

# SCOUTS NEW ZEALAND

## SCOUT AWARD SCHEME

A Handbook  
for  
Scouts and Leaders



The Scout Association of New Zealand  
P.O. Box 11348 Wellington

## **Notes:**

## **Acknowledgements**

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# SCOUT AWARD SCHEME

## Aim of the Scout Award Scheme

To provide an Award Scheme that meets the following needs:

- Is easily understood by the youth members.
- Is easily administered by the Adult Leaders.
- Provides progressive learning.
- Provides challenge at all levels.
- Provides for the traditional Patrol System, but also utilises other teams either inside or outside Scouting for common interest activities.
- Is part of an integrated scheme across the four training sections in Scouting.
- Allows for cross crediting of prior learning from Cubs to Scouts and from Scouts to Venturers.
- Encourages focus on the outdoors and FUN.

The Award Scheme is based around the four cornerstones of Scouting:

- Outdoors
- Community
- Personal Development
- New Experiences

## The Concept of the Scheme

The main Scout Award Scheme is in six parts

- Scout Badge
- Bronze Scout Award
- Silver Scout Award
- Gold Scout Award
- Chief Scouts Award
- The Venturer Badge

There are also a wide range of Personal Challenge Badges, some of which must be completed for the main award.

A “Camping Nights” Award is introduced to encourage and reward overnight activities. This is a participation award and recognises nights spent in huts (halls) and under canvas (see Personal Challenge section). We anticipate these “camping nights” certificates as being an encouragement rather than having a specific requirement in the award scheme.

## Chief Scout Award

The Chief Scout Award will be the highest award and this tests the Scouts skills as well their leadership, initiative and commitment.

Whilst not part of the Chief Scout Award, Scouts may sign up for “The Young New Zealanders Challenge” at Bronze level and work on this concurrently.

## Special Challenges

To provide extension and a challenge to those who wish to take them up, the Outdoor, Community and Explorer Challenges have been introduced. These build on the skills learnt and provide opportunities for extra practical experience and personal development under the cornerstones of Outdoors and Community.

## **Cossgrove Skills Training Course**

The Cossgrove Course also comes in as an extra challenge rather than in the core Award as in some Zones these courses may not be easily accessible due to distance, dates or cost. The Cossgrove can also be adapted as a specialist course to suit relevant specific requirements within the zones. The Cossgrove Course is targeted at Scouts 12 years and older

## **Sandford Leadership Course**

Patrol leaders, Assistant Patrol Leaders and Scout Leaders are encouraged to attend the Sandford Leadership Course run one or more times each year by the Zone. The course teaches leadership skills that enable them to lead their patrol effectively. Attending a Sandford Leadership Course is a requirement of the Gold Scout Award.

## **Leaving and Rejoining**

It is expected that a young person joining the movement would begin on an award relevant to their school year with the understanding that some parts of previous levels may need to be learned to gain competency at the level they enter on. An example may be using gas stoves where using the appliance safely is critical.

All Scouts regardless of when they join, must complete the Scout Badge and the Gold Scout Award must be completed before attempting Chief Scout Award.

Young people may join, leave and rejoin Scouts at any time. A typical example of this would be a Scout who leaves to play sport in winter and rejoins the troop at the end of the winter sports season.

## **Variations to the requirements of the award**

Whilst the award is essentially prescriptive, it is acknowledged that some flexibility is required to cater for different geographic locations, section size, adult availability and Scouts with disabilities and special needs. This flexibility should be exercised by the Section Leaders in consultation with the Scouts or Patrol Leaders.

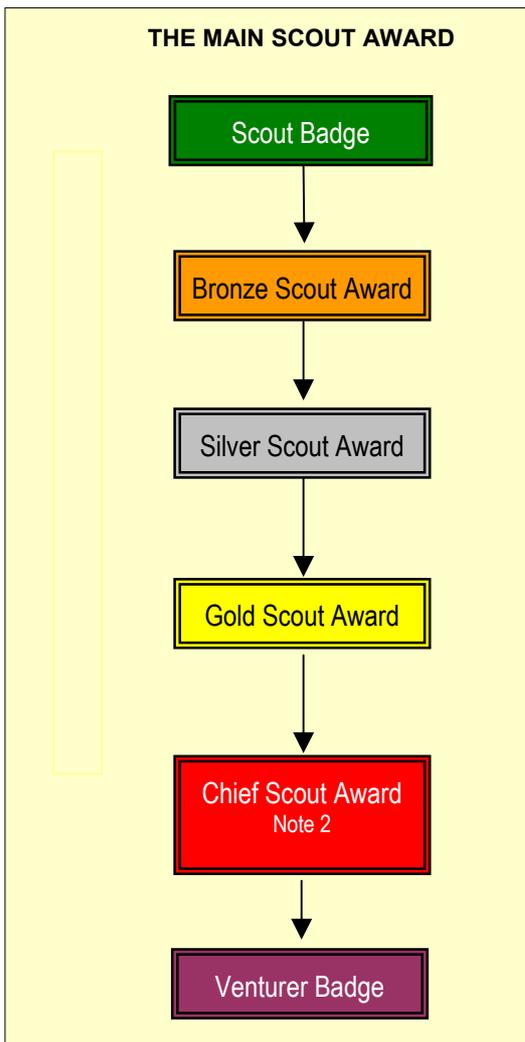
Any modifications to the Chief Scout Award require the approval of the Zone Scout Leader.

This flexibility should not be used to avoid parts of the scheme – it has been carefully designed to cover the objectives and requirements of the Scout section.

## **Passing Off the Award Requirements**

In the Scout Section, Award scheme requirements may be passed off by the Scout Leaders (or other appropriate adults), or Patrol Leaders / Senior Scouts under the general guidance of a Scout Leader.

# Scout Award Scheme Summary Chart



**OPTIONAL PERSONAL CHALLENGES**

**Scout Outdoor Challenge Award Level 1**  
Bronze Scout Award must be completed first

**Scout Outdoor Challenge Award Level 2**  
Gold Scout Award must be completed first

**Scout Community Challenge Level 1**  
Silver Scout Award must be completed first

**Scout Community Challenge Level 2**  
Gold Scout award must be completed first

**Explorer Challenge**  
Scout must be 13 years of age or older.

**Scout Personal Challenge**  
Done as part of the core award or separately

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**SCOUT TRAINING COURSES**

**Cossgrove Course**  
Practical Scouting skills course

**Cossgrove Gold Course**  
Advanced practical Scouting skills course

**Sandford Leadership Course**  
Leadership course for potential Patrol Leaders

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**Young New Zealanders Challenge**  
Bronze Level

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**National Scout Schools**

- Aviation School
- Canoeing School
- Photography School
- Caving School
- Snow School

# The Scout Badge

The Scout Badge requirements must be completed to be invested as a Scout. Cubs can complete the requirements as a Cub before moving up to Scouts. This enables the Cubs to be invested on their first night at Scouts.

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE & DATE
<p><b>Outdoors</b></p> <ul style="list-style-type: none"> <li>• Prepare a personal First aid Kit.</li> </ul>	<p>For personal safety on any activity. Self-reliance.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Red Cross / St Johns.</li> <li>• Mountain Safety Council.</li> </ul>	
<p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Describe the composition of the NZ Flag.</li> <li>• Explain what and why happens during the Flag Ceremony.</li> </ul>	<p>Learning about a traditional Scout ceremony that represents duty to the Queen and my country.</p> <p><b>REFERENCES:</b></p> <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>	
<p><b>Personal Development</b></p> <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>	<p>Learning about basic Scouting values.</p> <p>Learning about Scouting history.</p> <p><b>REFERENCES:</b></p> <p>Scout Handbooks</p>	
<p><b>New Experiences</b></p> <ul style="list-style-type: none"> <li>• Take part in a Troop or Patrol activity</li> </ul>	<p>Joining in and making friends with the Scout Troop members</p>	

# Transition from Cubs to Scouts

## *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.
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<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.
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<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.
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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.

# Bronze Scout Award

As a general guide the Bronze Scout Award is intended for Scouts who are in year 6 and 7 at school. Scouts normally join the Scout section at the start of term 4, year 6 and should complete their Bronze Award within a year.

Scouts who are in Year 8 or higher when they join Scouts may commence working directly on the Silver or Gold Award.

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS CORNERSTONE</b>		
		Date:
<p><b>Campcraft</b></p> <ul style="list-style-type: none"> <li>• With a friend or in a Patrol / team show that you can pitch a hike tent, strike it and pack it away correctly.</li> <li>• Explain why tents need to be aired and dried completely before being put in storage.</li> </ul>	<p>Learning how to care for equipment and to do so correctly so it doesn't get damaged.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• The Scout Camping Handbook.</li> </ul>	
<p><b>Expeditions</b></p> <ul style="list-style-type: none"> <li>• Draw the eight main compass points.</li> <li>• Use a compass to find magnetic north.</li> <li>• Follow a simple compass course containing at least four different magnetic bearings.</li> <li>• Using the map key, identify some common features.</li> <li>• Using a simple map, orientate it correctly using common features that you can see around you. i.e. roads, buildings, terrain.</li> <li>• Explain why it is important to check when a map was printed or published.</li> </ul>	<p>Teaches direction finding and location awareness.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• The Scout Leader.</li> </ul>	
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Explain why we need to take the weather into consideration when planning and conducting outdoor activities</li> <li>• Identify three native plants / birds / animals (any combination of three).</li> </ul>	<p>Promotes safety in and knowledge of the outdoors.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Collins Field Guide to New Zealand Wildlife Terence Lindsey, Rob Morris &amp;</li> <li>• Reed/Mobil NZ Nature Series Common Birds in NZ by Geoff Moon</li> </ul>	
<p><b>Outdoor Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate three knots and show how to use them</li> <li>• Demonstrate and explain how to care for ropes used in pioneering activities</li> <li>• Know the safety requirements for laying and lighting a fire.</li> </ul>	<p>Correct use of equipment</p> <p>Fire safety</p> <p>Introduction to outdoor cooking</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Mountain Safety Manual 39 – Bush Craft Outdoor Skills for the NZ Bush</li> <li>• The Scout Outdoors Handbooks 1 - 4</li> </ul>	

## Bronze Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS CORNERSTONE</b>		Date:
<p><b>Outdoor Skills. <i>Continued</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate safely laying and lighting a fire.</li> <li>• Show an awareness of the DOC Environmental Care Code.</li> <li>• Identify the hazards on a given site or activity.</li> <li>• Demonstrate appropriate clothing you would take on a weekend camp and how you would pack the items.</li> <li>• Explain to a leader what you would share to help a friend in trouble on a tramp, that would not put your own or others life at risk.</li> </ul>	<p>Developing responsibility to others and environment.</p>	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>COMMUNITY CORNERSTONE</b>		Date:
<p><b>Emergency Preparedness</b></p> <ul style="list-style-type: none"> <li>• Using the ACC River Safe Booklet, draw up a list of safety rules for around the pool, at the beach or river.</li> <li>• Describe the buddy system and explain how it works.</li> <li>• Prepare a home evacuation plan for your home and list the items needed for a home emergency kit.</li> <li>• Know the difference between and treatment for burns and scalds.</li> <li>• Demonstrate how to clean and dress a simple cut or graze.</li> <li>• Know the treatment for bites and stings.</li> </ul>	<p>Experience in research as well as safety awareness around the home.</p> <p>Civil Defence awareness and self reliance.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Water Safe Guidelines for Schools by WaterSafe Auckland Inc.</li> <li>• ACC RiverSafe Programme by Water Safety New Zealand.</li> <li>• <a href="http://www.civildefence.govt.nz/memweb/site.nsf">http://www.civildefence.govt.nz/memweb/site.nsf</a></li> <li>• Civil Defence website.</li> <li>• Yellow pages.</li> <li>• St John or Red Cross first aid handbook.</li> </ul>	
<p><b>Helping Others</b></p> <ul style="list-style-type: none"> <li>• Carry out a responsibility at home for at least eight hours over four weeks.</li> </ul>	<p>Learn to help others and to become part to the family team.</p>	
<p><b>My Community</b></p> <ul style="list-style-type: none"> <li>• Explain how the youth sections in the Scout Group fit together.</li> <li>• List the section leaders and the management team in your Scout Group.</li> <li>• Demonstrate how Scouts fold, break and lower the flag.</li> </ul>	<p>Learn all about the Scout Group you belong to.</p> <p><b>References:</b> Scout Leader.</p>	
<p><b>Our World / Our Country</b></p> <ul style="list-style-type: none"> <li>• Learn a song, game, activity or words from another culture in your community.</li> <li>• Prepare and/or taste food from a different culture.</li> </ul>		

## Bronze Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		Date:
<b>Physical</b> <ul style="list-style-type: none"> <li>Demonstrate to the leader exercises to do each day to keep fit.</li> </ul>	Developing good personal health and self reliance habits.	
<b>Social &amp; Life Skills</b> <ul style="list-style-type: none"> <li>Explain the social and health consequences of not maintaining a good standard of personal hygiene at all times.</li> </ul>		
<b>Expression</b> <b>On your own or with other Scouts or leaders, lead a campfire song, yell or game.</b>	Developing confidence to speak and act in public.	
<b>Personal Challenges</b> Complete a Personal Challenge of your choice from the Personal Development list.		

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>New Experiences Cornerstone</b>		Date:
<b>National Programmes</b> <ul style="list-style-type: none"> <li>Take part in a National Programme activity or event with your Troop, Group or other Scouts.</li> </ul>	Show evidence of getting involved in and supporting the Patrol and Troop programme.	
<b>Group, Zone or Regional Events and activities</b> <ul style="list-style-type: none"> <li>Take part in an activity away from the Hall.</li> </ul>		
<b>Challenges</b> <ul style="list-style-type: none"> <li>Cook a simple meal over an open fire e.g. Sausage on a stick, damper, apple or banana in foil.</li> </ul>	Fun while learning about simple food preparation. May be credited if already completed in the Cub Section  REFERENCES: Scout Handbook.	

When all these requirements have been completed the Scout can be awarded the Bronze Scout Award badge. This should be presented at the next Troop meeting night.

# Silver Scout Award

As a general guide the Silver Scout Award is intended for Scouts who are in Year 7 (from the 4th term) and Year 8 at school. Scouts normally move from the Bronze to the Silver Award at the start of term four, Year 7 and should complete their Silver Award within a year.

Scouts who are in Year 9 or higher when they join Scouts may commence working directly on the Gold Award.

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS CORNERSTONE</b>		
Date:		
<p><b>Campcraft</b></p> <ul style="list-style-type: none"> <li>As part of a Patrol / Team or with a partner prepare and cook a simple meal under camp situations. It should include meat, vegetables, dessert and a hot drink.</li> <li>Demonstrate how to safely connect gas equipment and carry out the safety checks.</li> <li>Use a small cooker to make a hot drink.</li> <li>Describe the features to look for when selecting a suitable campsite.</li> <li>Describe the features to avoid when selecting a suitable campsite.</li> </ul>	<p>Learn about teamwork, self reliance and the importance of fun and suitable food.</p> <p>Learn how to use equipment safely.</p> <p>Learn about the importance of fluid, especially hot drinks in cold conditions.</p> <p>Hazard awareness, safety, comfort, camp craft.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>The Scout Outdoors Handbooks.</li> <li>Mountain Safety Manual page 39 – Bush craft Outdoor Skills for the NZ Bush.</li> <li><a href="http://www.cbes.org.nz/downloads/Intro-to-Safe-Boating.pdf">http://www.cbes.org.nz/downloads/Intro-to-Safe-Boating.pdf</a> Page 26 - 38</li> </ul>	
<p><b>Expeditions</b></p> <ul style="list-style-type: none"> <li>Explain the difference between magnetic north and grid north.</li> <li>Use a compass to orientate a map correctly.</li> <li>Show an understanding of grid lines and be able show a spot on a map using six character grid reference.</li> <li>Explain what contour lines show.</li> <li>In your Patrol / Team or with friends follow a series of grid references to get you from one place to another.</li> </ul>	<p>Practice in using a compass and to locate yourself.</p> <p>Understanding landform &amp; topography so you can help locate yourself on a map.</p> <p>Practise, and have fun while doing so.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>Met Service Learning Centre</li> <li><a href="http://www.met-service.co.nz/default/index.php?alias=howtoreadmaps234395">http://www.met-service.co.nz/default/index.php?alias=howtoreadmaps234395</a></li> <li>The Scout Outdoors Handbooks</li> </ul>	
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Describe how New Zealand's terrain affects its weather.</li> <li>Explain the parts of an isobaric (weather) map.</li> <li>Identify six native plants / birds / animals (any combination of six). Find out about their place in the food chain.</li> </ul>	<p>Learn about: Environmental awareness, weather knowledge, and personal safety.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.met-service.co.nz/default/index.php?alias=climateofnz">http://www.met-service.co.nz/default/index.php?alias=climateofnz</a></li> <li>Collins Field Guide to New Zealand Wildlife Terence Lindsey, Rob Morris &amp;</li> <li>Reed/Mobil NZ Nature Series Common Birds in NZ 1 by Geoff Moon</li> </ul>	
<p><b>Outdoor Skills</b></p> <ul style="list-style-type: none"> <li>Choose one of the following:             <ol style="list-style-type: none"> <li>Demonstrate how to wear a buoyancy aid correctly or...</li> <li>How to tread water correctly.</li> </ol> </li> <li>Demonstrate three new knots that could be used in construction activities.</li> </ul>	<p>Personal safety, Scout craft, practise and fun.</p> <p><b>REFERENCES:</b></p> <p>The Scout Outdoors Handbooks.</p>	

*Continued overleaf*

## Silver Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS CORNERSTONE</b>		Date:
<b>Outdoor Skills <i>continued</i></b> <ul style="list-style-type: none"> <li>• Demonstrate two lashings. Use these lashings to construct a simple trestle frame or some other simple construction.</li> <li>• Demonstrate how to set and light a fire with minimum environmental damage.</li> </ul>	Being able to cope in the outdoor / back woods environment.  Environmental care. Situation awareness. Able to light a fire in an emergency situation.	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>COMMUNITY CORNERSTONE</b>		Date:
<b>Emergency Preparedness</b> <ul style="list-style-type: none"> <li>• Explain how to get help in an emergency.</li> <li>• Describe where the Group First Aid Kit is kept.</li> <li>• Demonstrate knowledge of how to use 111 system and how the ICE concept works on mobile phones.</li> </ul>	Learning to follow the Scout Motto, which is to 'Be Prepared'.  ICE is used as a personal emergency preset contact number on mobile phones.  <b>REFERENCES:</b> <ul style="list-style-type: none"> <li>• Scout Leader or Police etc.</li> </ul>	
<b>Helping Others</b> <ul style="list-style-type: none"> <li>• Give an example of where to use the Environmental Care Code.</li> <li>• Attend an ANZAC parade or other community service e.g. Big Clean Up.</li> <li>• Carry out a minimum of 10 hours voluntary service for other people such as a school, church or community group. This service is expected to be external to Scouting.</li> </ul>	Conservation awareness, community involvement, service to community.	
<b>My Community</b> <ul style="list-style-type: none"> <li>• Take part in a Zone activity.</li> <li>• List the Scout Groups belonging to your zone.</li> <li>• Name the Zone Leaders and what are they responsible for.</li> <li>• Find out about and describe what JOTI and JOTA stand for.</li> <li>• Explain what loyalty means and how it can be applied in practice in your Patrol and in the community.</li> </ul>	Learning to join in with other groups of people, Scouting awareness, support structure, understanding how loyalty works in practice.  <b>REFERENCES:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.scout.org/joti/">http://www.scout.org/joti/</a></li> <li>• <a href="http://www.scout.org/jota">http://www.scout.org/jota</a></li> </ul>	

*Continued overleaf*

## Silver Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>COMMUNITY CORNERSTONE</b>		Date:
<p><b>Our World / Our Country</b></p> <ul style="list-style-type: none"> <li>• Cultures in NZ - Find out about a culture that is different from your own.</li> <li>• Find out how local government works in your area, who some of the community leaders are what their role involves.</li> </ul>	<p>Learn to meet and understand a little about people from a different culture and who have a different view on life from yourself.</p> <p>Learn how NZ communities work</p>	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		Date:
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Act as the leader in pitching a Patrol / Team tent.</li> <li>• With a friend or a Patrol / Team set up and use the equipment required for a weekend Patrol Camp.</li> <li>• Hazard identification: On a given site or activity, identify hazards that can be expected. Suggest how you could Eliminate, Isolate, or Minimise these hazards.</li> <li>• Complete Part A of an Activity Intention Form for an activity.</li> </ul>	<p>Leadership skills development. Learning about teamwork and camp craft.</p> <p><b>Being aware of personal and group safety.</b></p> <p>Learning about and practicing Risk Management.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Mountain Safety manual 38. Outdoor Safety Risk Management for outdoor Leaders.</li> <li>• SPARC Outdoor Activities.</li> <li>• Guidelines for Leaders <a href="http://www.sparc.org.nz">http://www.sparc.org.nz</a></li> </ul>	
<p><b>Social &amp; Life Skills</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for the family washing on two occasions.</li> <li>• Show how to check a patient for breathing and place him or her in the recovery position.</li> <li>• Explain how to stop bleeding and the treatment for nose bleeds.</li> <li>• The Scout Promise is to “do my Duty to my God, my Queen and my country”. Explain how to carry out this part of the promise.</li> <li>• Take part in a Scouts Own ceremony at camp or during an expedition.</li> <li>• Discuss with the Scout Leader the value of a personal commitment statement and produce an example.</li> <li>• Lead or demonstrate the Scout opening and closing ceremony.</li> </ul>	<p>Helping at home and building life skills, personal health, self reliance.</p> <p>Character development and awareness of the need to observe the community standards that govern New Zealand society.</p> <p>Observing our Duty to “My God” in our promise.</p> <p>A personal commitment from School would be suitable as an example.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Parents.</li> <li>• St John or Red Cross First Aid Book.</li> </ul>	

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## Silver Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		Date:
<p><b>Expression</b></p> <p>Complete one of the following:</p> <ul style="list-style-type: none"> <li>• A personal challenge badge from the Arts or Crafts section.</li> <li>• OR an activity or project of your own choice (as agreed with the Leader and Patrol Leaders Council).</li> </ul>	<p>Developing Planning and Self Expression skills.</p>	
<p><b>Personal Challenges</b></p> <ul style="list-style-type: none"> <li>• Complete one Personal Challenge badge from the Outdoor list.</li> <li>• Complete one Personal Development badge from the Personal Development list (different to the one used at Bronze level).</li> </ul>	<p>Encouraging new skills and challenges so as to grow and develop as a person.</p> <p>These Challenges can be completed at any stage during a Scout's progress and credited to a later level.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• See the list of Personal Challenges available at the back of this scheme.</li> </ul>	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>NEW EXPERIENCES CORNERSTONE</b>		Date:
<p><b>National Programme</b></p> <ul style="list-style-type: none"> <li>• Take part in and help plan and organise a National Programme activity.</li> </ul>	<p>Developing leadership and organising skills.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Scout News Letters.</li> <li>• Scouts NZ website.</li> </ul>	
<p><b>Group, Zone or Regional Events and activities</b></p> <ul style="list-style-type: none"> <li>• Take part in and help plan a visit to JOTA, JOTI, a Zone Camp, Cub Day or similar activity.</li> </ul>	<p>Starting to explore the wider world of Scouting. Joining in, meeting others and experience becoming part of the team.</p>	
<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Work with the Patrol Leader and help organise a guest speaker for the Troop night who will speak on something new for the Scouts.</li> </ul>	<p>Developing organising skills and self confidence. Topics could be quite simple such as Skateboard or bike maintenance, Cell phone safety, a favourite cooking recipe used at camp etc.</p>	

# Gold Scout Award

As a general guide the Gold Scout Award is intended for those who are in Year 8 (from the 4th term) and Year 9 at school. Scouts normally move from the Silver to the Gold Award at the start of term 4, Year 8 and should complete their Gold Award within a year.

Scouts who are in Year 9 or higher when they join Scouts may commence working directly on the Gold Award.

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS CORNERSTONE</b>		
Date:		
<p><b>Campcraft</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of the food pyramid and the nutritional requirements for outdoor activities</li> <li>• Draw up a complete nutritious menu (including quantities) for a weekend camp.</li> <li>• Using a small gas cooker prepare a meal suitable for hiking or tramping.</li> <li>• Demonstrate the care of a gas lantern including the changing of a mantle (pressure lantern could be substituted).</li> <li>• On a selected site describe how to set up a campsite giving reasons for your choice.</li> <li>• Prepare a checklist to ensure that a high standard of hygiene is maintained under camp conditions. It could include the following headings: sleeping tents, grounds, food storage, food or rubbish disposal, toilets, drinking water, kitchen area, utensils.</li> </ul>	<p>Learn about health and nutrition so that you know how to keep your energy levels high.</p> <p>Fun and food.</p> <p>Skill development in using camping equipment.</p> <p>Hazard awareness, safety, comfort, and camp craft.</p> <p>Health and safety awareness.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.govt/kids/index.html">www.mypyramid.govt/kids/index.html</a></li> <li>• Mountain Safety Manual 39 – Bush craft Outdoor Skills for the NZ Bush.</li> </ul>	
<p><b>Expeditions</b></p> <ul style="list-style-type: none"> <li>• In a Patrol / Team or with friends, carry out a journey of at least four hours using map, compass and or GPS to assist you. May be tramping, canoeing, sailing, cycling etc).</li> <li>• Using the map explain the route followed to the Leader or Patrol – e.g. terrain, track, features.</li> </ul>	<p>Skills Development, Scout Craft, teamwork and fun, plus development of risk awareness.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://electronics.howstuffworks.com/gps.htm">http://electronics.howstuffworks.com/gps.htm</a></li> </ul>	

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## Gold Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS CORNERSTONE,</b> <i>continued</i>		Date:
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Identify 12 native plants / bird / animals (Any combination of 12). Explain their place in the ecosystem.</li> <li>Be able to recognize six different cloud types and describe the weather they are associated with.</li> <li>Using actual observations and an isobaric (weather) map, predict the weather for your area.</li> </ul>	<p>My Natural World. Environmental knowledge. Safety in outdoors.</p> <p>Learn to read the weather before it directly affects you and your plans.</p> <p>Teamwork, skill development, location awareness, fun.</p> <p>Location awareness. Learn how to confidently find your way using a map.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>NIWA</li> <li><a href="http://www.caa.govt.nz/safety_info/Posters/NZ_Cloud_Types.pdf">http://www.caa.govt.nz/safety_info/Posters/NZ_Cloud_Types.pdf</a></li> </ul>	
<p><b>Outdoor Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to care for and safely use the tools and equipment commonly found around camp. Could include but not exclusively - axe, knives, saws, shovels, spades and mallets.</li> <li>Demonstrate how to use a GPS and a compass.</li> <li>Use a GPS or compass to plan and follow a simple route.</li> <li>Explain why we should not rely on a GPS alone.</li> <li>Demonstrate three knots that could be used in rescue situations.</li> <li>Learn two more lashings different from those used in the Silver Award.</li> <li>With a Patrol or Team construct two items on the following list. <ul style="list-style-type: none"> <li>Raft, tower, bridge or similar item.</li> <li>Camp equipment</li> <li>Playground equipment</li> <li>Catapult or any other construction approved by your PLC or the Scout Leader.</li> </ul> </li> </ul> <p>Complete a Risk Assessment Management Sheet (RAMS) for a Patrol / Team or Group activity.</p>	<p>Correct use and care of equipment. Safety and care of equipment. Location awareness, information technology, uses and limitations of equipment.</p>	

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## Gold Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>COMMUNITY CORNERSTONE</b>		
Date:		
<p><b>Emergency preparedness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to assess and treat minor injuries.</li> <li>• Demonstrate how to summon assistance in an emergency and what to do whilst waiting.</li> <li>• Show an understanding of how to recognise an asthma attack and know what to do to assist.</li> <li>• Be able to describe the symptoms of and the treatment for: <ul style="list-style-type: none"> <li>• Hypothermia.</li> <li>• Heat exhaustion.</li> <li>• Heat Stoke.</li> </ul> </li> <li>• Explain what RICE stands for in the First Aid situation.</li> <li>• Demonstrate two types of sling.</li> <li>• Explain the importance of immobilising an injury and demonstrate two bandaging techniques.</li> <li>• Explain how to recognise the signs and symptoms of shock and how to treat them.</li> </ul>	<p>Community service and skills.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Mountain Safety manual 38. Outdoor Safety – Risk Management for outdoor Leaders.</li> <li>• SPARC Outdoor Activities – Guidelines for Leaders <a href="http://www.sparc.org.nz">www.sparc.org.nz</a></li> </ul> <p>Develop community service habit and skills.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Mountain Safety manual 38. Outdoor Safety – Risk Management for outdoor Leaders.</li> <li>• &amp; SPARC Outdoor Activities – Guidelines for Leaders. <a href="http://www.sparc.org.nz">www.sparc.org.nz</a></li> </ul>	
<p><b>Helping Others</b></p> <ul style="list-style-type: none"> <li>• Complete either: <ul style="list-style-type: none"> <li>Carry out or assist in a project to protect or foster native fauna or flora.</li> <li>Or</li> <li>Participate in a Community Project. i.e.- Arbor Day, Clean Up NZ Day.</li> </ul> </li> <li>• Assist at Keas or Cubs for a period of eight hours (could be weekly or over a weekend camp).</li> </ul>	<p>Conservation, environmental awareness.</p> <p>Community responsibility.</p> <p>Service to Scouts.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Collins Field Guide to New Zealand Wildlife Terence Lindsey, Rob Morris.</li> <li>• Reed/Mobil NZ Nature Series Common Birds in NZ 1 by Geoff Moon.</li> </ul>	

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## Gold Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>COMMUNITY CORNERSTONE</b>		Date:
<p><b>My Community</b></p> <ul style="list-style-type: none"> <li>• Draw a time line showing some of the important dates in the development of Scouting, Worldwide and in New Zealand.</li> <li>• Research and explain what the National Scout Schools offer.</li> <li>• Find out about, belong to, or participate in an activity with another youth organisation.</li> </ul>	<p>Scouting history and awareness.</p> <p>International Scouting.</p> <p>Scouting awareness.</p> <p>Learning about other organisations in the community.</p>	
<p><b>Our World / Our Country</b></p> <ul style="list-style-type: none"> <li>• Find out what region of World Scouting New Zealand belongs to.</li> <li>• Find out about Scouting in one of the other countries in our region. Introduce a game or activity from that country to the Troop or Patrol.</li> <li>• Select one International Organisation and show how it assists the World Community. e.g. A branch of the United Nations, World Trade Organisation, Save the Children, UNICEF, Red Cross etc.</li> </ul>	<p>Awareness of Scouting throughout the world</p> <p>Develop awareness of organisations that help the world community when disaster strikes.</p> <p><b>REFERENCES:</b></p> <p><a href="http://www.scout.org/">http://www.scout.org/</a></p>	

REQUIREMENTS (What to do)	EXPLANATION (Why)	REFERENCES
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		Date:
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Be able to throw a life line to within one metre of a person eight metres away.</li> </ul>	<p>Practice so you are ready should you ever need to throw a line.</p>	
<p><b>Social &amp; Life Skills</b></p> <ul style="list-style-type: none"> <li>• Attend a Sandford Leadership Course.</li> <li>• After the course practise these skills by organising and leading an activity or camp with your Patrol or a group of friends.</li> <li>• Explain to the Scout Leader how to deal with peer pressure when friends and acquaintances want you to do something that is unwise.</li> <li>• Complete <u>one</u> of the following:             <ol style="list-style-type: none"> <li>1. Help plan and run a Scouts Own.</li> <li>2. Attend a Church Parade.</li> <li>3. Compare two different religions and list what they have in common.</li> </ol> </li> </ul>	<p>Practice "Life" skills, self reliance, and leadership skills.</p> <p>Investigate and start to gain an understanding of religion and the part it plays in the lives of many people.</p> <p>Development of a personal value system.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>• Scout Leader.</li> </ul>	

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## Gold Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		Date:
<p><b>Social and Life Skills, <i>continued</i></b></p> <ul style="list-style-type: none"> <li>With a friend or in a Patrol / Group compare and be prepared to discuss or demonstrate how the Scout Law fits into the beliefs and values of a religion chosen by you.</li> </ul>		
<p><b>Expression</b></p> <ul style="list-style-type: none"> <li>Discuss the Patrol Code of Conduct with the leader and explain the consequences of not following the “rules”. If the Patrol doesn’t have a Code of Conduct, create one and ask the Patrol to discuss and adopt it.</li> <li><b>Complete one of the following</b> A Personal Challenge Badge from the Arts or, Crafts section. Or An activity or project of your choice and design. (Must be agreed with your PLC and Leader).</li> </ul>	<p>Leadership training. Leadership skill development and practise. Self expression.</p> <p><b>REFERENCES:</b></p> <ul style="list-style-type: none"> <li>Mountain Safety manual 38. Outdoor Safety – Risk Management for outdoor Leaders.</li> <li>SPARC Outdoor Activities – Guidelines for Leaders</li> <li><a href="http://www.sparc.org.nz">www.sparc.org.nz</a></li> </ul>	
<p><b>Personal Challenges</b></p> <ul style="list-style-type: none"> <li>Complete one Personal Challenge badge from the Outdoors list (different to the badge earned for Silver).</li> <li>Complete one Personal Challenge badge from the Community list.</li> </ul>	<p><b>Note:</b> Scouts may choose to attend and complete the Venturer Outdoor and Camping Personal Challenges. These courses will then be credited for the Bronze Venturer Award when joining a Venturer Unit.</p>	

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## Gold Scout Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>NEW EXPERIENCES CORNSESTONE</b>		Date:
<b>National Programme</b> <ul style="list-style-type: none"> <li>• Help plan / organise a National Programme activity.</li> </ul>	Developing leadership and organising skills. Starting to explore the wider world of Scouting. <b>REFERENCES:</b> <ul style="list-style-type: none"> <li>• National section programme.</li> </ul>	
<b>Group, Zone or Regional Events and activities</b> <ul style="list-style-type: none"> <li>• Take part in and help plan a visit to JOTA, JOTI, a Zone Camp, Cub Day or similar Activity.</li> </ul>	Joining in, meeting others and experience becoming part of the team. Developing organising skills and self confidence. <b>REFERENCES:</b> <ul style="list-style-type: none"> <li>• Refer to the National Scout Website and the Zone website for a list of activities.</li> </ul>	
<b>Challenges</b> <ul style="list-style-type: none"> <li>• Work with another Scout and help organise a Troop visit to a place of interest where the Troop can learn or practice one of the following:</li> <li>• A new skill,</li> <li>• Meet a person of interest,</li> <li>• Learn something about the community you live in or near.</li> </ul>	Places could include a skateboard park, an Emergency Service Centre, Sewage Treatment Plant, Climbing Wall, Abseiling Tower etc.	

## Chief Scout Award

- Scouts must complete the Gold Scout Award in order to earn the Chief Scout Award. A Scout may start on the Chief Scout Award before completing the Gold Scout Award.
- If Scouts wish to complete The Young New Zealanders Challenge concurrently, they must enrol in the scheme prior to starting work on the requirements, as activities cannot be backdated.
- The requirements should be able to be completed in 12 months and may be signed off by the Scout Leader or a person nominated by the leaders.

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS CORNERSTONE</b>		Date:
<ul style="list-style-type: none"> <li>• Plan and run an activity for a Patrol or Troop which will include two nights Camping.</li> </ul>	Leadership skills, planning and Scoutcraft.	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>COMMUNITY CORNERSTONE</b>		Date:
<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of the World family of Scouting.</li> <li>• Work as an activity leader with a Kea Club or Cub Pack for a period of 20 weeks (need not be continuous).</li> </ul>	<p>Learn more about the Scouting community.</p> <p>Give some service back to Scouting in return for what has been learned.</p>	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>PERSONAL DEVELOPMENT CORNERSTONE</b>		Date:
<p><b>Complete three of the following</b></p> <ul style="list-style-type: none"> <li>• Complete the Explorers Challenge.</li> <li>• Gain a recognised First Aid Certificate.</li> <li>• Take part in an outdoor sport or activity. Participate in it regularly for at least 10 hours over a minimum of three months.</li> <li>• Choose a hobby, topic to study or a leisure pursuit. Acquire a reasonable skill in or knowledge of the activity and participate in it regularly for at least 10 hours over a minimum of three months.</li> </ul>	<p>Community service, self development.</p> <p>Physical fitness, health and commitment.</p> <p>Develop the habit of commitment to a project, hobby or a cause.</p>	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>NEW EXPERIENCES CORNERSTONE</b>		Date:
<ul style="list-style-type: none"> <li>• Research the Young New Zealanders Challenge and explain the requirements for the Scout age group.</li> <li>• Attend an organised event of three days duration (away from home and need not be Scouting) e.g. Jamboree, National Scout Schools, School sports. Tournaments, cultural exchanges.</li> <li>• Attend a Venturing Explained.</li> <li>• Complete two new Personal Challenge Badges.</li> </ul>		

# Chief Scout Award

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>NEW EXPERIENCES CORNERSTONE continued</b>	:	Date:
<ul style="list-style-type: none"> <li>• When all the other requirements of the Chief Scout Award have been met, make an appointment with the Zone Scout Leader or their appointee to discuss your achievements. You will be asked to discuss the part the Scout Law and Promise plays in your life.</li> <li>• Prepare and take with you a written CV of your Scouting achievements including any relevant certificates and a logbook or presentation about your expeditions.</li> </ul>	<p>The Group Leader or Scout Leader should provide Zone contacts and help prepare the Scout for the interview.</p>	

# Scout Challenge Award

Scouts must complete the Bronze and Silver Scout Awards as specified, before undertaking the challenges listed below. This is to ensure the Scouts have received the required training in order to safely undertake these activities.

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS CHALLENGE</b>		Date:
<p><b>Complete the Bronze Scout Award and then:</b></p> <ul style="list-style-type: none"> <li>• Cook a three course meal on open fire.</li> <li>• Have completed five nights camping.</li> <li>• Construct a fun pioneering project.</li> <li>• Take part in an orienteering activity.</li> </ul>	<p>Practice and extend skills.</p> <p>Offering challenge.</p>	
<p><b>Complete the Silver Scout Award and then:</b></p> <ul style="list-style-type: none"> <li>• Cook a three course meal using a menu from a culture other than your own. For four or more people.</li> <li>• Have completed four nights camping under canvas in winter (June to October).</li> <li>• Complete a weekend tramp with three friends – complete a logbook of the activity.</li> <li>• Complete a geo caching activity (GPS).</li> </ul>	<p>Practice and extend skills.</p> <p>Offering challenge.</p>	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>COMMUNITY CHALLENGE</b>		Date:
<p><b>Complete the Bronze Scout Award and then:</b></p> <ul style="list-style-type: none"> <li>• Adopt an area and take care of it for 12 weeks.</li> <li>• Organise and carry out a joint activity with another Troop or Patrol from another Troop in your Zone.</li> <li>• Produce a short fun play and present to a group.</li> <li>• Prepare and carry out a basic first aid scenario for the Troop or Patrol.</li> </ul>	<p>Practise and extend skills.</p> <p>Offering challenge as well as meeting and interacting with a new group of people.</p> <p>Further developing character.</p> <p>Service to the Troop as well as learning how to train others.</p>	

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## Scout Challenge Award, *continued*

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>COMMUNITY CHALLENGE</b>		Date:
<p><b>Complete the Silver Scout Award and then:</b></p> <ul style="list-style-type: none"> <li>• Arrange an interesting guest speaker from an environmental organization to talk to your Troop.</li> <li>• Organise and carry out a joint activity with a Troop or youth group from your Zone.</li> </ul> <p>Either</p> <ul style="list-style-type: none"> <li>• Take part in a local drama, Gang Show or music production (could be backstage or Front of House or Support Crew).</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Act as casualty in a first aid scenario for local service agency competitions or practice. (Fire Brigade, St John, Police, Civil Defence).</li> </ul>	<p>Practice and extend skills.</p> <p>Offering challenge.</p> <p>Taking part in a gang show would qualify.</p>	

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>EXPLORER CHALLENGE</b>		Date:
<p><b>Scouts must be 13 years and over before taking part in the Explorer Challenge</b></p> <ul style="list-style-type: none"> <li>• Complete a journey with three friends, of a minimum of 150 km, over four days, using three different modes of transport while visiting places of interest or local people.</li> <li>• When you return, make a presentation about the journey to your Troop.</li> </ul>	<p>This is the ultimate test of a Scout's personal skills. (A shadow party may accompany the journey if safety is considered an issue).</p> <p>Develops character and builds public speaking skills.</p>	

# Venturer Badge

Scouts move to the Venturer Section at the start of the 4th school term in Year 10.

The Group Leader may allow a Scout to move to the Venturer Section earlier providing the parents, the Scout Leader and the Venturer Leader all support this.

This badge must be completed by all people joining the Venturer Unit. However, a Scout who completes this badge in the Scout Troop will be invested when he or she attends their first official Venturer Unit meeting.

REQUIREMENTS (What to do)	EXPLANATION (Why)	SIGNATURE
<b>OUTDOORS</b>		Date:
<ul style="list-style-type: none"> <li>Join with the local Venturer Unit (or team of friends if no Unit exists) for a day outdoor activity or night away.</li> </ul>	To help build a relationship and to foster a team approach to activities. e.g. a sailing or tramping trip etc.	
<b>COMMUNITY</b>		Date:
<ul style="list-style-type: none"> <li>Complete a Venturing Explained with the local Unit or Leader.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Discuss with those on the Venturing Explained course how the Scout Law &amp; Promise affects Scouts everyday.</li> </ul>	Learn about Scouting and Venturing in particular.  <b>REFERENCE:</b> <ul style="list-style-type: none"> <li>Zone Venturer Leader.</li> </ul>	
<b>PERSONAL DEVELOPMENT</b>	:	Date:
<ul style="list-style-type: none"> <li>With the help of the Unit Executive or Venturer Leader complete a Personal Commitment Statement for the next year.</li> <li>Understand the importance of DADS rules and how to follow them.</li> </ul>	The Personal Commitment Statement should be revised or renewed each year.	
<b>NEW EXPERIENCES</b>	Signed Off:	Date:
<ul style="list-style-type: none"> <li>Attend and take part in any one Venturer module of the Scouts choice.</li> </ul>	This module may be credited toward the modules required for Bronze Venturer Award.  <b>REFERENCE:</b> <ul style="list-style-type: none"> <li>See your Venturer Leader for a list of the Venturer Personal Challenge Modules.</li> <li>Look in the Venturer Award Scheme book.</li> <li>Look at the Scouts NZ website (Venturer Section).</li> </ul>	

# Scout Personal Challenge Badges

## Introduction

Personal Challenge Badges can be the most satisfying part of the Scout Award Scheme. You can choose for yourself the challenges you wish to undertake.

There are over 50 Personal Challenge Badges to choose from. If you want to do your own thing, you can tackle the “Your own choice” Personal Challenge Badge, where you select and create your own badge with assistance from the Scout Leaders.

## Personal Challenge list

<p><b>Community Cornerstone</b></p> <ul style="list-style-type: none"> <li>• Civil Defence</li> <li>• Emergencies</li> <li>• Fire Fighting</li> <li>• First Aid</li> <li>• Life Saving</li> <li>• Local History</li> <li>• Maori Life</li> </ul> <p><b>New Experiences Cornerstone</b> Your own choice</p> <p><b>Outdoors Cornerstone</b></p> <ul style="list-style-type: none"> <li>• Angling</li> <li>• Athletics</li> <li>• Boatman</li> <li>• Bushcraft</li> <li>• Camp Cook</li> <li>• Camp Warden</li> <li>• Camping</li> <li>• Canoeing</li> <li>• Caving</li> <li>• Conservation</li> <li>• Cooking</li> <li>• Coxswain</li> <li>• Cycling</li> <li>• Exploring</li> <li>• Gardening</li> <li>• Hiking</li> <li>• Horse Riding</li> <li>• Marine Navigation</li> <li>• Master at Arms</li> <li>• Meteorology</li> <li>• Navigating</li> <li>• Aircraft Spotting</li> <li>• Airmanship 1 &amp; 2</li> <li>• Air Navigation and Meteorology 1 &amp; 2</li> <li>• Aircraft Technical Knowledge 1 &amp; 2</li> </ul>	<p><b>Outdoors Cornerstone, continued</b></p> <ul style="list-style-type: none"> <li>• Oarsman</li> <li>• Sailor</li> <li>• Skiing</li> <li>• Sport</li> <li>• Survival Camping</li> <li>• Swimming</li> </ul> <p><b>Personal Development Cornerstone</b></p> <ul style="list-style-type: none"> <li>• Arts and Crafts includes:               <ul style="list-style-type: none"> <li>- Art</li> <li>- Basket Weaving</li> <li>- Bookbinding</li> <li>- Carving</li> <li>- Craftsperson</li> <li>- Model Making</li> <li>- Pottery</li> <li>- Printmaking</li> <li>- Sculpture</li> </ul> </li> <li>• Book Reading</li> <li>• Chemistry</li> <li>• Collecting</li> <li>• Computers</li> <li>• Debating</li> <li>• Drama / Playacting</li> <li>• Entertaining</li> <li>• Faith Awareness</li> <li>• Gang Show</li> <li>• Music</li> <li>• Photography</li> <li>• Presenter / Public Speaker</li> <li>• Radio Electronics</li> <li>• Writing</li> </ul>
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# Personal Challenge Badges

## Civil Defence - Cornerstone: Community

REQUIREMENTS	SIGNATURE & DATE
<ul style="list-style-type: none"> <li>• Explain to how the Civil Defence organisation works and the purpose for which it exists.</li> <li>• After meeting with a local coordinator explain how your local Civil Defence organisation operates and is set up.</li> <li>• With the local Civil Defence organisation, work out ways that you could help in an emergency, according to your qualifications. i.e.: messenger, first aid, cooking. Traffic directions, fire fighting etc.</li> <li>• Draw a map of Civil Defence Sector Posts and list local contacts useful in a Civil Defence alert.</li> </ul>	

## Emergencies - Cornerstone: Community

REQUIREMENTS	SIGNATURE & DATE
<p>1. Tell what you would do to prevent injury and possible loss of life to yourself and others in at least three of the following emergencies:</p> <ul style="list-style-type: none"> <li>• Fire or explosion at home, in a public building and motor vehicle accident.</li> <li>• Food poisoning.</li> <li>• Boating accident.</li> <li>• Search for lost person.</li> <li>• Lost, delayed or marooned group.</li> <li>• Gas leak at home or at camp.</li> <li>• Earthquake.</li> <li>• Flood.</li> </ul> <p>2. Show how you could safely try and save a person who is at risk from:</p> <ul style="list-style-type: none"> <li>• Touching a live electric wire.</li> <li>• In a room with carbon monoxide or other fumes or smoke.</li> <li>• Burning clothes.</li> <li>• Drowning.</li> <li>• An injury while out in ice or snow.</li> </ul> <p>3. Take part in an emergency exercise set up by emergency services or your Leaders.</p>	

# Personal Challenge Badges

## Fire Fighting - *Cornerstone: Community*

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"><li>1. Give a simple explanation of the theory of combustion, including the Fire Triangle.</li><li>2. Know the dangers and understand the fire precautions in your home relating to:<ul style="list-style-type: none"><li>• All domestic heating.</li><li>• Airing and drying clothes.</li><li>• Smoking materials.</li><li>• Cleaning fluids.</li><li>• Electrical appliances.</li><li>• Multi-plug adaptors.</li><li>• Chimneys.</li><li>• Incinerators and bonfires.</li><li>• Party decorations.</li></ul></li><li>3. Know the dangers of fire at camp and the fire precautions to be taken at a Patrol camp.</li><li>4. After a visit to the local Fire Station:<ul style="list-style-type: none"><li>• Demonstrate how to call the Fire Brigade and what information to supply.</li><li>• Explain what happens from the time the fire call is put in, until it is accepted by the Fire Brigade.</li><li>• Explain the actions to be taken and why, on an outbreak of fire indoors and outdoors.</li><li>• Know how smoke travels and how to travel in a smoke filled room.</li><li>• Demonstrate rescue methods from a fire.</li><li>• Know the different types of fire extinguisher, when and how to use them.</li></ul></li><li>5. Describe how the local Fire Brigade is organised, where the water supply in the town comes from and how the Fire Brigade accesses and uses this water.</li><li>6. Discuss the advantages of installing smoke alarms in houses and list the maintenance they require.</li></ol>	

# Personal Challenge Badges

## First Aid - Cornerstone: Community

REQUIREMENTS	SIGNATURE & DATE
Attend and take part in a basic First Aid Course run by a qualified first aid instructor. This may be held at the Scout Hall and are sometimes called First Aid Forums.	

## Life Saving - Cornerstone: Community

	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Have passed the Swimming section in the Water Sports Personal Challenge.</li> <li>2. In deep water, demonstrate the defensive position, an escape from an attempted grasp from the front, an escape from an actual grasp from the front and explain the reasons for your actions.</li> <li>3. Demonstrate support for a victim in deep water and when he or she begins to struggle, reverse away out of reach.</li> <li>4. Throw a 20-metre line to fall in between two pegs, twice out of three throws, the pegs to be one metre apart and 12 metres from the thrower.</li> <li>5. Using a training manikin, know the correct procedures for administering CPR and rescue breathing.</li> <li>6. Be able to place an unconscious person in the Recovery Position.</li> </ol> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• A Scout who holds the Royal Life Saving Society's Bronze Star or Bronze Medallion qualifies automatically for Parts 1, 2, 3 and 4.</li> <li>• A Scout who has gained the Royal Life Saving Society's Bronze Star or Basic Resuscitation Certificate or higher award within the previous six months qualifies automatically for Part 5.</li> <li>• The Royal Life Saving Society Manual - "Swimming and Life Saving" is recommended as a reference - obtainable from Royal Life Saving Society, National Headquarters, PO Box 13-489, Christchurch, or from any local branch of the Society.</li> </ul>	

## Local History - Cornerstone: Community

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Research the history of your locality.</li> <li>2. Using notes that you have prepared beforehand, discuss the local history with the examiner. This should be illustrated with old photographs or photographs taken by yourself of historic places of interest, or any other materials that may be available.</li> <li>3. Particular attention should be paid to the early settlement of the area, the lifestyle of the early settlers and the development that has taken place over the years. If possible, you should seek out and talk with senior citizens who have lived in the district for many decades.</li> <li>4. Give a brief presentation to your Patrol or Troop on what you have learnt.</li> </ol>	

# Personal Challenge Badges

## Maori Life - Cornerstone: Community

REQUIREMENTS	SIGNATURE & DATE
<p>Be proficient in four of the following (Choose one from each section).</p> <p><b>A. Language</b></p> <ul style="list-style-type: none"> <li>• Be conversant with Maori greetings and leave takings and be able to use them effectively, e.g.: tena koe, tena korua, tena koutou, morena, haere mai. haere ra, e noho ra etc.</li> <li>• Know Maori descriptive words to translate 20 Maori name places.</li> <li>• Translate from Maori, words of a Maori song or recite the Lord's Prayer in Maori.</li> <li>• Learn and read to your Scout Troop the Scout Promise.</li> </ul> <p><b>Te Oati a te Purahore</b> (The Scout Promise)            Ka oati ahau kite whakapau i oku mahara ki toku Atua,            Kite kuini me toku whenua,            Kite awhina i te tangata            A, kite u kite Ture o te Punua Purahorua.</p> <p><b>B. Games</b></p> <ol style="list-style-type: none"> <li>1. Be able to perform six routines of knucklebones.</li> <li>2. Know and perform one hand game.</li> <li>3. Know and perform one action song or haka.</li> </ol> <p><b>C. Art and Craft</b></p> <ol style="list-style-type: none"> <li>1. Carve a tekoteko, wheku. or manaia.</li> <li>2. Draw from memory and name a rafter pattern.</li> <li>3. Name the parts of a meeting house and know the steps and methods of construction.</li> </ol> <p><b>D. General</b></p> <ol style="list-style-type: none"> <li>1. Know the main canoes (Waka) and relate this information to' the landing of the canoe that settled the local district.</li> <li>2. Relate the story of Rongo and Papa.</li> <li>3. Relate what you know about the Gods: Tangaroa, Whiromatea, Tane, Tu Matauenga, etc.</li> </ol>	

# Personal Challenge Badges

## Your Own Choice - *Cornerstone: New Experiences*

REQUIREMENTS	SIGNATURE & DATE
<p>You may have a special interest or hobby that you would like to do as a Personal Challenge.</p> <ol style="list-style-type: none"><li>1. Discuss your interest with your Scout Leader and mention that you would like to earn a Personal Challenge Badge of your own choice.</li><li>2. Find a person who could examine this special interest with you. This person will be your examiner.</li><li>3. Make an appointment with your examiner and discuss your interest. Ask this person to work out a list of what they think you should do to earn the badge. By looking through this book your examiner will get an idea of things they could ask you to do to earn your Personal Challenge.</li><li>4. Report to your Scout Leader on the things you will have to do to earn your Major Interest. Once approved, set to work to earn the badge.</li></ol>	

# Personal Challenge Badges

## Aircraft Spotting - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p><b>Aircraft Spotting One</b></p> <ol style="list-style-type: none"> <li>1. Recognise correctly from the reference book, three aircraft types out of five selected from each of the following sections: Aeroplanes, Military Aircraft, Helicopters. The examiner to provide random lists of aircraft for student to study.</li> <li>2. Be able to name the nationality markings of six countries from the following as listed in the Registration section: New Zealand, Australia, Canada, France, Germany, Japan, Malaysia, Singapore, USSR, USA, United Kingdom, Fiji.</li> <li>3. Be able to identify the main parts of an aircraft including the fuselage, mainplane, tailplane, undercarriage and engines.</li> <li>4. The reference for this Challenge qualification is New Zealand Aircraft Illustrated compiled by Allan Knowles and published by IPL Books. Wellington.</li> </ol>	
<p><b>Aircraft Spotting Two</b></p> <ol style="list-style-type: none"> <li>1. Recognise correctly from this reference book six aircraft types out of eight selected from each of the following sections: Aeroplanes, Amateur built aircraft, Military Aircraft, Helicopters, Microlights. The examiner to provide a random list of aircraft for student to study.</li> <li>2. Be able to recognise ten countries by their nationality marking as listed in the Registration Section of this book.</li> <li>3. Record a log of aircraft seen, including identification features, and approximate height and heading over a period of least one month.</li> <li>4. Describe the configuration and characteristics of eight out of ten aircraft selected by the examiner from the reference book. Include country of origin, usage, wing to fuselage location, tailplane location, types and location of engine(s), undercarriage type and seating capacity. The examiner to provide random list of aircraft for student to study.</li> </ol>	

## Airmanship 1 - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p><b>Airmanship One</b></p> <ol style="list-style-type: none"> <li>1. Know the rules and safety precautions to follow when on an airfield.</li> <li>2. Understand the requirements of a controlled airfield and the significance of airfield control facilities.</li> <li>3. Know the standard Aldis lamp and Verry light signals.</li> <li>4. Know the safety procedures for approaching an aircraft and helicopter when engines are running.</li> <li>5. Visit an airfield and if possible, view Aldis lamps and control signals.</li> </ol>	

*Continued Overleaf*

# Personal Challenge Badges

## Airmanship 2 - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p><b>Airmanship Two</b></p> <p><b>Pertaining to Powered Flight:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate to a flying instructor, a pre-flight inspection of a powered aircraft including a cockpit check.</li> <li>2. Assist in a refuelling operation. Complete a fuel and oil check and understand the importance of the check for water in the fuel.</li> <li>3. Understand the elementary principles of foreign object detection in the aircraft movement area.</li> <li>4. Have at least two familiarisation flights in a powered aircraft.</li> </ol> <p>OR</p> <p><b>Pertaining to Glider Flights:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the following associated with glider operation:               <ol style="list-style-type: none"> <li>(a) Knots, hitches and splices used with launching equipment.</li> <li>(b) Launching signals.</li> <li>(c) The handling and parking of gliders.</li> </ol> </li> <li>2. Assist in the rigging and derigging of a glider and with your instructor, carry out a pre-flight check.</li> <li>3. Have at least two instructional flights in a glider and have acted as a member of a ground handling crew for a glider launch.</li> </ol>	

## Aircraft Technical Knowledge - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p><b>Aircraft Technical Knowledge One</b></p> <ol style="list-style-type: none"> <li>1. Have an elementary knowledge of the theory of flight, including the principles of an aerofoil and the airflow over an aerofoil shape.</li> <li>2. Be able to point out and describe the function of the following moveable control surfaces: ailerons, flaps, elevator, trim tabs, rudder.</li> <li>3. Know the meaning of the following terms: mono-plane, bi-plane, fuselage, tailplane, mainplane, leading edge, trailing edge, dihedral, sweepback.</li> <li>4. Point out the main components of an aircraft piston engine, a gas turbine engine and a jet engine.</li> <li>5. Construct a paper aeroplane.</li> </ol>	
<p><b>Aircraft Technical Knowledge Two</b></p> <ol style="list-style-type: none"> <li>1. Describe the four-stroke cycle of an internal combustion engine and understand the basic requirements of a lubrication, ignition and fuel system.</li> <li>2. Describe in basic terms the working of a jet engine.</li> <li>3. Have a basic understanding of propeller principles including pitch and its effect.</li> <li>4. Explain the importance of lock wire on aircraft and demonstrate the lock wiring method used.</li> <li>5. Explain your understanding of the terms angle of attack, lift, drag and centre of pressure.</li> <li>6. Construct a balsa and tissue, rubber powered aeroplane and construct a paper and tissue balloon.</li> </ol>	

# Personal Challenge Badges

## Air Navigation and Meteorology Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Describe the form of the earth and an understanding of latitude and longitude.</li> <li>2. Explain your understanding of the terms: direction on the earth, the earth's magnetic field, true magnetic north, variation and deviation.</li> <li>3. Explain your understanding of the composition of the atmosphere and atmospheric pressure, temperature and density.</li> <li>4. Explain your understanding of wind causes and wind velocity, local wind effect, sea breezes and funnel effect.</li> <li>5. Explain your understanding of the formation of clouds and list the basic types of clouds.</li> <li>6. Record daily the outside temperature and surface pressure for one week.</li> </ol>	
<p><b>Air Navigation and Meteorology Two</b></p> <ol style="list-style-type: none"> <li>1. Explain the meaning of the following terms:               <ol style="list-style-type: none"> <li>(a) True and magnetic bearing.</li> <li>(b) Great circle.</li> <li>(c) Rhumb line.</li> </ol> </li> <li>2. Explain your understanding of the terms: variation of atmospheric pressure with height, lapse rates, stability, instability and inversion.</li> <li>3. Explain your understanding of the formation of weather pressure systems, the backing and veering of winds, foehn wind effect, squalls and Clear Air Turbulence (CAT).</li> <li>4. Record daily, the wind direction and cloud types for a one week.</li> </ol>	

## Angling - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Explain your understanding of the water safety rules including the dangers of wading and river crossing.</li> <li>2. Know the numbers, species and sizes of fish that can be caught in your area or that you are interested.</li> <li>3. Know the licensing requirements including the date of the closed seasons.</li> <li>4. Demonstrate knowledge of the habitat and feeding behaviour of at least one fish species.</li> <li>5. Demonstrate how to cast, tie on hooks and use your fishing tackle.</li> <li>6. Go fishing on at least 4 occasions – keep a log of the places you went, the weather and how many fish you caught.</li> </ol>	

# Personal Challenge Badges

## Athletics - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>Select four of the following events (at least one to be chosen from each group) and show an improvement in your performance by undertaking two tests at an interval of not less than 6 weeks.</p> <ul style="list-style-type: none"> <li>• Running: 100m, 200m, 400m or 1500m.</li> <li>• Jumping: High, long.</li> <li>• Throwing: Cricket ball, discus, weight.</li> </ul> <p>Whatever your standard at the first test, the minimum standard required after the three months period must be:</p> <p><b>Running</b></p> <ul style="list-style-type: none"> <li>• 100 metres      15 seconds</li> <li>• 200 metres      34 seconds</li> <li>• 400 metres      81 seconds</li> <li>• 800 metres      3 min 9 seconds</li> <li>• 1500 metres     5 min 56 sec.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>• High              112 m</li> <li>• Long              3.8 metres</li> </ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>• Cricket Ball      46 metres</li> <li>• Discus (small)   17 metres</li> <li>• Weight (81b 13oz) 7.5 metres</li> </ul> <p>You must show genuine improvement in all four events. The aim is that this would be achieved after practise requiring effort. The examiner may make allowance for adverse weather or track conditions on the day of the event.</p>	

## Boatman - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. List what clothing to wear and the personal equipment needed for sailing and rowing.</li> <li>2. List the different features of a Type 402 lifejacket and Type 403 buoyancy aid. Select an appropriate sized PFD and demonstrate wearing it correctly.</li> <li>3. Swim 50 metres and then tread water for five minutes.</li> <li>4. Correctly describe the following terms: <ul style="list-style-type: none"> <li>• Port.</li> <li>• Starboard.</li> <li>• Bow.</li> <li>• Stern.</li> </ul> </li> <li>4. Take part in launching and retrieving a boat.</li> <li>5. Demonstrate how to board a boat from a wharf, from a beach or from another boat.</li> </ol>	

*Continued overleaf*

# Personal Challenge Badges

## Boatman - Cornerstone: Outdoors

REQUIREMENTS Continued	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>6. Explain the dangers and precautions to take when a boat is coming alongside, when moving in a boat, raising and lowering spars and oars, removing equipment such as boathooks.</li> <li>7. Be able to bail, fend and lash loose equipment securely and cast off.</li> <li>8. Know the basic distress signals that can be performed with equipment normally found in a cutter.</li> <li>9. Complete four hours practise in Scout cutters on the water.</li> <li>10. Be able to tie the following knots:               <ul style="list-style-type: none"> <li>• Figure-eight.</li> <li>• Clove-hitch.</li> <li>• Reef knot.</li> <li>• Make fast to a cleat.</li> </ul> </li> </ol>	

## Bushcraft - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Using a map and compass demonstrate your ability to identify the country through which you are tramping. All features seen on land should be identified on the map and vice versa.</li> <li>2. List the safety precautions and the equipment you would take on a day tramp in bush country, on a weekend tramp in bush, and along ridges above the bush line.</li> <li>3. Explain what to do in the bush on being parted from the main party.</li> <li>4. Make a bivouac or find a natural shelter in the bush and sleep in it, demonstrating the need to conserve the bush.</li> <li>5. Explain the prevention, symptoms and treatment of exposure.</li> <li>6. Light a fire in the bush and cook a meal.</li> <li>7. With the use of a map tell the examiner about one tramp completed in the last six months.</li> <li>8. Have an elementary knowledge of GPS and discuss the advantages and limitations of the devices.</li> <li>9. Discuss with the examiner the merits of Mountain Radios (and explain where to hire them from) and cell phones to make your tramping safer. Explain the limitations of both radios and cell phones.</li> <li>10. Explain the dangers of drinking water from streams and rivers in the bush. Discuss the dangers of Giardia and list its symptoms.</li> </ol>	

# Personal Challenge Badges

## Camping - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"><li>1. Have camped under canvas with your Troop or Patrol for a total of not less than 10 nights.</li><li>2. Pitch and strike a hike tent without assistance.</li><li>3. Direct successfully the pitching, striking and packing of a Patrol tent.</li><li>4. Know what to look for when choosing a campsite.</li><li>5. Explain your understanding of the principles of camp hygiene and the importance of order and cleanliness in camp.</li><li>6. Demonstrate how to store food in a Quartermaster's tent.</li><li>7. Construct by yourself a camp larder or set up a camp oven or make a camp gadget of your own choice.</li><li>8. At a camp, cook either a hot breakfast meal, or a dish for a main meal, which must include two vegetables.</li><li>9. Have knowledge of the Scout Activity Permit and risk management procedures.</li></ol>	

## Camp Cook - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>At camp choose a suitable site for and set up a kitchen. Cook the following dishes for 3 or more people under camp conditions using ordinary utensils or foil. Dishes must be cooked and served to a high standard.</p> <ol style="list-style-type: none"><li>1. Cook and serve one of the following: Bacon and eggs, scrambled eggs, sausages with tomatoes, fish, or porridge.</li><li>2. Cook and serve a stew, mixed grill, or main course dish of your own choice.</li><li>3. Cook and serve a steamed or boiled pudding, stewed fruit and custard, rice and apples, or a sweet of your own choice.</li><li>4. Draw up two menus for a main meal of three courses, with quantities for a Patrol of six, (not all courses require cooking).</li><li>5. Explain the importance of food safety and food hygiene in a camp situation.</li></ol>	

# Personal Challenge Badges

## Camping Nights - Cornerstone: Outdoors

REQUIREMENTS	EXPLANATION	SIGNATURE & DATE
10 Camping Nights Award	Awarded for 10 nights camping in huts or under canvas.	
20 Camping Nights Award	Awarded for 20 nights camping in huts or under canvas	
30 Nights Camping Award	Awarded for 30 nights camping in huts or under canvas	
50 nights camping Award	Awarded for 50 nights camping in huts or under canvas	

A certificate is awarded for each of the levels achieved.

The Camping nights badge is awarded when the Scout achieves 50 camping nights during membership of Scouting. Kea and Cub camping nights may be included.

At least 50% of the nights must be under canvas An example of a certificate is shown below.

### CAMPING NIGHTS CERTIFICATE

The certificate acknowledges that

.....

Has completed ..... nights camping in huts and under canvas with the

.....Troop

Signed: ..... Date: .....

Scout Leader

## Camp Warden - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Have camped on 10 separate occasions on at least four different sites.</li> <li>2. Have worked for at least two days at a regularly used campsite helping the warden to their satisfaction.</li> <li>3. Demonstrate how to carry out THREE of the following:               <ol style="list-style-type: none"> <li>a) The safe and hygienic care of food.</li> <li>b) The hygienic care of drinking water.</li> <li>c) The safe disposal of waste.</li> <li>d) The construction and care of latrines.</li> <li>e) Care of cooking stoves and of equipment other than personal gear.</li> </ol> </li> </ol>	

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# Personal Challenge Badges

## Camp Warden - Cornerstone: Outdoors, *continued*

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>4. List the material needed to equip a camp first aid kit suitable for a Patrol, for a camp of seven days duration.</li> <li>5. Know how to use an axe and saw.</li> <li>6. Discuss with the examiner developments and improvements you would like to see on any permanent camp with which you are familiar.</li> </ol>	

## Canoeing - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Swim 50 metres in light clothing (shirt, shorts and socks as minimum) without the use of life-jacket.</li> <li>2. Name the parts of a canoe and its equipment.</li> <li>3. Be able to make simple repairs to a canoe, know what repair kit to carry in the craft, and know how to maintain a canoe in serviceable condition.</li> <li>4. Know how and when to use at least three bends or hitches necessary in canoeing pursuits.</li> <li>5. Know the safety rules applicable to water activities with particular reference to those laid out in the NZ Canoeing Association Code of Practice found in their Enjoy Your Canoeing Safety pamphlets.</li> <li>6. Demonstrate the correct way to load a canoe with camping equipment and stores for a short expedition. Demonstrate how to trim the craft properly.</li> <li>7. Explain the at sea "road rules" for local canoeing waters and the local boating rules for Scouts as they affect light craft.</li> <li>8. Perform correctly the following exercises in a single-seat canoe.               <ol style="list-style-type: none"> <li>(i) Forward and reverse paddling.</li> <li>(ii) Forward and reverse sweep strokes (both sides).</li> <li>(iii) Emergency stops.</li> <li>(iv) Low brace turns (both sides).</li> <li>(v) Pick up a light object from the water.</li> </ol> </li> </ol>	

*Continued Overleaf*

# Personal Challenge Badges

## Canoeing - Cornerstone: Outdoors, *continued*

REQUIREMENTS	SIGNATURE & DATE
<p><b>Canoeing</b> continued.</p> <p><b>Either.</b></p> <ol style="list-style-type: none"> <li>1. Take part in a short overnight canoeing expedition in company with at least three other canoes, which may be single-seat or fully manned two-seaters.</li> <li>2. The journey must be a total distance of at least 15 kilometres. You must carry in your craft all necessary equipment including your share of the camping gear and stores required for the duration of the expedition.</li> </ol> <p><b>Or</b></p> <ol style="list-style-type: none"> <li>1. With at least three other canoes (single-seat or otherwise) take part in a surface rescue exercise. Respond to a distress signal for assistance from a capsized canoeist in the water at approximately 200m distance clear of the surf in deep water.</li> <li>2. Paddle to the scene of the incident, assist in righting the upturned canoe and re-embarking the crew under the direction of the leader of the operation.</li> <li>3. Escort the salvaged craft through the surf and beach with minimum assistance from the shore party.</li> </ol>	

## Caving - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>All practical aspects of this badge test and the practise for it must be carried out in the company of an experienced caver.</p> <ol style="list-style-type: none"> <li>1. Know the safety rules for caving and potholing and explain the reasons for them.</li> <li>2. Demonstrate how to lifeline. Whilst doing so, be able to arrest a weight equal to your own weight, which is attached to the free end of the lifeline. Allow a free fall of one metre for this test. (Carried out above ground.)</li> <li>3. Explain the minimum standards for equipment and how to maintain it.</li> <li>4. Explain how caves form and name four different formations.</li> <li>5. Keep a brief log and take part in not less than two caving expeditions which will involve the following:             <ol style="list-style-type: none"> <li>(a) Not less than five hours underground.</li> <li>(b) Climb and descend a ladder of not less than four metres (practise for this above ground).</li> <li>(c) Go through a crawl or squeeze.</li> <li>(d) Complete one other difficulty such as a small free climb, chimney or traverse.</li> </ol> </li> </ol>	

# Personal Challenge Badges

## Conservation - Cornerstone - Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>Take part in a Local, National or International Clean-Up campaign or project to help the environment.</p> <p>e.g. Planting trees, beach clean-up, seabird count, wetland regeneration project, shellfish count etc.</p> <p><b>Then complete two items from the Global Warming and two from the Pest Species section below.</b></p> <p><b>NOTE: After consultation with the Examiner/Scout Leader other conservation projects of the Scout own choice could be substituted.</b></p>	
<p><b>1. GLOBAL WARMING</b></p> <ol style="list-style-type: none"> <li>1. Invite a speaker to talk about Climate Change. Find out what you can do to help. Act on one thing each week for 4 weeks i.e. turn off lights, walk to school etc.</li> <li>2. Research Climate Change using the internet or by watching DVDs and make a scrapbook or poster to show your findings. Display at your Scout hall or Public Library.</li> <li>3. Research new technologies such as Hybrid cars, energy efficient light-bulbs. (can also be done in sustainability section).</li> <li>4. Work out your Carbon Footprint.</li> <li>5. Make a game about Climate change and teach it to the Cubs. (ie. Environmental Snakes and ladders).</li> </ol>	
<p><b>2. PEST SPECIES</b></p> <ol style="list-style-type: none"> <li>1. Research NZ pest species and be able to recognise six plants and six animals that are causing a problem in your area. Explain what can you do to help.</li> <li>2. Find out about the life cycle of a possum.</li> <li>3. Go possum trapping or get a speaker to talk about possum control.</li> <li>4. Clear an area of noxious weeds. Find out why they are considered to be a problem.</li> <li>5. Make a computer game in which you get rid of pest plants or animals.</li> <li>6. Make a video or photo exhibition showing pest plants and animals in your area. Display in your library, school or community centre if possible.</li> </ol>	

# Personal Challenge Badges

## Cooking - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Discuss the basic food hygiene requirements in a kitchen and when cooking.</li> <li>2. Be able to bake muffins, a cake, biscuits or scones.</li> <li>3. Prepare, and serve a three-course meal for at least 4 people (one of whom would be the examiner). Clean up afterwards.</li> <li>4. Find a menu from another culture and cook it for your family.</li> <li>5. Either visit a restaurant kitchen and talk to the chef about their job or participate in a mystery box cooking competition (Scouts given ingredients and have to make and cook their own recipe).</li> </ol>	

## Coxswain - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>The Oarsman and Swimmers Badge must be completed before attempting this challenge.</p> <ol style="list-style-type: none"> <li>1. Supervise the preparation of the boat for rowing, ensuring that the crew are dressed appropriately.</li> <li>2. Supervise the launching and retrieving of the boat as well as assisting in securing the boat onto the boat trailer.</li> <li>3. Know the Scout Water Activity Rules applicable to:             <ol style="list-style-type: none"> <li>a. Charge certificates and boating limits.</li> <li>b. Boat Certificate.</li> </ol> </li> <li>4. Correctly explain:             <ol style="list-style-type: none"> <li>a. "The rules of the road at sea" (Maritime Rules Part 22, 22.11 to 22.18)</li> <li>b. Maritime Rules that apply to small power boats (less than 20 m) and sail boats.</li> <li>c. Maritime Rules Part 91 or Regional Council Navigation Safety Bylaws.</li> <li>d. Knowledge of water ski access lanes and white power cable markers.</li> </ol> </li> <li>5. Identify correctly the equipment that must be carried in a boat being rowed.</li> <li>6. Explain the steps for prevention of hypothermia. Describe the symptoms and emergency treatments of Hypothermia and Artificial resuscitation.</li> <li>7. Competently take charge of the boat and maintain discipline while:             <ol style="list-style-type: none"> <li>a. Letting go and coming alongside a wharf.</li> <li>b. Anchoring.</li> <li>c. Beaching.</li> <li>d. Coming alongside another boat.</li> <li>e. Coming up to a buoy.</li> </ol> </li> </ol>	

*Continued Overleaf*

# Personal Challenge Badges

## Coxswain - Cornerstone: Outdoors, *Continued*

REQUIREMENTS	SIGNATURE & DATE
<p>8. Recover a person or piece of equipment that has fallen overboard.</p> <p>9. Explain what to do if:</p> <ul style="list-style-type: none"> <li>• Carried away by wind.</li> <li>• Carried away by Tide.</li> <li>• Swamped.</li> <li>• Involved in a collision.</li> </ul> <p>10. Demonstrate how to prepare a boat for towing and then tow another boat.</p> <p>11. Row a boat with only one other oarsman and no coxswain.</p> <p>12. Demonstrate how to correctly load a boat with stores and row it to another location and correctly unload.</p> <p>13. Explain what to do in the event of capsize.</p> <p>14. Describe how raise the alarm in an emergency.</p> <p>15. Demonstrate how to tie and use the following correctly:</p> <ul style="list-style-type: none"> <li>• Eye splice.</li> <li>• Sailmaker's whipping.</li> <li>• The knots specified in Boatman and Oarsman badges.</li> </ul> <p>16. Completed at least four hours as coxswain during rowing practise on at least three separate occasions since obtaining Oarsman badge.</p> <p>17. Cox in at least one rowing race at a Zone or Regional Scout Regatta.</p>	

## Cycling - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>1. Use and have satisfactorily cared for a bike for at least six weeks that is properly equipped and in good working order.</p> <p>2. Be able to make simple adjustments and repairs e.g.: repair a puncture, change a tyre and tube, replace a brake shoe and block, adjust the height of the seat and handlebar to enable a younger person to ride the cycle.</p> <p>3. Demonstrate that you know and observe the provisions of the "Road Code" relating to cyclists and published by the Land Transport Safety Authority (LTSA).</p> <p>4. Take part in a Scout activity that includes the use of cycles.</p> <p>5. A Scout who has gained the Cub Scout Cyclist Interest badge shall qualify for the Cycle Personal Challenge by completing only sections 2 and 4.</p>	

# Personal Challenge Badges

## Exploring - *Cornerstone: Outdoors*

REQUIREMENTS	SIGNATURE & DATE
<p>Fill in an Activity Intention form before the journey is undertaken.</p> <ol style="list-style-type: none"><li>1. Arrange and carry out an expedition for yourself and at least three other Scouts, preferably members of your Patrol. The expedition will be of not less than two days and one night's duration in countryside not previously visited. The expedition may be carried out on foot, by cycle, on horseback, by canoe or by boat. All equipment and food for the expedition is to be carried by those taking part.</li><li>2. Report to the examiner and Scout Troop on your return.</li><li>3. Instead of completing 1 and 2, design an alternative Exploring challenge of equal difficulty. Discuss and get your Scout Leader's approval before substituting this challenge.</li></ol>	

## Gardening - *Cornerstone: Outdoors*

REQUIREMENTS	SIGNATURE & DATE
<p>a).</p> <ol style="list-style-type: none"><li>1. Plan and be mainly responsible for your own garden for a period of at least 3 months.</li><li>2) Discuss with your examiner the work you have done during the period, the progress of your plants, the fertilisers you have used, any pests or diseases encountered and the measures you have taken to control them. Explain the precautions necessary when handling the materials used.</li></ol>	

# Personal Challenge Badges

## Hiking - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>Fill in an Activity Intention Form before the journey is undertaken.</p> <ol style="list-style-type: none"><li>1. With three other Scouts, take part in a hike navigating by map and compass on a course of not less than 15km. The course is to be set by the examiner with at least five map reference points to be visited.</li><li>2. The reference points are to be spaced at least one kilometre apart and travel by road is to be kept to a minimum.</li><li>3. A full report based on notes made during the hike must be made to examiner on return.</li></ol>	

## Horse Riding - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"><li>1. Hold "C" Certificate in a Pony Club or equivalent.</li><li>2. Have a seat independent of the reins and be able to maintain the correct seat and position of the hands.</li><li>3. Have control of the pony, with knowledge of the correct aids and elementary movements. i.e.: turns on the move, circles, increase and decrease of pace.</li><li>4. Be able to jump low fences and be able to mount and dismount correctly.</li><li>5. Know the essential grooming kit and its uses.</li><li>6. Be capable of saddling, bridling and tugging up.</li><li>7. Demonstrate an understanding of the care and cleaning of saddlery.</li><li>8. Demonstrate an elementary understanding of feeding, watering and cleanliness of the horse.</li><li>9. Demonstrate knowledge of the care and working of a pony off grass.</li><li>10. Recognise a loose or worn shoe, risen clench, excessively long foot and know what action to take.</li><li>11. Explain the points of a horse.</li><li>12. Explain what is required with relation to opening and shutting gates.</li></ol>	

# Personal Challenge Badges

## Marine Navigation - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Know the conventional signs used on a chart and be able to plot a position by latitude and longitude. Be able to lay off course and measure distances.</li> <li>2. Know the different types of buoys, lighthouses and beacons in use at a port.</li> <li>3. Demonstrate how to take soundings using a hand lead and line and how to obtain the times of high and low water and the tidal range in port from the tide tables in the New Zealand Nautical Almanac.</li> <li>4. Using a boat's compass, demonstrate the ability to steer a compass course as directed by the examiner. Know the magnetic variation for the locality and be able to calculate the true course from magnetic.</li> <li>5. Organise and take charge of a Patrol expedition over a distance of at least 8 kilometres keeping a log of courses steered and distances covered, weather and sea conditions and such other information as the examiner may require. It will be necessary for a Charge Certificate holder to accompany the party.</li> </ol>	

## Master at Arms - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE												
<p>You must pass all the tests in ONE of the following alternatives <b>A</b> or <b>B</b>:</p> <p><b>A.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate proficiency in one of the following: Singlestick, Quarterstaff, Fencing, Boxing, Judo, Taekwondo, Aikido, Wrestling or Archery.</li> <li>2. Attend regular training sessions in the selected activity for a period of not less than three months.</li> <li>3. Take part in the selected activity in a properly supervised contest and be able to demonstrate the correct methods of attack and defence.</li> </ol> <p><b>B.</b></p> <ol style="list-style-type: none"> <li>1. Have an understanding of the "Arms Code" especially the sections relating to the basic parts of a firearm, firearms safety and the safety rules at a shooting range.</li> <li>2. Before visits to rifle ranges are undertaken, arrangements should be made for a representative of the NZ Small-bore Rifle Association to visit the Troop and give instruction. Visits to a rifle range should be undertaken in small groups and under the supervision of a Certified Range Officer.</li> <li>3. Produce four targets fired by yourself within the small-bore season, showing that you have obtained not less than the minimum score indicated. The Club Captain or other executive of the club or association controlling the range must certify the targets. Small-bore (.22in) New Zealand Small-bore Rifle Association rules shall apply.</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Test</th> <th style="text-align: left;">Distance</th> <th style="text-align: left;">Minimum Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>25 metres</td> <td>75</td> </tr> <tr> <td>2</td> <td>20 metres</td> <td>75</td> </tr> <tr> <td>3</td> <td>15 metres</td> <td>75</td> </tr> </tbody> </table> <p>Attention is drawn to the rules relating to shooting and the use of firearms. These are set out in The Rule Book of Scouts New Zealand.</p>	Test	Distance	Minimum Score	1	25 metres	75	2	20 metres	75	3	15 metres	75	
Test	Distance	Minimum Score											
1	25 metres	75											
2	20 metres	75											
3	15 metres	75											

# Personal Challenge Badges

## Meteorology Badge - *Cornerstone: Outdoors*

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Make a simple rain gauge.</li> <li>2. Make a simple weather station and operate it for one month.</li> </ol> <p>Explain the major things that affect climate in your area.</p> <ol style="list-style-type: none"> <li>3. Be able to identify on a weather map the following features and indicate the typical weather associated with each:               <ol style="list-style-type: none"> <li>a. Anticyclone.</li> <li>b. Depression.</li> <li>c. Cold front.</li> <li>d. Warm front.</li> </ol> </li> <li>4. Be able to identify the main types of cloud.</li> <li>5. Explain how to obtain an up-to-date forecast for your area.</li> <li>6. Explain how to find any special forecasts for sailing, tramping or skiing and the Marine forecast.</li> </ol>	

## Navigator - *Cornerstone: Outdoors*

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Using the example set by the examiner, show that you understand the purpose of the following features of a Land Information N.Z. map:               <ul style="list-style-type: none"> <li>- Scale.</li> <li>- National grid reference.</li> <li>- True, grid and magnetic north.</li> <li>- Contour lines.</li> </ul> </li> <li>2. Have a basic knowledge of the traffic signs and signals as illustrated in the Road Code.</li> <li>3. Prepare an Automobile Association-style road map for use by a motorist or motorcyclist for a journey of 80 kilometres as set by the examiner.</li> <li>4. Accompany a motorist as a passenger and navigator on a journey of 160 kilometres. Wherever possible motorways and state highways should be avoided.</li> <li>5. Take part in a properly organised orienteering event, competitive or otherwise.</li> </ol>	

# Personal Challenge Badges

## Oarsman - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>Pass the Boatman Personal Challenge before commencing this challenge.</p> <ol style="list-style-type: none"><li>1. Be able to identify the following parts of a Sea Scout standard cutter:<ul style="list-style-type: none"><li>• Thwarts, bow sheets and stern sheets.</li><li>• Oars, crutches, crutch sockets and stretchers.</li><li>• Knees, breast hook, quarter knees and transom knee.</li><li>• Keel, planks, ribs, gunwhale and gunwhale capping.</li><li>• Stem, towing eye and painter.</li><li>• Transom, horse, gudgeons and pintles.</li><li>• Rudder and tiller.</li></ul></li><li>2. Assist with the preparation of the boat for rowing.</li><li>3. As a member of a boat's crew be able to respond correctly to the following orders:<ul style="list-style-type: none"><li>• Give way.</li><li>• Oars.</li><li>• Backwater.</li><li>• Hold water.</li><li>• Rest oars.</li><li>• Toss, ship and boat oars.</li></ul></li><li>4. Assist with anchoring and make fast to a wharf or other boat under directions from a coxswain.</li><li>5. Throw a life ring and a 12-metre line accurately to a chosen mark.</li><li>6. Demonstrate how to row competently as a member of a crew.</li><li>7. Demonstrate how to tie the following knots correctly:<ul style="list-style-type: none"><li>• Bowline.</li><li>• Sheet bend.</li><li>• The knots specified for the Boatman Personal Challenge.</li></ul></li><li>8. Complete at least eight hours rowing practise during at least six separate occasions since obtaining the Boatman Personal Challenge.</li><li>9. Crew in at least one rowing race at a Zone or Regional Scout Regatta.</li></ol>	

# Personal Challenge Badges

## Sailor - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Pass the Oarsman Badge.</li> <li>2. Pass the Swimmers Badge.</li> <li>3. Be able to identify the following parts of a Sea Scout standard cutter rigged for sailing:               <ul style="list-style-type: none"> <li>• Chain plate.</li> <li>• Centre case.</li> <li>• Centre plate.</li> <li>• Mast, mast step, hounds band, sheaves, halyards.</li> <li>• Forestay, side stays, running back stays.</li> <li>• Boom, gooseneck, boom vang and outhaul.</li> <li>• Main and jib sheets.</li> </ul> </li> <li>4. Be able to identify the following parts of a sail.               <ul style="list-style-type: none"> <li>• Tack, throat, head, peak and clew.</li> <li>• Luff, head, leach and foot.</li> <li>• Reef points and Cunningham.</li> <li>• Batten pockets.</li> <li>• Gunter.</li> </ul> </li> <li>5. Assist with the rigging and derigging of a standard cutter on land and in the water.</li> <li>6. Demonstrate how to tie and use correctly:               <ul style="list-style-type: none"> <li>• An Eye Splice.</li> <li>• A Sailmaker's Whipping.</li> <li>• A Rolling Hitch.</li> <li>• The knots specified in Boatman and Oarsman badges.</li> </ul> </li> <li>7. Demonstrate how to effectively trim the boat under sail.</li> <li>8. Demonstrate how to do the following :               <ul style="list-style-type: none"> <li>• Let fly.</li> <li>• Ease.</li> <li>• Tighten.</li> <li>• Cleat.</li> <li>• Lee-o.</li> <li>• Gybe.</li> </ul> </li> <li>9. Assist in reefing the main sail of a standard cutter</li> <li>10. Assist in annual swamp test of a standard cutter.</li> <li>11. Row or paddle the boat while rigged for sailing as one of a two man crew.</li> <li>12. Complete at least six hours sailing practise during at least three separate occasions since completing the Oarsman Personal Challenge.</li> <li>13. Crew in at least one sailing race at a Zone or Regional Scout Regatta.</li> </ol>	

# Personal Challenge Badges

## Skiing - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Demonstrate the ability to ski under control by carrying out the following:               <ul style="list-style-type: none"> <li>• Descend with not more than two falls, a distance of 400 metres on a recognised downhill course of moderate difficulty.</li> <li>• Controlled side-stepping for a right and left traverse; kick turns to right and left on a slope of not less than 20 degrees.</li> <li>• Four continuous turns round sticks or flags. To ensure that the run is done at reasonable speed, flags or sticks may be placed to mark the starting point and a line that must be crossed before the turn is started. The candidate must come to a stop within 5 metres after crossing the line.</li> <li>• Climb a distance of 3 metres on a slope of not less than 20 degrees using the Herring-Bone technique.</li> <li>• Climb a distance of 2.5 metres on a slope of not less than 30 degrees using side stepping.</li> </ul> </li> <li>2. Demonstrate the correct adjustment and maintenance of release bindings.</li> <li>3. Explain the reason for staying on marked or recognised runs and the local rules in the place where you are skiing.</li> <li>4. Describe the clothing and equipment needed that is appropriate to the ski field used.</li> <li>5. Explain what to do in event of heavy mist or accident occurring.</li> </ol>	

## Sports - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Explain your understanding of the rules or laws of two sports such as Water Skiing, Golf, Tennis, Triathlon, Mountain Biking/BMX, Squash, Badminton.</li> <li>2. Take an active part in two sports (at least 4 weeks for each sport) and show reasonable proficiency and evidence of a sporting approach to the game.</li> <li>3. Discuss the performances of two international, national or local sportspersons.</li> <li>4. Demonstrate some features of one of your chosen sports (e.g. training routines, skills required, care of equipment).</li> </ol>	

# Personal Challenge Badges

## Survival Camping - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<p>It is recommended that this Challenge be undertaken in the summer months of the year. The camping could be completed with your Patrol or other Scouts in the Troop. A minimum of four Scouts should co-operate to complete this challenge.</p> <ol style="list-style-type: none"> <li>1. Demonstrate your knowledge of and the symbols associated with weather maps by explaining such a map to the examiner.</li> <li>2. Prepare an emergency camp kit to contain the following: <ul style="list-style-type: none"> <li>• Fire lighting device (e.g.: waterproof matches)</li> <li>• Waterproof container with tea, Milo, coffee, sugar, salt, milk powder, energy chocolate and scroggin, dehydrated or freeze dried rations for two people for two days (the rations should be of a high nutritional value), tinfoil, a candle for wet fire lighting, small number of hooks of various sizes, a spool of 8 kg nylon line and a pocket knife.</li> </ul> </li> <li>3. Prepare for the examiner a list of suitable clothing, footwear and headgear for survival camping. The list should contain items of woollen clothing and a sheet of polythene suitable for waterproofing a shelter.</li> <li>4. Show other items to the examiner that you would use for your camp: e.g. a warm sleeping bag and waterproof cover, a waterproof groundsheet, a first aid kit, minimum number of utensils, small reliable torch, toilet gear.</li> <li>5. Carry out an overnight camp in a temporary shelter constructed by you, using natural materials available. The shelter should be constructed to be as waterproof and windproof as possible. Meals should be cooked using backwoods techniques.</li> </ol>	

## Swimming - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Swim 200 metres (continuous swim) by any stroke.</li> <li>2. Dressed in swimming gear plus t-shirt and long trousers (not jeans), swim 50 metres by each of two strokes chosen from front crawl, back crawl, breaststroke, sidestroke, butterfly, survival backstroke. Survival backstroke uses underwater arm strokes combined with a breaststroke kick on the back. The arms and legs work together, not alternately. The two strokes must be strokes other than the one chosen for the 200-metre swim.</li> <li>3. Enter the water safely by: <ul style="list-style-type: none"> <li>A plain header from the side of the pool.</li> <li>A compact jump from a height above 1 metre, an entry from a height above one metre, wearing a buoyancy vest or lifejacket (not a neck buoyancy vest as this can cause injury to the neck), which must be the correct size and properly fastened.</li> </ul> </li> <li>4. Surface dive to a depth of at least 1.6 metres and with both hands recover an object that must be returned to the poolside.</li> <li>5. Carrying with you a flotation aid or some other improvised towing aid, swim 25 metres to a tired swimmer, but staying out of reach. Pass the aid to the victim, instruct them how to use it and tow them to safety. At no time is the swimmer to get within reach of the victim, except when safely at the edge of the pool or helping them out.</li> <li>6. Explain the "buddy system."</li> <li>7. Explain how to recognise a rip in the sea and what to do if caught in a rip or in a strong river current.</li> </ol>	

# Personal Challenge Badges

## Art and Craft Badge - Cornerstone: Personal Development

Select one topic e.g. Art or Sculpture

REQUIREMENTS	SIGNATURE & DATE
<p><b>Art</b></p> <ol style="list-style-type: none"> <li>1. Keep a visual diary for at least six weeks, write down ideas for art works, make sketches, draw cartoons, paste in quotes etc.</li> <li>2. Visit an art gallery or artist studio and make notes about the visit in your visual diary.</li> <li>3. Produce a portfolio containing at least six pictures in three different media i.e. watercolours, drawings, wood block printing, cartooning, painting in acrylics.</li> <li>4. Research an artist that interests you. This can be a well-known artist or it could be someone who lives in your local area. Present your research in a visual diary.</li> </ol>	
<p><b>Sculpture</b></p> <ol style="list-style-type: none"> <li>1. Keep a visual diary for at least six weeks, write down ideas for sculptures, make sketches, draw cartoons, paste in quotes etc.</li> <li>2. Make a sculpture out of clay, wood, metal or soft stone. Explain your design and how the medium determined your design.</li> <li>3. Make a sculpture out of recycled materials.</li> <li>4. Enter a 'Trash to Treasure' exhibition (this can be at school, with your local council, school, Scouts or art gallery).</li> </ol> <p><b>Or</b></p> <p>Go to an art gallery showing a sculpture exhibition or visit a sculptor in their studio. Write about your visit in your visual diary.</p> <p><b>Or</b></p> <p>Research a sculptor on the internet or library and present your research in your visual diary.</p>	
<p><b>Basket weaving</b></p> <p>Choose either A or B</p> <p><b>A. Harakeke (flax) Weaving</b></p> <ol style="list-style-type: none"> <li>1. Explain how to harvest harakeke (flax) in the correct manner.</li> <li>2. Explain how to prepare the harakeke for weaving.</li> <li>3. Make a kono (square basket).</li> <li>4. Make a kete.</li> </ol> <p><b>Or</b></p> <p><b>B. Cane Basketry</b></p> <ol style="list-style-type: none"> <li>1. Explain how to prepare the materials for weaving.</li> <li>2. Weave a basket out of cane or natural materials such as willow, watsonia leaves or pine needles.</li> <li>3. Make another woven item. e.g. cane basket (of a different design from section 2), Maori kete, wire egg basket, a shopping bag out of plastic strapping, a seat for a chair or stool.</li> </ol>	

Continued Overleaf

# Personal Challenge Badges

## Art and Craft - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p><b>Bookbinding</b></p> <ol style="list-style-type: none"> <li>1. Make at least three small books using Japanese bookbinding methods (concertina book, ledger book, etc)</li> <li>2. Make a book using pamphlet stitch.</li> <li>3) Make an 'altered book' – using an existing book, change the text or add pictures until a completely altered 'artist' book is produced.</li> <li>4) Make one of the items below           <ul style="list-style-type: none"> <li>• An item using traditional bookbinding methods such as Coptic binding. Or</li> <li>• An artist book of your own design. Or</li> <li>• A Photo Album with covered boards and pages suitable for photographs.</li> </ul> </li> </ol>	
<p><b>Carving</b></p> <ol style="list-style-type: none"> <li>1. Describe how to use, sharpen and maintain woodworking tools.</li> <li>2. Explain the safety procedures necessary when using woodworking tools.</li> <li>3. Carve a freestanding object.</li> <li>4. Carve a flat design in a soft material (such as MDF) and paint or varnish it.</li> <li>5. Visit a woodworking exhibition or studio and keep a notebook of ideas.</li> </ol> <p><b>Or</b></p> <p>With adult help, try woodturning or some other form of woodcarving or sculpture.</p>	
<p><b>Pottery</b></p> <ol style="list-style-type: none"> <li>1. <b>Make one of the following</b> <ol style="list-style-type: none"> <li>a. Make a flat tray or dish.</li> <li>b. Make a box using the slab method.</li> <li>c. Make an item using the coil method.</li> <li>d. Make two different tiles of your own design.</li> <li>e. Make two figurines of your own design.</li> <li>f. Make a vase or bowl on a potters wheel.</li> </ol> </li> <li>2. Help to glaze some of the items or explain why some pottery has to be glazed.</li> <li>3. Help to fire a kiln or take part in a 'Raku Firing' or explain why pottery items need to be fired.</li> <li>4. Visit a pottery exhibition or pottery workroom or studio.</li> </ol>	

*Continued Overleaf*

# Personal Challenge Badges

## Art and Craft - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p><b>Printmaking</b></p> <p><b>1. Try three of the following:</b></p> <ul style="list-style-type: none"><li>a. Produce a screen-print on fabric or paper.</li><li>b. Produce a woodcut or lino print on paper.</li><li>c. Make a collograph print on paper.</li><li>d. Print on fabric using found objects.</li><li>e. Make an etching on paper.</li><li>f. Using carving tools, carve a print block out of a potato or an eraser, and print a design on fabric or paper.</li></ul> <p>2. Keep a visual diary for 4-6 weeks and use it to keep ideas for prints, pictures from magazines, quotes and sketches.</p> <p>3. Research a printmaker or a type of printmaking and keep your research in the visual diary.</p> <p>4. Visit an exhibition showing prints.</p> <p><b>Or</b></p> <p>Visit a commercial screen printer or print studio. Keep notes in the visual diary.</p> <p><b>Model making</b></p> <ul style="list-style-type: none"><li>1. Make at least one model from a kit or make something of your own design.</li><li>2. Paint one of the models or at least three soldiers or other figurines.</li><li>3. Set up a scene and make an item of scenery or a house or tent or other item appropriate to it.</li></ul>	

*Continued Overleaf*

# Personal Challenge Badges

## Art and Craft - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p><b>Craftsperson</b></p> <p>Make at least four of these things:</p> <ol style="list-style-type: none"><li>1. Knit a scarf or make some other knitted item.</li><li>2. Make some felt and then make an article out of it.</li><li>3. Screen print a T-shirt.</li><li>4. Make a drawstring bag or ditty bag using a sewing machine.</li><li>5. Make a cushion or soft toy.</li><li>6. Make an item of clothing using a sewing machine.</li><li>7. Weave a scarf or other item.</li><li>8. Dye fabric using natural dyes</li><li>9. Tie dye a t-shirt (or fabric) using chemical dyes.</li><li>10. Carve something out of wood.</li><li>11. Make a wooden or metal item.</li><li>12. Make an item out of clay (glaze or fire it if possible).</li><li>13. Make a model from a kit.</li><li>14. Make a model of your own design.</li><li>15. Make a sculpture from clay or soft stone.</li><li>16. Make a hand-made book.</li><li>17. Make a hypertufa pot.</li><li>18. Weave a basket.</li><li>19. Make at least three stamped cards.</li><li>20. Make a linocut or woodblock print.</li><li>21. Make a model using recycled materials.</li><li>22. Make a Scout woggle of your own design.</li></ol>	

# Personal Challenge Badges

## Book Reading - *Cornerstone: Personal Development*

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Either - Show the examiner a list of at least 4 books you have read in the last 3 months. Explain why you read them, what you thought of them and answer some questions about their contents. This list should include both fiction and non-fiction, with not more than three books by any one author.</li> <li>2. Demonstrate that you know how to use a library catalogue.</li> <li>3. Explain what is meant by a reference book.</li> <li>4. Explain what sort of information could you obtain from the following books, how they are arranged and how you would use cross-references:               <ul style="list-style-type: none"> <li>- NZ Encyclopaedia or Pears Cyclopaedia,</li> <li>- Who's Who in NZ, NZ Year Book,</li> <li>- Guinness Book of Records,</li> <li>- Encyclopaedia Britannica (or other set of encyclopaedia).</li> </ul> </li> </ol>	

## Chemistry - *Cornerstone: Personal Development*

REQUIREMENTS	SIGNATURE & DATE
<p>Attempt two out of the following three topics.</p> <p><b>Separation</b></p> <ul style="list-style-type: none"> <li>• Demonstrate two separation techniques that could include decanting, filtering, evaporation, chromatography or distillation.</li> <li>• Investigate and record, either orally or in written form how and where table salt is manufactured in NZ.</li> </ul>	
<p><b>Rusting</b></p> <ul style="list-style-type: none"> <li>• Carry out an experiment that demonstrates two methods that could be used to prevent iron from rusting. Methods could include surface coatings or galvanizing.</li> <li>• Investigate and record, either orally or in written form how and where iron is manufactured in New Zealand.</li> </ul>	
<p><b>Water purification</b></p> <ul style="list-style-type: none"> <li>• Design and carry out an experiment that purifies water from a local source. This may be a stream, lake or sea.</li> <li>• Investigate and record, either orally or in written form, how water is purified for your local supply.</li> </ul>	

# Personal Challenge Badges

## Collector - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"><li>1. Make a collection over a period of at least six weeks of one type of object and arrange them neatly and systematically. The Scout will choose the nature or subject of the collection. Examples: stamps, matchbox tops, coins, shells, etc.</li><li>2. The collection must be of a reasonable size, bearing in mind the nature of the collection. Quality is an important factor.</li><li>3. Discuss with the examiner the reasons for the choice of object.</li><li>4. Demonstrate a basic knowledge of the subject chosen.</li></ol>	

## Computer - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"><li>1. Briefly describe the following computer types and how they differ: Notebook, Laptop, Desktop, Server, Mainframe and Palm Pilot.</li><li>2. Explain the difference between software and hardware.</li><li>3. Be able to set up a basic computer and printer configuration.</li><li>4. Describe the main differences between any three of these printers: laser, dot matrix, inkjet, thermal.</li><li>5. Demonstrate proficiency in using the internet and outline some of the dangers associated with it.</li><li>6. Use a computer to produce a resume, story or greeting card (or something similar).</li></ol>	

# Personal Challenge Badges

## Debating - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p>The examiner for this Personal Challenge should be present at the debates you participate in, or should be given a report on your performance by the adjudicator.</p> <ol style="list-style-type: none"> <li>1. Take part as a speaker and team member in at least 2 debates at school or as a member of a club.</li> <li>2. Watch a debate and make notes on each speaker under the headings: introduction, the development of the topic, rebuttal and the conclusion. Discuss with the examiner.</li> <li>3. Be able to prepare and deliver a speech at school or Scouts on a subject chosen by the examiner with only 30 minutes warning.</li> </ol>	

## Drama / Playacting - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p><b>Drama/Playacting</b></p> <p><b>Do one of the options outlined.</b></p> <p><b>Option 1</b></p> <ol style="list-style-type: none"> <li>1. See or read a full-length play. This can be from the stage, movies or T.V. Comment on the story, acting and presentation.</li> <li>2. Write a one-act play. It must take five minutes or more to put it on. It must have a main character, a conflict situation and a climax.</li> <li>3. Perform 3 mimes chosen by the examiner.</li> <li>4. Have knowledge of the layout of a stage and common terms used to indicate stage directions and the tasks performed by backstage personnel.</li> </ol> <p><b>Option 2</b></p> <ol style="list-style-type: none"> <li>1. Work as a member of a backstage team (e.g stage, wardrobe, lighting) that is preparing for a show. It is expected that this would require weekly work sessions for at least 6 weeks before the show.</li> </ol>	

# Personal Challenge Badges

## Entertaining - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p>1. Either - Become proficient in any of the performing arts and give at least two public performances. e.g. singing, instrument playing, dramatic reading, dancing, conjuring or any other recognised category of entertainment.</p> <p>Or Take part in an operatic or dramatic production performed in public after the rehearsals. (Appearances in school productions, choirs, and orchestras qualify at the discretion of the examiner).</p> <p>Or - Produce a play or sketch to a public performance standard and perform to an audience of 20 or more.</p> <p>Be able to apply basic stage makeup to yourself or one other suitable person ready for a stage appearance under normal stage lighting.</p>	

## Gang Show - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p>To gain this challenge, first discuss the matter with the producer of the Gang Show.</p> <ol style="list-style-type: none"> <li>Attend and participate in the auditions for a Gang Show.</li> <li>Participate in the rehearsals for the show and carry out all the tasks required of you by the producer and production team.</li> <li>Take part in all the performances as required.</li> <li>Find out about the history of the Gang Show. Report on this to the producer or nominee either by a brief oral or written report.</li> </ol> <p>Further to the brief report as stated in four above, write a paragraph indicating the value, benefits or enjoyment you gained from participating in a Gang Show and present this report to your Patrol or Troop.</p>	

# Personal Challenge Badges

## Faith - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p>To gain the Faith Awareness Personal Challenge Badge complete the following projects:</p> <ol style="list-style-type: none"> <li>1. Explain the Seventh Scout Law as it relates to you: "A Scout has self respect and is sincere".</li> <li>2. Complete TWO of the following: <ul style="list-style-type: none"> <li>• Name three adventurous happenings in a book relating to a Faith.</li> <li>• Draw a map showing where they happened and describe one of them in your own words.</li> <li>• Describe a duty specific to the Faith.</li> <li>• Explain the beginnings of the Faith.</li> </ul> </li> <li>3. Help organise and participate in the following: <ul style="list-style-type: none"> <li>• Attend an activity relating to the Faith in keeping with the duty statement in the Scouts Promise to my God.</li> <li>• Undertake an expedition with a group of friends of the same age to a place of religious interest outside your own neighbourhood.</li> </ul> </li> </ol> <p>Give a verbal report on your return to your Troop.</p>	

## Music - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p><i>To gain this challenge, You must pass all the tests in ONE of the following alternatives A. B. C, D or E.</i></p> <p><b>A. Music - Singing</b></p> <ol style="list-style-type: none"> <li>1. Sing as a member of a choir or group or take singing lessons for at least 6 weeks.</li> <li>2. Sing at least one song solo at a concert, Scouts or in front of at least 20 people.</li> <li>3. Know what is meant by a sonata, concerto and oratorio, giving an example of each.</li> <li>4. Discuss two recent musical performances you have seen or heard on radio, television or at a concert.</li> </ol> <p><b>B. Music – Play an instrument</b></p> <ol style="list-style-type: none"> <li>1. Play two solos, one of your own choice to an audience of at least 20 people.</li> <li>2. Either - Perform a concert item with others in which you must play the instrument used in one above,  Or - Play another solo of different type or speed than those played in one above. A certificate that you are a regular member of an orchestra can be accepted.</li> <li>3. Explain what is meant by a sonata, concerto and oratorio and give an example of each.</li> </ol> <p>Discuss with the examiner recent performances you have heard at concerts, or on radio or television.</p>	

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# Personal Challenge Badges

## Music - Cornerstone: Personal Development, *continued*

REQUIREMENTS	SIGNATURE & DATE
<p><b>C. Music – Folk Songs</b></p> <ol style="list-style-type: none"> <li>1. Either - Sing unaccompanied two different types of folk song. e.g.: spiritual and sea shanty, mountain song and lullaby. You may add your own rhythm such as hand clapping or tambourine.</li> <li>2. Or - Sing with your own accompaniment (banjo, guitar, mandolin, etc.) two different types of folk songs.</li> <li>3. Or - Play two different types of folk song as music on a banjo, guitar, mandolin, concertina, harmonica or other folk instrument.</li> <li>4. Describe some basic principles and fundamentals of music, such as tuning chords and bass notes. Folk music is at its best when simple and uncomplicated.</li> <li>5. Discuss with the examiner some of the types of folk music and performers you enjoy. You must be prepared to give reasons for your choice.</li> </ol> <p><b>D. Music – Pipes</b></p> <ol style="list-style-type: none"> <li>1. Show that you can tune the pipes properly.</li> <li>2. Play two bagpipe marches in 2/4 time.</li> <li>3. Play two bagpipe marches in 6/8 time.</li> <li>4. Play a slow march or slow air.</li> <li>5. Play a march, strathspey and reel. The march may be one of those played above.</li> </ol> <p>All tunes to be of your own choice. When Northumbrian or Irish pipes are used. Alternatives may be used at the examiners discretion.</p> <p><b>E. Music – Drums and Brass</b></p> <ol style="list-style-type: none"> <li>1. Be a member of a band, either at school or other organisation for at least 6 weeks.</li> <li>2. Demonstrate your proficiency in <b>one</b> of the following band instruments:</li> </ol> <p><b>Side Drums:</b></p> <ol style="list-style-type: none"> <li>1. Perform routine maintenance of your instrument.</li> <li>2. March well (not playing) with drum slung and sticks carried correctly.</li> <li>3. Beat in 2/4 time and 6/8 time.</li> <li>4. Play off-beats in 2/4, 6/8 and 3/4 times.</li> <li>5. Play a good class roll in 3-pace roll. 5-pace roll, and 7- pace roll.</li> </ol> <p>Take part satisfactorily in six different marches.</p>	

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# Personal Challenge Badges

## Music - Cornerstone: Personal Development, *continued*

REQUIREMENTS, <i>continued</i>	SIGNATURE & DATE
<p><b>Tenor Drum:</b></p> <ol style="list-style-type: none"> <li>1. Perform routine maintenance of your instrument.</li> <li>2. March well (not playing) with drum slung and sticks carried correctly.</li> <li>3. Beat in 2/4 time and 6/8 time.</li> <li>4. Play offbeats in 2/4, 6/8 and 3/4 times.</li> <li>5. Play a good class roll in 3-pace roll, 5-pace roll, and 7-pace roll.</li> <li>6. Show a good stick drill when beating at the halt and on the march.</li> <li>7. March over a distance, not less than 46m, beating a strict 116 paces to the minute.</li> <li>8. March over a distance not less than 46m, beating in slow time 65 paces to the minute.</li> </ol> <p><b>Bass Drum:</b></p> <ol style="list-style-type: none"> <li>1. Perform routine maintenance of your instrument.</li> <li>2. March correctly(not playing) with drum slung and sticks carried correctly.</li> <li>3. Show good stick drill when beating at the halt and on the march with simple flourishing.</li> <li>4. March over a distance not less than 46m, beating a strict 116 paces to the minute.</li> <li>5. March over a distance, not less than 46m, beating in slow time 65 paces to the minute.</li> </ol> <p><b>Bugle, Trumpet or similar instrument:</b></p> <ol style="list-style-type: none"> <li>1. Perform routine maintenance of your instrument.</li> <li>2. March well (not playing) carrying bugle or trumpet in the right hand with the bell on the front hip and swinging the left arm.</li> </ol> <p>Play "fall in", "lights out", "reveille", general salute and "sunset", "retreat" or "cookhouse".</p>	

## Photography - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Have regular use of a camera for at least 6 weeks.</li> <li>2. Produce 12 photographs or digital images taken by you. These should cover at least four different types of subjects, e.g.: landscape, animals, portraits, action shots.</li> <li>3. Discuss with the examiner: <ul style="list-style-type: none"> <li>• The quality of the photography regarding subject, camera settings, light, balance.</li> <li>• The main features of a camera (i.e.: shutter speeds, apertures and lens focusing) and how they are used to ensure technically good results.</li> <li>• The various types of camera now available.</li> <li>• The use of accessories such as tripods, exposure meters, filters and close-up lenses.</li> </ul> </li> </ol>	

# Personal Challenge Badges

## Photography - Cornerstone: Personal Development, *continued*

REQUIREMENTS, <i>Continued</i>	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>4. Describe the processes involved in developing and printing a black and white or colour film. Mention briefly the process involved in producing enlarged prints. If using digital photos, demonstrate how to edit them.</li> <li>5. Diagnose faults in exposure and processing in examples supplied by the examiner.</li> <li>6. Demonstrate knowledge of taking photographs by artificial light and flash or photoflood by arranging equipment provided by yourself or the examiner for a portrait, still life or similar subject.</li> </ol>	

## Presenters - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> <li>1. Create a presentation using visual aids such as a computer based tool (PowerPoint), a similar programme, or a Flip Chart to tell the Patrol, Troop or a Committee Meeting about a Patrol or Troop camp recently attended.</li> <li>2. Design the presentation to show younger Scouts what camping is about with the aim of encouraging them to try it.</li> <li>3. Use a camera to take six or more photos of the camp so that these can be used in the slide show or can be printed for inserting in folder or album.</li> <li>4. Create at least 10 slides / Flip Chart pages to cover the following topics: <ul style="list-style-type: none"> <li>• Where the camp was located.</li> <li>• When it was held.</li> <li>• Who attended.</li> <li>• The Activity Intention Sheet.</li> <li>• The planned activity programme.</li> <li>• Show photos of the activities.</li> <li>• Display the planned menu.</li> <li>• Show a photo of a meal.</li> <li>• Show a photo of your Patrol.</li> <li>• Describe what you enjoyed most about the camp.</li> </ul> </li> <li>5. Arrange a time with your Leader for making the presentation, then prepare your speech and visual aids.</li> </ol> <p>Note:</p> <p>Most Zone Teams have a Data Projector you may be able to borrow.</p>	

# Personal Challenge Badges

## Radio / Electronics - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p>1. Demonstrate at least two electronics projects that you have completed using printed circuit boards, plus one of which uses integrated circuits. Kitsets may be used.</p> <p>For the radio option, one of the projects must be a simple radio - not a crystal set. A good standard of construction is required.</p> <p>2. Demonstrate how each of the items operates.</p> <p>3. Be able to use a multimeter to check voltages and currents within one of the projects in one above. This requires some understanding of Ohm's Law.</p> <p>4. Explain what the schematic symbols used in radio and electronic circuit diagrams mean.</p> <p>5. Explain how diodes and transistors operate.</p> <p>6. Describe the operation of one of the ICs used in one above.</p> <p>7. <b>Radio:</b> Explain the theory of tuned radio circuits.</p> <p>8. Explain the operation of an AM or FM radio receiver using a block diagram.</p> <p>9. <b>Electronics:</b> Explain the difference between analogue and digital waveforms.</p> <p>10. Explain the operation of a piece of digital equipment such as a frequency counter using a block diagram.</p> <p>11. Describe some domestic and industrial uses of radio or electronic equipment and explain the principles on which one such piece of equipment works.</p>	

## Writing - Cornerstone: Personal Development

REQUIREMENTS	SIGNATURE & DATE
<p>1. Write a poem of New Zealand character. It must be not less than five verses, each verse not less than four lines. (This could be about an aspect of wildlife, flora, historical event or place).</p> <p>2. Write a short story of not less than 1000 words for children of age six to ten. Read the story to them. (It could be the Kea Scout Club or Club Scout Pack within the Group).</p> <p>3. Write an original story of not less than 1200 words that explains or illustrates an aspect of the Scout Law in action. Read it to your Patrol or Troop.</p>	

## Personal Progress Chart for:

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

### The Scout Badge

Activity	Date	Signature
Outdoors		
Community		
Personal Development		
New Experiences		

### Outdoors Cornerstone

Activity	Bronze completed	Signature	Silver Completed	Signature	Gold Completed	Signature
Campcraft						
Expeditions						
Environment						
Outdoor Skills						

### Community Cornerstone

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

### Personal Development Cornerstone

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

### New Experiences Cornerstone

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

### The Chief Scout's Award

### Scout Challenge Award

Activity	Date	Signature	Activity	Date	Signature
Outdoors			Outdoors		
Community			Community		
Personal Development			Explorer Trip		
New Experiences					