



OUTDOOR SERVICE GUIDES

Traditional Scouting for Everyone!

2021 New Pathfinder Advance Badge Supplement FALL 2021

The NEW Pathfinder Handbook is coming! The following 10 special proficiency badges are just some of the badges that are being added to the new handbook. You can start working on these badges now.

The new handbook will divide the special proficiency badges into 4 categories. **Civics and Community, Life Skills, Creative Arts, and Outdoors Skills.** The goal is to create well rounded scouts who have a wide range of skills and abilities. There are 8 new special proficiency badges included here.

In addition, you will find 2 senior level badges in this supplement. Under the new program, all senior level badges may be earned by scouts who have accomplished Second Class and are 14 years of age or older. Many senior level badges require the scout to have earned other badges before working on these. However, not all of them do. *The badges included here do not have a prerequisite.*

If you are ready to earn them, jump in and let us know what you think. Scoutmasters, when your scouts earn these badges, please let the committee know. If you have feedback you want to share with the committee, you can reach us at pathfinder@bpsa-us.org.

Yours in Traditional Scouting,

The Pathfinder Handbook Committee



CIVICS AND COMMUNITY ADVOCATE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- | | | |
|----|--|----------------------|
| 1 | Have a conversation with a scoutmaster about why inclusivity is important, and how to be supportive of people in your community and the importance of recognizing people in the ways that they identify. | <input type="text"/> |
| 2 | In support of the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer, and others) community, create a rainbow flag (or other appropriately supportive flag) from materials of your choice. You may use fabric, yarn, found materials or something else of your choice. Display your art at your meeting space or at a patrol meeting, explaining to your patrol how you made your art. | <input type="text"/> |
| 3 | Know why the LGBTQ+ community has flags and the reasons they are displayed. Be able to identify the rainbow flag, the trans flag, and at least 2 other flags used by the LGBTQ+ community. | <input type="text"/> |
| 4 | Learn about the American Civil Rights movement of the 1960's and what social progress it has created. Also, be able to state 3 ways it was not successful. | <input type="text"/> |
| 5 | Learn about microaggressions especially in relation to BIPOC (Black and Indigenous People of Color). Be able to state what some of those are, and how to avoid them. | <input type="text"/> |
| 6 | Learn about a group of Native Americans in your state and share about them with your group. | <input type="text"/> |
| 7 | Demonstrate 2 ways you can adapt to include a person with a disability in your patrol activities. What could you do to include a scout who is blind or deaf? Discuss ways to be inclusive of those with learning disabilities like dyslexia. | <input type="text"/> |
| 8 | Be able to name 3 religions that are not your own and tell something about them. | <input type="text"/> |
| 9 | Women obtained the right to vote in 1920 but are not equally represented in American government. Is your state senator a woman? Your governor? Your mayor? Learn about a woman who is in government and what issues she believes are still a challenge for women today. | <input type="text"/> |
| 10 | Participate in a community service project in your community that helps a group of people who have faced discrimination or partner with an organization that has members who have. | <input type="text"/> |



CIVICS AND COMMUNITY CONSERVATIONIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Learn what a carbon footprint is and calculate what your family's carbon footprint is right now. State 3 ways to reduce your carbon footprint.
- 2 Learn about what is and isn't recycled at your local recycling center. List 10 items that people think get recycled, but really don't. Explain why this is a problem.
- 3 Learn about zero waste products and know several reusable choices you can make instead of using single use items made of plastic or paper or packaged in them. Convert your family to at least one choice to reduce your family's waste creation and make a list of 7 more things you could do in the future to move towards creating zero waste.
- 4 Learn about an environmental issue that is caused by industry and is beyond the control of individual citizens. Write a letter to an appropriate member of government, such as your Senator, asking them to make laws to protect the environment from this issue.
- 5 Investigate a human-made ecological disaster such as an oil spill, strip mining, or a forest fire started by people. Be able to explain to your examiner why it was a disaster, and how long the clean up efforts took. If it is not all cleaned up or reclaimed, explain the long term effects on the local environment.
- 6 Research industrial farming and find out how it can affect the local water, air and soil quality.
- 7 Learn about 3 corporations or non-profits that are participating in conservation efforts. Do you feel they are more or less effective than the EPA?
- 8 Learn how personal electronic devices, like cell phones, are recycled.



**LIFE SKILLS
GARDENER**

EARNED
EXAMINER & DATE

To obtain the Gardener proficiency badge a scout must participate in a gardening project either at their own home, at a community garden, at the home of another Pathfinder, or at a site approved by their scout leader, to complete the following objectives.

	COMPLETED EXAMINER & DATE
1 Double dig a piece of ground not less than 12 square feet or prepare an equivalent container garden.	<div></div>
2 Plant and grow successfully four kinds of vegetables or flowers from seeds or cuttings.	<div></div>
3 Know the names of 8 plants pointed out in an ordinary garden.	<div></div>
4 Understand what is meant by pruning, grafting and manuring.	<div></div>
5 Be able to identify the 3 most common insect pests in your garden.	<div></div>
6 Be able to identify the 3 most common weeds in your garden.	<div></div>
7 Be able to suggest methods for fungal control.	<div></div>
8 Describe the difference between organic and industrial gardening.	<div></div>



LIFE SKILLS READER

EARNED
EXAMINER & DATE

Note: The examiner will bear in mind the badge objectives: to encourage the habit of reading, to inspire the reading of a wide variety of books in order to discover what type of book they most enjoy; and to share the information learned through reading.

COMPLETED
EXAMINER & DATE

1 Document that you have read at least 18 books in the previous 12 months (or less), including a variety of fiction and non-fiction, and covering at least 5 genres. These may be any books, but consider whether there are books on subjects of special value or interest to you that you want to focus on.

2 Include in your list of books at least 5 books about people who have significantly different life experiences than you, such as a different race, gender, physical ability, religious differences, etc. Make sure at least one of these books is non-fiction. Explain to your examiner what you learned from these books.

3 Provide your list of the books, giving title and author, to the examiner, and have a conversation with them to assure them that the books submitted have been read with understanding, and that you can share what you gained from reading the books.

4 Read a book, magazine or website that teaches you how to do something, such as knot-tying, cooking, knitting, wood-working, and so on. Complete a project and present it to your examiner or share with your examiner your experience about why you chose that project and how the written material helped you. Were there components of the written material that were confusing?

5 Join or create a book club and attend at least 3 meetings. Explain to your examiner the structure of the book club, including how the books are chosen, how often the group meets, and what type of discussion takes place.

6 Describe a book you enjoyed to your patrol, including an explanation of why you enjoyed it and why they might consider reading it.

7 Do **ONE OR BOTH** of the following:

- ☐ **a** Meet with an author (of any type of published book) and interview them about their writing and publishing experience. What kind of research do they need to do for their writing? How long did the writing and publishing experience take? Ask additional questions as appropriate to gain a good understanding of their experience.

CONTINUED ...

- ☐ **b** Research how to contact one of your favorite authors, and then write and send a letter to express your appreciation and why you enjoy their books. Include an explanation of how their book(s) have affected your life.

8 Show a knowledge of how books should be cared for.

9 Conduct **ONE OR MORE** of the following service activities, or propose your own reading-related service activity and have it approved by your examiner:

- ☐ **a** Read at least 30 minutes to a group of young children.
- ☐ **b** Read for a period of time to a house-bound person or one who is otherwise unable to read.
- ☐ **c** Organize a book swap between your troop or another group.
- ☐ **d** Organize a book donation drive and identify a local group that will receive the books.
- ☐ **e** Volunteer in your school or public library.
- ☐ **f** Build and curate your own "Little Free Library."



CREATIVE ARTS ENTERTAINER

EARNED
EXAMINER & DATE

To obtain the Entertainer proficiency badge a scout must prepare and perform for an audience at a group campout, Moot, Hullabaloo, or similar type of organized event. The performance can be a skit, monologue, song (singing or instrumental), comedy routine, conjuring, or similar, as long as it is not used to meet the requirements of any other badge. Performances must be at least three minutes long. Group performances are acceptable as long as scout is a featured performer (for example, having more than $\frac{1}{3}$ of the lines in a skit).

COMPLETED
EXAMINER & DATE

- 1 Develop material for public performance, doing **ONE** of the following:

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a Write original material for performance.

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b Find material written by others that could be performed or adapted for performance.

- 2 Practice your material prior to performance. Explain to your examiner what you learned during rehearsal, and how it improved your final performance.

- 3 Perform in front of audiences at least **TWO** times for new material you have written or helped write, or at least **FOUR** times for pre-existing material or material written by someone other than yourself.



CREATIVE ARTS VISUAL ARTIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 What is a visual artist? Do some research on different kinds of artists, such as sculptors, painters, or photographers. Learn how they make a living. Discuss what you learn with your patrol or examiner.

- 2 Draw or paint **EACH** of the following and show them to your patrol or examiner:

- ☐ **a** a landscape
- ☐ **b** a bird
- ☐ **c** a mammal
- ☐ **d** a camp scene
- ☐ **e** a portrait

- 3 Explain to your examiner how art is reproduced for sale.

- 4 Discuss with your examiner or your patrol the benefits and challenges that visual artists face today due to the internet. Explain how a specific app or website is helpful or harmful to visual artists.

- 5 Demonstrate an understanding of color and contrast by creating **EACH** of the following and explaining to your patrol how you used each. These may all be of the same object or different, explain your choices.

- ☐ **a** A charcoal or black and white drawing
- ☐ **b** A monochromatic drawing or painting
- ☐ **c** A full color painting or drawing where color is used with specific purpose



OUTDOOR SKILLS BICYCLE CAMPER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Have the Cyclist Badge.

2 Know the gear needed for a camping trip by bicycle and how it is different from that needed for other camping trips or shorter bicycle journeys

3 Demonstrate the ability to pack your bike for a bike camping trip.

4 Learn about bike camping and the options in your area. Discuss with your examiner the considerations for route selection and camping site selection when on a multiple-day bicycle tour.

5 Be able to find on an appropriate map the trails, campsites and other features you will need for your journey.

6 Camp 2 nights as part of a bicycle camping trip. These nights maybe part of a single trip, or 2 separate trips taken with your patrol.

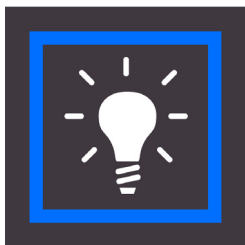


OUTDOOR SKILLS ROCK CLIMBER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Know safety protocols for rock climbing inside and out of doors.
- 2 Know the knots relevant to rock climbing including the Figure Eight Follow through knot (also known as the Trace Eight) and the Fisherman's knot.
- 3 Be able to belay a fellow scout and pass a test proving your skills and knowledge of the standard belay commands used in your area or local rock climbing gym.
- 4 Know how to wear a safety harness. Know what it is for and how it works for rock climbing.
- 5 Climb to a height of 20' off the ground either inside or out, using proper safety measures 10 times, under your own power. This may be done over the course of several trips.
- 6 Know the difference between bouldering and climbing.
- 7 Be able to boulder on a wall or climb that leans towards you, not just vertically.
- 8 Describe a climbing area close to you and visit if possible and know the history and geology of the area.
- 9 Describe and demonstrate 3 climbing movements and when they would be used. Examples include: stem, arm bar, mantle, dyno, and fist jam.



SENIOR LEVEL: LIFE SKILLS ENTREPRENEUR

EARNED
EXAMINER & DATE

Senior level badges may be earned by scouts who have accomplished Second Class and are 14 years of age or older. These badges are designed to help older scouts consider possible careers.

	COMPLETED EXAMINER & DATE
1 Alone, with the help of another scout or with your patrol, come up with a product or service you would like to sell. This could be candy you will make, tutoring service, lawn care or something else you can provide.	<input type="text"/>
2 Figure out the expenses that your business will experience. Look at both start up cost and on-going expenses. For example, purchasing ingredients to cook with, or lawn mower repairs are expenses.	<input type="text"/>
3 Discuss the various methods available to you to fund the startup of your business.	<input type="text"/>
4 Name your business and create a logo. Put this on fliers, or use it to create a web based presence on any platform approved by your parents and scout master. If doing this badge as a patrol, each member should create a post or flyer, though they may use the same name and logo created by their group.	<input type="text"/>
5 Run your business for at least 2-3 months and tell your patrol and scout master about your experience. Present a list of expenses and profits, and know how much profit your company generated after expenses are taken out. Be able to explain if your company was a success and some things you learned along the way. Discuss any unexpected expenses or issues that occurred while running your business.	<input type="text"/>



SENIOR LEVEL: CIVICS AND COMMUNITY EMERGENCY PLANNER

EARNED
EXAMINER & DATE

Make a list of possible natural disasters that could occur in your area. This might be something like a hurricane or earthquake, or severe winter weather. There are many resources about emergency preparedness at [Ready.gov](https://www.ready.gov), including checklists. Pick one of the disasters most likely in your area and do the following activities.

COMPLETED
EXAMINER & DATE

- 1 Research different kinds of natural disasters and other emergencies. Which ones are common to your region? Where are the others generally located compared to where you are?

- 2 With your family or your patrol, discuss the following. Write down your answer for each item.

- ☐ **a** How will you receive emergency alerts and warnings?
- ☐ **b** What is your family or household communication plan if you are not all in the same place when the emergency or disaster occurs?
- ☐ **c** Create a shelter plan for
- ☐ **1** When you need to stay at home
- ☐ **a** For two days without electricity
- ☐ **b** For two weeks without electricity
- ☐ **2** When your home is not available
- ☐ **d** Would you need to evacuate for the type of disaster you're thinking about? If so, where would you evacuate to and how would you get there (your route)?
- ☐ **e** Create a list of items for an emergency preparedness kit specific to the needs of one of the natural disasters that could occur in your area. Include a specific list of food items that should be included, taking into consideration the possibility that it may be harder to cook if there is no power.
- ☐ **f** Collect items that are already in your household to begin putting together your emergency kit. Make a plan on how you will obtain the rest of the items in the future. Make a note of which items in your kit may need to be replaced or reviewed for expiration on a regular basis, and make some sort of calendar entry or reminder system for how frequently you will review and maintain your emergency kit.

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- ☐ **g** Determine how much water should be included in the emergency kit and explain to your examiner how long that water is intended to last, and for how many people.
- ☐ **h** What are the specific needs of your household that should be considered for your emergency plan? For example, are pets included in your plan? Dietary needs? Medicine to bring with you if you need to evacuate?

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- 3** Identify which local or state offices in your area focus on emergency preparedness. Reach out to one of those offices, or another local organization, to find out what volunteer opportunities exist.

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- 4** Have a discussion with your examiner on what actions you plan to take to be prepared for a possible emergency or natural disaster. Discuss your plan if you were to move to or visit another part of the country or world. How would that affect your preparedness plans?
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