

Pathfinder Badges And Awards



TABLE OF CONTENTS

THE PATHFINDER PROGRAM 3

GENERAL PROFICIENCY BADGES 10

Tenderfoot	11
Second Class.....	12
Wood Tools Proficiency Card	14

THE FOUR PILLARS 15

First Class	17
Torchbearer	21
Trailblazer	22
Voyager	23
The Polaris Award	25

SPECIAL PROFICIENCY BADGES 28

Outdoor Skills

Angler	31	Flower Finder	44
Astronomer	33	Hiker	45
Backpacker	34	Kayaker.....	46
Bicycle Camper.....	36	Mariner.....	47
Birder.....	37	Naturalist	48
Camp Engineer.....	38	Nautical Camper	49
Camper	39	Ranger	52
Canoeist	40	Rock Climber	53
Cook	42	Observer	50
Cyclist.....	43	Orienteer or Navigator	51

Civics and Community

Advocate	55	First Aid.....	63
Child Care.....	56	Guide	64
Civics and Government.....	57	Healthy Living.....	65
Community Service	58	Historian.....	66
Conservationist.....	59	Interpreter.....	67
Debater.....	60	World Friendship	68
Firefighter	61		

Creative Arts

Architect	70	Musician.....	73
Basket Worker.....	71	Paracordist.....	77
Dancer.....	72	Photographer	78
Drummer.....	73	Sculptor	79
Entertainer.....	74	Visual Artist.....	80
Filmmaker	75		

Life Skills

Archer	82	Housewright	96
Athlete	85	Journalist	97
Beekeeper	86	Martial Artist	98
Canner	87	Meteorologist	99
Chicken Farmer	88	Personal Finance	101
Collector	89	Reader	103
Equestrian	90	Sharpshooter	105
Forester	91	Signaler	106
Gardener	92	Swimmer	107
Geologist	93	Tailor	108
Homemaker	94	Zoologist	109
Hospitality	95		

Design Your Own Badge.....111

SENIOR SPECIAL PROFICIENCY BADGES 115

Senior Outdoor Skills

Ancient Mariner	117	Sea Angler	125
Camp Captain	118	Senior Camp Engineer	127
Explorer	120	Senior Canoeist	129
Fly Fisher	122	Senior Navigator	131
Grubmaster	123	Tracker	132
Quartermaster	124	Venturer	133

Senior Civics and Community

Emergency Planner	134	Senior Advocate	140
Home Health Aide	136	Senior Child Care	141
Lifesaver	137	Senior Guide	142
Public Health	139		

Senior Creative Arts

Choreographer	143	Indigenous Art Appreciation	147
Crafter	144	Master of Ceremonies	148
Composer	145	Writer	149
Fiber Artist	146		

Senior Life Skills

Aviator	150	Senior Housewright	156
Entrepreneur	152	Senior Personal Finance	157
Map Maker	153	Senior Swimmer	159
Senior Athlete	154	Senior Tailor	160

Special Interest Pins.....162

Special Awards 165



1

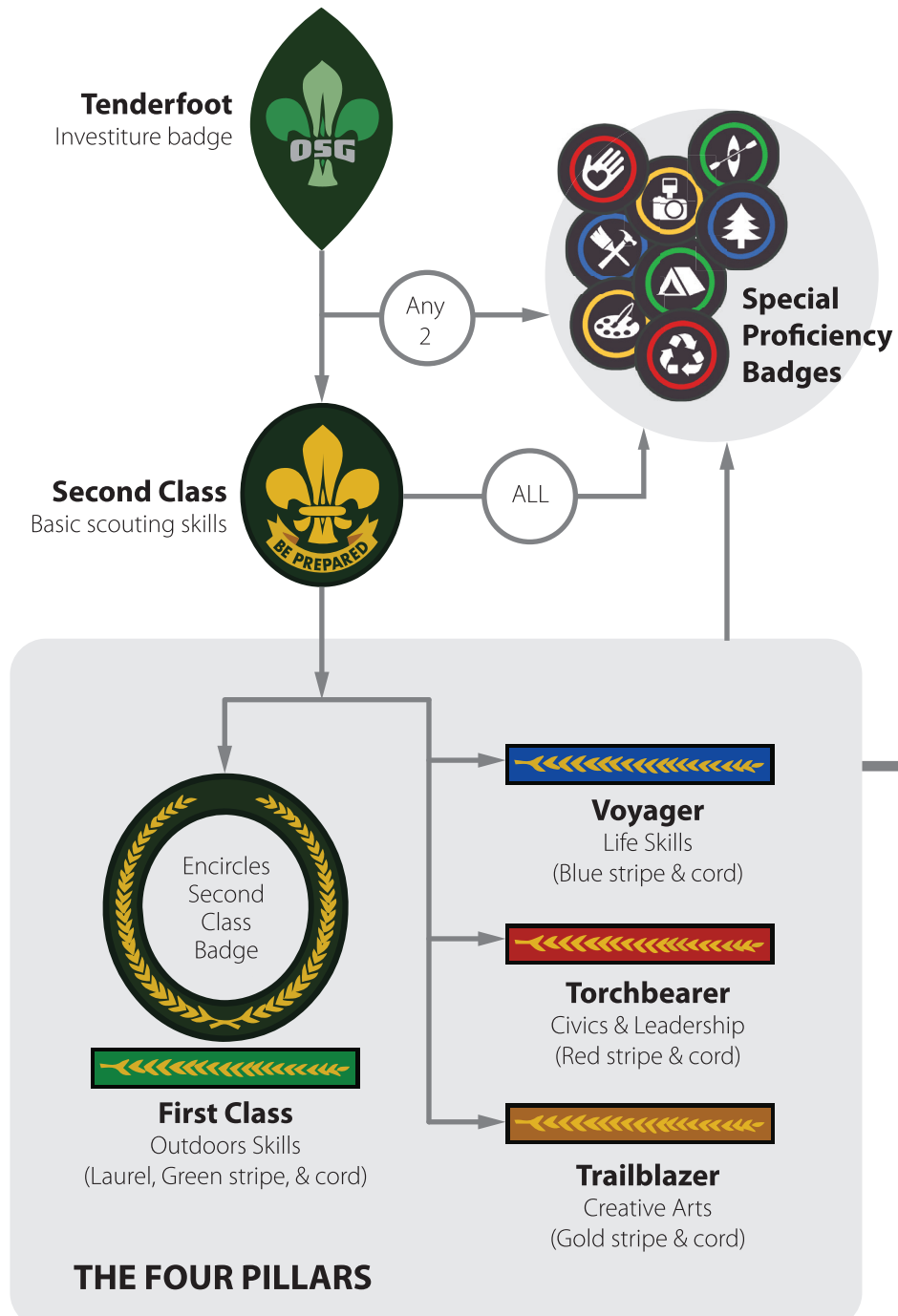
THE PATHFINDER PROGRAM

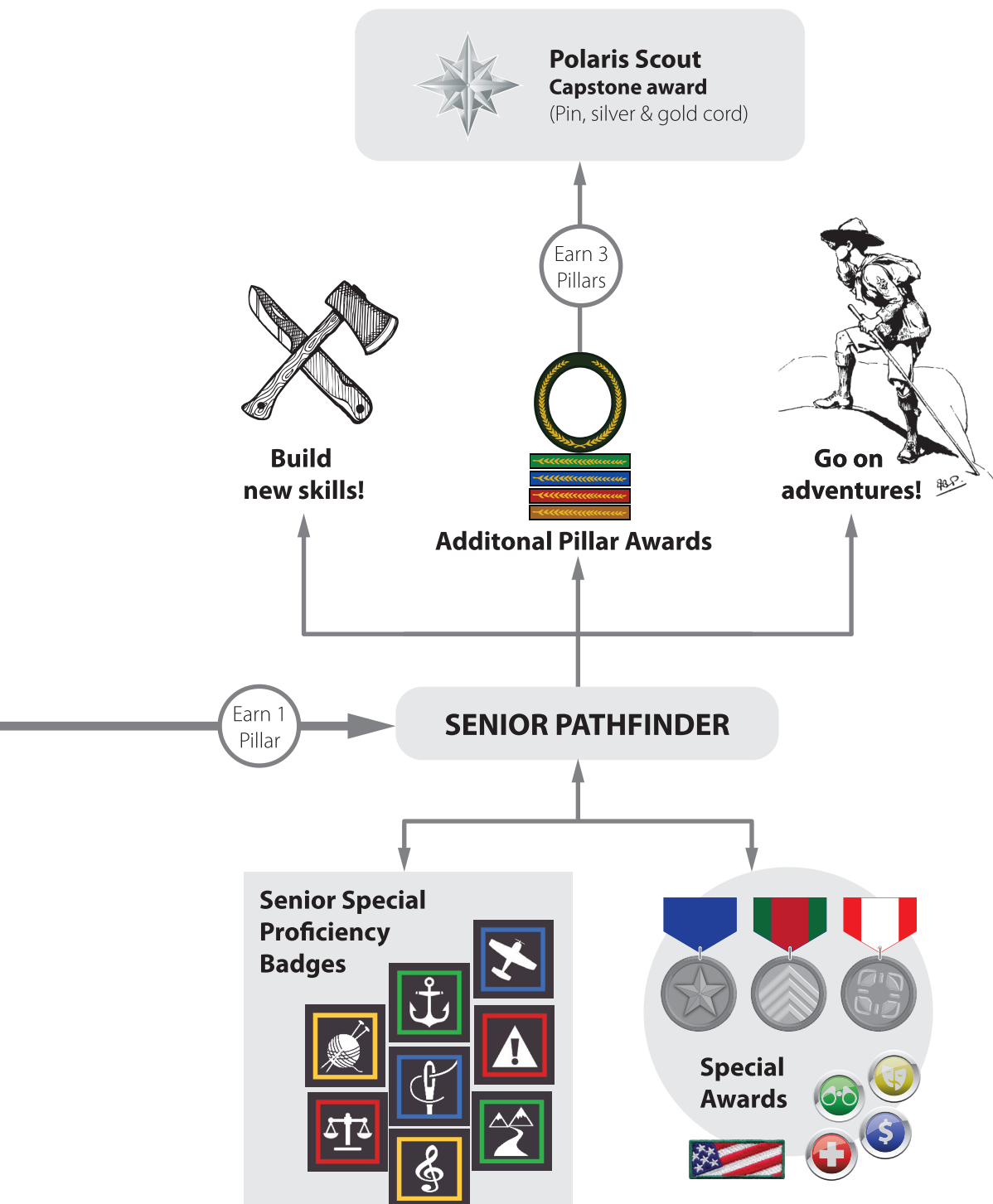
The Pathfinder program is designed to be one where scouts gradually learn skills that develop a real sense of independence. Every Pathfinder moves through the program at their own pace. This means some Pathfinders, especially those who were Timberwolves, will earn Tenderfoot and Second Class quickly. Other Pathfinders choose to take more time to learn these new skills. The important part is that you are developing new abilities and trying your best!

Starting The Program

Scouts learn the basic skills of scouting, the things you'll need to know to have all sorts of outdoor adventures, through the Tenderfoot and Second Class badges—sometimes called *general proficiency badges*. Then, scouts have an opportunity to learn a variety of ways to explore the world through other badges, aptly called *special proficiency badges* because each focus on one area of interest. These badges are scouting's doorways into the many different worlds you can explore, learning about anything from archery to learning about native art to composing your own music.

Finding Your Own Path





Scouts then can build their own program by exploring our four pillars. For those who want to go deeper on the core skills of outdoor scouting, one pillar is to earn the First Class badge. The other three pillars focus on one area of a well-rounded life. These pillars also require senior special proficiency badges—badges with challenges to keep our oldest and most energetic scouts learning and exploring.

Scouts who finish any three of the four pillars will earn the Polaris award, the highest award available to a Pathfinder and a mark of a true current-day explorer.



Tenderfoot

The Tenderfoot rank is the first badge a Pathfinder should work towards. It is the badge of investiture into our program, and the skills needed to earn it are foundational to other badges you'll want to earn later. Some examples of things you'll learn are the Scout Law, promise, and motto; all about the American flag; how to tie knots you can use for camping and other outdoor adventures; and why a scout staff is so handy. These skills can be practiced in group meetings, on your own, or on camping trips. A few, like flag folding, will go much better if you work on them with your patrol.

You can view the Tenderfoot requirements on page 19 to get started on it right away. The information throughout this handbook was designed to help you learn each of those skills. Flag folding, for example, is on page 107. The knots are all described in the Knots chapter, Chapter 4.

To best prepare you for scouting adventures, Tenderfoot and Second Class focus on core scouting skills. However, sometimes scouts see a special proficiency badge that's so exciting that they just don't want to wait. That's why, once you earn Tenderfoot, you are eligible to work on up to two special proficiency badges while still working on Second Class. However, you don't have to earn proficiency badges here—some Pathfinders prefer to jump right into working on Second Class, and that's acceptable too.



Second Class

Second Class skills are basic scouting skills that you can also create games around and play with as you learn them. At the same time, they are useful skills! Second Class scouts know how to use a compass, light a campfire even when it's raining, and cook dinner at camp. They can safely use an axe, help others by giving first aid in an emergency, and build structures held together only with rope. You can read the Second Class requirements on page 212 and—just like with Tenderfoot—you'll find information to help you learn each skill throughout this handbook.

The Heart of the Program

The Four Pillars

Once you've earned Second Class, you can continue to develop and learn new skills by working your way through the four pillars. Each one has a different focus, listed below:

Category	Pillar Award Name	Color
Outdoor Skills	First Class	Green
Civics and Community	Torchbearer	Red
Creative Arts	Trailblazer	Gold
Life Skills	Voyager	Blue

Scouts earn the First Class pillar by learning the skills of the First Class badge, discussed below. Each of the other pillars—Torchbearer, Trailblazer, and Voyager—is achieved by earning a select group of special proficiency badges and senior special proficiency badges. You can find the specific requirements for each pillar in Chapter 20.

These four awards—First Class, Torchbearer, Trailblazer, and Voyager—each represent a series of challenges that you have met, so earning a set of badges proves you have worked hard at a specific set of goals. You'll have done work that sets you apart as an exemplary scout. Scouts must complete three of the four pillars to earn the Polaris award.

First Class

First Class provides advanced skills in the core areas of scouting: self-sufficiency and safety in the outdoors, emergency preparedness, and service to your community. First Class was part of the original scouting program as conceived by Lord Baden-Powell in 1908 and is partly named from the idea that something “first class” is just the best. Scouts who earn this award are therefore real First Class scouts. You can learn more about the requirements on page 369.

Scouts who earn First Class will learn advanced first aid, how to estimate distances and draw their own maps, how to fell a tree with an axe, and other useful outdoor skills. At the end, the scout will get to plan and take their own journey, the First Class Journey, showing they are fully ready for independent outdoor adventures.



As one of the four pillars, scouts can earn First Class to work toward their Polaris award, but it is not required.



Special Proficiency Badges

Special proficiency badges provide the opportunity for scouts to try many new things as well as gain recognition for skills they may already have. These are also the building blocks for the Torchbearer, Trailblazer, and Voyager pillars. Special proficiency badges are designed to help you build an introductory level of skill in a particular area—many topics also have a senior level proficiency badge that goes deeper into those skills.



Scouts can earn up to two special proficiency badges after earning Tenderfoot. Once you've completed Second Class, the Pathfinder program offers many different special proficiency badge options you can explore.

These badges are separated into four groups. Each is color coded to match their pillar. As you continue your development, you'll have the option of focusing on one, any, or all these pillars.

The well-rounded Pathfinder will attain badges from each area, but you may also choose to focus more on what you find interesting. Hopefully, you and your patrol will choose a badge you'll all work on together. This is a team adventure!

Every badge is a new challenge worth considering. It is also fine if you do part of a badge and realize that completing it isn't for you. There are a lot of badges to consider, and part of scouting is trying new things! The special proficiency badges start on page 381. Take your time and look through them for the ones you'll enjoy most.

Senior Special Proficiency Badges

A scout may begin working the senior special proficiency badges once they meet any one of the following requirements:

1. They achieved their First Class award; or
2. They completed all six special proficiency badges for one of the other pillars: Torchbearer, Trailblazer, or Voyager; or
3. They pass their 14th birthday.

These badges are structured similarly to the regular special proficiency badges but are designed to present challenges that appeal more to older Pathfinder scouts, typically age 14–17. Some of these badges require earning other badges before completing them. These badges start on page 468.



Polaris Award

If you earn three of the Pathfinder pillars: First Class, Torchbearer, Trailblazer or Voyager, you'll be eligible for our highest award, the Polaris Award. Polaris means "North Star," and earning the Polaris award means that you yourself have become a shining star with many skills to help you get wherever you want to go in life.



This is your Pathfinder journey. Make the most of it! Choose the badges, adventures, awards, and accomplishments that interest you and start working towards them. Every Pathfinder in Outdoor Service Guides gets to shape their own path as they work through the program.



2

GENERAL PROFICIENCY BADGES



TENDERFOOT

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Know the following and understand their meanings. Be able to recite them.

- ☐ **a** Scout Law
- ☐ **b** Scout motto
- ☐ **c** Scout promise

2 Know the following and their importance. Be able to successfully demonstrate.

- ☐ **a** Scout sign
- ☐ **b** Scout salute
- ☐ **c** Scout handshake

3 Be able to make and know the meaning of the basic trail signs. (See Chapter 3.)

4 Know the composition, history of and how to fly and fold the American Flag. Understand and be able to describe the procedures for raising or lowering the flag. (See Chapter 6.)

5 Know several uses for a scout staff.

6 Tie the following knots and know where and when they are best used. (See Chapter 4.)

- | | |
|--|---|
| <input type="checkbox"/> a Square (Reef) knot | <input type="checkbox"/> d Round turn and two half hitches |
| <input type="checkbox"/> b Sheet bend | <input type="checkbox"/> e Bowline |
| <input type="checkbox"/> c Clove hitch | <input type="checkbox"/> f Figure 8 knot |

7 Demonstrate how to whip the end of a rope.

8 Know something about the scouting movement:

- ☐ **a** Know about at least two figures from the history of scouting, the full name of WFIS, and be able to explain why scouting is called a "peace movement."
- ☐ **b** Be able to explain the meaning behind the name, number, and necker colors of your group.



SECOND CLASS

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Know Second Class First Aid. (See Chapter 12.)

- ☐ **a** Know the general rules for health.
- ☐ **b** Understand and explain the universal steps of providing first aid.
- ☐ **c** Demonstrate the concept of RICE as a treatment and discuss when it is appropriate.
- ☐ **d** Be able to treat the following injuries:
- | | |
|--|---|
| <input type="radio"/> 1 Cuts and scratches | <input type="radio"/> 5 Burns, including sunburn avoidance |
| <input type="radio"/> 2 Cleaning and dressing a deep cut or wound | <input type="radio"/> 6 A nosebleed |
| <input type="radio"/> 3 Bruises | <input type="radio"/> 7 Stings and bites |
| <input type="radio"/> 4 Sprains and strains | |
- ☐ **e** Describe examples of improvising first aid supplies in the backcountry.
- ☐ **f** Demonstrate placing someone in the recovery position, and discuss its importance and when it should be used.

2 Demonstrate proficiency in **ONE** of the following signaling methods. (See Chapter 13.)

- ☐ **a** American Sign Language (ASL)
- ☐ **b** Morse Code
- ☐ **c** Semaphore

3 Choose **ONE** of the following:

- ☐ **a** Track a trail, person or animal, for ½ mile in a reasonable amount of time.
- ☐ **b** Remember 16 of 24 items given 1 minute of observation time. .

4 Explain Scout's Pace and what it is used for. Time yourself at Scouts' Pace or your own pace for a mile and discuss how to use pace to estimate distance when hiking. (See Chapter 16.)

CONTINUED ...

<p>5 Successfully demonstrate the following knots or lashings. (See Chapter 4.)</p> <p><input type="checkbox"/> a Square lashing</p> <p><input type="checkbox"/> b Diagonal lashing</p> <p><input type="checkbox"/> c Timber hitch</p> <p><input type="checkbox"/> d Taut line hitch</p> <p><input type="checkbox"/> e Angler's knot</p>	<div></div>
<p>6 Build a fire using no more than two matches and natural tinder. (See Chapter 14.)</p>	<div></div>
<p>7 Make a stew or multi-course, hot meal over an open fire. Meal should be suitable for the scout and pre-approved by Examiner.</p>	<div></div>
<p>8 Earn The Wood Tools Proficiency Card. (See Chapter 15.)</p>	<div></div>
<p>9 Demonstrate the use of a compass (see Chapter 16) and</p> <p><input type="checkbox"/> a Know the 16 principal points.</p> <p><input type="checkbox"/> b Identify the five basic parts of a compass.</p> <p><input type="checkbox"/> c Measure a bearing to an object.</p>	<div></div>
<p>10 Have at least one month's satisfactory service as a Tenderfoot and re-pass the Tenderfoot tests.</p>	<div></div>



WOODS TOOLS PROFICIENCY CARD

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Explain what each tool is used for. Identify the parts of your knife, axe, and saw. Name each part and know the importance of each piece of each tool.

2 Explain what the acronym SHARP stands for.

3 Show how to prepare your work area for use of woods tools. Demonstrate how to do the following:

☐ **a** Inspect tools.

☐ **d** Set up an axe yard.

☐ **b** Use any required safety gear.

☐ **e** Look for nearby hazards.

☐ **c** Check your radius.

4 Demonstrate proper care and storage of woods tools. Explain how to safely store tools when not in use at camp and at home.

5 Demonstrate safe use of a knife, axe, and saw while performing the following:

☐ **a** Split firewood with an axe or hatchet.

☐ **b** Baton kindling with a suitable fixed blade knife.

☐ **c** Craft a feather stick with your knife. (See opposite page.)

☐ **d** Craft a tent stake using appropriate woods tools. (See opposite page.)

☐ **e** Saw a log (4 inch diameter minimum).

6 Show how to sharpen a knife and axe. Explain the importance of good blade maintenance.

7 Show safe carrying methods of woods tools. Demonstrate safe carrying and safe handoff of tools from one person to another.

8 Explain your duties as a guardian of the woods or backcountry.

☐ **a** Show an understanding of what it means to be a good steward of nature and guardian of the woods.

☐ **b** Explain what to do before you take wood from nature and when it is appropriate to do so.



20

THE FOUR PILLARS

The heart of the Pathfinder program is the four pillar awards. They represent achievement in one of our core areas, and they prepare you to embark on new adventures in our communities or in the backwoods.

The four pillar awards are **First Class**, **Torchbearer**, **Trailblazer**, and **Voyager**. You can earn each of these awards separately, and a scout who achieves any three of them is eligible to receive the highest award in Pathfinders, the Polaris Award.

- A **First Class** scout is one who develops some of the traditional scout skills laid out in the original program a century ago.
- A **Torchbearer** is focused on civics, leadership, and volunteering.
- A **Trailblazer** is focused on creativity, on exploring our shared human journey and sharing our stories through many different mediums.
- A **Voyager** specializes in a different kind of journey: that of personal self-discovery and self-improvement.

Which type of scout would you like to be? The good news is: You don't have to choose. You can be more than one. You can even be all four.

Each pillar is identified by a color: First Class is green, Torchbearer is red, Trailblazer is tan, and Voyager is blue. The four pillars insignia are stripes of the pillar's signature color, stitched with golden laurel leaves. The stripes are worn on the left

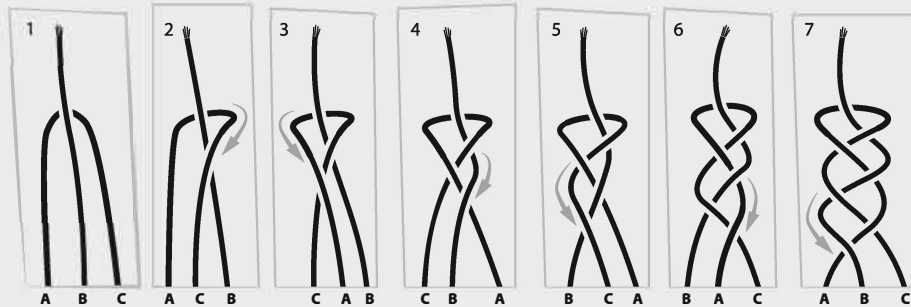


Braid a Simple Shoulder Cord

Measure a length of paracord that is three times the length you need around your upper arm/shoulder, and add an extra 12 inches. Lay your paracord out, tripling up with 3 inches to spare on each side.



At one end, begin your braid using the steps below.



Tighten the braid as you go along. Repeat steps 2-7 as many times as necessary to braid the entire length, tucking the last loose end into the loop to finish.



Loop your braid into a circle and tie ends together using a sheet bend. Don't forget to melt the ends to prevent fraying.

sleeve of your uniform, beneath your Second Class badge.

In the chapter describing special proficiency badges, you will find that each badge includes a colored band indicating which pillar it belongs to.

When you have earned a pillar, you can also wear a shoulder cord looped around your right arm, along the seam of your shirt sleeve. The shoulder cord is made from a length of paracord, braided and tied with a sheet bend. If your uniform shirt has an epaulette, slip the cord under before tying. If not, hold the cord in place with a safety pin on the top of your shoulder. You can also hold it in place with a safety pin at the bottom.

Other Pathfinders will recognize your accomplishments by the color of your cord and stripe.



FIRST CLASS

EARNED
EXAMINER & DATE

The First Class requirements are based upon the original First Class badge. At its core, the First Class badge carries the basics of the original scout program, teaching skills that have long formed the backbone of scouting around the world. It incorporates elements of each of the other three pillars and adds to them.

In honor of that long tradition, earning the First Class badge also brings with it a special bonus: a laurel patch that surrounds the Second Class badge on your left sleeve.

COMPLETED
EXAMINER & DATE

- 1 Complete **EITHER** of the following:

☐ **a** Swim 50 yards.

☐ **b** If swimming is inappropriate or dangerous to your health, instead earn **ONE** of the following special proficiency badges:

☐ **1** Astronomer

☐ **5** Naturalist

☐ **2** Camper

☐ **6** Observer

☐ **3** Healthy Living

☐ **7** Camp Engineer

☐ **4** Housewright

☐ **8** Ranger

- 2 Throw a lifeline and explain how it fits into the principles and risks of water recreation and water rescue. (See Chapter 12.)

- 3 Demonstrate correctly the following knots and lashings (see Chapter 4):

☐ **a** Shear lashing

☐ **d** Eye splice

☐ **b** Round lashing

☐ **e** Firefighter's chair

☐ **c** Back splice

☐ **f** Alpine butterfly

- 4 Estimate, without apparatus, within 25 percent error each side (see Chapter 16):

☐ **a** Distance (e.g., How long is that trail?)

☐ **b** Numbers (e.g., How many cows in that herd?)

☐ **c** Height (e.g., How tall is that tree?)

CONTINUED ...

5 Complete the First Class first aid tests. (See Chapter 12.)

☐

a Discuss scene safety, specifically reviewing:

- ☐ **1** Hazards of traffic on a street or highway
- ☐ **2** Fire, both in a structure and forest fires
- ☐ **3** Hazards of water and ice rescues, and the meaning of "Reach, Throw, Row, Go"

☐

b Show good working knowledge of how to perform an organized patient assessment by performing the following:

- ☐ **1** Explain the importance of an organized patient assessment in first aid.
- ☐ **2** Demonstrate how to perform such an assessment using the A-B-C-D-E methodology.
- ☐ **3** Explain the importance of a written patient care report. Know where you can get one if there's an emergency in a troop outing and show how to fill one out correctly.

☐

c Explain the cause, signs, and symptoms, and demonstrate how to treat **EACH** of the conditions below:

- ☐ **1** Spinal injury
 - ☐ **a** Explain under what circumstances you might suspect a patient has a spinal injury.
 - ☐ **b** Explain special care taken with patients that have suspected or possible spinal injury, and why.
- ☐ **2** Head injuries
 - ☐ **a** Explain how to check for head injuries.
 - ☐ **b** Describe other possible signs of head injuries.
- ☐ **3** Serious bleeding
 - ☐ **a** Explain why serious bleeding needs to be treated immediately.
 - ☐ **b** Demonstrate direct pressure to manage serious bleeding.
 - ☐ **c** Explain when and how to use a tourniquet. Describe how to use both a manufactured tourniquet and how to make one using a scout necker.
- ☐ **4** Seizures
 - ☐ **a** Explain how you can help someone experiencing a seizure.
 - ☐ **b** Explain how to determine if someone who experienced a seizure requires further medical attention.

CONTINUED...

- ☐ **5** Asthma, including helping someone with their inhaler
- ☐ **6** Allergies and Anaphylaxis
 - ☐ **a** Explain the difference between a simple allergic reaction and anaphylaxis.
 - ☐ **b** Explain how and when to use an EpiPen®.
- ☐ **7** Hypothermia and hyperthermia
 - ☐ **a** Explain the different conditions and signs/symptoms of hypothermia and hyperthermia.
 - ☐ **b** Demonstrate placing someone in a sleeping bag and active rewarming.
 - ☐ **c** Demonstrate active cooling techniques.
 - ☐ **d** Discuss when it's appropriate to administer food and water to an injured person.
- ☐ **8** Shock
- ☐ **9** Dizziness or fainting
- ☐ **10** Eyes and tooth injuries
- ☐ **d** Be able to explain the steps and demonstrate Hands-only CPR.
 - ☐ **1** Explain when to use Hands-only CPR, and what it is intended to help.
 - ☐ **2** Demonstrate Hands-only CPR at the correct beats per minute.
 - ☐ **3** Explain when to switch compression providers.
 - ☐ **4** Explain when to stop providing CPR.
- ☐ **e** Lay out your first aid kit. Explain how you chose the kit, or, if you put together the kit yourself, how you chose what went into the kit. Be able to explain under what circumstances and how to use any items in the kit.
- ☐ **f** Re-pass the Second Class first aid tests.

6 Demonstrate your cooking skills. (See Chapter 14.)

- ☐ **a** Present the comprehensive meal plan you intend to prepare for your First Class Journey.
- ☐ **b** Satisfactorily estimate the budget, create a shopping list of ingredients, and perform all the shopping for your meals.
- ☐ **c** Explain the necessary utensils, cooking tools, stove, and fuel requirements.
- ☐ **d** Demonstrate that you are prepared to pack and carry all of your equipment and ingredients during a rehearsal or test session.



CONTINUED..

7 Demonstrate your mapping abilities. (See Chapter 17.)

☐

a Read and be able to use a topographical map.

☐

b Draw an intelligible rough sketch map.

☐

c Demonstrate proper use of a compass.

☐

d Point out a cardinal direction by day and by night without the help of a compass.

8 Use a felling axe for felling or trimming light timber, or, if impractical, be able to log up a piece of timber and demonstrate the theory of felling a tree. (The term "felling axe" includes both three-quarter and half-size.) (See Chapter 15.)

9 Complete a First Class Journey. (See Appendix, page 523.)



TORCHBEARER

 EARNED
EXAMINER & DATE

The Torchbearer badge is earned by demonstrating excellence in community service and civics.

Leadership is demonstrated not only in your patrol, but also in your community. A full understanding of how our system works is essential for you to be an effective participant. The scout who earns this award will be a valuable and productive member of their community.

	COMPLETED EXAMINER & DATE
1 Earn at least SIX special proficiency badges from the area of Civics and Community. These must include Advocate and Community Service. <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> a Advocate </div> <div style="width: 48%;"> <input type="checkbox"/> d _____ </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> b Community Service </div> <div style="width: 48%;"> <input type="checkbox"/> e _____ </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> c _____ </div> <div style="width: 48%;"> <input type="checkbox"/> f _____ </div> </div>	<div style="border: 1px solid black; width: 85px; height: 35px; margin: 0 auto;"></div>
2 Earn at least FOUR senior special proficiency badges from Civics and Community. These must include Senior Advocate and Emergency Planner. <input type="checkbox"/> a Senior Advocate <input type="checkbox"/> b Emergency Planner <input type="checkbox"/> c _____ <input type="checkbox"/> d _____	<div style="border: 1px solid black; width: 85px; height: 35px; margin: 0 auto;"></div>
3 Participate in a Bronze Arrow Training (BAT) or similar leadership training seminar.	<div style="border: 1px solid black; width: 85px; height: 35px; margin: 0 auto;"></div>
4 Serve as patrol leader for a minimum of 6 months to the satisfaction of your Examiner.	<div style="border: 1px solid black; width: 85px; height: 35px; margin: 0 auto;"></div>
5 Research a social or political issue that is important to you. Write to one of your elected representatives—this may be local, statewide, or national—explaining your position and asking for them to take some action.	<div style="border: 1px solid black; width: 85px; height: 35px; margin: 0 auto;"></div>
6 Create a presentation for your troop or group about what your scouting experience has taught you about leadership and helping your community. The presentation should be a minimum length agreed beforehand with your Examiner and must include visual aids.	<div style="border: 1px solid black; width: 85px; height: 35px; margin: 0 auto;"></div>



TRAILBLAZER

EARNED
EXAMINER & DATE

The Trailblazer badge is earned by demonstrating excellence in Creative Arts.

A Trailblazer must be able to tell a story through their art, be it a literal narrative or an evocative emotional exploration.

COMPLETED
EXAMINER & DATE

1

Earn at least **SIX** special proficiency badges from the area of Creative Arts, which must include at least one performing arts badge and one crafting arts badge. Senior level badges may also be substituted in place of special proficiency badges.

☐ a

☐ b

☐ c

☐ d

☐ e

☐ f

2

Earn at least **FOUR** senior proficiency badges in Creative Arts, one of which must be Indigenous Art Appreciation.

☐ a

Indigenous Art Appreciation

☐ b

☐ c

☐ d

3

Instruct a fellow scout in one of the disciplines covered in a Creative Arts special proficiency badge to the extent that they pass the tests and earn the badge themselves.

4

Create a special project chronicling your troop's history over a period of time of at least 6 months. This may be a documentary film, photo series, play, skit, dance, story, or any other creative medium. The length or scale of your project must be determined in consultation with your Examiner, but it must be extensive enough to do justice to your subject and tell your troop's story. Perform or present your project to your troop.



VOYAGER

EARNED
EXAMINER & DATE

The Voyager badge is earned by scouts who do exemplary work in the areas of career exploration, self-improvement, and self-discovery.

There are many kinds of journeys you will take as a Pathfinder; the journey towards being a well-rounded human is no less important than the journey through uncharted wilderness. The scout who earns this award has succeeded at exploring many ideas and trying many new things.

COMPLETED
EXAMINER & DATE

- 1 Earn at least **SIX** special proficiency badges from the area of Life Skills, at least one of which must be an outdoor-focused badge such as Naturalist or Forester and at least one of which must be an indoor-focused badge such as Housewright or Homemaker. Senior level badges may also be substituted in place of special proficiency badges.

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> a _____ | <input type="checkbox"/> d _____ |
| <input type="checkbox"/> b _____ | <input type="checkbox"/> e _____ |
| <input type="checkbox"/> c _____ | <input type="checkbox"/> f _____ |

- 2 Earn at least **THREE** senior special proficiency badges from the area of Life Skills.

- | |
|----------------------------------|
| <input type="checkbox"/> a _____ |
| <input type="checkbox"/> b _____ |
| <input type="checkbox"/> c _____ |

- 3 Instruct a fellow scout in one of the disciplines covered in a Life Skills special proficiency badge to the extent that they pass the tests and earn the badge themselves.

- 4 Give a presentation to your troop (or group) about something you learned while working on these badges and how you think it can be applied to life beyond just earning a badge. Have you found a hobby, career path or set of skills you plan to use long after your time as a Pathfinder is over? Explain. The presentation should be a minimum length agreed beforehand and must include visual aids.

Beyond Your First Pillar

A Senior Pathfinder may choose to explore additional pillar badges, senior special proficiency badges, special interest pins, and even more adventures.

Additional Pillar Badges

Demonstrating excellence in one pillar is an excellent start to your Senior Pathfinder journey, but we encourage you to explore the others. Additional stripes are layered beneath your first. If you choose to wear shoulder cords, you can loop multiples next to each other or braid them together into one cord.

If you complete the requirements for any three pillar badges, you are eligible for the Polaris Award (below), the highest level of accomplishment for a Pathfinder.

Senior Special Proficiency Badges

A Senior Pathfinder can pursue all senior special proficiency badges. That means a deeper dive into a subject you already know, or an opportunity to pursue something entirely new.

There are over 30 advanced badges to choose from. You can find the requirements and details in the special proficiency badges chapter.

Special Interest Pins

Some special proficiency badges are related on one another, and if you complete a set of these badges, you can wear a special interest pin. Do you really enjoy fishing? Collect all 3 special proficiency badges, and you earn a fish hook pin for your uniform. The details can be found in the special proficiency badges chapter.



The Polaris Award

The Polaris Award is the highest achievement that a scout can earn in our organization. The Polaris scout is one who knows oneself, has worked in their scouting experience to improve themselves and help others. A Polaris scout is a scout everyone is proud to know and who is an example to others, a beacon just as the North Star has guided travelers across our globe for millennia.

Obtaining the Polaris Award begins with completing any three of the four pillars. Next, you should submit a letter to national headquarters with a list of your achievements. List details of which badges, awards, and programs you completed to explain how you achieved each of the three pillars. You should write this in a way that you can see for yourself all the work you accomplished to obtain this award.

Following in the best traditions of the patrol method, you will hand this letter to your scoutmaster, who will convey it to the regional commissioner, who will in turn deliver it to the national headquarters. This will allow all levels of our organization to celebrate your accomplishment.

The Polaris Award has two components: a silver metal star pin and an optional silver-and-gold braided shoulder cord. The Polaris pin is worn above the left pocket your uniform. Just as the Timberwolves' Gold Leaping Wolf is worn on a scout's Pathfinder uniform shirt when they leap up, you may wear your Polaris pin on your Rover uniform. The Polaris cord replaces all other pillar cords, but you may continue to wear all the pillar stripes on your sleeve, so other scouts can know what pillars you earned on your way.

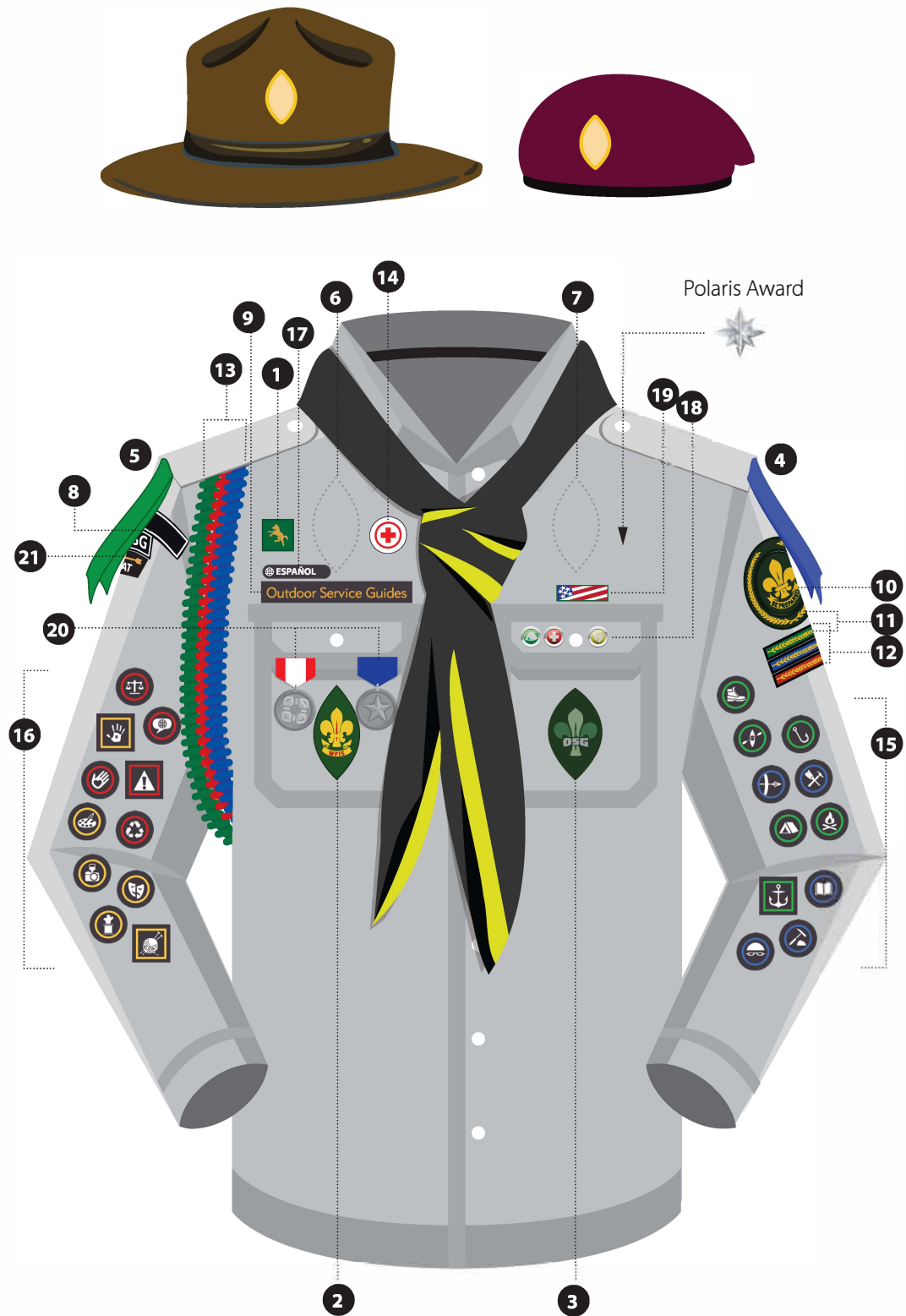


If you achieve all 4 pillars, you will receive a special gold compass rose disc for your Polaris pin. The compass rose signifies a scout who truly has a compass, a knowledge of all four cardinal aspects of life. With the help of the North Star, your remarkable skills and achievements will navigate you through the challenges and exigencies of life.

Uniform of a First Class Scout

- 1 Gold Leaping Wolf (earned as a Timberwolf)
- 2 WFIS badge
- 3 Tenderfoot badge
- 4 Patrol knot (color of patrol)
- 5 Patrol leadership knot (green for patrol leader, red for second)
- 6 Alternate location for WFIS badge
- 7 Alternate location for Tenderfoot
- 8 Group flash
- 9 OSG name strip
- 10 Second Class badge
- 11 First Class badge
- 12 Pillar awards
- 13 Pillar shoulder cords (optional)
- 14 First Aid special proficiency badge
- 15 Special proficiency badges: Outdoor Skills and Life Skills
- 16 Special proficiency badges: Civics and Community and Creative Arts
- 17 Interpreter badge language(s)
- 18 Special interest pins
- 19 World Scouting Award
- 20 Medals (Lifesaving Medal, Second Class; Medal Of Merit)
- 21 Training awards (BAT, SAT, etc.)

THE FOUR PILLARS • UNIFORM OF A FIRST CLASS SCOUT





21

SPECIAL PROFICIENCY BADGES

AS LONG AS THERE HAVE BEEN SCOUTS THERE HAVE BEEN BADGES. The Pathfinder program progression starts with Tenderfoot, continues to Second Class, then dives into special proficiency badges on the way to First Class. However, you may earn two special proficiency badges between Tenderfoot and Second Class. The skills learned while earning the rank of Second Class are important, so once you've obtained the rank of Second Class or turned 14 years old, you can earn as many special proficiency badges as you like.

These badges are divided into four different categories, also known as pillars, so you can search for ones that interest you. The categories are **Outdoor Skills**, **Civics and Community**, **Creative Arts**, and **Life Skills**. Each of these families has a signature color. Special proficiency badges are round, senior special proficiency badges are square. The First Aid badge is the only one with a white background, and is worn on the front of the uniform instead of the sleeve, so in an emergency situation you may quickly identify who has completed first aid training.

The well-rounded scout will earn badges from each section, but it is up to you which ones you want to earn. Make sure you take a look at the section titled **Special Interest Pins**, as those are another way to choose which badges you might want to do.

Don't see a badge in your favorite scouting activity? Use the **Design Your Own Badge** section to create the perfect badge.



How To Use This Section

Use the following pages as a workbook to record your badge progress. Your Examiner will initial and date each individual requirement as you complete it, and will signoff at the top of the page when you have completed all the requirements and earned the badge. Badges, and their requirements, can be completed in any order, unless indicated otherwise.

COMPLETED
EXAMINER & DATE

**Your Examiner should initial and date
as you complete requirements**

On these pages, badges are organized alphabetically in their category, with senior special proficiency badges grouped at the end.

Each special proficiency badge starts at the top of a page, with an image of the badge, the category, and the name of the badge. A list of requirements follows. If there are multiple choices in a requirement, you can use the checkboxes to record your selections.



Checkboxes can be squares or circles

Several senior badges have prerequisites—other badges you must earn in advance. The First Aid and Lifesaver proficiency badges require recertification.

Glossary

e.g.: *Exempli gratia* (Latin), meaning “for example.”

Examiner: Your scoutmaster, assistant scoutmaster, senior patrol leader, or other expert approved by your scoutmaster.

PREREQ: A prerequisite; a requirement that must be completed first.



Outdoor Skills

Part of being a scout is learning the skills of camping, cooking over a fire, and hiking. The badges in this section will help you learn skills for outdoor survival as well as appreciation of our natural world.

Outdoor Skills special proficiency badges have a green circle and are associated with the First Class pillar of the Pathfinder program. A First Class scout is one who develops proficiency in some of the traditional skills laid out in the original scouting program over a century ago. Fishing, stargazing, cooking, kayaking, backpacking: they are all yours to try.

Outdoor Skills badges are worn on the left sleeve of your uniform.

Be sure to look at the progression of camping badges, as those will help you build your skills for your First Class Journey.

Outdoor Skills badges include the following:

- Angler
- Astronomer
- Backpacker
- Bicycle Camper
- Birder
- Camp Engineer
- Camper
- Canoeist
- Cook
- Cyclist
- Flower Finder
- Hiker
- Kayaker
- Mariner
- Naturalist
- Nautical Camper
- Observer
- Orienteer or Navigator
- Ranger
- Rock Climber



OUTDOOR SKILLS

ANGLER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Be able to explain safety considerations you need to keep in mind when fishing in a lake or river in your area. What animals may be dangerous to you (or you to them), and how do you handle them? What kinds of dangers in the landscape do you need to be aware of (such as rock embankments, sand bars, crumbling banks, etc.)?

2 Explain and demonstrate how to store and transport your fishing tools and accessories safely and securely.

3 Explain the food safety considerations you need to make when fishing. For example, how do you store bait safely, and how do you store your catch safely so you can eat it later? Explain how to clean a fish.

4 Know and be able to explain the rules and regulations in your local area that govern fishing seasons, catch limits, and locations you are permitted to fish. Know how to obtain a fishing license in your area, if required.

5 Be able to recognize the **FIVE** most common game fish in the lakes or rivers in your area. Describe the characteristics of each, including the following:

☐ **a** Appearance

☐ **d** Typical depth

☐ **b** Spawning season

☐ **e** Most appropriate bait

☐ **c** Acceptable catch size

6 Be able to describe characteristics of ideal fishing spots for each of the five most common game fish in your area. What features of the terrain or water indicate good possible habitats for the fish?

7 Be able to recognize the **FOUR** different types of reels, and explain the uses and considerations for each one.

☐ **a** Spincast

☐ **c** Baitcasting

☐ **b** Spinning

☐ **d** Fly

8 Demonstrate how to set up a fishing rod, line, and rig for the five most common types of fish in your area. (Note that no specific rod or reel is required here. Use what you have available.)

9 Demonstrate how to cast and reel in your catch with your rod. Explain common strategies for how to fight with your catch if it is trying to run or jump.

CONTINUED...

10	Demonstrate how to land a fish. Explain the consideration and techniques or demonstrate that you can land different sized fish at different elevations (level with the water, from a dock, from a boat, and from a raised shoreline). Explain when and how to use a landing net.	<input type="text"/>
11	Demonstrate simple repairs to a rod (e.g., whipping a broken rod, whipping on guide rings, replacing the tip top).	<input type="text"/>
12	Explain what to look for when inspecting your fishing line and explain what would indicate that it needs to be replaced. Demonstrate how to re-spool the fishing line on your reel.	<input type="text"/>
13	Demonstrate how to remove and replace the reel on your rod.	<input type="text"/>
14	Choose ONE of the five most common game fish in your area and make a plan to catch some examples. For your Examiner, specify what fish you intend to catch, where you plan to go fishing, and what kind of bait you will use.	<input type="text"/>
15	Over the course of THREE or more outings, catch at least SIX of your target fish. You may not count more than two fish from any single outing as part of your goal.	<input type="text"/>
16	For each catch, take a picture, and document what bait and rod you used, your location, and your method for landing the fish.	<input type="text"/>



OUTDOOR SKILLS ASTRONOMER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Explain the dangers of eye damage from looking at the sun and how to safely view the sun and objects near the sun.

2 Demonstrate with diagrams, drawings, or models a good general knowledge of the nature of the sun, moon, stars, and planets. Include their relative sizes, their apparent movements, and the cause of eclipses.

3 Be able to point out and name the following:

☐ **a** The Big Dipper

☐ **b** The Little Dipper

☐ **c** Cassiopeia

☐ **d** Orion (if visible)

☐ **e** Polaris

☐ **f** Two bright stars other than Polaris

☐ **g** Any planets visible to the eye at the time of the test

4 Show how to find Polaris using the Big Dipper and how to use the stars to find north when Polaris is obscured.

5 Explain how to use the position of the sun to find north in the daytime.

6 Explain what factors, including light pollution and air pollution, affect viewing objects in the night sky.

7 Explain the parts of a telescope or binoculars and their use in stargazing.



OUTDOOR SKILLS BACKPACKER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Discuss with your Examiner what additional safety precautions scouts need to take for backpacking trips and other long journeys, including an understanding of the following:
 - ☐ a The risks specific to backpacking
 - ☐ b The importance of making a safety plan for a trip
 - ☐ c The necessity of sharing your itinerary and travel plans with adults who will not be on the trip
- 2 Explain the contents of a first aid kit needed for these ventures. Be prepared to justify your choices.
- 3 Explain how to apply "Leave No Trace" principles to backpacking and the rules and regulations for backpacking and wilderness camping in your area.
- 4 Demonstrate methods of packing and carrying a complete hiking kit for a 24-hour hike. Your kit should not weigh more than 20% of your body weight, including the food and water. Sharing of equipment within a patrol is encouraged. Be prepared to justify your choice of gear.
- 5 Take part in **THREE** overnight hikes, carrying your gear and sleeping out. Two hikes should include 1 night of camping each, and the third hike should include 2 nights camping out. Your scoutmaster may work with you to identify alternative lodging if camping out is not possible. Likewise, while the scoutmaster can set specific distances based on your physical abilities, hikes should be challenging. For example, the hikes with one overnight might be set at 10 miles, while the hike with two overnight outings may be as many as 20-30 miles.
- 6 Plan a simple exploration project (e.g., mapping all trails in a local park) and submit it to the Examiner for approval. Carry it out alone or with another Pathfinder to the Examiner's satisfaction.
- 7 Using only map and compass, complete a 3-mile journey with another Pathfinder, changing compass bearings multiple times. An approved orienteering course of sufficient size would meet this requirement.
- 8 From a map, select **THREE** trails of 8 miles where a good backpacking campsite should be possible. Give your reasons for these choices.

CONTINUED...

-
- 9** Make an article of backpacking gear, such as a tent, lightweight tarp, sleeping bag, quilt, campfire blanket, rucksack, or stuff sack.
-

- 10** Show knowledge of personal hygiene while backpacking, including latrine matters.
-



OUTDOOR SKILLS BICYCLE CAMPER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	PREREQ: Have earned the Cyclist badge.	<input type="text"/>
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.	<input type="text"/>
3	Demonstrate the ability to pack your bike for a bike camping trip.	<input type="text"/>
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.	<input type="text"/>
5	Be able to find on an appropriate map the trails, campsites, and other features you will need for your journey.	<input type="text"/>
6	Camp 2 nights as part of a bicycle camping trip. These nights may be part of a single trip, or two separate trips, and may be taken with your patrol.	<input type="text"/>



OUTDOOR SKILLS BIRDER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Make a list of 20 wild birds personally observed and identified in the open, and show field notes, including (at minimum):

☐ **a** Date seen

☐ **b** Markings

☐ **c** Food habits

☐ **d** Nesting habits, if known

☐ **e** Migration, if any

- 2 Name **FIVE** birds that eat rats and mice.

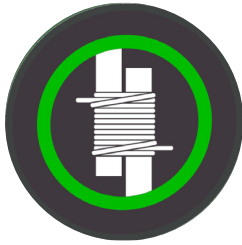
- 3 Make a list of 10 birds valuable to farmers and fruit growers, either by their consumption of crop-damaging insects or as plant pollinators.

- 4 Tell what the Audubon Society is and how it endeavors to protect birds.

- 5 Give the name and location of **TWO** bird refuges, explain the reason(s) for their establishment, and identify the birds they protect.

- 6 List **TWO** endangered birds in your area, the reason for their endangered status, and describe the practical impact of their protected status on local human activity.

- 7 Tell methods to attract birds in winter and summer.



OUTDOOR SKILLS

CAMP ENGINEER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Explain basic rules of safety when undertaking a pioneering project.

2 Describe the content and tools of a basic pioneering kit.

3 Demonstrate and describe pioneering uses for **EACH** of the following:

- ☐ **a** A Spanish windlass for anchoring
- ☐ **b** Two types of holdfast/anchoring systems for different types of soil
- ☐ **c** A sailmaker's whipping
- ☐ **d** A long splice

4 Pass or re-pass the axe work test in the First Class badge (Requirement 8).

5 Demonstrate **FOUR** of the following knots, and explain their uses in pioneering:

- | | |
|--|---|
| <input type="checkbox"/> a Masthead (jury) knot | <input type="checkbox"/> f Prusik knot |
| <input type="checkbox"/> b Double sheet bend | <input type="checkbox"/> g Firefighter's chair knot |
| <input type="checkbox"/> c Alpine butterfly | <input type="checkbox"/> h Draw hitch |
| <input type="checkbox"/> d Carrick bend | <input type="checkbox"/> i Trucker's hitch |
| <input type="checkbox"/> e Bowline on a bight | <input type="checkbox"/> j Three strand Turk's head woggle |

6 Supervise the construction of either a simple bridge of no more than 13 feet or a tower no more than 10 feet in height. Demonstrate proper safety techniques for both.

7 Construct a free-standing flagpole from scout staves using sheer end-to-end lashings.



OUTDOOR SKILLS CAMPER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

<p>1 Know the normal requirements for the following:</p> <p><input type="checkbox"/> a A personal kit list for weekend camp</p> <p><input type="checkbox"/> b A personal kit list for a week-long camp</p>	<div></div>
<p>2 Demonstrate knowledge of layering for personal clothing, including typical layers required for both an autumn and winter campout.</p>	<div></div>
<p>3 Demonstrate knowledge of appropriate clothing for hot-weather outings.</p>	<div></div>
<p>4 Demonstrate the packing of your personal kit in a backpack, rucksack, or kitbag.</p>	<div></div>
<p>5 Have knowledge of "Leave No Trace" camping standards.</p>	<div></div>
<p>6 Make and show the following knots in use:</p> <p><input type="checkbox"/> a Midshipman's hitch</p> <p><input type="checkbox"/> b Double sheet bend</p> <p><input type="checkbox"/> c Figure-of-eight</p> <p><input type="checkbox"/> d Bowline on a bight</p>	<div></div>
<p>7 Demonstrate the ability to pitch and strike a tent. Pitch the tent for storm conditions. Explain and demonstrate basic care of a tent between outings. Show that you can carry out simple tent repairs, including seam-sealing and patching.</p>	<div></div>
<p>8 Show knowledge of methods of waste disposal, dishwashing, and hygiene at camp.</p>	<div></div>
<p>9 While living in camp, cook THREE meals and provide all snacks for yourself during a period of 12-24 hours to the satisfaction of the Examiner. While in camp, you must make satisfactory arrangements for storing food and disposal of garbage.</p>	<div></div>
<p>10 Camp with your troop or patrol for a total of 6 nights after being awarded Tenderfoot.</p>	<div></div>



OUTDOOR SKILLS CANOEIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Explain the basic tenets of canoe safety and special safety equipment brought for a canoe journey of any duration.	
2	Identify the parts of a canoe and paddle, including (but not limited to) the following:	
<input type="checkbox"/> a	Bow	<input type="checkbox"/> e
<input type="checkbox"/> b	Stern	<input type="checkbox"/> f
<input type="checkbox"/> c	Thwarts	<input type="checkbox"/> g
<input type="checkbox"/> d	Gunwale	<input type="checkbox"/> h
3	Be able to swim 50 yards in clothing (shirt, shorts, and socks). Explain how to handle yourself if you find yourself in either still or moving water.	
4	Demonstrate the correct way to use a throw bag and explain the common uses.	
5	Explain how to maintain a canoe in good condition.	
6	Demonstrate how to retrieve a swamped canoe.	
7	Demonstrate a canoe-over-canoe, or T-rescue.	
8	Demonstrate the following strokes:	
<input type="checkbox"/> a	J-stroke	
<input type="checkbox"/> b	Draw	
<input type="checkbox"/> c	Arc	
9	Demonstrate the safe and secure method of packing a canoe for transport to a put-in site.	
10	Show skills in paddling a canoe with a single paddle at bow, stern, and amidships. Know the precautions to take in rough water and have knowledge of paddles.	

CONTINUED ...

- | | |
|--|--|
| <p>11 Demonstrate the ability to climb in and out of an empty canoe in water at least 6 feet deep.</p> | |
| <p>12 Know how to portage a canoe.</p> | |
| <p>13 Know how to paddle a canoe to shore in case of loss of paddle, and, in the event of upsetting, the best methods of keeping afloat.</p> | |
| <p>14 Take at least FIVE journeys in a canoe, and produce a log of those trips for your Examiner, including route taken, date and time of start and end, weather conditions during the journey, important landmarks or water features, and challenges encountered during the trip.</p> | |



OUTDOOR SKILLS COOK

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Explain the basics of camp kitchen safety, including common injuries and how to treat them and what equipment and materials should be on hand for a safe camp kitchen.	
2	Assemble a properly equipped camp kitchen for your patrol, or explain the components to include in a properly equipped camp kitchen and why each item is important.	
3	Know how to store provisions in a hygienic manner, and show that you can cook satisfactorily for a patrol in camp for a complete weekend.	
4	Be able to explain what constitutes a balanced meal.	
5	Draw up TWO three-course menus for a six-person patrol. It is not required that all courses are cooked. Prepare a shopping list, including quantities, based on the menus.	
6	Explain and understand THREE other methods of cooking, such as the following:	
	<input type="checkbox"/> a Reflector or solar oven <input type="checkbox"/> d Fire roasting	
	<input type="checkbox"/> b Dutch oven <input type="checkbox"/> e Pickling	
	<input type="checkbox"/> c Pit BBQ <input type="checkbox"/> f Open fire	
7	Using a lightweight stove, cook a balanced three-course meal (which may be breakfast). Make coffee, tea, or hot chocolate.	
8	Cook a two-course foil dinner for at least TWO people.	



OUTDOOR SKILLS CYCLIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Demonstrate that you know the following:

- ☐ **a** Highway code
- ☐ **b** Traffic signals
- ☐ **c** Hand signals
- ☐ **d** The correct lights to have on your bicycle

2 Demonstrate understanding of local requirements and when to use common safety equipment and clothing, such as helmet, reflective clothing, or reflectors.

3 Show the repair kit you bring on bike rides and explain the reasons for each item selected. Include a discussion of tools or items considered for the kit but left out.

4 Demonstrate satisfactory use of a bicycle for at least 6 months. Show that the bicycle is properly equipped and in good working order.

5 Demonstrate effective, simple repairs, which may include the following (at the discretion of the Examiner):

- ☐ **a** Change tire and tube
- ☐ **b** Adjust caliper brakes
- ☐ **c** True a wheel

6 Perform advanced maintenance, including the following:

- ☐ **a** Repair a puncture.
- ☐ **b** Replace a brake.
- ☐ **c** Show how to repair or replace a chain.
- ☐ **d** Show how to adjust tension on a derailleur.



OUTDOOR SKILLS FLOWER FINDER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Know several toxins naturally occurring in plants in your area, such as the following:

☐ **a** Poison ivy

☐ **f** Mushrooms

☐ **b** Poison oak

☐ **g** Digitalis

☐ **c** Poison sumac

☐ **h** Foxglove

☐ **d** Jimsonweed

☐ **i** Daffodil

☐ **e** Pokeweed

☐ **j** Nightshade

- 2 Make a collection of 25 kinds of wildflowers, native plants, and ferns, and correctly name them. In place of collecting plants, it is permissible to substitute 25 photographs or colored drawings.

- 3 Know **THREE** kinds of ferns that grow in your region.

- 4 Name and describe 20 cultivated plants in your locality.

- 5 Be able to recognize and identify 10 weeds.

- 6 Name **FIVE** trees (in this country) which produce edible nuts.

- 7 Know how the flowers of trees differ from each other and other flowers.

- 8 Be able to identify **THREE** kinds of flowering tree.

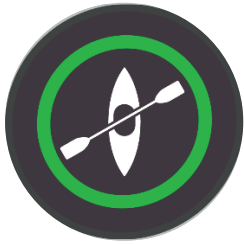


OUTDOOR SKILLS
HIKER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Explain how to apply "Leave No Trace" principles to hiking.	<input type="text"/>
2	Explain the contents of a first aid kit needed for hiking—both with a buddy and with your patrol. Be prepared to justify your choices.	<input type="text"/>
3	Show knowledge of personal hygiene and care of the feet and footwear.	<input type="text"/>
4	Explain the precautions you should take while hiking in known bear country.	<input type="text"/>
5	Demonstrate methods of packing and carrying a complete hiking kit for a day hike, including what you might require if you unexpectedly needed to spend a night outdoors. Sharing of equipment within a patrol is encouraged. Be prepared to justify your choice of gear.	<input type="text"/>
6	Take part in at least SIX single-day hikes, reaching a cumulative distance of at least 40 miles (or an appropriate distance agreed with your Examiner). Provide a log of your trips to your Examiner, noting trail conditions and markings, deviations from the planned route, good water sources, and wildlife and seasonal flora observed.	<input type="text"/>
7	On a map depicting an area unfamiliar to you, select a route for a 15-mile hike. Use a hiking map that includes contour lines for elevation and will allow you to take compass bearings. Give your reasons for your choice of route.	<input type="text"/>
8	Make a scout staff to a level of completion acceptable to the Examiner. If a scout has already made a staff that satisfies the Examiner, it is not necessary to create a new one.	<input type="text"/>



OUTDOOR SKILLS

KAYAKER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Know the different safety precautions for kayaking in the following locations:

- ☐ **a** On a lake
☐ **b** On a river
☐ **c** On white water
☐ **d** In the ocean

- 2 Know the difference between sit-on-top and sit-inside kayaks and be able to state the advantages of each.

- 3 Know how to turn, paddle, and manipulate a double kayak, and take it on a 1/2-mile journey with another scout.

- 4 Know how to turn, paddle, and manipulate a single kayak, and take it on a journey of 1 mile with your patrol.

- 5 Demonstrate ability to launch and dock a kayak, getting in and out of it appropriately.

- 6 Take at least **FIVE** journeys in a kayak of your choice, and produce a log of those trips for your Examiner. Include route taken, date and time of start and end, weather conditions during the journey, important landmarks or water features, and challenges encountered during the trip.



OUTDOOR SKILLS MARINER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Know the rules for personal flotation devices and any other required safety equipment for small watercraft in your area.	
2	Know the elementary rules of the sea for both steamships and sailing ships, as well as any local rules for small watercraft.	
3	Understand the boating challenges typical of your local waterways.	
4	Identify at least SIX types of boats, and name the various parts of a boat by pointing them out either on actual boats or unlabeled drawings or diagrams.	
5	Demonstrate the ability to throw a line in the following situations:	
	<input type="checkbox"/> a From shore to a boat	
	<input type="checkbox"/> b From a boat to a swimmer	
	<input type="checkbox"/> c From boat to boat	
6	Use the following knots properly:	
	<input type="checkbox"/> a Cleat hitch	
	<input type="checkbox"/> b Rolling hitch	
	<input type="checkbox"/> c Anchor or fisherman's bend	
7	Take charge of a boat, and demonstrate the following:	
	<input type="checkbox"/> a Manage a rowboat solo, including a demonstration of sculling (use of both oars).	
	<input type="checkbox"/> b Navigate a boat alongside a landing stage and secure it.	
	<input type="checkbox"/> c Tow and be towed.	
	<input type="checkbox"/> d Anchor a boat.	
8	Take at least FIVE journeys in a boat of your choice and produce a log of those trips for your Examiner. Include route taken, date and time of start and end, weather conditions during the journey, important landmarks or water features, and challenges encountered during the trip.	



OUTDOOR SKILLS NATURALIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Explain to your Examiner what a naturalist is.	<input type="text"/>
2	Over a time period agreed upon with your Examiner, keep a nature diary, illustrated with sketches of the animals, birds, trees, plants, insects, or other natural phenomena that you observe. Include the date and location of each item you observed.	<input type="text"/>
3	Be able to identify the common poisonous plants in your region, and explain what you look for to positively identify them.	<input type="text"/>
4	Identify what kind of biome you live in, and explain the types of plants and animals that live in your biome with you.	<input type="text"/>
5	Identify, without use of a guide, THREE or more non-native species for your area. Explain whether any of those non-native species are considered invasive.	<input type="text"/>
6	Do TWO or more of the following:	<input type="text"/>
<input type="checkbox"/>	a Build a plant press, and create a collection of at least 20 samples.	
<input type="checkbox"/>	b Make a collection of leaves from 15 different trees, and name these correctly and identify them in the field.	
<input type="checkbox"/>	c Make colored drawings of 15 flowers, ferns, or grasses.	
<input type="checkbox"/>	d Create a collection of 15 different rock samples in your region, and identify the type of each rock and how it was created.	
<input type="checkbox"/>	e Observe and identify 10 or more stars/constellations by name.	
<input type="checkbox"/>	f Create plaster casts or sketches of 10 or more animal footprints	
<input type="checkbox"/>	g Create a terrarium.	
7	Describe the following in your own words and from your own observations:	<input type="text"/>
<input type="checkbox"/>	a The birds that migrate through your area	
<input type="checkbox"/>	b The first flowering plants in your area and when they begin to flower	
<input type="checkbox"/>	c How to use a stick and the sun to determine the cardinal directions	
8	Find a project in your area that you can participate in as a "citizen scientist." Explain how you participated and what you learned.	<input type="text"/>



OUTDOOR SKILLS
NAUTICAL CAMPER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	<i>PREREQ:</i> Have earned at least one of the following proficiency badges: Canoeist , Kayaker , or Mariner .	<input type="text"/>
2	Know the gear needed for a camping trip by boat and how it is different from that needed for other camping trips or shorter water journeys.	<input type="text"/>
3	Be able to read water charts, including charts for lakes, rivers, and the ocean.	<input type="text"/>
4	Learn about water camping options in your area and how to use a map to find designated or appropriate campsites.	<input type="text"/>
5	Demonstrate the ability to load a vessel for camping with appropriate load distribution.	<input type="text"/>
6	Demonstrate the ability to both board and dock your vessel with gear while camping. Pack your gear into your craft after camping for the night. This may be done with a partner in your patrol.	<input type="text"/>
7	Camp 6 nights as part of trips that includes a significant distance travelled by water. These nights may be part of a single trip, or separate trips taken with your patrol.	<input type="text"/>



OUTDOOR SKILLS OBSERVER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1** Demonstrate your ability to move quietly through a landscape to allow for the observation of all around you, taking into consideration winds, shadows, background, and possible camouflage, during at least **ONE** of the following conditions:

☐ **a** By day

- ☐ **1** Cross ½ mile of open country to discreetly approach an observer in a known location.
- ☐ **2** Camouflage yourself against three different backgrounds, if possible, under varying weather conditions.

☐ **b** By night

- ☐ **1** Approach an observer, unseen and unheard, within a reasonable distance, according to conditions at the time of the test.
- ☐ **2** Locate and pass between two observers stationed a reasonable distance apart, according to conditions at the time of the test.

- 2** Give proof of having observed and studied at least **FOUR** wild birds or animals in the outdoors by describing the results of your observations or by producing sketches or photos you made.

- 3** Make at least **THREE** sketches or casts of the tracks of animals. Make notes on which animals you believe made the tracks and what they might have been doing when the tracks were left.



OUTDOOR SKILLS

ORIENTEER OR NAVIGATOR

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Do the following:

- ☐ a Explain how a compass works.
- ☐ b Describe the features of an orienteering compass.
- ☐ c In the field, show how to take a compass bearing and follow it.

2 Explain how a topographic map shows terrain features. Be able to point out and name **FIVE** terrain features on a map and in the field.

3 Understand common map symbols and scales for various types of maps, and be able to point out and name 10 symbols on a topographic map.

4 On a topographic map with magnetic north-south lines, show the following:

- ☐ a How to measure distances using an orienteering compass
- ☐ b How to orient a map using a compass

5 Explain the meaning of declination and why you must consider declination when using map and compass together.

6 Determine your walking and running pace on a 100-yard course. Explain the importance of understanding your pace and pace counting in orienteering.

7 Take part in a cross country orienteering event with your troop or patrol. After the event, write a report including the following:

- ☐ a A copy of the master map and control description sheet
- ☐ b A copy of the route you took on the course
- ☐ c A discussion of how you could improve your time between control points
- ☐ d A reflection on what else you could do to improve



OUTDOOR SKILLS RANGER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

<p>1 Satisfy your Examiner that you understand the seven priorities of wilderness survival.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><input type="checkbox"/> a STOP (Stop, Think, Observe, Plan)</p> <p><input type="checkbox"/> b Provide first aid.</p> <p><input type="checkbox"/> c Seek shelter.</p> <p><input type="checkbox"/> d Build a fire.</p> </div> <div style="width: 48%;"> <p><input type="checkbox"/> e Signal for help.</p> <p><input type="checkbox"/> f Drink water.</p> <p><input type="checkbox"/> g Don't worry about food.</p> </div> </div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>2 Know the principles of, and how to make, an emergency shelter. Spend a night in a shelter you built.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>3 Demonstrate THREE ways to purify water in the wild, and be able to discuss why this is important.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>4 Demonstrate lighting a fire without matches using the method of your choice.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>5 Demonstrate knowledge of how to protect yourself against insects, reptiles, and bears in the backcountry.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>6 Demonstrate THREE of the following:</p> <div style="margin-left: 20px;"> <p><input type="checkbox"/> a Methods of moving injured persons with regard to their safety and comfort, and knowledge of when it is too dangerous to move an injured person</p> <p><input type="checkbox"/> b TWO methods of sheltering an injured companion or yourself in place</p> <p><input type="checkbox"/> c Use of a compass and landmarks to triangulate your position on a map</p> <p><input type="checkbox"/> d How to improvise a watercraft</p> <p><input type="checkbox"/> e THREE basic emergency signaling techniques</p> <p><input type="checkbox"/> f THREE methods of improvised clothing</p> <p><input type="checkbox"/> g THREE methods for finding north</p> </div>	<div style="border: 1px solid black; height: 130px; width: 100%;"></div>
<p>7 Satisfy your Examiner that you know and understand the dangers of exposure and its treatment.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>8 Be able to discuss the particular dangers weather poses in your region and how to plan for them.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>



OUTDOOR SKILLS ROCK CLIMBER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Know safety protocols for rock climbing inside and outdoors.

2 Know the knots relevant to rock climbing, including the following:

☐ **a** Figure 8 follow through knot (also known as the trace eight)

☐ **b** Angler'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 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 feet off the ground either inside or outdoors, a total of 10 times, using proper safety measures and 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 the area, if possible. Know the history and geology of the area.

9 Describe and demonstrate **THREE** climbing movements and when they would be used. Examples may include the following:

☐ **a** Stem

☐ **d** Dyno

☐ **b** Arm bar

☐ **e** Fist jam

☐ **c** Mantle



Civics and Community

Civics and Community badges focus on how you can serve your community and the world. After all, “A scout’s duty is to be useful and help others.”

In the Civics and Community category, you will find badges for skills that are directly and immediately helpful to others, like First Aid and Child Care. However, you can also earn badges for other kinds of helping, like helping the Earth (Conservationist) or yourself (Healthy Living). If you want to learn more about helping on social issues, you might want to pursue Debater or Advocate. There are many ways to be a leader, including leading your patrol in working on the projects listed in these badges.

The Civics and Community badges are marked with a red circle, and are associated with the Torchbearer pillar award. A Torchbearer shows excellence in civics, leadership, and volunteering.

Civics and Community badges should be attached to the right sleeve of your uniform, except for the First Aid badge, which is worn on the front right chest.

Civics and Community badges include the following:

- Advocate
- Child Care
- Civics and Government
- Community Service
- Conservationist
- Debater
- Firefighter
- First Aid
- Guide
- Healthy Living
- Historian
- Interpreter
- World Friendship



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. Understand 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 anything else. Display your art at your meeting space or at a patrol meeting, and explain 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 TWO 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. Be able to state THREE 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 recognize microaggressions and how to avoid them. | <input type="text"/> |
| 6 | Learn about a group of Native Americans in your state, and share what you learn with your group. | <input type="text"/> |
| 7 | Demonstrate TWO 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 THREE 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 that has faced discrimination, or partner with an organization that has members who have faced discrimination. | <input type="text"/> |



CIVICS AND COMMUNITY

CHILD CARE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Know how to take down important information from parents/guardians before sitting, including emergency contact info, child's allergies, or other medical information.	<input type="text"/>
2	Know what kind of emergencies can arise while babysitting, when to call 911, and other ways to respond to an emergency.	<input type="text"/>
3	Demonstrate how to change a diaper. Using a doll is acceptable.	<input type="text"/>
4	Demonstrate THREE different ways to hold a baby that is under the age of 6 months. This may also be demonstrated using a life-sized doll.	<input type="text"/>
5	Know what foods are considered choking hazards for toddlers and what snacks to give instead.	<input type="text"/>
6	Know at what age a typical baby can crawl, walk, speak a few words, and wave goodbye.	<input type="text"/>
7	Know what things to check if a baby is crying, and name ways to soothe or comfort them.	<input type="text"/>
8	Know how and why to childproof a home, including the use of cabinet locks, outlet covers, toilet locks, and baby gates.	<input type="text"/>
9	Know FOUR games that you can play with a toddler.	<input type="text"/>
10	Demonstrate the ability to entertain a child under the age of four for at least 10 minutes.	<input type="text"/>



CIVICS AND COMMUNITY

CIVICS AND GOVERNMENT

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Name the THREE branches of the federal government. Identify the branch tasked with implementing and enforcing the laws.	
2	Demonstrate that you can answer the following questions on citizenship:	
	<input type="checkbox"/> a Who is a citizen of the United States?	
	<input type="checkbox"/> b How can a person become a citizen?	
	<input type="checkbox"/> c What are the advantages of being a citizen?	
3	Describe THREE ways you can petition the federal government about an issue.	
4	Pass the Civics Practice Test published by the federal government at https://www.uscis.gov/citizenship/civics-practice-test-2008	
5	Name the body responsible for creating the laws in your state. How does this body differ from the structure of the United States Congress?	
6	Describe what role citizens of your state have in creating or amending laws.	
7	Demonstrate that you can answer the following questions on voting:	
	<input type="checkbox"/> a What are the principal qualifications in your state to be eligible to vote?	
	<input type="checkbox"/> b What is the difference between registering to vote and joining a political party?	
	<input type="checkbox"/> c What is straight-ticket voting? If you enroll in a political party, must you vote the straight ticket of that party?	
8	Describe the structure of the government of your village, town, city, county, or parish.	
9	What are the primary jobs of your local government?	
10	Write to a member of your local government about an issue that is important to you, your family, or your community.	
11	Name FIVE things on which the comfort and welfare of your family depend that are controlled by, or directly affected by, your local, state, or national government.	



CIVICS AND COMMUNITY

COMMUNITY SERVICE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1** Participate in at least **SEVEN** different community service projects that have been pre-approved by your Examiner. You may do projects with your patrol or individually. Projects chosen should demonstrate the scouting ideal of service. Some ideas for projects are below, but you may also develop your own.

Food scarcity: As a patrol, have a food drive, work at a soup kitchen, or food pantry or donate to other programs for food scarcity.

Animals: Volunteer at an animal shelter, or collect or make items to donate to an animal shelter or foster care for pets.

Community: Participate in a local outreach event promoting your scout group or otherwise instructing the community about OSG.

Homelessness: Create kits or blankets for the homeless community in your area or for refugees.

Civics: Attend **TWO** meetings of your city council or other local representative board. Write to your representative about a subject that concerns you.

Elderly: Visit a nursing home or elderly community, and do something to improve or enhance the lives of the residents. One way to help may be entertaining with skits, songs, or by playing a musical instrument; another could be enhancing the building by planting flowers, landscaping, hanging art, or decorating bulletin boards for residents to enjoy.

Environment: Participate in a litter clean up, trail clean up, plant trees, or another task to help the planet.

Social justice/human rights: identify a cause and one way a public official might help advance that cause. Organize a letter-writing campaign among your school, patrol, or troop.

- 2** Make a presentation to your patrol discussing at least **ONE** of the projects, including explanations of why you chose it and what you learned.



**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 THREE ways to reduce your carbon footprint.	<input type="text"/>
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.	<input type="text"/>
3	Learn about zero-waste products. Know several reusable products you can buy or make to replace single-use items made of (or packaged in) plastic or paper. With your family, make at least ONE change in your household to reduce your family's waste production, and make a list of SEVEN more things you could do in the future to move towards creating zero waste.	<input type="text"/>
4	Learn about an environmental issue that is caused by commercial 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.	<input type="text"/>
5	Investigate a human-made ecological disaster, such as an oil spill, strip mine, or a forest fire. 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.	<input type="text"/>
6	Research industrial farming, and find out how it can affect the local water, air, and soil quality.	<input type="text"/>
7	Learn about THREE corporations or non-profits that are participating in conservation efforts. Do you feel they are more or less effective than the Environmental Protection Agency (EPA)?	<input type="text"/>
8	Learn how personal electronic devices, like cell phones, are recycled.	<input type="text"/>
9	State what "Leave No Trace" means and demonstrate the concept at a patrol event.	<input type="text"/>



CIVICS AND COMMUNITY DEBATER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Explain to your Examiner the difference between a debate and an argument.

- 2 Do **ONE** of the following:

☐

a Watch a debate between candidates for any elected office, and then discuss with your Examiner whether the candidates were or were not persuasive. Did the candidates find common ground on any issues? What did you learn from the debate that you hadn't previously considered?

☐

b Look up a famous debate in history, such as the 1858 campaign debates between Abraham Lincoln and Stephen Douglas or the 1985 debate about apartheid between Jesse Jackson and Jerry Falwell. State why that debate was important. Discuss with your Examiner who was considered the winner and why they won. What changes occurred because of the debate? Did the debaters on the topic find any common ground?

- 3 Have a discussion with your Examiner about what you consider to be the most important components of a debate. Include discussion of how one prepares for a debate and methods for acknowledging another's point of view with respect but without necessarily agreeing with them.

- 4 Participate in a debate, either in school or by organizing one within your patrol or troop (or other setting approved by your Examiner). The topic(s) may be of relatively small importance (e.g., "Which is better, cats or dogs?"). As part of the debate experience, present both sides of at least one argument yourself. For example, during one round you express why cats are better, and on the next round you convince your audience dogs are better. Explain to your Examiner what rules were in place for the debate and how those rules were enforced. How long were participants given? Were rebuttals an option? How were the questions decided?



CIVICS AND COMMUNITY FIREFIGHTER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Explain how your local fire department works. Consider the following questions:

- ☐ **a** Is firefighting volunteer or a career?
- ☐ **b** Is the fire department staffed 24 hours a day?
- ☐ **c** How many stations are in your town where you live? Where is the closest station to your house?
- ☐ **d** How does the fire department get activated in your town?

2 Explain the process of combustion and the fire triangle.

- ☐ **a** Know the effects of smoke and heat and how to act in smoke.
- ☐ **b** Know the dangers involved, and understand the fire precautions necessary, in the home, with respect to the following:
 - ☐ **1** Electric wiring
 - ☐ **2** Appliances and fuses
 - ☐ **3** Oil and solid fuel heaters
 - ☐ **4** Candles
 - ☐ **5** Party decorations
 - ☐ **6** Propane tanks.

3 Know the dangers of fire at camp and what precautions should be taken.

4 Know the causes of, and how to deal with, grass and forest fires.

5 Explain what action should be taken, and why, for an outbreak of fire in the home or outdoors. With the people that live in your home, develop an emergency plan and a meeting location (e.g., a large tree on your street or the neighbor's house) in the event that a fire requires evacuation.

6 Know how to use fire extinguishers and what fires they are to be used on. Explain the acronym PASS (Pull, Aim, Squeeze, Sweep). Demonstrate the PASS method without discharging an actual extinguisher.

7 Know how to deal with a person whose clothes are on fire. Explain the "stop, drop, and roll" technique.

CONTINUED ...

- 8 Demonstrate how to safely drag an unconscious person who is too large for you to carry.

- 9 Understand the function of **THREE** of the following:

- ☐ **a** Fire-resisting doors
- ☐ **b** Sprinkler systems
- ☐ **c** Standpipes
- ☐ **d** Smoke detectors
- ☐ **e** Fire alarms

- 10 Demonstrate that you understand fire risks in public places and what precautions you can take for yourself. For example, locate the emergency exits. Describe a quick exit plan to your Examiner.



**CIVICS AND COMMUNITY
FIRST AID**

EARNED
EXAMINER & DATE

To continue wearing this badge, certification must be current.

COMPLETED
EXAMINER & DATE

- 1

Complete a first aid certification course through the Red Cross or similar agency, and present your certificate to your Examiner. (Wilderness first aid course preferred, but not required.)
-

REQUALIFICATION(S)

DETAILS

RENEWED
EXAMINER & DATE



CIVICS AND COMMUNITY GUIDE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Show that you know the locality surrounding your home and the place where your scout group meets. Use an area with a 2-mile radius in urban areas and up to 8 miles in rural areas. The Examiner may, at their discretion, vary the area as needed.

2 Know the whereabouts of, and be able to give directions to, the following locations in your area. If there are multiple answers, provide **ONE** example of each:

- ☐ **a** Hospitals and urgent care facilities, animal rescues, and veterinary surgeons
- ☐ **b** Fire stations, police stations, and ambulance stations
- ☐ **c** Gas stations, bus stops, railway stations, or other transportation services
- ☐ **d** Libraries, public parks, theaters, cinemas, local schools, places of worship, museums, military base or local armories, and any buildings of local interest
- ☐ **e** Local supermarkets, pharmacies, and 24-hour pharmacies
- ☐ **f** The polling place where your family would vote in an election

3 Know how reach, via phone or electronic means of communication, the following people or services:

- ☐ **a** Poison control, emergency services, and, for non-emergencies, the local police station
- ☐ **b** Taxi companies and health transportation services that serve your area
- ☐ **c** Your patrol leader, assistant patrol leader, senior patrol leader, Pathfinder scoutmaster, Pathfinder assistant scoutmaster, group scoutmaster, and members of your patrol

4 Show how to use a map of your area and use it to point out at least **SIX** examples from Requirement 2 above. You should be able to guide the Examiner to any of the above via the quickest route.

5 Know the history of a local building or place of historical interest.



CIVICS AND COMMUNITY HEALTHY LIVING

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Know the food groups and why eating a varied diet is important. Plan a healthy meal that reflects this knowledge.

2 Understand how germs and viruses are passed from person to person. Know the difference between airborne and bloodborne viruses. Be able to demonstrate proper handwashing techniques to kill germs.

3 Know the dangers incurred using tobacco and alcohol and the breaking of the tenth scout law, "A scout is clean in thought, word and deed."

4 Know the danger of overtaxing the body with the continual use of one form of exercise or playing one sport too much. Be able to discuss repetitive motion injuries and other common injuries from excessive or poorly managed exercise.

5 Participate in at least **THREE** different types of exercise, and explain to your scout leader the advantages of each. Examples may include the following activities:

☐ **a** Walking

☐ **d** Weightlifting

☐ **b** Hiking

☐ **e** Jogging

☐ **c** Dancing

☐ **f** Playing a sport

6 Explain the number of hours of sleep people need at different ages. Be able to discuss how insufficient sleep can impact your health. Discuss good habits for napping.

7 Practice a mindfulness or meditation routine for 30 days, and be able to discuss how it impacted you. Explain to your Examiner how you can recognize when you are under stress, and suggest good ways to relieve stress.



CIVICS AND COMMUNITY HISTORIAN

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Know, and be able to discuss, the differences between primary and secondary sources used in the study of history.
- 2 Be able to describe the importance of using multiple sources when researching and how to reconcile sources that don't fully align with one another.
- 3 Find someone who is willing to sit with you for an oral history interview. Complete the following steps:
 - ☐ a Identify a topic and a person knowledgeable about that topic.
 - ☐ b Get the person's permission to conduct the interview and to share the results.
 - ☐ c Prepare for the interview by studying the topic, identifying an overall goal for the interview and developing relevant questions. Include research in an appropriate forum, such as the archives from a local historical society and/or an historical or genealogical database, to inform the types of questions and details you can ask.
 - ☐ d Conduct the interview using a recording device. Make sure that you include appropriate information about the date, time, person interviewed, and topic at the beginning of the recording.
 - ☐ e Prepare an index of the interview, including major topics covered in the recording and the time mark (minute and second) for the beginning of each topic. An index should be 10-20 lines.
- 4 Identify a community that is important to you. A community here may mean any group of people that share something in common. Plan and undertake a research project about some aspect of that community's history that you can share with your troop.



CIVICS AND COMMUNITY INTERPRETER

NOTE: An additional badge is worn by an Interpreter above the right breast pocket, showing the language or languages spoken.

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

FOREIGN LANGUAGE OPTION

- 1 Initiate and maintain a face-to-face conversation of about 10 minutes that satisfies limited social demands. The conversation may largely consist of a series of short, discrete utterances and frames and should be able to deal effectively with unanticipated complications. A speaker unaccustomed to dealing with non-native speakers should be able to understand the scout in the test language without difficulty. The expected fluency should be equivalent to passing 3 years of a high school foreign language course.

- 2 Translate 200 words from written text.

- 3 Translate a 2-minute speech or address.

- 4 Write a one-page document in the language.

AMERICAN SIGN LANGUAGE (ASL) OPTION

COMPLETED
EXAMINER & DATE

- 1 Take a community or school course (or equivalent self-study) in ASL, and complete the first level of course work with a satisfactory grade or performance. Course work must include an understanding of the following:

- ☐ a ASL Grammar and sentence structure
- ☐ b *Wh*-questions and yes/no questions, including non-manual markers and facial expressions
- ☐ c Finger spelling
- ☐ d A basic vocabulary of at least 500 signs or glosses

- 2 Converse in ASL for 10 minutes with a fluent signer.

- 3 Translate a short conversation between a sign language user and someone with no sign language experience.

- 4 Invite a sign language user to address the troop about what it is like to have hearing or speech impediments. Help by acting as translator for them during the visit.



CIVICS AND COMMUNITY

WORLD FRIENDSHIP

See also: World Scouting Award, under Special Awards

EARNED
EXAMINER & DATECOMPLETED
EXAMINER & DATE

1 Research scouting groups around the world, paying particular attention to members of the WFIS. Tell your Examiner about the history of **ONE** international scouting association.

2 Identify **THREE** differences between our scouting organization and one other, and explain where those differences came from.

3 Explain to your Examiner how youth can personally experience life in other countries. Research exchange students, study abroad, and other programs. Would you rather host a visitor or visit another country yourself? Where would you like to go?

4 Learn about the United Nations, beginning with its charter. Why was it formed, by whom, and how does it work today? Present to your patrol a summary of one crisis to which the UN is currently responding and what they are doing to resolve it.

5 Identify at least **THREE** other organizations that are working to encourage peace, understanding, and cooperation between nations.

6 Research an ongoing human rights crisis in another country, and make a positive contribution through a service project.

7 Do **ONE** of the following:

☐ **a** Make a new pen-pal friend in another country and correspond or video chat with them at least **SIX** times. Learn about their culture, and present a summary to your patrol, including local food and customs. Make a hand-drawn map and flag of their country, state, province, or city. If your pen-pal is a scout, include details about their activities. Trade a patch (not badge) from your scout group for one from their group.

☐ **b** Attend an international scout event. Speak to scouts from other countries, and present to your patrol what you learned about how their scouting is different from your scouting experience. Trade at least one patch (not badge) from your scout group for one from their group.

☐ **c** Help your family host an exchange youth from another country. Present what you've learned about their culture to your patrol.



Creative Arts

Creative Arts badges take “arts and crafts” to a whole new level. Explore a hobby, learn a new interest, or consider a career path. Express yourself via drawing, painting, sculpting, dance, music, film, photos, and more.

Artistic pursuits have always been a part of scouting, and the value of creative expression cannot be overstated. Making art can encourage confidence, creativity, humility, and respect. In addition, learning to appreciate the work of other artists brings people together. But the strongest case for Creative Arts is that making art can be a whole lot of fun.

The Creative Arts badges are marked with a gold circle, and earning badges from this category is required as a part of the Trailblazer pillar award. Go out and explore all the forms of self-expression. You may find a lifelong passion.

Creative Arts badges are worn on the right sleeve of your uniform.

The following are the Creative Arts special proficiency badges:

- Architect
- Basket Worker
- Dancer
- Drummer
- Entertainer
- Filmmaker
- Musician
- Paracordist
- Photographer
- Sculptor
- Visual Artist



CREATIVE ARTS ARCHITECT

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Present freehand or CAD drawings of a subject (agreed upon with your Examiner), including a study of scale. Draw a single object at several different scales.

- 2 Explain the use of the following tools:

- ☐ **a** Architectural scale
☐ **b** Drafting compass
☐ **c** T square

- 3 Learn about **EACH** of the following basic components of construction. Describe how architects specify materials appropriately based on the expected use and conditions.

- | | |
|--|--|
| <input type="checkbox"/> a Concrete | <input type="checkbox"/> d Gypsum |
| <input type="checkbox"/> b Timber | <input type="checkbox"/> e Metal |
| <input type="checkbox"/> c Stone | <input type="checkbox"/> f Glass |

- 4 Tour a building site or an architecture/structural engineers' office, or interview a builder or architect.

- 5 Research local building codes. Be able to explain where to find the codes and who enforces the codes in your area.

- 6 Know the differences between the following professions:

- | | |
|---|---|
| <input type="checkbox"/> a Architect | <input type="checkbox"/> d Mechanical engineer |
| <input type="checkbox"/> b Civil engineer | <input type="checkbox"/> e Geotechnical engineer |
| <input type="checkbox"/> c Structural engineer | <input type="checkbox"/> f Interior designer |

- 7 Be able to discuss what types of renovation or construction work in your area require the involvement of an architect or engineer, and why those professionals are required.



CREATIVE ARTS
BASKET WORKER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Have a general knowledge of the raw materials that may be to create baskets or other woven items of practical use.	<input type="text"/>
2	Know where the raw material is obtained and how it is prepared for working.	<input type="text"/>
3	Produce an article of practical use in either basket, cane, rush, or straw work, made entirely on your own. This could include weaving the cane seat for a chair, for example, without building the chair itself. The project should be approved by your Examiner prior to beginning.	<input type="text"/>



CREATIVE ARTS DANCER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Learn **ONE of EACH** of the following groups of dances:

☐ **a** A line dance: The Electric Slide, the Boot Scoot Boogie, the Macarena, or a similar dance.

☐ **b** The Twist, the Mashed Potato, or the Swim.

☐ **c** A square dance or folk dance of any culture.

2 Speak with your Examiner about the cultural power of dance.

3 Learn three modern dances, and demonstrate them to your group or your Examiner (however you are comfortable).



CREATIVE ARTS
DRUMMER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Perform **EACH** of the following rudiments with drum sticks (on a drum or drum pad) or with a hand drum:

- ☐ **a** Single stroke roll
- ☐ **b** Double stroke roll
- ☐ **c** Flam, both right and left hand
- ☐ **d** Single paradiddle
- ☐ **e** Single dragadiddle
- ☐ **f** Five stroke roll
- ☐ **g** Seven stroke roll

2 Play along with a simple song or chant for your patrol.



CREATIVE ARTS ENTERTAINER

EARNED
EXAMINER & DATE

To obtain the Entertainer proficiency badge you 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 3 minutes long. Group performances are acceptable as long as you are a featured performer. For example, having more than one third of the lines in a skit is a good indication that a performer is featured.

COMPLETED
EXAMINER & DATE

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

- ☐ **a** Write original material for performance.
- ☐ **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 FILMMAKER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1** Create a short film, at least 5 minutes in length. Your film can be educational or purely entertaining. The film should showcase your understanding of the techniques required to produce an enjoyable program, including the following:

☐ **a** Sound

☐ **d** Voice-over

☐ **b** Editing

☐ **e** Title screen

☐ **c** Pan and zoom

☐ **f** Credits screen

- 2** Explain direct and indirect lighting and how each can be used to highlight a subject for effect.

- 3** Identify **THREE** different aspect ratios, and identify why one may be chosen over another.

- 4** Understand the difference between autofocus and manual focus and why one may work better than the other for videography.

- 5** Be able to state how far away most microphones will work for amateur video purposes.

- 6** Upload your film to a platform where your patrol and your scout leader can view it, and let them watch your film.

- 7** Be able to discuss copyright issues relating to your own work as well as to the photos, music, and videos created by other artists.



CREATIVE ARTS MUSICIAN

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Play or sing a scale and know its composition.	
2	Write a scale in either the treble clef, bass clef, or other appropriate notation system.	
3	Identify all intervals present in the scale presented.	
4	Be able to distinguish between pieces in 3 and 4 time.	
5	Draw the symbols for quarter, half, and whole notes in Western notation.	
6	Name FIVE composers and one composition of each.	
7	Play or sing a song as a performance for your patrol, if you are comfortable, or devise an alternative performance with your Examiner.	
8	Play or sing, correctly from memory, ONE piece of music.	
9	Sight read (vocally or instrumentally) a moderately difficult piece chosen by your Examiner. Explain all signs and terms in the notation.	
10	Name the following:	
	<input type="checkbox"/> a At least THREE instruments in a traditional western orchestra	
	<input type="checkbox"/> b At least THREE instruments that might appear in a rock or country band	
	<input type="checkbox"/> c At least SIX instruments found in any style of music performance outside of the western tradition	



CREATIVE ARTS
PARACORDIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Make at least **THREE** of the following items with paracord. Use at least **TWO** colors in one of your projects.

- ☐ **a** Bracelet
- ☐ **b** Necklace
- ☐ **c** Water bottle holder that attaches to your pack or gear
- ☐ **d** A decorative knot/design for use as an ornament or key chain
- ☐ **e** A useful item, such as a sling, hammock, or bag

- 2 Be able to state **FIVE** things a scout could use paracord for while camping or in an emergency.

- 3 Have knowledge of the different weights/grades of paracord.



CREATIVE ARTS PHOTOGRAPHER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Understand the basics of composition: rule of thirds, leading lines, visual weight, eye-lines, triangles, and balance.	<input type="text"/>
2	Know the meaning of depth of field, aperture, shutter speed, and ISO (International Organization for Standardization) and how they affect each other and the final product of a photograph.	<input type="text"/>
3	Know how and when to change white balance.	<input type="text"/>
4	Select 12 photographs and arrange them in order of merit. Give your reasoning as to why you have chosen these and arranged them the way you have. Discuss how the basics of photographic composition are used in the selected photos.	<input type="text"/>
5	Capture the following images: <input type="checkbox"/> a THREE photographs of wildlife (e.g., birds, trees, etc.) <input type="checkbox"/> b THREE different photographic views of your campsite <input type="checkbox"/> c THREE examples of a still life, landscape, or portrait photograph	<input type="text"/>
6	Demonstrate the ability to do simple, basic editing of a photograph. This should include cropping, straightening, exposure, saturation, and sharpening.	<input type="text"/>
7	Print the edited photograph from Requirement 6, above.	<input type="text"/>
8	Know how to positively critique another's work and to accept others critiquing your own work. <i>[Requirement optional if badge completed with a group.]</i>	<input type="text"/>
9	Know about copyright law in relation to photography, both in regard to your work and that of others.	<input type="text"/>
10	Discuss the ethics of photo editing in modern media and in personal situations. Can editing a photo be unethical?	<input type="text"/>



CREATIVE ARTS
SCULPTOR

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Explain the different characteristics of at least THREE types of clay and what each is best used for.	<input type="text"/>
2	Explain common tools used in sculpture and what they are used for.	<input type="text"/>
3	Create a sculpture of found objects.	<input type="text"/>
4	In a medium of your choice, create a sculpture of a head, a hand, or a foot as large as your own.	<input type="text"/>
5	Create a sculpture of something found in nature. Present the actual item beside your sculpture for comparison. This could be a seashell, flower, leaf, or other item you choose.	<input type="text"/>
6	Create a sculpture of one or more animals and present it to your group.	<input type="text"/>



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 With your Examiner or your patrol, discuss 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 images, and explain to your patrol how you made each. You may use the same or different subjects for each image. 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



Life Skills

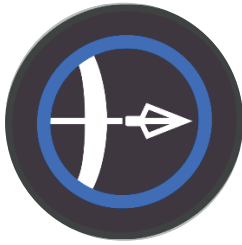
Life Skills badges allow you to follow interests that serve you your whole life. The requirements for these badges focus on vocational skills, practical knowledge, and personal enrichment. Some of the badges are outdoor focused, like Naturalist and Forester, some are more inward-looking, like Collector and Reader. You will also find athletic pursuits like Archer, Swimmer, and Martial Artist in this category.

The Life Skills badges are marked with a blue circle, and are part of the Voyager pillar. The Voyager award is earned by scouts who do exemplary work in the areas of career exploration, self-improvement, and self-discovery.

Life Skills badges are worn on the left sleeve of your uniform.

The Life Skills special proficiency badges are the following:

- Archer
- Athlete
- Beekeeper
- Canner
- Chicken Farmer
- Collector
- Equestrian
- Forester
- Gardener
- Geologist
- Homemaker
- Hospitality
- Housewright
- Journalist
- Martial Artist
- Meteorologist
- Personal Finance
- Reader
- Sharpshooter
- Signaler
- Swimmer
- Tailor
- Zoologist



LIFE SKILLS ARCHER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Be able to explain first aid skills that may apply to archery.

- 2 Understand range safety and scoring rules.

- ☐ **a** Name and explain the **FOUR** whistle commands used on range.
- ☐ **b** Name and explain **THREE** safety rules while on the shooting line.
- ☐ **c** Name and explain **THREE** safety rules when retrieving arrows.
- ☐ **d** Demonstrate how to carry arrows safely in your hand.
- ☐ **e** Explain importance of obedience to range officer or other officer in charge of the range.
- ☐ **f** Explain the difference between an end and a round.
- ☐ **g** Explain scoring for the five-color World Archery Federation.
- ☐ **h** Explain scoring for the National Field Archery Association (NFAA) targets, both outdoor and indoor.
- ☐ **i** Explain, and give distance measurements in yards, for the target line, the shooting line, and the waiting line.

- 3 Know and discuss eye dominance.

- ☐ **a** Name and explain **THREE** methods to determine eye dominance.
- ☐ **b** Explain why knowing eye dominance determines positioning on shooting line.
- ☐ **c** Explain how knowing eye dominance determines choice of bow and stance.

- 4 Demonstrate the following 11 steps and explain each.

- | | |
|---|--|
| <input type="checkbox"/> a Stance | <input type="checkbox"/> g Anchor |
| <input type="checkbox"/> b Nock | <input type="checkbox"/> h Aim |
| <input type="checkbox"/> c Draw hand placement | <input type="checkbox"/> i Shot setup |
| <input type="checkbox"/> d Bow hand placement | <input type="checkbox"/> j Release |
| <input type="checkbox"/> e Pre-draw | <input type="checkbox"/> k Follow through and reflect |
| <input type="checkbox"/> f Draw | |

CONTINUED ...

5 Know and be able to state the following information about arrows.

☐ a Identify and name the parts of an arrow, including the following:

☐ 1 Shaft

☐ 4 Nock

☐ 2 Vanes (fletching)

☐ 5 Point

☐ 3 Index vane

☐ 6 Crest (markings on shaft)

☐ b Describe **THREE** or more different types of arrows.

☐ c Name **FOUR** principal materials used to make arrow shafts.

☐ d Explain and demonstrate how to determine proper arrow length.

☐ e Explain how to care for and store arrows properly.

☐ f Demonstrate how to repair and/or replace vanes, nock, and point.

6 Explain proper use, care, and storage of archery gear.

☐ a Tabs (shooting gloves)

☐ d Bow sights

☐ b Arm guards

☐ e Bow stringer

☐ c Release aids

☐ f Quiver

7 Understand the difference between a recurve bow and a compound bow, and choose to complete **EITHER** of the two qualifications below.

QUALIFY WITH A RECURVE BOW

COMPLETED
EXAMINER & DATE

1 Identify the parts of the recurve bow.

☐ a Upper and lower limb

☐ e Back of bow

☐ b Bowstring

☐ f Face of bow

☐ c Sight window

☐ g Center serving

☐ d Arrow rest

☐ h Nock locator

2 Explain the principles of care and storage of a recurve bow.

3 Show the 11 steps (see Requirement 4) using a recurve bow.

4 Demonstrate that you know how to use a bow square to identify the nocking point of the bowstring of the bow you are using.

5 Make a bowstring using appropriate materials for the bow you are using.

CONTINUED...

6 Complete **EITHER** (a) or (b), below:

☐

a Using a recurve bow, shoot **ALL** of the following:

☐

1 A round using NFAA field round of 14 targets and scoring 60 points

☐

2 A round using World Archery indoor round and scoring 80 points

☐

3 A round using NFAA indoor round and scoring 50 points

☐

b Shoot 30 arrows, in five arrow ends, at an 80 centimeter (32 inch) five-color target at 10 yards, and score 150 points.

QUALIFY WITH A COMPOUND BOW

COMPLETED
EXAMINER & DATE

1 Identify the parts of a compound bow.

☐

a Upper and lower limb

☐

g Face of bow

☐

b Bowstring

☐

h Center serving

☐

c Sight window

☐

i Nock locator

☐

d Arrow rest

☐

j Wheel

☐

e Bow shelf

☐

k Cam

☐

f Back of bow

2 Explain the principles for care and storage of compound bows.

3 Show the 11 steps (see Requirement 4) using a compound bow.

4 Explain why it is necessary to have the string or cable on a compound bow replaced at an archery shop.

5 Demonstrate that you know how to identify the nocking point of the bowstring of the bow you are using.

6 Complete **EITHER** (a) or (b), below:

☐

a Using a compound bow, shoot **ALL** of the following:

☐

1 A round using NFAA field round of 14 targets and scoring 70 points

☐

2 A round using World Archery indoor round and scoring 90 points

☐

3 A round using NFAA indoor round and scoring 60 points

☐

b Shoot at an 80 centimeter (32 inch) five-color target using the 10 scoring regions, scoring a minimum of 160 points. Do **BOTH** of the following:

☐

1 Shoot 15 arrows in five-arrow ends, at a distance of 10 yards.

☐

2 Shoot 15 arrows in five-arrow ends, at a distance of 15 yards.



LIFE SKILLS
ATHLETE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Research and explain to your Examiner the basics of how to train for athletic competition and what risks to avoid. Discuss how stress injuries can occur and how to avoid them. Demonstrate good warm-up and cool-down techniques.	<input type="text"/>
2	Know about injuries that can occur in your sport and basic first aid to treat them.	<input type="text"/>
3	Demonstrate for your Examiner a thorough knowledge of the rules and etiquette of competition for your chosen sport. Explain the equipment required, including any protective equipment.	<input type="text"/>
4	Explain integrity in fair play with regard to sports. Why is it important? Give several examples of when you have seen it demonstrated by amateur or professional players.	<input type="text"/>
5	Explain the attributes of a good team leader and a good team player.	<input type="text"/>
6	Understand the fundamentals of "practice like you play."	<input type="text"/>
7	Take part as a member of an organized sport for at least 2 seasons. During your participation, track your performance, and be able to share how you have made significant improvement in your performance over that time.	<input type="text"/>



LIFE SKILLS BEEKEEPER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Know the first aid treatment for bee stings. Explain the protective gear most beekeepers use and why they use it.

2 What constitutes a swarm of bees? How do they live?

3 Tell how honey is gathered and stored, how honeycomb is built, and what part the queen, drones, and workers play in the life of the colony.

4 Be able to recognize and describe **EACH** of the following:

☐ **a** Queen

☐ **h** Bee food

☐ **b** Drones

☐ **i** Wax

☐ **c** Workers

☐ **j** Pollen

☐ **d** Eggs

☐ **k** Propolis

☐ **e** Larvae

☐ **l** Brood-nest

☐ **f** Pupae

☐ **m** Comb

☐ **g** Honey

☐ **n** Different queen cells

5 Have practical knowledge of bee keeping, and provide a statement from a beekeeper stating you assisted in the following:

☐ **a** Hiving a swarm

☐ **b** Examining a colony

☐ **c** Removing the comb

☐ **d** Finding the queen

☐ **e** Putting foundation in sections

☐ **f** Filling and removing supers

☐ **g** Preparing honey in comb and strained for market

6 Know which flowers afford the best food for bees and how honey varies in both color and flavor according to the flowers.



LIFE SKILLS CANNER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Explain the essential sterilization and storage rules for canning safety.	
2	Submit TWO of the following specimens of canning work:	
<input type="checkbox"/>	a Three pints of freezer-packed vegetables, single or mixed	
<input type="checkbox"/>	b Three jars of preserved fruit (at least two kinds)	
<input type="checkbox"/>	c Three glasses of jelly, jam, or marmalade	
3	Know the essential things to be considered when selecting vegetables to be canned, fruit to be preserved, or fruit made into jelly, jam, or marmalade.	
4	Give general rules for preparing fruits and vegetables for preserving in any way.	
5	Explain the kind of jars that are considered best for preserving. What other materials are used to store preserved foods besides glass? How should all utensils, jars, glasses, rubbers, etc., be prepared for use?	
6	Explain the general rules for preserving fruit. Provide the following for both the fruits that you submitted for Requirement 2 and for at least TWO other specimens:	
<input type="checkbox"/>	a List of ingredients	
<input type="checkbox"/>	b Measurements or proportions of each ingredient (volume or weight)	
<input type="checkbox"/>	c Time of cooking	
7	Give the same rules for jams, marmalades, and jellies.	
8	Give directions for filling and sealing jars. How can jars be tested within 24 hours after filling? If the jars are not found to be airtight what should be done?	
9	What should be done to all jars, tumblers, etc., before storing? How are canned goods best stored?	
10	Discuss basic fermentation principles for items, such as pickles or sauerkraut. How does fermentation preserve food? Be able to discuss the roles of yeast, bacteria, alcohol, sugar, and decomposition.	



LIFE SKILLS CHICKEN FARMER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Know the life cycle of a chicken. Hatch chicks with an incubator, if possible.	<input type="text"/>
2	Know the difference between at least FOUR breeds of hen, and know which breeds are layers and which are broilers.	<input type="text"/>
3	Know what to feed hens to maximize egg production.	<input type="text"/>
4	Know what predators and risks are associated with having chickens.	<input type="text"/>
5	Be able to cook eggs FOUR ways.	<input type="text"/>
6	Build or create something for the well-being of your chickens. This could be a coop, feed dispenser, ramp, pen, or other item that helps your chickens be happy and safe.	<input type="text"/>



**LIFE SKILLS
COLLECTOR**

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Over a period of 6 months, make or add to a collection of stamps, fossils, coins, matchbox labels, or something else of your choosing. Organize your collection and display it to your patrol.

2 When displaying the collection for your patrol, explain how you became interested in collecting these items, and be able to describe the origin of items in your collection.

3 Explain why you find your collection interesting, and be able to talk to the Examiner about it with understanding.

4 Know about correct methods of displaying your collection. Why are these methods important?

5 Know the history of collections similar to yours. For example, if you collect stamps, be prepared to discuss the history of philately.



LIFE SKILLS EQUESTRIAN

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Demonstrate that you know how to dress safely for riding.	<input type="text"/>
2	Know the safety rules for approaching and catching a horse.	<input type="text"/>
3	Demonstrate an appropriate tack safety check before mounting.	<input type="text"/>
4	Demonstrate how to saddle and bridle a horse correctly, and show a horse in-hand.	<input type="text"/>
5	Water, feed, and groom a horse correctly.	<input type="text"/>
6	Strip, clean, and assemble either a saddle and bridle or harness and bridle.	<input type="text"/>
7	Know the parts of a horse, and be able to detect lameness and other common ailments.	<input type="text"/>
8	Ride a horse at all paces appropriate for that horse, and demonstrate turning and stopping.	<input type="text"/>
9	Explain TWO different kinds of saddle and bridle and the advantages and disadvantages of each.	<input type="text"/>
10	Be able to identify at least FIVE different kinds of horses or ponies.	<input type="text"/>



LIFE SKILLS FORESTER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- | | | |
|----|--|----------------------|
| 1 | Identify the principal native tree species in your own locality, and explain its principal distinguishing characteristics. | <input type="text"/> |
| 2 | Identify FIVE kinds of shrubs. | <input type="text"/> |
| 3 | Describe the principal uses of 10 species of North American woods. Visit a cabinet shop, furniture maker, or other wood-using factory, and explain to your Examiner what woods were used for which products and why those woods were used. | <input type="text"/> |
| 4 | Explain the aim of forestry, and how that goal contends with the agriculture industry and unregulated lumbering. Learn about how state regulatory agencies balance recreation and commercial forestry. | <input type="text"/> |
| 5 | Describe the effects of fires on soil, young forest growth, and mature timber; the principal causes of forest fires and how best to overcome them; and THREE general classes of forest fires and how to fight each. Learn about controlled burns, needed burns, and slash-and-burn farming. | <input type="text"/> |
| 6 | Describe how the forest lands are protected and administered in your state. | <input type="text"/> |
| 7 | Describe the general features of a lumbering or pulpwood operation. How is the cutting done in the woods? How is the wood transported to the mill? How is the lumber prepared once at the mill? Visit a sawmill, pulp mill, or paper mill, if practicable. | <input type="text"/> |
| 8 | Discuss one or more of the enemies of trees, such as insects (e.g., leaf eaters, bark borers, or wood borers), fungus, or diseases. Tell something of how damage from these sources may be lessened or overcome. | <input type="text"/> |
| 9 | Express the impact of globalization on forestry and the history of forestry in your area. | <input type="text"/> |
| 10 | Learn, and be able to discuss, what kind of education is needed to become a forester, arborist, millwright, or forest ranger. | <input type="text"/> |



LIFE SKILLS GARDENER

EARNED
EXAMINER & DATE

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

	COMPLETED EXAMINER & DATE
1 Double dig a piece of ground at least 12 square feet, or prepare an equivalent container garden.	<input type="text"/>
2 Plant and successfully grow FOUR kinds of vegetables or flowers from seeds or cuttings.	<input type="text"/>
3 Know the names of EIGHT plants your Examiner has pointed out in an ordinary garden.	<input type="text"/>
4 Understand what is meant by pruning, grafting, and manuring.	<input type="text"/>
5 Be able to identify the THREE most common insect pests in your garden.	<input type="text"/>
6 Be able to identify the THREE most common weeds in your garden.	<input type="text"/>
7 Be able to suggest methods for fungal control.	<input type="text"/>
8 Describe the difference between organic and industrial gardening.	<input type="text"/>



LIFE SKILLS GEOLOGIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Show a general understanding of the origin of rocks.

2 Show a general knowledge of these principal rock structures:

- ☐ a Stratification
- ☐ b Folds, including synclines, anticlines, and monoclines
- ☐ c Dike
- ☐ d Stock
- ☐ e Laccolith

3 Name **ONE** or more of the principal ores of the following metals:

- ☐ a Copper
- ☐ b Iron
- ☐ c Lead
- ☐ d Zinc
- ☐ e Nickel

4 Identify **SEVEN** common minerals and give their uses, if any.

5 Identify **THREE** common local rocks and give their uses, if any.

6 Give a short account of the geological formation of the local region, including fossils.



LIFE SKILLS HOMEMAKER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Describe how the smoke and CO ₂ detectors in your home work and how to keep them in working order.	<input type="text"/>
2	Be able to describe the location, use, and maintenance of your home fire extinguisher, if you have one.	<input type="text"/>
3	If your home uses gas or propane for cooking or heating, describe how to light the stove, general safety precautions, how to detect a gas leak, and what to do if you think there is a gas leak.	<input type="text"/>
4	Review, and, if necessary, update your family's home fire safety plan. Be able to describe the plan to your Examiner.	<input type="text"/>
5	Working with the other members of your household, develop a weekly chore chart, assigning yourself at least THREE chores each week. Do the agreed chores to the satisfaction of the adults in your home for at least 3 months. These chores may include those needed to meet requirements below.	<input type="text"/>
6	Do all your own laundry, with appropriate sorting and folding, for a period of 6 months. Be able to explain how sorting decisions were made. If laundry is done at a laundromat, helping an adult with the washing would meet this requirement.	<input type="text"/>
7	Plan and cook at least THREE dinners that are well balanced meals for your family.	<input type="text"/>
8	With a budget set forth by your parents or guardians, create a grocery list for a week's worth of groceries for your family.	<input type="text"/>
9	Put away groceries in your home, demonstrating logic and order as well as correct food safety protocols, for a period of at least 3 months.	<input type="text"/>
10	Demonstrate kitchen cleaning after a home-cooked meal. Cleaning should include doing the dishes, wiping down the counter tops, cleaning the stove top, cleaning the microwave or any other appliances used in meal preparation, and sweeping and mopping the floor.	<input type="text"/>
11	Demonstrate how to clean a bathroom, including the toilet, floor, shower/tub, and sink. Know how often hand towels in a bathroom should be washed/changed and change them on that schedule for at least 3 months.	<input type="text"/>



**LIFE SKILLS
HOSPITALITY**

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Understand and practice the proper etiquette of invitation and response.	<input type="text"/>
2	Demonstrate proper manners and presentation for greeting guests.	<input type="text"/>
3	Know how and why to properly set a formal place setting.	<input type="text"/>
4	Explain how cleanliness supports hospitality.	<input type="text"/>
5	Be able to make a signature drink and hors d'oeuvres.	<input type="text"/>
6	Be able to converse genially with your guests.	<input type="text"/>
7	Explain the importance of keeping politics out of hosting.	<input type="text"/>
8	Understand both being a good host and how that relates to being a good guest.	<input type="text"/>
9	Plan and prepare a budget for an event, meeting, luncheon, dinner, tea, or party for at least FIVE people, and then host the event.	<input type="text"/>



LIFE SKILLS

HOUSEWRIGHT

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

<p>1 Demonstrate the safe operation of TWO of the following:</p> <p><input type="checkbox"/> a Electric drill</p> <p><input type="checkbox"/> b Jigsaw</p> <p><input type="checkbox"/> c Circular saw</p> <p><input type="checkbox"/> d Band saw or scroll saw</p>	<div></div>
<p>2 Demonstrate how to repair a leaky faucet. Discuss with your Examiner the fundamentals of indoor plumbing.</p>	<div></div>
<p>3 Complete a painting project from conception to clean up. Know how to care for paintbrushes. Explain the different types of paint.</p>	<div></div>
<p>4 Fix a blocked toilet.</p>	<div></div>
<p>5 Properly hang a door, cabinet door, or gate. Understand the concepts of plumb, level, and square, and speak to why they are important in relation to doors.</p>	<div></div>
<p>6 Demonstrate the maintenance required for single- and double-burner camp stoves. Replace the mantle on a lantern fueled by kerosene or white gas, or, if such a lantern is unavailable, show how you maintain whatever you use in your home for light if the electricity is unavailable for an extended period.</p>	<div></div>
<p>7 Demonstrate the correct method for caring for both hand and electric woodworking tools.</p>	<div></div>
<p>8 Complete a woodworking project (of your choice), making sure that it is stained and varnished. Explain the process of staining and varnishing.</p>	<div></div>
<p>9 Know what immediate steps to take in the case of a burst water pipe or gas leak, and know how to turn off the power in your home.</p>	<div></div>



LIFE SKILLS JOURNALIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Explain what a news item is and how to tell that something is news.
- 2 Discuss the differences between print, television, and internet news. Know some of the differences between how journalists do their work in different news mediums.
- 3 Discuss what criteria you should use when evaluating a news story to determine if it is unbiased and trustworthy. Describe briefly how to fact-check something that appears to be news.
- 4 What is an editorial? Is this different from the news? Explain your answer to your patrol.
- 5 Complete **TWO** of the following projects. You may do the same activity twice, but focus on different topics or events..
 - ☐ **a** Write an article, not to exceed 500 words, on events that you have personally observed. For example, you might describe a sports event you attended or a performance your scout group gave at a nursing home.
 - ☐ **b** Create a video where you are presenting a news story about your patrol or family. Include the who, what, where, when, and why information. Video should be 2-5 minutes in length.
 - ☐ **c** Create a social media post that shares information, such as safety tips, camping ideas, things you have learned while scouting, or other information that you think your patrol should know. This post may include pictures, videos, or media choices approved by your scout leader.
- 6 Write a story about scoutcraft, such as a hike or camping experience. Publish it as part of a newsletter, blog post, or other media form for your group to read.



LIFE SKILLS MARTIAL ARTIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Demonstrate proficiency in **ONE** of the following:

☐ **a** Single stick

☐ **b** Quarterstaff

☐ **c** Fencing

☐ **d** Boxing

☐ **e** Judo

☐ **f** Karate

☐ **g** Wrestling

☐ **h** Any other recognized martial art

2 Give evidence that you have been training for the selected sport for a period of at least 3 months.

3 In your chosen sport, take part in an encounter under proper ring conditions, and be able to name and demonstrate the correct methods of attack and defense.



LIFE SKILLS

METEOROLOGIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Explain to your Examiner how **EACH** of these is measured:

- | | |
|--|--|
| <input type="checkbox"/> a Wind force and direction | <input type="checkbox"/> d Pressure |
| <input type="checkbox"/> b Temperature | <input type="checkbox"/> e Rainfall |
| <input type="checkbox"/> c Cloud type and extent | <input type="checkbox"/> f Humidity |

2 Identify different cloud types, and describe them in a weather journal through words, drawings, or photographs.

3 Record the weather conditions in your journal, choosing **ONE** of these intervals:

- ☐ **a** Every day for 2 weeks
- ☐ **b** Once a week for 3 months

4 Explain to your Examiner how weather forecasts are created.

5 Explain to your Examiner the difference between high- and low-pressure systems in the atmosphere and how they relate to different types of weather.

6 Do at least **ONE** of the following:

- ☐ **a** Give a talk of at least 5 minutes to a group (such as your patrol or troop) explaining the rules for outdoor safety in cases of flash floods, tornadoes, and lightning. Before your talk, share your outline with your Examiner for approval.
- ☐ **b** Research the weather forecast before a scout outing or campout, and explain to your Examiner what the forecast is and what measures should be taken to assure safety and comfort during the outing. For example, if high heat is predicted, how should your patrol assure that there will be shade and appropriate hydration?
- ☐ **c** Research possible weather-related citizen-science opportunities near you, such as volunteer observing for the National Weather Service. Discuss these opportunities with your Examiner, and explain why, or why not, you may be interested in participating.

CONTINUED ...

-
- 7** Research how seasonal weather, such as high and low temperatures and storm severity, has changed in your area over the last 20 years. Explain to your Examiner the trends in the data. What impact has the change had? For example, are there more frequent and severe storms? How does this affect humans and animals? Look at the change in climate on a global level, and have a discussion with your Examiner about what could be done about the changes and how long any actions would take to implement.
-





LIFE SKILLS PERSONAL FINANCE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Describe for your Examiner the differences between the following types of accounts:

- ☐ **a** Checking
- ☐ **b** Savings
- ☐ **c** Money market deposit account
- ☐ **d** Certificate of deposit

2 Explain the Federal Deposit Insurance Corporation (FDIC) to your Examiner. What types of accounts are covered? Why might you consider keeping your money in an FDIC-insured account?

3 Explain why you might prefer to keep money in one of the above accounts rather than an online payment service.

4 Do some research to identify a realistic income you might earn as a young adult after finishing school. It might be based on the starting income for a job that interests you, the median income for a single person household in your county or state, or some other appropriate basis for your estimate.

5 Working with the adults in your household and using the income estimate from Requirement 4, make a realistic budget for living on your own that would include common monthly and annual expenses. Be sure to include the following costs:

- ☐ **a** Food
- ☐ **b** Shelter
- ☐ **c** Heat
- ☐ **d** Transportation
- ☐ **e** Medical expenses
- ☐ **f** Entertainment
- ☐ **g** Personal needs

6 Show how you could make room for savings in your proposed budget.

7 Show how you could make room for charitable giving in your proposed budget.

8 Discuss with your Examiner how your budget reflects your values.

CONTINUED ...

9 Choose **ONE** of the following, and discuss with your Examiner what you learned.

- ☐ **a** Create a budget for yourself, and track your expenses for 3 months.
- ☐ **b** Track how you spend your time for 2 weeks, including all activities. Come up with categories for how you spent your time, such as sleeping, eating, schoolwork, and recreation. Figure out how much time you spent in each category.

10 Discuss with your Examiner the importance of keeping emergency savings and explain **TWO** common ways to estimate how much emergency savings you need as an adult. How long would it take you to fund your emergency savings at the savings rate you proposed in Requirement 6?

11 Explain to your Examiner **EACH** of the following:

- ☐ **a** The idea of a risk pool and how it applies to insurance
- ☐ **b** Basic types of insurance available and when you would use them
- ☐ **c** The difference between term and whole life insurance and the purpose of each
- ☐ **d** Why you might consider buying more auto insurance coverage than the minimum required by your state, if you can afford it



LIFE SKILLS READER

EARNED
EXAMINER & DATE

Your 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 you 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 FIVE 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.	<input type="text"/>
2 Include in your list of books at least FIVE books about people who have significantly different life experiences than you, such as a different race, gender, physical ability, religion, etc. Make sure at least ONE of these books is non-fiction. Explain to your Examiner what you learned from these books.	<input type="text"/>
3 Provide your list of the books, giving title and author, to your Examiner, and have a conversation with them to confirm that you understood each book and can share what you gained from reading them.	<input type="text"/>
4 Read a book, magazine or website that teaches you how to do something, such as knot tying, cooking, knitting, woodworking, etc. Complete a project and present it to your Examiner; or, if incomplete, share your experience working on the project. Why did you choose this project? How did the written material help you? Were there components of the written material that were confusing?	<input type="text"/>
5 Join or create a book club, and attend at least THREE 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.	<input type="text"/>
6 Describe a book you enjoyed to your patrol, including an explanation of why you enjoyed it and why they might consider reading it.	<input type="text"/>
7 Do at least ONE of the following: <input type="checkbox"/> 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 appropriate questions to gain a good understanding of their experience.	<input type="text"/>

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 book(s). Include an explanation of how their book(s) have affected your life.

8 Show knowledge of how you should care for your books.

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 within your troop or between your troop and 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.
-



LIFE SKILLS

SHARPSHOOTER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Know the usual safety-first rules for rifle shooting, the parts of a rifle you use, and the steps for care and cleaning of your rifle.

2 Complete a basic firearms safety class approved by your state, and have an understanding of the safe handling of guns.

3 Know thoroughly the safety rules in the following situations:

☐ a Handling a supposedly empty gun

☐ b Cleaning a rifle

☐ c Loading

☐ d Unloading

☐ e Carrying in the woods or on the range

☐ f Climbing a fence

4 Demonstrate how to clean a rifle.

5 Explain the following:

☐ a Caliber

☐ c Component parts of a cartridge

☐ b Rifling

☐ d Common forms of sights

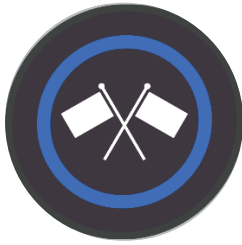
6 Judge over unknown ground:

☐ a **FIVE** distances 10 to 300 yards

☐ b **FIVE** distances 300 to 600 yards

7 Using a .22 caliber rifle, and shooting from a bench rest or supported prone position at 50 feet, fire **FIVE** groups (three shots per group) that can be covered by a quarter. Using these targets, explain how to adjust sights to zero.

8 Produce **TWO** certified targets that you have fired within the previous 4 weeks. Targets should have a minimum score of 9 on an A-32 target at 50 feet, or an equivalent as determined by your Examiner.



LIFE SKILLS SIGNALER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Correctly send and receive a message of at least 80 letters in semaphore.	
2	Send and receive a similar message in Morse.	
3	Explain to the Examiner when, where, and how Morse and semaphore codes can be used to best advantage, and describe several methods for simple field construction of communications devices for Morse and semaphore.	
4	Know how to indicate the following in semaphore: <input type="checkbox"/> a Rest or space <input type="checkbox"/> b Numerals <input type="checkbox"/> c Error or attention <input type="checkbox"/> d Ready to receive and end of transmission <input type="checkbox"/> e Cancel or disregard previous signal	
5	Know how to indicate the following in Morse: <input type="checkbox"/> a Start of transmission or start of new message <input type="checkbox"/> b Error or correction <input type="checkbox"/> c Please say again <input type="checkbox"/> d Understood <input type="checkbox"/> e End of contact	
6	Improvise FIVE methods of maintaining secure communications while using an open-air messaging system.	
7	Teach a patrol to perform wigwag Morse code or another distance signaling method.	
8	Research and discuss how Morse and semaphore, and later communication methods, changed human society by expanding military capabilities, commercial shipping, international stock trade, piracy, terrorism, and other human activities.	
9	Read a short biographical account of Guglielmo Marconi, and discuss why the system is called Morse code rather than Marconi code.	
10	Make up a signaling game and play it with your patrol. Share the game with national headquarters.	



LIFE SKILLS SWIMMER

EARNED
EXAMINER & DATE

These requirements should be done in order but do not need to be on the same day.

COMPLETED
EXAMINER & DATE

- 1** Explain a safe swim plan for a scouting event. Be able to identify hazards you may encounter while swimming. Discuss prevention of, and treatment for, the following hazards:

☐ **a** Hypothermia

☐ **g** Cuts and scrapes

☐ **b** Dehydration

☐ **h** Dealing with unknown waters, including changing depths, currents, riptides, and other dangers

☐ **c** Sunburn

☐ **d** Cramps

☐ **e** Spinal injury

☐ **f** Insect and aquatic wildlife stings and bites

- 2** Perform a proctored swim test that must include the following:

☐ **a** Jump feet first into water over your head.

☐ **b** Swim for 100 yards continuously include at least **ONE** sharp turn.

☐ **c** Show ability to perform the elementary backstroke.

☐ **d** Tread water for at least 2 minutes.

☐ **e** Float face up for at least 1 minute.

- 3** Demonstrate **TWO** kinds of survival floating for a period of at least 2 minutes. Explain the effects of hypothermia. Demonstrate the HELP and huddle positions used while wearing a PFD.

- 4** Explain the dangers of helping a drowning person and why only those trained in lifesaving techniques should enter the water to attempt rescue.

- 5** In water over your head (depth not to exceed 10 feet), retrieve a weighted object from the bottom of a body of water.



LIFE SKILLS TAILOR

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	Sew a button onto a garment or decorative item.									
2	Sew a patch or badge on your uniform with neat stitch work.									
3	Assemble your own personal sewing box or kit. Include the following: <table border="0"> <tbody> <tr> <td><input type="checkbox"/> a Scissors</td> <td><input type="checkbox"/> e Tape measure</td> </tr> <tr> <td><input type="checkbox"/> b Pins</td> <td><input type="checkbox"/> f Pincushion</td> </tr> <tr> <td><input type="checkbox"/> c Needles</td> <td><input type="checkbox"/> g Thimble</td> </tr> <tr> <td><input type="checkbox"/> d Thread</td> <td></td> </tr> </tbody> </table>	<input type="checkbox"/> a Scissors	<input type="checkbox"/> e Tape measure	<input type="checkbox"/> b Pins	<input type="checkbox"/> f Pincushion	<input type="checkbox"/> c Needles	<input type="checkbox"/> g Thimble	<input type="checkbox"/> d Thread		
<input type="checkbox"/> a Scissors	<input type="checkbox"/> e Tape measure									
<input type="checkbox"/> b Pins	<input type="checkbox"/> f Pincushion									
<input type="checkbox"/> c Needles	<input type="checkbox"/> g Thimble									
<input type="checkbox"/> d Thread										
4	Learn about different sizes and kinds of needles and threads.									
5	Embroidery is an art that uses thread to decorate fabrics. Each stitch gives the work a different look or texture. Demonstrate THREE types of decorative embroidery stitches (e.g., satin stitch, back stitching, chain stitches, cross stitching), or create a design on fabric in cross stitch or embroidery.									
6	Learn about different types of fabric and what they are used for. Common examples are cotton, rayon, silk, wool, burlap, and fleece. Fabrics have different widths, textures, colors and designs. If possible, visit a fabric store to learn about different kinds and costs of fabrics.									
7	Mend an article of clothing or other item made of fabric. Explain the technique(s) you used and why you used them.									
8	Use a fabric and technique you have learned about to make a pillow, blanket, messenger bag, tote bag, or other useful item.									



LIFE SKILLS ZOOLOGIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 In a general way, explain the differences between plants and animals, invertebrates and vertebrates, and, among the vertebrates, distinguish between fish, amphibians, reptiles, birds, and mammals.

- 2 Complete any **TWO** of the following sections.

☐ a Mammals

- ☐ 1 Describe 10 wild mammals. Know their life cycle and what they eat.
- ☐ 2 Name **TWO** mammals that can kill fruit trees.
- ☐ 3 Mention **THREE** mammals that are considered pests and why.
- ☐ 4 Describe game laws of your state and which apply to mammals.
- ☐ 5 Name and locate one national park that protects endangered species in the United States, and mention **FIVE** mammals protected there.

☐ b Reptiles

- ☐ 1 Describe the life cycle of a reptile.
- ☐ 2 Know **THREE** types of turtles that live in your area.
- ☐ 3 What is the only poisonous lizard in the United States?
- ☐ 4 Name and describe the poisonous snakes of your state.

☐ c Amphibians

- ☐ 1 Describe the life cycle of the frog or the toad.
- ☐ 2 Describe the wonderful power of changing color shown by tree frogs and which tree frogs are native to your state.
- ☐ 3 What is the difference in the external appearance of a salamander and a lizard?
- ☐ 4 Give a list of **FIVE** amphibians native to your area, and describe their coloring.

☐ d Fish

- ☐ 1 Describe the habits of feeding and egg-laying in **ONE** of our native fish species.

CONTINUED ...

- ☐ **2** Describe a common fish that has no scales, one that has very small scales, and one that has comparatively large scales.
- ☐ **3** Name **FIVE** much-used food fishes of the sea and **FIVE** fresh-water food fishes.
- ☐ **4** Which fish are most commonly caught for food or sport in your area?
- ☐ **5** Describe a local place where you have observed fish and which fish you observed there.

☐ **e** Invertebrates (complete **EITHER** of the following)

☐ **1** Insects and spiders

- ☐ **a** How can we control the mosquito population in an area?
- ☐ **b** Collect, preserve, and identify 10 butterflies, five moths, 10 other insects, and three spiders.
- ☐ **c** Describe the habit that certain ants have of caring for aphids that secrete honeydew.
- ☐ **d** Describe the life cycle of one American solitary wasp.
- ☐ **e** Describe the life cycle of a hive or colony of honeybees.

☐ **2** Coastal life

- ☐ **a** Name **FIVE** invertebrates used as food, and state where they are found.
 - ☐ **b** What is the food of the starfish? How are starfish destroyed?
 - ☐ **c** Name **FIVE** invertebrates you have seen at the shore, and give the locality where they were found.
 - ☐ **d** Name **FIVE** invertebrates that live in the water only and **FIVE** that burrow in the mud or sand.
 - ☐ **e** Know the treatment for jellyfish stings.
-



Design Your Own Badge

In your journey through scouting, you may want to explore skills not mentioned previously in this chapter. In this case, you may create your own badge.

If you want to design a badge that is only for yourself or your group, start with the instructions below in **Create your badge**. A custom badge is appropriate for local activities not available to Pathfinders in other parts of the country. Working with a small charity, rehabilitating local wildlife, or exploring a unique style of regional art are all excellent ideas. Once you complete the requirements and earn your badge, you may purchase a blank badge from the OSG Quartermaster store to decorate yourself.

However, if you would like to create a badge for all Pathfinders in OSG to earn, then complete the steps in **Distribute it nationally**. Is there a skill, a sport, or a fun hobby that is missing from the Pathfinder program? Propose a badge and make it so. Remember, only badges that are approved by national OSG headquarters may be counted towards pillar awards.

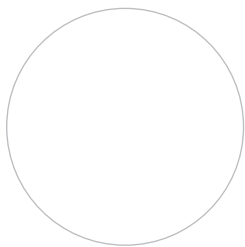
Create Your Badge

1. Consider what you believe would make an excellent Pathfinder badge and discuss it with your scoutmaster and your patrol.
2. Create a list of requirements to earn your new badge.
3. Be sure that your badge requirements address safety and relevant first aid to the area of interest.
4. Design the actual badge/patch. Use eight or fewer colors.
5. Present the badge to your group scoutmaster, and, if possible, to another Pathfinder patrol or someone that can give you feedback on your badge.
6. Make any necessary corrections to your badge.
7. Begin work on earning your badge.



Distribute It Nationally

1. Complete all steps in **Create Your Badge**.
2. Consider how long it would take someone to earn your badge. Usually, 2-3 months of effort is a good challenge for most scouts, and enough time to really get into it. Adjust the requirements if needed.
3. Check that your badge is written in a way that scouts in other parts of the United States can earn it. If it requires local resources that are only in your area, it may be hard for other scouts to earn.
4. Have your regional commissioner or regional training commissioner review your badge, and use their feedback to improve your badge if necessary. Agree on which category it should be submitted for.
5. Submit your badge to our national headquarters team for review. If approved, they will add it to our program and make the badge available through the quartermaster. Be sure to include the badge's name, requirements, and suggested patch design.

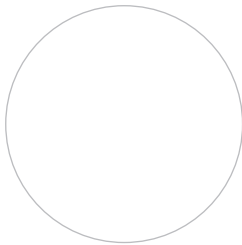


CATEGORY: _____

NAME: _____

EARNED
EXAMINER & DATE

	COMPLETED EXAMINER & DATE
1	<div></div>
2	<div></div>
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CATEGORY: _____

NAME: _____

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

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Senior Special Proficiency Badges

Senior special proficiency badges are designed to challenge you to dig deeper and learn more. Many of these badges have prerequisites, meaning that you must complete certain regular special proficiency badges before beginning these harder level badges. Pathfinders must be at least 14 years old to earn senior special proficiency badges.

Some senior special proficiency badges encourage scouts to consider career paths that use these skills. Are you interested in flying? Try the Aviator badge. Are you a fan of food? Become a Grubmaster. You can also directly assist your patrol or troop by working on the Camp Captain, Quartermaster, or Senior Navigator badges, among others.

Each of the senior special proficiency badges falls into one of the same four categories of Outdoor Skills, Civics and Community, Creative Arts, and Life Skills, and are similarly color-coded with green, red, gold, and blue, respectively. Senior badges are square instead of round. You may be required to earn certain senior level badges to complete the pillar awards of Torchbearer, Trailblazer, and Voyager.

Just like the special proficiency badges, you wear Civics and Community and Creative Arts senior special proficiency badges on the right sleeve, with Outdoor Skills and Life Skills on the left.

Use the following pages to record your progress on your senior special proficiency badges.



Senior Outdoor Skills

- Ancient Mariner
- Camp Captain
- Explorer
- Fly Fisher
- Grubmaster
- Quartermaster
- Sea Angler
- Senior Camp Engineer
- Senior Canoeist
- Senior Navigator
- Tracker
- Venturer

Senior Civics and Community

- Emergency Planner
- Home Health Aide
- Lifesaver
- Public Health
- Senior Advocate
- Senior Child Care
- Senior Guide

Senior Creative Arts

- Choreographer
- Crafter
- Composer
- Fiber Artist
- Indigenous Art Appreciation
- Master of Ceremonies
- Writer

Senior Life Skills

- Aviator
- Entrepreneur
- Map Maker
- Senior Athlete
- Senior Housewright
- Senior Personal Finance
- Senior Swimmer
- Senior Tailor



SENIOR OUTDOOR SKILLS ANCIENT MARINER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- | | | |
|----|---|--|
| 1 | PREREQ: Have earned the Mariner proficiency badge. | |
| 2 | Know the procedure for dealing with a crew member overboard. | |
| 3 | Be able to read a chart, plot a position by THREE methods, and lay off a course, making allowances for variation and deviation of compass and tidal set. | |
| 4 | Know the different types of buoys, lighthouses, and light vessels in general use, as well as the usual danger, storm, and fog signals. | |
| 5 | Discuss the Beaufort wind and sea scales. Understand the use of a barometer in forecasting the weather. | |
| 6 | Demonstrate how to take soundings by doing so at THREE or more points during a short journey. | |
| 7 | List the differences between a mariner's compass and hiker's compass and explain the reasons for those differences. | |
| 8 | Using a chart and tide table, be able to estimate the depth of water at any state of the tide for an area agreed upon with your Examiner. | |
| 9 | Know the proper gear that should be carried in a sailing boat to ensure safety of the vessel under all conditions. | |
| 10 | Organize and take charge of a patrol expedition of 48 hours minimum duration in a sailing or motorized boat. | |
| | <input type="checkbox"/> a Prepare route with proper regard to weather, tides, and other appropriate conditions. | |
| | <input type="checkbox"/> b Organize members of your patrol as the boat's crew. | |
| | <input type="checkbox"/> c Take a round-trip journey to a point at least 10 miles from the point of embarkation. | |
| | <input type="checkbox"/> d Keep a detailed log showing courses and distances. | |



SENIOR OUTDOOR SKILLS

CAMP CAPTAIN

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 **PREREQ:** Have earned the **Camper** proficiency badge.

2 **PREREQ:** Have camped with your troop or patrol at least 10 nights.

3 Teach low-impact camping and the “Leave No Trace” standards to a group of younger Pathfinders or Timberwolves.

4 Lead an overnight campout for your patrol or troop.

☐ **a** Make a written plan for your camp, which must include the following:

- ☐ **1 Safety:** Identify potential hazards by location, season, activities, and health conditions of participants, and record plans to address those hazards (as necessary).
- ☐ **2 Location:** Identify the principal characteristics to look for when selecting either a patrol or troop camping site, and describe a rough plan for laying out your camp with regard to tents, kitchen, and other areas. Include locations and times of departure and return, as well as mode of travel to the destination.
- ☐ **3 Participation:** List your attendees.
- ☐ **4 Schedule:** Include planned activities, downtime, and sufficient prep time to prepare for each activity.
- ☐ **5 Authorization:** Acquire permissions or permits, if necessary.
- ☐ **6 Menu:** Discuss with your Examiner how your menu covers the number of scouts attending. Based on the menu, create an equipment list and a shopping list, and purchase the groceries required, with the help of an adult if necessary.
- ☐ **7 Emergency plan:** Document local emergency services, extraction plan if there is a problem, and home contact responsible for notifying authorities on failure to return.

CONTINUED ...

- ☐ **b** Present the plan to your patrol.
 - ☐ **1** Give your patrol members the opportunity to volunteer for activities based on their skill set and interests, such as planning day hikes from camp or cooking a special menu item.
 - ☐ **2** Adjust the plan based on their feedback
 - ☐ **c** Lead your patrol on the campout from departure to returning home.
 - ☐ **1** Ensure satisfactory performance of all patrol members.
 - ☐ **2** Delegate tasks to your patrol members (e.g., cooking, cleaning, etc.), assuring equal and fair division of labor.
 - ☐ **3** If you are traveling separately, establish a communications chain and ensure that all members of your patrol have returned home safely.
 - ☐ **d** After the campout, present a report to your Examiner, focusing on the following:
 - ☐ **1** General characteristics, advantages, and disadvantages of this site (e.g., ground, soil, trees, accessibility, and general suitability as a campsite)
 - ☐ **2** Participation of the members of your troop or patrol, including how well you delegated tasks
 - ☐ **3** How your experience could be adjusted based on different conditions:
 - ☐ **a** Lightweight camping
 - ☐ **b** Arriving by a different mode of transportation (e.g., by kayak or bicycle)
 - ☐ **c** Varying the number of patrols attending
 - ☐ **4** Something you would do differently next time
-



SENIOR OUTDOOR SKILLS EXPLORER

EARNED
EXAMINER & DATE

The Explorer expedition must be a test of determination, courage, physical endurance, and show a high degree of cooperation among those taking part. If needed, the Examiner can, and should, adjust the distances (or any other requirement).

COMPLETED
EXAMINER & DATE

- 1 *PREREQ:* Have earned at least one of the following proficiency badges: **Backpacker**, **Nautical Camper**, or **Bicycle Camper**.

- 2 Discuss, at length, a plan for emergency extraction procedures and possible reasons to abandon your expedition.

- 3 Plan and take part in an expedition of 2-8 Pathfinders and/or Rovers, including yourself. The expedition must meet the following requirements:

- ☐ a As much as possible, the expedition should take place in wilderness areas.
- ☐ b The expedition should last at least 4 days, and at least 3 nights must be spent camping. Members of the party must carry all necessary equipment and food and must prepare all meals.
- ☐ c All scouts in the party will take an equal part in planning and managing the expedition, but it is not necessary that all participants should be under test.
- ☐ d Each tested member of the party should keep a detailed log of the expedition, with a different emphasis for each log (e.g., weather, geography, history, architecture, archaeology, botany, ornithology).
- ☐ e The route, trip plan, and log assignments must have prior approval.
- ☐ f Each night should be spent at a different campsite, following the "Leave No Trace" model.
- ☐ g Distances travelled should meet or exceed the following:
 - ☐ 1 30 hiking miles
 - ☐ 2 50 miles paddling by river, or an equally difficult distance at sail on still or tidal water
 - ☐ 3 75 miles on road bikes
 - ☐ 4 40 miles on mountain bikes in off-road conditions
 - ☐ 5 120 horseback miles

CONTINUED ...

-
- 4** Upon your return, present a report to your patrol or troop.
-





SENIOR OUTDOOR SKILLS

FLY FISHER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- | | | |
|----|--|----------------------|
| 1 | PREREQ: Have earned the Angler proficiency badge. | <input type="text"/> |
| 2 | Be able to explain the dangers of wading, crumbling banks, and slippery rocks. | <input type="text"/> |
| 3 | Be able to explain and demonstrate safe casting procedures. Explain how to ensure you have an appropriate clearance to cast safely. Explain proper positioning, and describe what additional safety considerations to take when fly fishing with a partner. | <input type="text"/> |
| 4 | Demonstrate that you can judge the water depth and speed of the current. Explain the safe way to wade into or across a stream. | <input type="text"/> |
| 5 | Explain the importance of wading gear, including boots and belts. Explain what you would do if your waders filled with water. | <input type="text"/> |
| 6 | Understand the differences in the types of fishing licenses required for fly fishing, the requirements for obtaining one, and any laws or regulations in your area that govern fly fishing. This includes understanding seasons, catch limits, and restricted areas. | <input type="text"/> |
| 7 | Be able to recognize the most common fish you can catch via fly fishing in your area. Describe their appearance, seasonality, acceptable catch size, and best lure for each. | <input type="text"/> |
| 8 | Be able to describe characteristics of ideal fishing spots for each of the most common fly fishing game fish in your area. What features of the terrain or water indicate good possible habitats? | <input type="text"/> |
| 9 | Explain the differences in the rod, reel, and fishing line used for fly fishing versus conventional fishing. Explain the difference between the lead and the line. | <input type="text"/> |
| 10 | Choose ONE of the most common fly fishing game fish in your area and make a plan to catch some examples. For your Examiner, specify what fish you intend to catch, where you plan to go fishing, and what kind of lure you will use. | <input type="text"/> |
| 11 | Over the course of at least THREE outings, catch at least TWO of your target fish on each outing, for a total of at least SIX fish caught. | <input type="text"/> |
| 12 | For each catch, take a picture, and document what lure you used, your location, and your method for landing the fish. | <input type="text"/> |



SENIOR OUTDOOR SKILLS GRUBMASTER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 *PREREQ:* Have earned the **Cook** proficiency badge.

2 Plan and prepare a 3-course hot meal for a patrol, using a camp stove for at least **ONE** dish. Prepare and serve food punctually and hot, following the niceties of good manners. Patrol members may assist in the preparation, but you organize, direct, and participate in the meal's preparation.

3 Plan and prepare a hot meal for a patrol using a Dutch oven. Cook dish(es) with wood coals or briquettes, and able to explain to your Examiner how to regulate the cooking temperature. Prepare and serve food punctually and hot, following the niceties of good manners.

4 Plan and prepare, using an indoor stove top and oven, a meal that includes

- ☐ **a** A sauce
- ☐ **b** A roasted item
- ☐ **c** A baked dessert

5 Create a dietetically sound menu, and prepare the associated budget, for a camp of 1 week duration. Assume you are serving two patrols of five scouts each. The Examiner will provide a cost limit for the exercise.

6 Know how to check for food allergies and make appropriate accommodations. Discuss with your Examiner how meal planning changes to address the following food-related concerns:

- ☐ **a** Celiac or gluten-sensitivity
- ☐ **b** Diabetes
- ☐ **c** Peanut allergy
- ☐ **d** Corn allergy



SENIOR OUTDOOR SKILLS QUATERMASTER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Create and keep a portable first aid kit, sufficiently sized for weekend-long events with your patrol. Include a written inventory, dates of review, and what was used and replaced.
- 2 Create an inventory of equipment/camping gear that is available to your troop. If your Pathfinder group maintains gear that is available for the whole troop to go camping, use that. Otherwise, make a list of what gear belongs to the troop and an additional list of what individual scouts would need to bring to go camping for at least 3 nights.
- 3 Demonstrate that you know how to clean and store camping gear, including tents, sleeping bags, cooking equipment (such as stoves and fuel), and wood-cutting equipment (such as saws and axes). If your scout group relies on individuals to bring their own gear, this requirement can be completed through a conversation with your Examiner.
- 4 Make or fix a piece of camping gear.
- 5 Demonstrate the care and storage of cordage, including safety inspections, coiling, and whipping.
- 6 Keep simple, efficient records of your equipment inventory— showing kit issues, returns, and repairs—for at least 6 months. If your group relies on individuals providing their own gear, you may instead demonstrate to your troop how to inspect their own gear for safety concerns, such as fuel supply and storage, condition of cordage, and identification of needed repairs.



SENIOR OUTDOOR SKILLS
SEA ANGLER

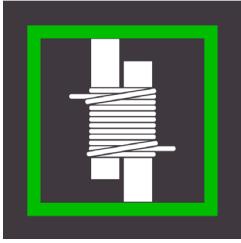
EARNED
EXAMINER & DATE

This badge has two options for demonstrating proficiency: fishing from the shore/pier and fishing from a boat. Knowledge of the safety and regulatory requirements for both are required.

	COMPLETED EXAMINER & DATE
1 <i>PREREQ:</i> Have earned the Angler proficiency badge.	<div></div>
2 Be able to explain how to use an emergency weather radio, and explain the different kinds of signals, differences between warnings and alerts, and other notifications broadcasted by the National Weather Service.	<div></div>
3 Be able to understand, interpret, and use tide charts. Be able to identify hazards that can be hidden by tides or cause additional risk in the changing tides, and explain the risks of each and what you can do to protect yourself and your vessel (if applicable).	<div></div>
4 Understand and be able to explain safety considerations when using a boat for offshore fishing. What are the essential pieces of safety equipment to ensure are on board before embarking on a sea fishing trip?	<div></div>
5 Know what to do in case of a jellyfish sting.	<div></div>
6 Explain what to do if you catch something dangerous.	<div></div>
7 Understand the differences in the types of saltwater fishing licenses, the requirements for obtaining one, and any laws or regulations in your area that govern saltwater fishing from the shore or a boat. This includes understanding seasons, catch limits for saltwater fish, restricted areas, and restricted or endangered sea life.	<div></div>
8 Be able to recognize the FIVE most common sea life in the ocean in your area. Describe their appearance, seasonality, acceptable catch size, typical depth, and most appropriate bait for each.	<div></div>
9 Be able to describe characteristics of ideal fishing spots for each of the five most common sea creatures in your area. What features of the terrain or water indicate good possible habitats?	<div></div>
10 Explain to your Examiner how tides impact your fishing. Be able to identify sand bars, trenches, reefs, or other underwater physical land features that will impact the behavior of the tides and your fishing strategy. Explain the impact those features may have and how to mitigate or accommodate them.	<div></div>

CONTINUED ...

11	Be able to explain what makes a sea fishing rod different from rods you would use in lakes or rivers. Be able to explain what adaptations you need to make in equipment, rod strength/weight, line weight, etc. for the different kinds of sea life you may be fishing for in your area.	<input type="text"/>
12	Be able to describe equipment and techniques used for catching shellfish native to your area, such as crabs, lobsters, oysters, clams, or shrimp.	<input type="text"/>
13	Be able to explain or demonstrate the proper use of a rod holder, and explain why it is important.	<input type="text"/>
14	Be able to explain or demonstrate proper clean up and post-expedition inspection of your gear, and explain why cleaning is important.	<input type="text"/>
15	Choose ONE of the five most common sea creatures in your area, and make a plan to catch some examples. For your Examiner, specify what creature you intend to catch, where you plan to go fishing, and what kind of bait you will use. Specify if you will be fishing from shore, pier, or a boat, and what kind of equipment you will use.	<input type="text"/>
16	Over the course of at least THREE outings, catch at least ONE of your target sea creatures on each outing, for a total of at least THREE creatures caught.	<input type="text"/>
17	For each catch, take a picture, and document what bait you used, your location, and your method for landing the creature.	<input type="text"/>



SENIOR OUTDOOR SKILLS

SENIOR CAMP ENGINEER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 *PREREQ:* Have earned the **Camp Engineer** proficiency badge.

2 Gravity, the not-so-silent killer. Understand the first aid treatment for the following:

- ☐ a Fall from height
- ☐ b Lacerations
- ☐ c Puncture wounds
- ☐ d Crushed appendages, such as fingers or toes
- ☐ e Rope burns

3 Have or have knowledge of a well-equipped lashing kit. Discuss rope types, uses, and limitations.

4 Review the knots for the Camp Engineer special proficiency badge, and teach them to another scout. Learn a new lashing or lashing style, such as advanced, quick, or the figure eight lashing technique.

5 Understand mathematics of structure.

- ☐ a Be able to show estimating skills in distance, elevation, weight, and velocity or force.
- ☐ b Know the purpose of a diagonal brace, and show how to use one.
- ☐ c Discuss the forces applicable to your project.
 - ☐ 1 Gravity
 - ☐ 2 Wind load
 - ☐ 3 Occupancy

6 Understand and show ability to handle heavy and very heavy objects. Show ways to exercise leverage, reduce friction, and utilize teamwork to move objects safely, and utilize these techniques to move large objects in your engineering projects. Brain power must overcome obstacles.

CONTINUED...

7 Demonstrate appropriate use of the following anchorages:

- ☐ a Spanish windlass
- ☐ b Tree mooring with protection
- ☐ c Dead man's anchor
- ☐ d Log and picket
- ☐ e 3-2-1 picket

8 Understand the need for scale models and their use in the following:

- ☐ a Designing a project
- ☐ b Creating a build plan
- ☐ c Compiling a materials list

9 Build and demonstrate fully-functioning structures chosen from the categories below. Make either **THREE** full-sized examples or **TWO** full-sized examples and **TWO** models.

- ☐ a Tower/scaffolding
 - ☐ 1 Hourglass tower
 - ☐ 2 Four-pole or three-pole tower
 - ☐ 3 Camp gate
 - ☐ 4 Tree stand
- ☐ b Flagpole, temporary or permanent
- ☐ c Raft
- ☐ d Bridge

<input type="radio"/> 1 Rope	<input type="radio"/> 6 Seesaw
<input type="radio"/> 2 Suspension	<input type="radio"/> 7 A-frame
<input type="radio"/> 3 Draw	<input type="radio"/> 8 Abington
<input type="radio"/> 4 Trestle	<input type="radio"/> 9 Spring
<input type="radio"/> 5 Friction	<input type="radio"/> 10 Other
- ☐ e Catapult or trebuchet
- ☐ f Camp kitchen or dish station for semi-permanent use
- ☐ g Derrick, simple or complex



SENIOR OUTDOOR SKILLS

SENIOR CANOEIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 *PREREQ:* Have earned the **Canoeist** proficiency badge.

2 Explain common canoeing hazards and injuries, and know the applicable first aid for treating them.

3 Describe fundamental elements of canoe design and what aspects of performance they affect. Among the design elements, be sure to address the following:

☐ **a** Length

☐ **e** Freeboard

☐ **b** Beam

☐ **f** Bottom profile

☐ **c** Tumblehome

☐ **g** Initial and final stability

☐ **d** Rocker

4 Using ropes or straps, demonstrate how to load and secure a canoe onto a trailer or roof rack.

5 Demonstrate solo canoe handling while paddling on one side only. This demonstration should include these actions:

☐ **a** Paddling forwards

☐ **b** Paddling backwards

☐ **c** Paddling sideways

☐ **d** Turning left and right (without changing sides)

6 As rear or solo paddler, demonstrate a proper ferry angle (as determined by the speed of the current) to make a perpendicular crossing of moving water.

7 On Class I moving water, demonstrate eddying in and out as a rear or solo paddler.

8 Perform a repair or seasonal maintenance on a canoe.

9 Plan and lead a patrol or troop service project that improves a lake or waterway that your troop has paddled.

CONTINUED.

SPECIAL PROFICIENCY BADGES • SENIOR OUTDOOR SKILLS

.....
10 Demonstrate how to pack personal and group gear for canoe camping, and how to load, balance, and secure it in your boat.

.....
11 Help plan and paddle a canoeing campaign of at least 2 nights in separate camps.

.....
12 In **ONE or MORE** trips, paddle a flatwater distance of at least 50 miles (count each downstream mile as 1/2 mile). Keep a log of your trip(s), including route taken, date and time of start and end, weather conditions during the journey, important landmarks or water features, and challenges encountered during the trip.
.....



SENIOR OUTDOOR SKILLS
SENIOR NAVIGATOR

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 *PREREQ:* Have earned the **Navigator** proficiency badge.

2 Do **ONE** of the following:

a Set up a cross-country course of at least 2,000 meters long with at least **FIVE** control markers. Prepare the master map and control description sheet.

b Set up a score orienteering course with 12 control points and a time limit of at least 60 minutes. Prepare the master map and control description sheet.

3 Teach orienteering and map making techniques to your patrol or troop.



SENIOR OUTDOOR SKILLS TRACKER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	<i>PREREQ:</i> Have earned the Observer proficiency badge.	
2	Discuss your local, state, and federal hunting, trapping, and fishing regulations with your Examiner.	
3	Learn about predatory and dangerous animals in your locale and strategies for when human versus predator situations arise. Learn about the dangers of preparing and eating wild game.	
4	Be able to tie the firefighter's chair knot, and discuss how you would use it to assist in a wilderness rescue, if necessary.	
5	Discuss ways to focus your visual and observational powers with your Examiner. Commit at least 3 months to the practice of mindful observation to increase your mental acuity.	
6	Practice the art of anticipation. Use causality and knowledge to predict the actions of the quarry—animal or person—that you are following.	
7	Recognize and explain TWO different characteristics in each of three different human footprints, barefoot or shod. Learn and demonstrate at least TWO ways to disguise your trail.	
8	Be able to determine which direction the wind is blowing, and know why one should approach the quarry from downwind.	
9	Solve, with reasonable accuracy, three tracking stories in mud, sand, snow, or other suitable material.	
10	Show an ability to utilize stealth to achieve ONE of the following:	
	<input type="checkbox"/> a Elude someone tracking you by purposefully laying a trail and then concealing yourself unseen for a period of at least 5 minutes within sight and sound of other Pathfinders looking for you.	
	<input type="checkbox"/> b Be able to produce photographs, video, pelts, or meat of at least THREE animals that you have tracked and observed in their natural surroundings.	
11	Show how to construct at least THREE handmade snares from natural materials, and discuss with your Examiner the safe and humane use of snares.	



SENIOR OUTDOOR SKILLS VENTURER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

<p>1 <i>PREREQ:</i> Have earned the Ranger proficiency badge.</p>	
<p>2 Considering the skills you learned for the Ranger badge, and other badges, plan an adventure for yourself and at least two other Pathfinders from the following list, or propose another high-adventure type outing to your Examiner for approval.</p> <p><input type="checkbox"/> a An overnight snow-shoeing adventure</p> <p><input type="checkbox"/> b Sea kayaking</p> <p><input type="checkbox"/> c Mountaineering</p> <p><input type="checkbox"/> d A horse-camping outing of at least 1 night</p> <p><input type="checkbox"/> e Whitewater rafting</p> <p><input type="checkbox"/> f Cross-country skiing</p> <p><input type="checkbox"/> g Other (approved by Examiner)</p>	
<p>3 For the adventure that you select, determine what safety measures are needed, and create a written safety plan to be approved by your Examiner prior to the adventure.</p>	
<p>4 Calculate the costs of your chosen adventure, and determine how those costs will be covered. Will you need a fundraising activity to cover the costs?</p>	
<p>5 Explain to your Examiner the gear needed for your adventure and how you will obtain and care for that gear.</p>	
<p>6 Create a written plan for transportation to and from your chosen adventure. Obtain agreement from those who may need to assist with transportation.</p>	
<p>7 Create a piece of equipment from scratch that will be used on your chosen adventure.</p>	



SENIOR CIVICS AND COMMUNITY EMERGENCY PLANNER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Research different kinds of natural disasters and other emergencies. Which emergencies are common to your region? Where might the others occur?
- 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 the following emergencies:
 - ☐ 1 When you need to stay at home for 2 days without electricity
 - ☐ 2 When you need to stay at home for 2 weeks without electricity
 - ☐ 3 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.
 - ☐ g Determine how much water should be included in the emergency kit. Explain to your Examiner how many people you would supply, and how long that water is intended to last.
 - ☐ 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? Medicines?

CONTINUED ...

-
- 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.
-

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



SENIOR CIVICS AND COMMUNITY

HOME HEALTH AIDE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 As people age, they can be at risk for falling and getting hurt in their home. Name **THREE** things that can be done to reduce a person's risk of falling if they have poor balance or shuffle their feet when they walk. Know how and when to assist in the event of a fall. Learn when you need to call for help.

2 Durable Medical Equipment (DME) helps people move safely and independently at home. There are devices both large and small that can be used to make things easier for those with weakness or balance problems. Learn about **THREE** pieces of DME that a person may use. Explain what they are and why they are used.

3 A standard wheelchair is 26 inches wide. Measure the doorways, hallways, and bathrooms in your home and determine if a wheelchair, with a person seated in it, would fit through. Is there sufficient room to turn in tight spaces?

4 If you or one of your family members needed to use a wheelchair, could you get into your own home? Would you add a ramp, use an alternate entrance, or make another accommodation? If your home is already accessible, consider the accessibility of other places you frequently visit, and state how you could make them more wheelchair accessible.

5 Learn what a pressure injury or pressure ulcer is and why they occur. State **THREE** things that can be done to prevent pressure injuries and **ONE** way they are treated.

6 Be able to state **FIVE** signs and symptoms of a urinary tract infection (UTI) in an elderly person. Onset of a UTI can happen quickly in older adults, and the symptoms can be confused with other diseases or problems. It is vital to recognize the signs and help a sick person see a doctor to get antibiotics quickly.

7 Learn about professionals in elder care both in home health and in nursing homes. Be able to state the differences between these jobs:

☐ **a** Home health nurse

☐ **c** Physical therapist

☐ **b** Occupational therapist

☐ **d** Speech therapist

8 Interview someone who works in elder care, and learn why their work is important. In their opinion, what are the best and worst parts of the job? If possible, shadow them at work for a few hours. Report back about what you learn.



SENIOR CIVICS AND COMMUNITY LIFESAVER

EARNED
EXAMINER & DATE

Lifesaver must be re-passed each year for the Pathfinder to qualify to wear the badge.

COMPLETED
EXAMINER & DATE

- 1 *PREREQ:* Have earned the **Swimmer** and **First Aid** proficiency badges.

- 2 Explain the importance of personal safety, and explain basic techniques to avoid becoming injured yourself while performing lifesaving activities.

- 3 Explain the method of rescue in the following scenarios:

- ☐ a House fire, first floor unconscious patient
- ☐ b Ice breaking
- ☐ c Car accident, with and without a fire
- ☐ d Contact with live electrical wires
- ☐ e Fall while hiking

- 4 Recognize and prepare for rescue.

- ☐ a Understand and explain a Safe Swim Defense plan.
- ☐ b List risks or reasons that can commonly lead to drowning.
- ☐ c Describe the behaviors and signs of someone who is having trouble in the water or is actively drowning.
- ☐ d Explain why only professionally trained rescuers should swim after a victim during a rescue.

- 5 Demonstrate swimming fitness.

- ☐ a Swim 500 yards continuously.
- ☐ b Tread water for 10 minutes.
- ☐ c Surface dive to a depth of 7 feet to retrieve a 10-pound object. Return to the surface and swim 20 yards holding the object above your head.
- ☐ d Swim 50 yards attired in normal street clothes (shirt, trousers, etc.) and undress in the water.
- ☐ e Exit the water of a pool without using a ladder or steps.

CONTINUED ...

<p>6 Perform non-contact aquatic rescues.</p> <p><input type="checkbox"/> a Throw a 65-foot lifeline accurately between two pegs, hitting your target twice out of every three throws. The pegs should be 5 feet apart and 30 feet from the thrower.</p> <p><input type="checkbox"/> b Perform reach assists.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p>7 Perform FOUR of the following carries. Understand the dangers of moving an injured person while avoiding further injury.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; padding-right: 10px;"> <p><input type="checkbox"/> a Human crutch</p> <p><input type="checkbox"/> b Improvised stretcher using scout staves</p> <p><input type="checkbox"/> c Two-hand seat</p> <p><input type="checkbox"/> d Hammock</p> </div> <div style="width: 50%;"> <p><input type="checkbox"/> e Chair</p> <p><input type="checkbox"/> f Pack strap</p> <p><input type="checkbox"/> g Firefighter</p> <p><input type="checkbox"/> h Ankle and shoulder pull</p> </div> </div>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>

ANNUAL REQUALIFICATION(S)

DETAILS	RE-TESTED EXAMINER & DATE
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SENIOR CIVICS AND COMMUNITY PUBLIC HEALTH

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- | | |
|---|---|
| 1 Know what is meant by public health—what it is and how it has developed. | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> |
| 2 Have a general knowledge of the human immune system and how it works. | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> |
| 3 Have a knowledge of the modern methods of disease prevention and what public programs are available to prevent disease, including sexually-transmitted infections. | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> |
| 4 Make a plan for a 3-day campout with a large group of 100 scouts or more. Assume your campsite does not have on-site restrooms or kitchen. How will you: | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> |
| <div style="margin-left: 20px;"> <input type="checkbox"/> a Manage human waste? </div> <div style="margin-left: 20px;"> <input type="checkbox"/> b Create handwashing stations to help prevent the spread of disease? </div> <div style="margin-left: 20px;"> <input type="checkbox"/> c Keep food at an appropriate temperature and safe from insects? </div> <div style="margin-left: 20px;"> <input type="checkbox"/> d Safely store potable water? </div> <div style="margin-left: 20px;"> <input type="checkbox"/> e Dispose of waste from cooking and camp garbage? </div> | |
| 5 Know of at least TWO local food pantries or food programs to help those in need. | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> |
| 6 Learn how local water sources are tested for safety, and know the unsafe levels for THREE water contaminants common in your area. | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> |
| 7 Describe methods used in your town/city to ensure sanitary storage, collection, and disposal of garbage, and understand the importance of such measures. Know if your county has a recycling program and how that affects local waste disposal. | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> |
| 8 Learn how public health is managed in your community. | <div style="border: 1px solid black; height: 30px; width: 80px; margin: 0 auto;"></div> |
| <div style="margin-left: 20px;"> <input type="checkbox"/> a What are the primary jobs your city, county, or state department of health perform? </div> <div style="margin-left: 20px;"> <input type="checkbox"/> b Know what services you can receive at your local health department. </div> <div style="margin-left: 20px;"> <input type="checkbox"/> c Know what access there is in your town, city, or county to health care for those without health insurance. Does your town have free clinics or a health department? What services do they offer, and how do you qualify for services? </div> | |



SENIOR CIVICS AND COMMUNITY

SENIOR ADVOCATE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Understand and discuss advocacy with your Examiner. Advocacy in all its forms seeks to ensure that people, particularly those who are most vulnerable in society, are able to have their voice heard on issues that are important to them, have their rights defended and safeguarded, and have their views and wishes genuinely considered when decisions are being made about their lives.
- 2 Identify a cause that you feel is important to raise awareness about, and a person, group, or category you wish to advocate for. Your mission could involve fighting discrimination, housing the homeless, rescuing animals, improving the environment, or other issues of social justice. Learn about your chosen topic, then tell your scout group about the topic in a way that engages your peers and gets them interested in your cause.
- 3 Learn about who else is working on your chosen cause. What work is already being done? Is this something you can help with? If your cause involves a group of people, learn how they want others to support their advocacy efforts. What do they want? It is important to remember that what they want for themselves is more important than what you want for them.
- 4 Help organize an event for your cause. This could be a bake sale to benefit the cause, an information session, or something else agreed upon by you and your Examiner. If your chosen issue has an upcoming event or other way you can become involved, you may also contact the organizers to see how you can get involved.
- 5 Create advertisements for your event (or the one you will attend) and invite others to come. Be sure to find several different ways to spread this information to others.
- 6 Write about your topic to spread the word about the importance of your issue. Write a blog post, letter to the editor of your local paper, or a letter to a member of government at the right level to help your cause. Be sure to share why you feel strongly about the issue, and what can be done to help.

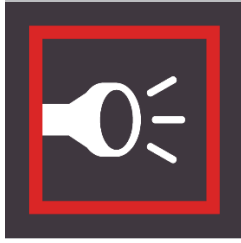


SENIOR CIVICS AND COMMUNITY
SENIOR CHILD CARE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	PREREQ: Have earned the Child Care proficiency badge	<input type="text"/>
2	Know how CPR and choking are different for infants and toddlers, and demonstrate what to do in each of these situations on a dummy or doll.	<input type="text"/>
3	Take primary responsibility for caring for a child under the age of four for at least 2 hours, and give a report to your patrol on the experience.	<input type="text"/>
4	State THREE positive ways to redirect a young child who is playing unsafely toward safer activities.	<input type="text"/>
5	Know what to do when a child is having a meltdown.	<input type="text"/>
6	Know the safety issues involved in caring for children with a variety of needs (e.g., food allergies, autism, ADHD, cerebral palsy). Know how to safely play with any child.	<input type="text"/>



SENIOR CIVICS AND COMMUNITY

SENIOR GUIDE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1	PREREQ: Have earned the Guide proficiency badge.	<input type="text"/>
2	Demonstrate a reasonable knowledge of the history of your town or city as well as nearby places of historical or cultural interest.	<input type="text"/>
3	Have a detailed knowledge of locations for hospitals, houses of worship, and schools.	<input type="text"/>
4	Have knowledge of ALL gas stations within 3 miles of your home.	<input type="text"/>
5	Satisfy your Examiner that you have working knowledge of the public transit options available within 10 miles of your home.	<input type="text"/>
6	Have a general knowledge of the country within 30 miles of your house. Be able to guide strangers to districts, towns, or cities within the perimeter.	<input type="text"/>
7	Provide accurate directions to your Examiner or your scoutmaster, without a map, to a location 5–10 miles from your scout meeting place.	<input type="text"/>
8	Given a camping site chosen by your Examiner, demonstrate that you can find, and have contact information for, the nearby hospital, urgent care center, and the responsible park ranger or equivalent.	<input type="text"/>
9	Choose a good meeting point for a carpool for your patrol. Location should be convenient to your patrol members' homes and should take into account the planned destination.	<input type="text"/>

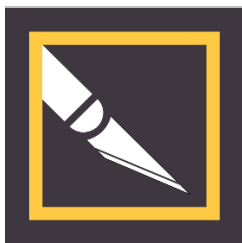


SENIOR CREATIVE ARTS CHOREOGRAPHER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- | | | |
|---|---|--|
| 1 | <i>PREREQ:</i> Have earned the Dancer proficiency badge. | |
| 2 | Create and perform a new solo dance, at least 2 minutes in length, to a song of your choice, by arranging movements in a specific sequence. | |
| 3 | Create and perform a new pair or group dance, at least 2 minutes in length, to a song of your choice, by arranging movements in a specific sequence. | |
| 4 | With drawings, digital programs, or actual construction, design the costume that you feel goes best with the dances you created for Requirements 2 and 3. | |
| 5 | Explain how music style, costumes, and dance style fit together to create an overall theme for artistic expression. Give examples of good fit and bad fit between these three things. For example, what are dance styles and costumes that go well with a slow sad song? What would be a bad choice of dance style and/or costume for the same piece of music? Give at least SIX examples. You may give examples of costumes from catalogs to demonstrate this fit. Be prepared to play the music as part of your explanation for your Examiner. | |
| 6 | Teach a set of complex dance moves to a group. This group could be your patrol, a group of younger scouts, or another group of participants. The moves may be completely original, a previously published piece, or another set of dance moves that you have previously learned. Perform the dance to the appropriate music with your group. | |
| 7 | Explore and explain to your Examiner at least FIVE types of job opportunities that exist for professional choreographers and dancers. | |



SENIOR CREATIVE ARTS CRAFTER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Complete **FIVE** projects, each chosen from a different category below, and present them to your scout leader for review.
 - ☐ **a Tie-dying:** Make a tie-dyed scarf or shirt using **TWO** kinds of tying.
 - ☐ **b Block Printing:** Make an original design for a block print unit using an image you create yourself. Apply to a bag or other item in one color using oil paint or dyes.
 - ☐ **c Stenciling:** Make an original stencil design for a border of your own design. Apply in two colors to a bag, pillowcase, or scarf using oil paint or dyes.
 - ☐ **d Crochet, Cross-stitch, Embroidery:** Draw a border of your own design on paper. Apply the design to a towel in crochet, cross-stitch, or embroidery.
 - ☐ **e Weaving, Baskets:** Design a basket shape with its widest dimension at least 6 inches, and make the basket.
 - ☐ **f Appliqué:** Design an appliqué unit in a 7-inch square that might be applied to a t-shirt, a bag, or a square for a patchwork quilt.
 - ☐ **g Pottery:** Design a bowl, vase, or sculpture. Create your design to scale.
 - ☐ **h Posters:** Design a poster for your scout group that illustrates some part of the scout law or a scouting activity. Poster should be at least 9 by 12 inches and should consist of a simple illustration and at least **THREE** words of lettering. Finish in crayon, watercolor, pen and ink, tempera, or other appropriate art style.
 - ☐ **i Painting:** Paint a piece of pottery, plate, or cup with a design of your own creation.



SENIOR CREATIVE ARTS COMPOSER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 *PREREQ:* Have earned the **Musician** proficiency badge.

- 2 Working with a Mentor, compose an original musical work. The new composition must be transmissible in either written form or aurally, by rote, and must demonstrate the following objectives to the satisfaction of your Mentor:

- ☐ **a** Ability to imagine an outcome and find the appropriate musical techniques to approximate that outcome, and understand the trade-offs presented by different techniques
- ☐ **b** An understanding of the principles of rhythm and/or pitch used to create the desired effects
- ☐ **c** Awareness of the relationship of the styles or technical aspects of the final composition to world musical traditions
- ☐ **d** Competent understanding of the technical aspects of the method used to transmit the finished work, whether aural or written
- ☐ **e** Ability to arrange a performance of the work, sharing information to other musicians (if any are involved) as necessary for them to understand the work and how it is intended to be performed
- ☐ **f** An iterative learning process throughout the mentorship where the scout has achieved a deeper understanding of music and composition

- 3 Perform your composition for your patrol, either live or in a prerecorded format.



SENIOR CREATIVE ARTS

FIBER ARTIST

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 Explain the pros and cons of using different types of yarn in a project and when you would use **EACH** of the following kinds of yarn for a project:

- ☐ **a** Cotton
- ☐ **b** Wool
- ☐ **c** Acrylic
- ☐ **d** Blends

- 2 Crochet, knit, or weave an item that the scout can wear, such as a hat, scarf or sweater, and add decorations as you desire.

- 3 Using the appropriate yarn, crochet, knit or weave a useful item, such as a washcloth, pot scrubber, or shopping bag.

- 4 Crochet, knit, or weave an item to donate. Examples could include a hat for neonatal intensive care unit (NICU) or chemo patients, scarves for your local shelter, or something else appropriate to donate.

- 5 Find **FIVE** images of fiber art and/or art created with yarn, whether gallery or street art, like "yarn bombing." Discuss the relationship between the art you found and the creative designs you used to earn this badge.



SENIOR CREATIVE ARTS
INDIGENOUS ART
APPRECIATION

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Learn about a local nation of Native Americans or Indigenous people who have lived or currently live in your area. Visit a museum or event to learn about them and the types of art they create.

2 Create a paper or digital scrapbook of art made by Native Americans or Indigenous people of North America or Hawai'i. For each example you show, state the tribe, and, if possible, name the artist. Be sure to include the following types of artwork:

- ☐ a Clothing
- ☐ b Painting
- ☐ c Drawing
- ☐ d Sculpture
- ☐ e Carving
- ☐ f Jewelry

3 Learn about the difference between appreciation and appropriation. Appropriation is when those in the dominant culture take art, symbols, clothing, or other concepts from those who have been oppressed and use them for their own purposes. Do your own research to learn more about how appropriation is a problem, and present it to your group.

4 Go further by learning how at least **ONE** type of art is made by Native Americans or Indigenous people. Answer a question you have about the art. For example, how are totem poles made and why are they important? How do jingle dancers make their regalia? Share what you learn with your Examiner or patrol. Be sure to find authentic Native American sources for your research by interviewing a member of the nation, watching videos, or reading materials written by a member of the nation you are studying.



SENIOR CREATIVE ARTS

MASTER OF CEREMONIES

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- 1 *PREREQ:* Have earned the **Entertainer** proficiency badge.
- 2 Run a campfire at a group campout, Moot, Hullabaloo, or similar type of large, organized event. The campfire must last at least ½ hour and involve **FOUR** or more performances of varying types.
- 3 Recruit performers, approve their material, and schedule the performances for best effect. Organization could include alternating between types of performances (such as songs and skits) or by the age of the performers. Coordinate between all participants leading up to the event.
- 4 Act as campfire host, following traditional campfire structure (including opening and closing). Introduce the performances and entertain the audience between acts. Keep the entertainment moving along, using jokes, stories, and announcements(!) to fill time while the performers move into position. Make each performer feel valued and supported while keeping the audience engaged.
- 5 Following the campfire, explain to your Examiner why you organized the event as you did, and describe the challenges you encountered during both planning and production. Name at least **ONE** thing that went wrong during the event itself and how you responded to it.



SENIOR CREATIVE ARTS WRITER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 Complete at least **FOUR** of the following:

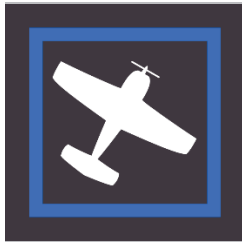
- ☐ **a** Compose a poem of at least 10 lines. Discuss its meaning with your Examiner.
- ☐ **b** Write a descriptive essay of at least 500 words on a topic that relates to scouting.
- ☐ **c** Write a review at least five paragraphs long on a favorite book, play, or other work of literature.
- ☐ **d** Write a play or dramatic sketch lasting at least 10 minutes.
- ☐ **e** Interview someone at least 10 years older than you and then summarize it, including the questions asked and the essence of the answers. This does not require a full transcription, but your Examiner should have a good understanding of what was discussed.
- ☐ **f** Write a short story of at least 600 words. Include descriptions of the character(s), plot, setting, and action/conflict.
- ☐ **g** Write a newspaper-style article and discuss it with your Examiner. Explain why you chose that topic, how you found the information, who you talked to, and what information you decided not to include in the final story.
- ☐ **h** Create a piece of technical writing, such as documentation of a process, a user manual for a piece of equipment, or instructions on how to assemble or create something.

2 Research and explain to your Examiner how the royalty system works and what the difference is between a book advance and royalties.

3 Research and explain to your Examiner how copyright works in the United States, including when copyright goes into effect, how long it lasts, what rights copyright grants, and what is not protected by copyright.

4 Explore and explain to your Examiner the different ways a written work can be published, including traditional publishing, print-on-demand, and self-publishing. Explain which option might be appropriate depending on the type of material that has been prepared for publishing.

5 Research and explain to your Examiner **FIVE** ways that people can make money from writing. Include non-fiction as well as fiction, and electronic as well as print publishing.



SENIOR LIFE SKILLS

AVIATOR

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

- | | | |
|----|---|----------------------|
| 1 | Demonstrate knowledge of the process of generating aerodynamic lift, including the four forces that act on an aircraft in flight. | <input type="text"/> |
| 2 | Explain the difference between fixed-wing and rotary aircraft, focusing on the advantages of each. | <input type="text"/> |
| 3 | Make a working model of any heavier-than-air machine. Model should fly at least 25 yards. Alternately, build a kite that will stay aloft for 10 minutes. | <input type="text"/> |
| 4 | Research the history of aviation, including the life of at least ONE pioneer in the field, and report on that person's contributions. | <input type="text"/> |
| 5 | Learn how to read an aeronautical chart, and demonstrate how to measure the true course and distance of a flight, as well as its reciprocal course. | <input type="text"/> |
| 6 | Identify at least FOUR different kinds of pilot's licenses, and explain the differences between them. Explain an instrument rating, its benefit, and what is required to obtain one. | <input type="text"/> |
| 7 | Understand who regulates civil aviation both in your state and at the federal level, and identify at least TWO things those agencies are doing to make the industry safer or more efficient. | <input type="text"/> |
| 8 | Explain how the aviation industry contributes to climate change, and how climate change in turn may impact the industry. | <input type="text"/> |
| 9 | Identify at least THREE careers in aviation you could pursue, and the first steps toward each. | <input type="text"/> |
| 10 | Do any TWO of the following: | <input type="text"/> |
| | <input type="checkbox"/> a Take a flight in an aircraft. Record the date, departure, and arrival locations, type of aircraft, flight time, cruising altitude, objects you see on the land and in the air, and your overall impressions of the flight. | |
| | <input type="checkbox"/> b Take a flying lesson from an accredited school, organization, or instructor. Present a report to your patrol, focusing on the skills you studied and the challenges beginner pilots face. | |

CONTINUED...

- ☐ **c** Track and log flights above your city on at least **FIVE** separate occasions over a 3-month period. Begin with your own visual observations, and check your notes against a flight-tracker app or website. Where are the planes over your head coming from, and where are they going? What kind of aviation do they represent?
 - ☐ **d** Create a competition among your patrol using the model you built for Requirement 3. Declare winners in total distance, flight time, and one other metric of your choice.
 - ☐ **e** Tour an airport control tower, visit a museum focusing on aviation, or attend an air show. Report on your experience to your Examiner.
-



SENIOR LIFE SKILLS

ENTREPRENEUR

EARNED
EXAMINER & DATE

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 selling candy you will make, a tutoring service, lawn care services, or something else you can provide.
- 2 Figure out the expenses that your business will experience. Look at both start up cost and on-going expenses. For example, a start-up cost would include purchasing ingredients for baked goods, and on-going expenses would include equipment repairs.
- 3 Discuss the various methods available to you to fund the startup of your business.
- 4 Name your business and create a logo. Put the logo on fliers, or use it to create a web-based presence on any platform approved by your parents/guardians and scoutmaster. If doing this badge as a patrol, each scout should create a post or flyer, though they may use the same name and logo created by the group.
- 5 Run your business for at least 2-3 months and tell your patrol and scout leader 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.



SENIOR LIFE SKILLS MAP MAKER

 EARNED
EXAMINER & DATE

 COMPLETED
EXAMINER & DATE

- 1** While in the field, use triangulation with a prismatic compass or plane table to make a map of an area of about 40 acres. Approximate a scale of 1:4,000. The area, chosen by the Examiner, should include several prominent features that would help a map user get their bearings. In a rural or suburban setting such features may include fields, forests, ponds, or notable buildings. In an urban setting, such features may include important buildings, significant roads, landmarks, and other notable distinguishing features.
- 2** With compass and field book, make a road map of 2 miles of road, showing all main features and objects within a reasonable distance on either side of the road. Scale should be 4 inches to the mile (1:15,840). The field book must be given to the Examiner for review and approval.
- 3** Research how to enlarge—by hand—a portion of a topographic map from 1:50,000 to a scale of 1:21,000, and be able to explain the basic mathematics involved. Discuss how to enlarge the map using a photocopier or scanner.
- 4** Draw a line between two points on a 1:50,000 topographic map, and translate that to a cutaway side view.
- 5** Show a working knowledge of map scales.
- 6** Understand the difference between true north and magnetic north, and, using a compass, be able to account for declination on a map.



SENIOR LIFE SKILLS

SENIOR ATHLETE

EARNED
EXAMINER & DATECOMPLETED
EXAMINER & DATE

1 *PREREQ:* Have earned the **Athlete** proficiency badge.

2 Know the dangers of overuse injuries and the need for a competitor to rest.

3 Know about the dangers of performance-enhancing drugs. What are some examples? What are the consequences of drug use on both an athlete's health and their sport? Discuss with your Examiner.

4 Show an understanding of the foods that an athlete needs to perform their best. Develop a nutrition plan for optimum performance, and follow your plan for a full season.

5 While earning this badge, continue to participate as a member of an organized sport, demonstrating leadership ability, and earning recognition from your coach or teammates as a good team player. Show an ability to perform under pressure.

6 Set a goal for yourself in your chosen sport, and, working with a coach or other trained professional, develop a training plan to meet that goal over a period of at least 3 months. Track your progress toward your goal, and share the results with your Examiner.

7 In a regional, local, national, or international meet, match, tournament, or game, compete at an advanced level of competency in your chosen sport. Discuss the rigors of competition and the effects it has on competitors.

8 For at least 1 season, take on at least **ONE** task that helps your team, league, or association. Your role should be apart from your participation as a competitor. Work with your coach or association officials to determine what is appropriate. Some examples might be maintaining equipment, cleaning a playing field after events, helping with administration, or fundraising.

9 Working with your Examiner, find a book or article on coaching. Read and discuss with your Examiner. Then teach a friend or teammate a skill from your chosen sport until they can practice it confidently on their own. Be prepared to discuss with your Examiner what you learned.

CONTINUED...

10 Research and explain to your Examiner the available options for amateur and professional competition in your chosen sport, and what is typically required to reach the highest levels of competition.

- ☐ **a** For professional sports, be able to discuss farm teams or other interim roles athletes may be expected to take before qualifying for a place on a professional team, and what working and living conditions are like for participants.
- ☐ **b** Describe how athletes at the highest levels of competition for your sport are paid, whether that is by salary, corporate sponsorship, or other methods.
- ☐ **c** Be able to describe what a winner-takes-all market is in economics. Explain how these ideas apply to professional activity in your sport.



SENIOR LIFE SKILLS

SENIOR HOUSEWRIGHT

EARNED
EXAMINER & DATECOMPLETED
EXAMINER & DATE

- | | | |
|---|--|--|
| 1 | PREREQ: Have earned the Housewright and Architect proficiency badges. | |
| 2 | Demonstrate knowledge of workplace safety and how to establish a safe working area. | |
| 3 | Replace an electrical switch or outlet, or re-wire a light fixture or lamp. Discuss basic electrical theory. | |
| 4 | Replace a toilet or rebuild the tank innards. | |
| 5 | Build or repair a chair. Discuss why chairs fail, the implications of chair failure and what we can learn regarding force and care. | |
| 6 | Construct and use a simple scaffolding, and discuss the difficulties with, and solutions for, accessing areas that are out of reach. | |
| 7 | Tour a building site, renovation construction site, woodshop, plumbing or electrical supply house, or manufacturing facility. Write a short report of your tour. | |
| 8 | Discuss with your Examiner how to learn a new skill when have no experience, and then take on a small project, such as ONE of the following: | |
| | <input type="checkbox"/> a Take a home improvement book of your choice from your local library, read it, and report back to your Examiner about the new skills you have learned. Be able to learn a new skill in this way. | |
| | <input type="checkbox"/> b Watch an online video explaining what you are trying to learn, then do it. | |
| | <input type="checkbox"/> c Apprentice with someone who knows what you want to learn, and learn from them. | |
| 9 | Help in a major home improvement project. Assist in an advanced way, showing participation in both the planning and construction phases. Your project should take more than a day's work. Work with your Examiner to determine a good project. | |



SENIOR LIFE SKILLS

SENIOR PERSONAL FINANCE

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 *PREREQ:* Have earned the **Personal Finance** proficiency badge.

2 Describe for your Examiner the differences between the following types of accounts:

☐ a Credit card

☐ b Personal loan

☐ c Mortgage

☐ d Brokerage account

☐ e Brokerage margin account

3 Explain to your Examiner what a credit score is and the factors that influence credit scores.

4 Describe **THREE** ways to improve your credit score.

5 Describe to your Examiner how your credit score influences the cost for you to borrow money.

6 Explain why you should be skeptical of a person or company who claims they can help you improve your credit score.

7 Describe for your Examiner the difference between fixed-rate and variable-rate interest.

8 Describe what a benchmark rate is, and how it is used to determine interest payments.

9 Describe the difference between secured and unsecured debt, and provide examples of each. Why might you choose one over another, depending on the need?

10 Look up current interest rates for 15- and 30-year mortgages, both variable and fixed, as well as current credit card rates and payday lender rates. Discuss with your Examiner why these rates are different.

11 Describe for your Examiner the difference between simple and compound interest.

CONTINUED ...

- 12 Provide the formula for calculating compound interest. Explain each of the variables and how to use the formula.

- 13 Complete **EACH** of the following calculations. Show your work, and discuss your results with your Examiner.

- ☐ a Use the compound interest formula to calculate how long it would take to pay off \$500 debt on a credit card by making the minimum required monthly payments. Use the terms from an actual credit card for the calculation.
- ☐ b Calculate how much money you would have if you were able to invest \$100 per month over 10 years at an annual return of 6%. Be able to present how much money was invested, how much return you would receive, and the total value at the end of 10 years. What percent of the total value after 10 years is the return from your investment?

- 14 Complete **EACH** of the following calculations. Show your work, and discuss your results with your Examiner. On-line calculators or spreadsheets may be used.

- ☐ a Calculate how much money you would owe at the beginning of repayment if you borrowed \$10,000 at 5.5% simple annual interest rate to pay for a 4-year college that requires repayment beginning 1 year after graduation. Assume simple interest, with no deferral—in other words, when you start paying the loan, you need to pay the original loan plus the interest that accrues during the 4 years you attend school and the 1st year after. If the loan is to be repaid over 10 years, what will your monthly payments be? How much will you pay by the time you have fully paid off the loan?
- ☐ b Calculate the same student loan, but this time using compound interest. What will your balance be when you start repaying the loan? If the loan is to be repaid over 5 years, what will your monthly payments be? How much will you pay by the time you have fully paid off the loan?
- ☐ c When combining or refinancing student loans, would you prefer simple or compound interest? Discuss with your Examiner. Why does it matter whether your loan is deferred? What is the risk of capitalizing accrued interest when combining several loans into a new loan?

- 15 Research and explain the history of redlining and other discriminatory lending practices. Discuss how such discrimination in the past affects the financial health of families today, even if they are not currently subjected to such practices.



SENIOR LIFE SKILLS

SENIOR SWIMMER

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 *PREREQ:* Have earned the **Swimmer** proficiency badge.

2 Explain why you should never dive into unknown waters.

3 Show ability to perform the following competitive swimming strokes:

☐

a Freestyle

☐

c Back

☐

b Breast

☐

d Butterfly

4 Demonstrate a side stroke and discuss its merits.

5 Swim 100 yards in any over-arm or crawl style.

6 Be able to swim at least 1 mile, using any combination of strokes.

7 Perform the following dives:

☐

a Headfirst from the edge of the pool

☐

b Headfirst from a springboard

☐

c A running dive, headfirst from the edge

☐

d A shallow dive or a racing start

☐

e Some individual stunt in fancy diving

8 In water over your head, perform the following actions in quick succession:

☐

a Use a feet first surface dive to retrieve an object from the bottom.

☐

b Drop the object.

☐

c Use a headfirst surface dive to retrieve it again.

☐

d Drop the object again.

☐

e Retrieve it one more time.

CONTINUED ...

9 Tread water for 15 minutes or 5 minutes with a brick.	<input type="text"/>
10 Throw a rescue line to a fixed point 20 feet away, hitting within a yard of your target. Show success in three out of five attempts in less than a minute.	<input type="text"/>
11 Satisfy your Examiner that you can instruct a non-swimmer in the basic principles of swimming.	<input type="text"/>



SENIOR LIFE SKILLS

SENIOR TAILOR

EARNED
EXAMINER & DATE

COMPLETED
EXAMINER & DATE

1 *PREREQ:* Have earned the **Tailor** proficiency badge.

2 Know the following techniques. Submit samples of **EACH**. These may all be part of a single project, if applicable.

☐ **a** Run a seam.

☐ **j** Gather fabric at a seam.

☐ **b** Create a flat-felled seam

☐ **k** Bind an edge.

☐ **c** Overcast a rough edge.

☐ **l** Make buttonholes.

☐ **d** Roll and whip an edge.

☐ **m** Sew on buttons.

☐ **e** Hem an edge.

☐ **n** Darn a hole.

☐ **f** Tuck fabric at a seam.

☐ **o** Patch a hole.

3 Demonstrate how to tell which way the grain of the fabric runs, and understand how the grain relates to cutting out fabric for clothing.

4 Know the difference between linen, cotton, and wool, and identify samples of each.

5 Know how thread and needles are numbered and what the numbers indicate.

6 Know how to thread and use a sewing machine to hem a piece of fabric or sew a simple item.

7 Know how to lay a pattern on cloth. Cut out a simple article of clothing and construct it. Use this article to demonstrate as much of Requirement 2 as possible. This item may be sewn by hand or with a sewing machine.

8 Complete a simple cross stitch pattern, or add decorative stitching to any item.



Special Interest Pins

Do you have an area of special interest? If you earn several related special proficiency badges, you can wear a *special interest pin*. Once you complete a badge set, you can add this new pin to your uniform. Wearing the pin can be an alternative to wearing all the badges on your sleeve.

Each set below is created to focus on a special area of interest. There is nothing wrong with earning unrelated badges and not completing a pin. How far you take your interest is up to you. Pins are not required for earning other upper level awards, but they are a fun way to show off your hard work.

Pins should be worn on the left pocket flap on your chest or just under your group name flash on your right shoulder.

Use the checklists below to track your progress toward your special interest pin(s). When you have earned a pin, request it from your scoutmaster or quartermaster.



CAMPING

- ☐ Ranger
- ☐ Camper
- ☐ Backpacker
- ☐ Venturer



CANOEING

- ☐ Canoeist
- ☐ Nautical Camper
- ☐ Senior Canoeist



CAREGIVING

- ☐ Child Care
- ☐ Senior Child Care
- ☐ Home Health Aide



COMMUNITY SERVICE AND INCLUSION

- ☐ Community Service
- ☐ Advocate
- ☐ Senior Advocate
- ☐ Indigenous Art Appreciation



FINANCE

- ☐ Personal Finance
- ☐ Senior Personal Finance
- ☐ Entrepreneur



FIRST AID

- ☐ First Aid
- ☐ Take and pass a wilderness first aid course



FISHING

- ☐ Angler
- ☐ Sea Angler
- ☐ Fly Fisher



PERFORMING ARTS

- ☐ Entertainer
- ☐ Master of Ceremonies
- ☐ **ONE** of these badges:
 - ☐ Dancer
 - ☐ Musician
- ☐ **ONE** of these badges:
 - ☐ Choreographer
 - ☐ Composer



SCIENCE

FOUR of these badges:

- | | |
|--|--|
| <input type="checkbox"/> Birder | <input type="checkbox"/> Conservationist |
| <input type="checkbox"/> Naturalist | <input type="checkbox"/> Forester |
| <input type="checkbox"/> Flower Finder | <input type="checkbox"/> Zoologist |
| <input type="checkbox"/> Observer | |



SEWING AND NEEDLE ARTS

- ☐ Tailor
- ☐ **TWO** of these badges:
 - ☐ Senior Tailor
 - ☐ Crafter
 - ☐ Fiber Artist



22

SPECIAL AWARDS

The awards in this chapter honor exceptional contributions and dedication to living out the ideals of scouting, and may be earned by *any* registered Pathfinder regardless of age, or achievements of general or special proficiency.

Some of these awards have their roots in Baden-Powell's earliest program. Some are homages to other scouting and guiding organizations throughout history, and some are brand-new for the OSG. This represents the spirit of our organization: taking the best from the past and adding something new.



World Scouting Award

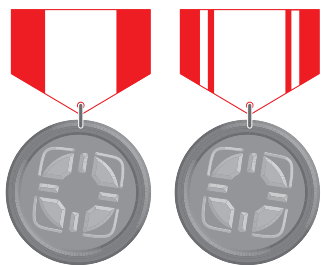
The World Scouting Award (WSA) is an award for international scouting. OSG scouts who travel abroad to participate in events with another scouting association can wear the award while on their journey, where it can serve as a form of national identification. Thereafter, the award serves as a remembrance of your journey/experience.

The purpose of the WSA is to foster a broader appreciation for scouting as a world-wide movement, and to inspire scouts to plan, fundraise, and travel on their own adventures. This, in turn, furthers Baden-Powell's commitment to strengthening the bonds within the global scouting family, and thereby promoting peace.

The WSA award is worn over the left pocket.

To qualify, you must participate at an official scouting event/camp in a foreign country. Participation in any, non-domestic WFIS, World Organization of the Scouting Movement (WOSM), or World Association of Girl Guides and Girl Scouts (WAGGGS) activity qualifies for the WSA.

- Only one such award can be worn, regardless of how many times you have scouted abroad.
- You must wear your OSG uniform, including necker, while scouting abroad.
- GSMs and section leaders can issue the WSA upon verification of a qualifying planned or completed foreign visit.
- You may begin wearing the WSA when your travel to the event commences, not before.
- The WSA can also be awarded to foreign scouts who join OSG events while wearing the uniform of their non-domestic association. They can wear or display the WSA per their association policies.



Lifesaving Medal

The Lifesaving Medal represents service through bravery. There are two versions of the Lifesaving Medal: Second Class and First Class. The Lifesaving Medal, Second Class, is awarded for an act of special heroism in service to another. The Lifesaving Medal, First Class is awarded for an act involving saving a life with considerable risk to yourself.

When awarded, these medals should be worn on the flap of the right pocket.

Your scoutmaster will apply to national headquarters for the Lifesaving Medal. Applications must include a full account of the event described, including written evidence from two witnesses.



Medal of Merit

The Medal of Merit is designed to recognize a Pathfinder who does their duty with exceptional proficiency (without grave risk to themselves) or who pursues exceptional scholarly pursuits over the course of 1 year.

This medal is worn on the flap of the right pocket.

Your scoutmaster (or Lone Scout commissioner) will apply to the regional commissioner for the Medal of Merit. Application must include a full account of the circumstances on which the claim is based. If the claim is based upon a scholarly pursuit, a summary describing that work should accompany the account.



Outstanding Leader Medal

The Outstanding Leader Medal is intended to recognize the outstanding contributions of Pathfinder scouts through youth leadership. To be eligible for the award, you must have actively and honorably fulfilled responsibilities for all of the follow-

ing positions, for at least 6 months each:

- Patrol leader or senior patrol leader
- Patrol second
- Grubmaster (oversees patrol food)
- Quartermaster (sources scout supplies, may also organize badges or troop supplies)

Your scoutmaster should apply to the governing regional commissioner, and should include your name, age, general proficiency achieved, and a resume giving the dates and accomplishments achieved through each of your leadership roles. The application should also include letters of recommendation from two youth scouts who have scouted with you, attesting to the quality of your leadership.

This medal is worn on the flap of the right pocket.



Thanks Award

The Thanks Award is the only award that may be presented to anyone, even someone who is not a scout. It may be given to anyone in gratitude for assistance in promoting scouting. If you meet anyone wearing this award, you should introduce yourself as a scout, acknowledge the award, and ask if you may perform any good turn for the wearer.

The Thanks Award is not worn on the uniform.

The governing regional commissioner approves and awards the Thanks Award. You can nominate anyone by applying to the regional commissioner for the region in which the proposed recipient resides. The application must include the name of the recipient and the circumstances which justify the award. If a youth scout makes the application, it must include a letter of recommendation from the scout's section leader, group scoutmaster, or Lone Scout commissioner.