garden suitable for the time of year.</p> <p>or</p> <p>(b) Grow a variety of plants indoors and know the conditions under which they must be kept.</p>	Learning life skills.	Any gardening website or book from the library.
<p>2. Choose any two of the following:</p> <p>(a) Grow vegetables or flowers from seed; know how to prick out and transplant.</p> <p>(b) Know about hazards to plants and flowers (e.g. diseases, pests) and understand what preventative methods can be taken and what can be done to aid growth.</p> <p>(c) Know how to store vegetables and how long they may be stored.</p> <p>(d) Show how to prepare flowers for display.</p> <p>(e) Make a compost heap.</p> <p>(f) Carry out a soil test using a standard kit.</p> <p>(g) Help plan and plant a rockery garden, a fern or herb garden, herbaceous border, hanging basket, garden tub etc.</p> <p>(h) Help maintain a lawn and understand why it needs constant attention.</p>	Learning life skills.	Visit a parent or grandparent of a Cub who is prepared to share gardening knowledge.

### Hobbies

Requirements	Explanation	References and external standards
<ul style="list-style-type: none"> <li>Show a continuing interest and progress, over a period of at least three months, in a hobby or skill. Demonstrate it and discuss it with an adult or your Cub Pack.</li> </ul> <p>Suitable hobbies might be, chess, singing in a choir, model making or your own special hobby.</p>	<p>An extended time period is needed to ensure interest is maintained and developed.</p> <p>Discussion is to demonstrate knowledge and to help build confidence.</p>	Use contacts in the local community to find a mentor or tutor.

## Personal Challenge Badges, *continued*

### Home Help

Requirements	Explanation	References and external standards
<ul style="list-style-type: none"> <li>Take your turn with washing or drying the dishes, or stacking the evening dishes in a dishwasher.</li> </ul>	Preparing Cubs to become used to the concept of working as a family team.	Parents act as examiners.
<ul style="list-style-type: none"> <li>Explain why it's important to remove scraps of food from the kitchen bench as soon as possible after preparing and eating a meal.</li> </ul>		
<ul style="list-style-type: none"> <li>Take your turn setting the dinner table for the evening meal.</li> </ul>		
<ul style="list-style-type: none"> <li>Tidy your bedroom before going to school everyday for a period of one week and without being reminded.</li> </ul>		
<ul style="list-style-type: none"> <li>Learn to clean your shoes and make sure they are clean before going out each day.</li> </ul>		
<ul style="list-style-type: none"> <li>Assist with vacuum cleaning the living area of the house by picking up toys and books and putting them away.</li> </ul>		
<ul style="list-style-type: none"> <li>Wash and Iron your Cub Scarf.</li> </ul>		
<ul style="list-style-type: none"> <li>Sew a badge on your jacket or blanket or sew a button on a garment.</li> </ul>		

## Personal Challenge Badges, *continued*

### My Faith

Requirements	Explanation	References and external standards
<p><b>This badge is not a test of faith. It's intended to increase an awareness of the importance of faith.</b></p> <p><b>The badge may be earned by Cubs of any faith and the examiners need to amend the requirements to suit the faith.</b></p>		Use contacts in the local community to find a mentor or tutor.
<ul style="list-style-type: none"> <li>Do some good turns for your family.</li> </ul>		
<ul style="list-style-type: none"> <li>Make a trip to a church, shrine, temple or meeting place associated with your faith and then discuss what you observed during your visit.</li> </ul>		
<ul style="list-style-type: none"> <li>The bible and books of other religious faiths describe people taking care of others.</li> <li>Read such a story and then do something for someone who may be ill or lonely. You could make a card, take them some cooking or run messages for them.</li> </ul>		
<ul style="list-style-type: none"> <li>Read a prayer at your Cub Pack opening or closing.</li> </ul>		
<ul style="list-style-type: none"> <li>Our faith asks us to love our families and friends and also people we don't care for very much. Ask some one to find such a story in the book your faith uses, then read it and discuss what you learned from it.</li> </ul>		
<ul style="list-style-type: none"> <li>Attend a meeting or service of your religious faith.</li> </ul>		

## Personal Challenge Badges, *continued*

### Pet Keeper

Requirements	Explanation	References and external standards
<ul style="list-style-type: none"> <li>Own a pet and look after it correctly for three months.</li> </ul>	Raising awareness of the need to act responsibly if you take on the care of another living thing.	Local pet shop, veterinary clinic or the internet.
<ul style="list-style-type: none"> <li>Keep a record in an exercise book of the following:               <ol style="list-style-type: none"> <li>What you feed your pet and how often.</li> <li>When you clean out its cage, house run or tank etc.</li> <li>Where you get your pet's food from.</li> <li>How you ensure your pet does not get out or lost while you are cleaning its 'home'.</li> </ol> </li> </ul>		
<ul style="list-style-type: none"> <li>Research and write down the signs and symptoms you would look for so you will know if your pet gets sick.</li> </ul>		
<ul style="list-style-type: none"> <li>What special care is needed when your pet has just been born or has young of its own.</li> </ul>		
<ul style="list-style-type: none"> <li>What is the natural habitat for your pet if it lives in the wild, or once did, or its ancestors did.</li> </ul>		

### Photographer

Requirements	Explanation	References and external standards
<ul style="list-style-type: none"> <li>Take a set of 12 pictures or two and half minutes of video film describing an event or activity.</li> </ul> <p>It should be a mix of landscape, people and action shots.</p>		Use contacts in the local community to find a mentor or tutor.
<ul style="list-style-type: none"> <li>Discuss with the examiner the main features of the camera you used.</li> </ul>		
<ul style="list-style-type: none"> <li>Discuss with the examiner what you set out to do and whether the results are what you intended.</li> </ul> <p>Also discuss what shots you are really pleased with and how you would do things differently for any shots that were not very successful.</p>		
<ul style="list-style-type: none"> <li>Display the photos to the Cub Pack and explain what they are about.</li> </ul> <p>You may use any of the following to display the photos:</p> <ul style="list-style-type: none"> <li>A computer slide show with or without a projector.</li> <li>A photograph album</li> <li>A clear folder etc.</li> </ul>		

## Personal Challenge Badges, *continued*

### Scientist

Requirements	Explanation	References and external standards
Demonstrate any two simple experiments of your choice. Your experiments can be anything that interests you and should be based on your own discoveries.		Use contacts in the local community to find a mentor or tutor.
Explain to the examiner what you are doing and what your experiment has proved.		
<b>Then complete any two of the following:</b>		
1. Make a model (house, theatre, house, stage etc) and wire it up with bulbs, batteries and switches.		
2. Make gliders from polystyrene sheets or cards. Devise tests to see which works best: <ul style="list-style-type: none"> <li>- Stays up longest,</li> <li>- Flies furthestest,</li> <li>- Is easiest to control with turns and loops etc.</li> </ul>		
3. Demonstrate that white light is made up of several colours.		
4. Make a periscope or microscope and explain how it works.		
5. Make a weather apparatus to record at the same time each day of the week the following: <ul style="list-style-type: none"> <li>- Wind direction</li> <li>- Rainfall</li> <li>- Humidity</li> <li>- Clouds</li> <li>- Temperature</li> </ul>		
6. Find out what happens when light and water are not used when growing plants. Discuss what you have discovered.		Use contacts in the local community to find a mentor or tutor.
7. Grow some crystals from a concentrated solution of any chemical		
8. Devise an experiment, which proves that metal expands when heated.		
9. Prepare an invisible ink, show how to use it and describe how it works.		
10. Demonstrate that sound travels.		

## Personal Challenge Badges, *continued*

### Sports

Requirements	Explanation	References and external standards
Explain simply, the rules of two sports such as Rugby, Netball, Soccer, Cricket, Hockey, Archery, Volleyball, Baseball etc.	Understanding that rules exist and what the important ones are.	Use contacts in the local community to find a mentor or tutor.
<ul style="list-style-type: none"> <li>Take a regular active part and demonstrate reasonable proficiency in at least one sport. You may use a school sports team to pass this badge.</li> </ul>	Learn to be a team member.	
<ul style="list-style-type: none"> <li>Demonstrate you know how to look after your sports equipment and clothing. Examples would be: Blow up a ball, cleaning your shoes or boots, cleaning your bat and pads etc.</li> </ul>	Looking after your possessions so that they don't let you down when you need them.	
<ul style="list-style-type: none"> <li>Show that you are a good sports person by demonstrating a good spirit, keeping your temper and always doing your best when playing.</li> </ul>	Learning to take the good with the bad.	
<ul style="list-style-type: none"> <li>Explain why it's important to take a shower or bath after the game and change into fresh clean clothes.</li> </ul>	Personal hygiene is a consideration, but reducing the chances of infection from mud or earth is more important.	
<ul style="list-style-type: none"> <li>Explain why it's important to take good care of your feet and what can happen if you don't.</li> </ul>	<p>Injured feet become seriously infected very quickly and can lead to hospitalisation.</p> <p>Feet injured through neglect during a tramp can see a person very quickly becoming a burden on fellow trampers and placing them all under stress and at risk.</p>	

## Personal Challenge Badges, *continued*

### Swimmer

Requirements	Explanation	References and external standards
<p>There are 3 stages in this badge:</p> <p>Stage 1 = badge with a red background.</p> <p>Stage 2 = badge with a blue background.</p> <p>Stage 3 = badge with a green background.</p>		Use contacts in the local community to find a mentor or tutor.
<b>Stage 1</b>		
<p><b>Water safety rules:</b> Explain why you should always observe the following.</p> <ol style="list-style-type: none"> <li>1. Always tell your parents if you intend to go near water to play or swim.</li> <li>2. Never take risks with river or lakes.</li> <li>3. At the beach always stay between the flags.</li> <li>4. Learn to swim before you go boating.</li> <li>5. Always wear a lifejacket in a boat or canoe.</li> <li>6. Learn rescue breathing.</li> </ol>	Ensure that the rules around water activity are clearly understood.	
<p><b>Swimming requirements:</b></p> <ol style="list-style-type: none"> <li>1. Swim at least 15 metres using one type of stroke.</li> <li>2. Float on your back for 10 seconds minimum.</li> <li>3. Jump or dive from the side of the pool.</li> <li>4. Swim a few metres, turn around without swimming or touching anything and then swim back to your starting point.</li> </ol>		Use contacts in the local community to find a mentor or tutor.
<b>Stage 2</b>		
Use a pool of at least 1.25m in depth.		
<ol style="list-style-type: none"> <li>1. Swim 15m on your back using your legs only.</li> <li>2. Swim in water at least 1.25 metres deep, dive and retrieve an object about the size of half a brick from the bottom of the pool.</li> </ol>		
<ol style="list-style-type: none"> <li>3. Swim 15 metres, the first half using any front stroke other than a crawl, turn over and complete the rest of the distance using any back stroke.</li> </ol>		
<ol style="list-style-type: none"> <li>4. With a plain header or running dive, swim 25 metres using a front crawl. Dive and glide as far as possible before starting to swim.</li> </ol>		
<b>Stage 3</b>		
Use a pool of at least 1.25 m deep.		
<ol style="list-style-type: none"> <li>1. With a plain header or a running dive, swim 50 metres front crawl without a pause.</li> </ol>		
<ol style="list-style-type: none"> <li>2. Swim clothed in a shirt and shorts, 25 metres sidestroke without pause.</li> </ol>		
<ol style="list-style-type: none"> <li>3. Tread water for between 30 seconds and one minute.</li> </ol>		
<ol style="list-style-type: none"> <li>4. Explain rescue breathing by a written test or demonstration using a manikin.</li> </ol>		

## Personal Progress Chart for:

The Cub Leader enters the date and signs the chart as activities are completed.

### The Cub Badge

Activity	Date	Signature	Activity	Date	Signature
Mowgli Story			About Cubs		
Promise / Law			Grand Howl		
Scout Salute			Cub Activity		
Meet the Six					

### Outdoors Cornerstone

Activity	Bronze completed	Signature	Silver Completed	Signature	Gold Completed	Signature
Campcraft						
Expeditions						
Environment						
Activity List						

### Community Cornerstone

Activities	Bronze completed	Signed	Silver Completed	Signed	Gold Completed	Signed
Emergencies						
Helping others						
My Community						
Our World/Country						

### Personal Development Cornerstone

Activities	Bronze completed	Signed	Silver Completed	Signed	Gold Completed	Signed
Physical						
Social and Life Skills						
Expression						
Discovery						

### New Experiences Cornerstone

Activities	Bronze completed	Signed	Silver Completed	Signed	Gold Completed	Signed
Personal Interest						
National Programme						
Group/Zone/Region						
Challenge						