

# Rover Badge Supplement



**Outdoor Service Guides**  
Scouting for Everybody!



This Rover Special Proficiency Badge Supplement is intended to be used in conjunction with the Outdoor Service Guides Rover Handbook.

OSG would like to thank the members of the Young Rover Committee: Elsie Hopkins, Elliot Sowdon, Georgia Dedolph, Natalia Penney, Rowan Dedolph, Laura Sowdon and Melanie Willett. These dedicated volunteers spent their time writing, reviewing, editing, designing artwork for, and making revisions to this book. Their tireless efforts are greatly appreciated.

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Rover Badge Supplement

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## SPECIAL PROFICIENCY BADGES

**A**S LONG AS THERE HAVE BEEN SCOUTS THERE HAVE BEEN BADGES. Many of the badges below are similar to those of the Senior Pathfinder Level. They have been adapted for use by Rovers, with adjustments to wording and requirements. These badges may be earned by all adult members of Outdoor Service Guides who have attained the rank of Squire by passing Tenderfoot and being accepted as a Squire into the OSG ranks. The requirements for earning Tenderfoot and being accepted as a Squire are explained in the Rover Handbook.

If a Pathfinder has completed part of the work towards one of the badges below, when they move up to the Rover level, that work may be counted toward the completion of the Rover badge. Badges earned as a Pathfinder, using the requirements defined in the Pathfinder Handbook, do not automatically move up with the guide. If a Rover earned one of the following badges as a Pathfinder but can retest to prove proficiency or can complete the badge again with a new adventure, community service project or otherwise appropriately re-earn the badge with appropriate new challenges, they may also earn it as a Rover.

Not all badges are appropriate for all members. Providing badge work that challenges and engages everyone from ages 18-108 is not practical. So, please use these to create your own challenges and to advance your scouting skills appropriately. If you feel a badge is not challenging enough, but wish to expand your skills in that area, you may complete the listed requirements and then add your own challenges for yourself to meet before wearing the badge.

These badges are divided into five different categories: **Outdoor Skills** (green), **Civics and Community Service** (red), **Creative Arts** (tan), **Life Skills** (blue), and **Rover Service** (purple). The red, tan, and purple badges are to be worn on the right sleeve of the Rover uniform. Blue and green badges are to be worn on the left sleeve. Rovers may choose to earn badges but not display them on the uniform. Rovers may instead place them on a blanket, jacket or other item, if they prefer. Displaying special proficiency badges on the Rover uniform is a personal choice.



## How to use this book

Use the following pages as a workbook to record your badge progress. You can initial and date each individual requirement as you complete it, and notate 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. Some badges require that you should have a discussion, demonstration, or otherwise present to your Rover Crew to demonstrate proficiency. You may have your Rover Crew Mate or other member of your Crew sign your book to indicate completion, if you wish. A scout's honor is to be trusted and you know when you have satisfied a requirement. You will not have an examiner, as the youth sections do. You and your honor are your examiner.

COMPLETED  
INITIAL & DATE

### Initial and date as you complete requirements

On these pages, badges are organized alphabetically in their category.

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



## Outdoor Skills

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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 are denoted with a green outline and help you develop 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 may be worn on your Rover uniform on the left sleeve.

Outdoor Skills badges include the following:

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



## OUTDOOR SKILLS ANCIENT MARINER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Know the rules for personal flotation devices for small watercraft in your area, and any other required safety equipment.

- 2 Take charge of a boat and demonstrate the following:

☐ a Manage a row-boat solo, including a demonstration of sculling (use of both oars).

☐ b Navigate boat alongside a landing-stage and secure it.

☐ c Tow and be towed.

☐ d Anchor a boat.

- 3 Demonstrate the ability to throw a line from shore to a boat; from a boat to a swimmer; and from boat to boat

- 4 Use properly the following:

☐ a Cleat Hitch

☐ b Rolling Hitch;

☐ c Anchor or Fisherman's Bend.

- 5 Know the procedure for dealing with a crew member overboard.

- 6 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.

- 7 Know the different types of buoys, lighthouses, and light vessels in general use, as well as the usual danger, storm, and fog signals.

- 8 Discuss the Beaufort wind and sea scales. Understand the use of a barometer in forecasting the weather.

- 9 Demonstrate how to take soundings by doing so at **THREE** or more points during a short journey.

CONTINUED...



- |   |  |
|---|--|
| <p><b>10</b> List the differences between a mariner's compass and hiker's compass and explain the reasons for those differences.</p>                                      | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> |
| <p><b>11</b> Using a chart and tide table, be able to estimate the depth of water at any state of the tide for an area of your choice or in agreement with your Crew.</p> | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> |
| <p><b>12</b> Know the proper gear that should be carried in a sailing boat to ensure safety of the vessel under all conditions.</p>                                       | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> |
| <p><b>13</b> Organize and take charge of a Crew expedition of 48 hours minimum duration in a sailing or motorized boat.</p>   | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> |
- ☐ **a** Prepare route with proper regard to weather, tides, and other appropriate conditions.
  - ☐ **b** Organize members of your Rover Crew as the boat's crew.
  - ☐ **c** Take a round-trip journey to a point at least 10 miles from the point of embarkation.
  - ☐ **d** Keep a detailed log showing courses and distances.



## OUTDOOR SKILLS CAMP CAPTAIN

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1 Know what are the normal requirements in regard to:

- ☐ **a** Personal kit list for weekend camp.
- ☐ **b** Personal kit list for a week-long camp.
- ☐ **c** Demonstrate knowledge of layering for personal clothing, including typical layers required for both an autumn and winter campout.
- ☐ **d** Demonstrate knowledge of appropriate clothing for hot-weather outings.
- ☐ **e** Demonstrate the packing of their personal kit (in 2b) in a backpack, rucksack, or kitbag.

2 Make and show the following knots in use:

- ☐ **a** Midshipman's Hitch
- ☐ **b** Double Sheet Bend
- ☐ **c** Figure-of-Eight
- ☐ **d** Bowline on a Bight

3 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.

4 Show knowledge of methods of waste disposal, dishwashing, and hygiene at camp.

5 While living in camp, cook three meals and provide all snacks for yourself during a period of 12- 24 hours. While in camp, you must make satisfactory arrangements for storing food and disposal of garbage.

6 Teach low-impact camping and the "Leave No Trace" standards to a group of Rovers, Pathfinders or Timberwolves.

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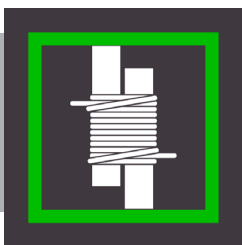
7 Lead an overnight campout for your Rover Crew or family.



- ☐ **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 Crew Leader 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.
- ☐ **b** Present the plan to your participants.
  - ☐ **1** Give your Crew 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 Crew (or family) on the campout from departure to returning home.
  - ☐ **1** Ensure satisfactory performance of all participants.
  - ☐ **2** Delegate tasks to your participants (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 party have returned home safely.

CONTINUED...

- ☐ **d** After the campout, present a report to your Crew Mate, 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 group, 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 participants attending
  - ☐ **4** Something you would do differently next time
-



## OUTDOOR SKILLS CAMP ENGINEER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Be able to explain basic rules of safety when undertaking a pioneering project

- 2 Be able to describe the content and tools of a basic pioneering kit.

- 3 Be able to 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 Sail maker's whipping.
- ☐ **d** A long splice.

- 4 Demonstrate to your Crew **FOUR** of the following knots and explain their uses in pioneering:

- ☐ Masthead (jury) knot, ☐ Prusik knot,
- ☐ Double sheet bend, ☐ Firefighter's chair knot,
- ☐ Alpine butterfly, ☐ Draw hitch,
- ☐ Carrick bend, ☐ Trucker's hitch,
- ☐ Bowline on a bight, ☐ Or make a 3-strand Turk's head woggle.

- 5 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

CONTINUED...

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

**7** Review the knots listed above and teach them to another scout. Learn a new lashing or lashing style, such as advanced, quick, or the figure eight lashing technique.

**8** 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

**9** 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.

**10** 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

**11** 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

CONTINUED...

- 12** 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"/> <b>1</b> Rope       | <input type="radio"/> <b>6</b> Seesaw   |
| <input type="radio"/> <b>2</b> Suspension | <input type="radio"/> <b>7</b> A-frame  |
| <input type="radio"/> <b>3</b> Draw       | <input type="radio"/> <b>8</b> Abington |
| <input type="radio"/> <b>4</b> Trestle    | <input type="radio"/> <b>9</b> Spring   |
| <input type="radio"/> <b>5</b> Friction   | <input type="radio"/> <b>10</b> Other   |

☐ **e** Catapult or trebuchet

☐ **f** Camp kitchen or dish station for semi-permanent use

☐ **g** Derrick, simple or complex



## OUTDOOR SKILLS CANOEIST

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

**1** Be able to 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:

☐ **a** Bow

☐ **e** Painter

☐ **b** Stern

☐ **f** Grip shaft

☐ **c** Thwarts

☐ **g** Throat

☐ **d** Gunwale

☐ **h** Blade

**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** Be able to demonstrate the correct way to use a throw bag and explain the common uses.

**5** Be able to explain how to maintain a canoe in good condition.

**6** Be able to demonstrate how to retrieve a swamped canoe.

**7** Be able to demonstrate a canoe-over-canoe, or T-rescue.

**8** Be able to demonstrate the safe and secure method of packing a canoe for transport to a put-in site.

**9** 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.

**10** Know how to portage a canoe.

**11** 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.

CONTINUED...



<p><b>12</b> Be able to explain common canoeing hazards and injuries, and know the applicable first aid for treating them.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>13</b> Be able to describe fundamental elements of canoe design and what aspects of performance they affect. Among the design elements, be sure to address the following:</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p><input type="checkbox"/> <b>a</b> Length</p> <p><input type="checkbox"/> <b>b</b> Beam</p> <p><input type="checkbox"/> <b>c</b> Tumblehome</p> <p><input type="checkbox"/> <b>d</b> Rocker</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> <b>e</b> Freeboard</p> <p><input type="checkbox"/> <b>f</b> Bottom profile</p> <p><input type="checkbox"/> <b>g</b> Initial and final stability</p> </div> </div>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>14</b> Using ropes or straps, demonstrate how to load and secure a canoe onto a trailer or roof rack.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>15</b> Demonstrate solo canoe handling while paddling on one side only. This demonstration should include these actions:</p> <div style="margin-top: 10px;"> <p><input type="checkbox"/> <b>a</b> Paddling forwards</p> <p><input type="checkbox"/> <b>b</b> Paddling backwards</p> <p><input type="checkbox"/> <b>c</b> Paddling sideways</p> <p><input type="checkbox"/> <b>d</b> Turning left and right (without changing sides)</p> </div>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>16</b> 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.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>17</b> On Class I moving water, demonstrate eddying in and out as a rear or solo paddler.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>18</b> Perform a repair or seasonal maintenance on a canoe.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>19</b> Plan and lead a patrol or troop service project that improves a lake or waterway that your troop has paddled.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>20</b> Demonstrate how to pack personal and group gear for canoe camping, and how to load, balance, and secure it in your boat.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>21</b> Help plan and paddle a canoeing campaign of at least 2 nights in separate camps.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>
<p><b>22</b> In <b>ONE or MORE</b> 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.</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>



## OUTDOOR SKILLS EXPLORER

EARNED  
INITIAL & DATE

**BEFORE YOU BEGIN** The Explorer expedition is intended be a test of determination, courage, physical endurance, and show a high degree of cooperation among those taking part. Before beginning this badge, you should have experience with backpacking, canoe camping or bicycle camping and know the safety precautions to take for those journeys and what to pack for them. This badge should be an extension of skills you have already worked to develop. Distances and other requirements can be adjusted, if needed, in order to ensure they are appropriately challenging while still being achievable.

COMPLETED  
INITIAL & DATE

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

- ☐ **a** The expedition should last at least 4 days, and at least 3 nights must be spent camping. The 3 nights will be spent at different campsites, following the "Leave No Trace" model.
- ☐ **b** As much as possible, the expedition should take place in wilderness areas.
- ☐ **c** All necessary equipment and food must be taken and meals prepared by members of the party.
- ☐ **d** The expedition should include distances such as the following based on mode of travel:
  - ☐ 30 miles hiking
  - ☐ 50 miles by river or an equally difficult distance if covered by sale on still water or tidal.
  - ☐ 75 miles on road bikes.
  - ☐ 40 Miles on mountain bikes in off road conditions
  - ☐ 120 miles on horseback
- ☐ **e** All Guides 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. The route, trip plan, and special log subjects must have the prior approval of all Guides participating in the expedition.

CONTINUED ...

☐ **f** A detailed log of the expedition must be kept by each tested member of the party, having previously agreed between themselves a different emphasis for each log - e.g. weather, geography, history, architecture, archaeology, botany, ornithology

☐ **g** Include a plan for emergency extraction procedures and possible reasons to abandon your expedition. This emergency plan should be communicated to all members of your expedition and those you may rely on for support.

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**2** Upon your return, present a report to your Rover Crew or group.



**OUTDOOR SKILLS**  
**FLY FISHER**

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1	Be able to explain the dangers of wading, crumbling banks, and slippery rocks.	<input type="text"/>
2	Be able to explain and demonstrate how to store and transport your fishing tools and accessories safely and securely.	<input type="text"/>
3	Be able to 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? Understand and be able to explain how to clean a fish.	<input type="text"/>
4	Be able to explain and demonstrate safe casting procedures. Be able to explain how to ensure you have an appropriate clearance to cast safely. Be able to explain proper positioning, and be able to describe what additional safety considerations to take when fly fishing with a partner.	<input type="text"/>
5	Be able to demonstrate that you can judge the water depth and speed of the current. Be able to explain the safe way to wade into or across a stream.	<input type="text"/>
6	Be able to explain the importance of wading gear, including boots and belts. Be able to explain what you would do if your waders filled with water.	<input type="text"/>
7	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"/>
8	Be able to recognize the most common fish you can catch via fly fishing in your area. Be able to describe their appearance, seasonality, acceptable catch size, and best lure for each.	<input type="text"/>
9	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"/>
10	Be able to explain the differences in the rod, reel, and fishing line used for fly fishing versus conventional fishing. Be able to explain the difference between the lead and the line.	<input type="text"/>

CONTINUED...

<b>11</b>	Be able to demonstrate how to land a fish. Be able to explain the consideration and techniques or be able to demonstrate that you can land different sized fish at different elevations (level with the water, from a doc, from a boat, and from a raised shoreline). Be able to explain when and how to use a landing net.	<input type="text"/>
<b>12</b>	Be able to demonstrate simple repairs to a rod.	<input type="text"/>
<b>13</b>	Be able to explain what to look for when inspecting your fishing line and what would indicate that it needs replaced. Be able to demonstrate how to re-spool the fishing line on your reel.	<input type="text"/>
<b>14</b>	Be able to demonstrate how to remove and replace the reel on your rod.	<input type="text"/>
<b>15</b>	Choose <b>ONE</b> of the most common fly fishing game fish in your area and make a plan to catch some examples. You should specify what fish you intend to catch, where you plan to go fishing, and what kind of lure you will use.	<input type="text"/>
<b>16</b>	Over the course of at least <b>THREE</b> outings, catch at least <b>TWO</b> of your target fish on each outing, for a total of at least <b>SIX</b> fish caught.	<input type="text"/>
<b>17</b>	For each catch, take a picture, and document what lure you used, your location, and your method for landing the fish.	<input type="text"/>

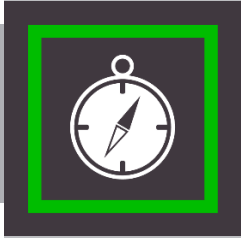


## OUTDOOR SKILLS GRUBMASTER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Make a properly equipped camp kitchen for your Crew, or explain the components to include in a properly equipped camp kitchen and why each item is important. Know how to store provisions in a hygienic manner and keep them at food safe temperatures during the camping trip.
- 2 Plan and prepare a 3-course hot meal for your Crew, using a camp stove for at least **ONE** dish. Prepare and serve food punctually and hot, following the niceties of good manners. Crew members may assist in the preparation, but you must organize, direct, and participate in the meal's preparation.
- 3 Plan and prepare a hot meal for your Crew using a Dutch oven. Cook dish(es) with wood coals or briquettes, and able to explain 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 Guides each with a reasonable cost per person.
- 6 Know how to check for food allergies and make appropriate accommodations. Discuss with your Crew how meal planning changes to address the following food-related concerns:
  - ☐ a Celiac or gluten-sensitivity
  - ☐ b Diabetes
  - ☐ c Peanut allergy
  - ☐ d Corn allergy



## OUTDOOR SKILLS NAVIGATOR

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1 Be able to 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 Be able to 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 Be able to explain the meaning of declination. Tell why you must consider declination when using map and compass together.

- ☐ a Show a topographic map with magnetic north-south lines.
- ☐ b Show how to measure distances using an orienteering compass.
- ☐ c Show how to orient a map using a compass.

5 Determine your walking and running pace on a 100 yard course. Be able to explain the importance of understanding your pace and pace counting in orienteering

6 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.

7 Teach orienteering and map making techniques to your Crew or Pathfinder Patrol.



## OUTDOOR SKILLS QUARTERMASTER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

**1** Create and keep a portable first aid kit, sufficiently sized for weekend-long events with your Crew. 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 group or Crew. If your group maintains gear that is available for the whole group to go camping, use that. Otherwise, make a list of what gear belongs to the group and an additional list of what individual scouts would need to bring to go camping for at least 3 nights.

**3** Be able to 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 group relies on individuals to bring their own gear, this requirement can be completed through a conversation with your Crew.

**4** Make or fix a piece of camping gear.

**5** Be able to 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 group or Crew how to inspect their own gear for safety concerns, such as fuel supply and storage, condition of cordage, and identification of needed repairs.





## OUTDOOR SKILLS SEA ANGLER

EARNED  
INITIAL & 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 INITIAL & DATE
1 Be able to explain and demonstrate how to store and transport your fishing tools and accessories safely and securely.	<input type="text"/>
2 Be able to 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? Understand and be able to explain how to clean a fish.	<input type="text"/>
3 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.	<input type="text"/>
4 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).	<input type="text"/>
5 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?	<input type="text"/>
6 Know what to do in case of a jellyfish sting.	<input type="text"/>
7 Explain what to do if you catch something dangerous.	<input type="text"/>
8 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.	<input type="text"/>
9 Be able to recognize the <b>FIVE</b> 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.	<input type="text"/>
10 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?	<input type="text"/>

CONTINUED ...

<b>11</b>	Be able to demonstrate how to cast and reel in your catch with your rod. Be able to explain common strategies for how to fight with your catch if it is trying to run or jump.	<input type="text"/>
<b>12</b>	Be able to explain 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. Be able to explain the impact those features may have and how to mitigate or accommodate them.	<input type="text"/>
<b>13</b>	Be able to demonstrate how to land a fish. Be able to explain the consideration and techniques or be able to demonstrate that you can land different sized fish at different elevations (level with the water, from a doc, from a boat, and from a raised shoreline). Be able to explain when and how to use a landing net.	<input type="text"/>
<b>14</b>	Be able to demonstrate simple repairs to a rod.	<input type="text"/>
<b>15</b>	Be able to explain what to look for when inspecting your fishing line and what would indicate that it needs replaced. Be able to demonstrate how to re-spool the fishing line on your reel.	<input type="text"/>
<b>16</b>	Be able to demonstrate how to remove and replace the reel on your rod.	<input type="text"/>
<b>17</b>	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"/>
<b>18</b>	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"/>
<b>19</b>	Be able to explain or demonstrate the proper use of a rod holder, and explain why it is important.	<input type="text"/>
<b>20</b>	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"/>
<b>21</b>	Choose <b>ONE</b> 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"/>
<b>22</b>	Over the course of at least <b>THREE</b> outings, catch at least <b>ONE</b> of your target sea creatures on each outing, for a total of at least <b>THREE</b> creatures caught.	<input type="text"/>
<b>23</b>	For each catch, take a picture, and document what bait you used, your location, and your method for landing the creature.	<input type="text"/>



## OUTDOOR SKILLS TRACKER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1	Discuss your local, state, and federal hunting, trapping, and fishing regulations with your Crew.	<input type="text"/>
2	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.	<input type="text"/>
3	Be able to tie the firefighter's chair knot, and discuss how you would use it to assist in a wilderness rescue, if necessary.	<input type="text"/>
4	Discuss ways to focus your visual and observational powers with your Crew. Commit at least 3 months to the practice of mindful observation to increase your mental acuity.	<input type="text"/>
5	Practice the art of anticipation. Use causality and knowledge to predict the actions of the quarry—animal or person—that you are following.	<input type="text"/>
6	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.	<input type="text"/>
7	Be able to determine which direction the wind is blowing, and know why one should approach the quarry from downwind.	<input type="text"/>
8	Solve, with reasonable accuracy, three tracking stories in mud, sand, snow, or other suitable material.	<input type="text"/>
9	Show an ability to utilize stealth to achieve <b>ONE</b> of the following:	<input type="text"/>
	<input type="radio"/> 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 Guides looking for you.	
	<input type="radio"/> 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.	
10	Show how to construct at least THREE handmade snares from natural materials, and discuss with your Crew the safe and humane use of snares.	<input type="text"/>



## OUTDOOR SKILLS VENTURER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1 Understand and be able to explain the **SEVEN** priorities of survival in the wilderness:

- |   |  |
|---|--|
| <input type="checkbox"/> <b>a</b> STOP (stop, think, observe, plan) | <input type="checkbox"/> <b>e</b> Signal for help        |
| <input type="checkbox"/> <b>b</b> Provide first aid                 | <input type="checkbox"/> <b>f</b> Drink water            |
| <input type="checkbox"/> <b>c</b> Seek shelter                      | <input type="checkbox"/> <b>g</b> Don't worry about food |
| <input type="checkbox"/> <b>d</b> Build a fire                      |  |

2 Understand and be able to explain the principles of and how to make an emergency shelter, and spend a night in a shelter you built.

3 Know and be able to demonstrate **THREE** ways to purify water in the wild, and be able to discuss why this is important.

4 Know how to and be able to demonstrate lighting a fire without matches, using the method of your choice

5 Know of and be able to explain how to protect yourself against insects, reptiles, and bears in the back-country

6 Understand and be able to explain the dangers of exposure and its treatment

7 Understand and be able to discuss the particular dangers that weather poses in your region, and how to plan for them

CONTINUED...

8 Be able to demonstrate **THREE** of the following:

- ☐ **a** Improvised methods of moving injured persons having due regard to their safety and comfort, and knowledge of when it is too dangerous to move an injured person
- ☐ **b** **TWO** methods of sheltering an injured companion or your self in place
- ☐ **c** Use of a compass and landmarks to triangulate your position on a map of the area
- ☐ **d** Improvise a water-bound craft
- ☐ **e** **THREE** basic emergency signaling techniques
- ☐ **f** **THREE** methods of improvised clothing
- ☐ **g** **THREE** methods of finding North

9 Plan an adventure for yourself and at least two other Rovers. Choose from the following list, or plan another high-adventure type outing, getting agreement from the other members of your Crew and the Rovers joining you.

- ☐ **a** An overnight snow-shoeing adventure
- ☐ **b** Sea kayaking
- ☐ **c** Mountaineering
- ☐ **d** A horse-camping outing of at least 1 night
- ☐ **e** Whitewater rafting
- ☐ **f** Cross-country skiing

10 For the adventure that you select, determine what safety measures are needed, and create a written safety plan to be approved by your Crew prior to the adventure.

11 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?

12 Explain to your Crew the gear needed for your adventure and how you will obtain and care for that gear.

13 Create a written plan for transportation to and from your chosen adventure. Obtain agreement from those who may need to assist with transportation.

14 Create a piece of equipment from scratch that will be used on your chosen adventure.



## 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 Guide and Child Care, and ways to be helpful on social issues, such as Public Health and Advocate. There are many ways to be of service and, as Rovers, we strive to be of service to those around us in all things.

The Civics and Community badges are denoted with a red outline. Civics and Community badges may be worn on the right sleeve of your uniform, except for the Wilderness First Aid badge, which should be worn on the front of your uniform, on the right side above the OSG name strip.

Civics and Community badges include the following:

- Advocate
- Child Care
- Emergency Planner
- Guide
- Home Health Aide
- Lifesaver
- Public Health
- Wilderness First Aid



## CIVICS AND COMMUNITY ADVOCATE

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Understand and be able to discuss what advocacy is. 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 Crew 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. Discuss with your Crew. 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.



## CIVICS AND COMMUNITY CHILD CARE

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1	Know how to take down important information from parents before sitting, including parent contact info, child's allergies or other medical information.	<input type="text"/>
2	Know how to and be able to demonstrate how to change a diaper. Using a doll for this is acceptable	<input type="text"/>
3	Know what foods are considered choking hazards for toddlers and what snacks to give instead.	<input type="text"/>
4	Be able to demonstrate <b>THREE</b> different ways to hold a baby that is under the age of 6 months (this may also be done on a life sized doll).	<input type="text"/>
5	Understand and be able to discuss typically development milestones such as at what age a typical baby can crawl, walk, speak a few words and wave good bye.	<input type="text"/>
6	Know what things to check if a baby is crying, and know ways to soothe or comfort them.	<input type="text"/>
7	Know what kind of emergencies can arise while babysitting and when to call 911, or other ways to respond to an emergency.	<input type="text"/>
8	Know how and why to childproof a home including use of cabinet locks, outlet covers, toilet locks and baby gates.	<input type="text"/>
9	Know <b>FOUR</b> games that you can play with a toddler.	<input type="text"/>
10	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"/>
11	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"/>
12	State <b>THREE</b> positive ways to redirect a young child who is playing unsafely toward safer activities.	<input type="text"/>

CONTINUED...



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**13** Know what to do when a child is having a meltdown.

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**14** 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.

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## CIVICS AND COMMUNITY EMERGENCY PLANNER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & 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 household, discuss the following. Write down your answer for each item. 
  - ☐ a How will you receive emergency alerts and warnings?
  - ☐ b What is your 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. Include in your determination, and clearly indicate, 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 Rover Crew 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?
- .....



## CIVICS AND COMMUNITY GUIDE

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1	Use a map of your city or town to point out important land marks including hospitals, fire stations, animal shelters, police stations, the DMV, and other important locations.	<input type="text"/>
2	Know your voting location and be able to give directions to it and at least one place where you can register to vote.	<input type="text"/>
3	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"/>
4	Have a detailed knowledge of locations for hospitals, houses of worship, and schools.	<input type="text"/>
5	Have knowledge of ALL gas stations within 3 miles of your home.	<input type="text"/>
6	Demonstrate that you have working knowledge of the public transit options available within 10 miles of your home.	<input type="text"/>
7	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"/>
8	Provide accurate directions to another Rover, without a map, to a location 5–10 miles from your scout meeting place.	<input type="text"/>
9	Given a camping site chosen by a member of your Crew, 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"/>
10	Choose a good meeting point for a carpool for your Crew. Location should be convenient to your Crew members' homes and should take into account the planned destination.	<input type="text"/>



## CIVICS AND COMMUNITY HOME HEALTH AIDE

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & 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. Be able to 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.



## CIVICS AND COMMUNITY LIFESAVER

EARNED  
INITIAL & DATE

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

COMPLETED  
INITIAL & DATE

- 1 Have completed a Red Cross First Aid Course or equivalent.

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

- 3 Be able to 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 Be able to recognize and know how prepare for water 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...

6 Perform non-contact aquatic rescues.

- ☐ 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.

- ☐ b Perform reach assists.

7 Perform **FOUR** of the following carries. Understand the dangers of moving an injured person while avoiding further injury.

- ☐ a Human crutch

- ☐ b Improvised stretcher using scout staves

- ☐ c Two-hand seat

- ☐ d Hammock

- ☐ e Chair

- ☐ f Pack strap

- ☐ g Firefighter

- ☐ h Ankle and shoulder pull

## ANNUAL REQUALIFICATION(S)

DETAILS	RE-TESTED INITIAL & DATE



## CIVICS AND COMMUNITY PUBLIC HEALTH

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1 Know what is meant by public health—what it is and how it has developed.

2 Have a general knowledge of the human immune system and how it works.

3 Have a knowledge of the modern methods of disease prevention and what public programs are available to prevent disease, including sexually-transmitted infections.

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:

- ☐ a Manage human waste?
- ☐ b Create hand washing stations to help prevent the spread of disease?
- ☐ c Keep food at an appropriate temperature and safe from insects?
- ☐ d Safely store potable water?
- ☐ e Dispose of waste from cooking and camp garbage?

5 Know of at least **TWO** local food pantries or food programs to help those in need.

6 Learn how local water sources are tested for safety, and know the unsafe levels for **THREE** water contaminants common in your area.

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.

8 Learn how public health is managed in your community.

- ☐ a What are the primary jobs your city, county, or state department of health perform?
- ☐ b Know what services you can receive at your local health department.
- ☐ 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?





## CIVICS AND COMMUNITY WILDERNESS FIRST AID

EARNED  
INITIAL & DATE

Wilderness First Aid must be re-passed each year for the Rover to qualify to wear the badge.

The badge is worn on the front of the uniform, in the same place where the First Aid badge is worn on the Pathfinder uniform. It is displayed on the front of the uniform so that if an emergency arises at a group event, it is easy to identify those who have WFA and can be of help.

COMPLETED  
INITIAL & DATE

- 1 Complete a Wilderness First Aid course given by the Red Cross or an equivalent.

### ANNUAL REQUALIFICATION(S)

DETAILS

RE-TESTED  
INITIAL & DATE



## Creative Arts

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 denoted with a gold outline and may be worn on the right sleeve of your uniform. Go out and explore all the forms of self-expression. You may find a lifelong passion.

Creative Arts badges include the following:

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



## CREATIVE ARTS CHOREOGRAPHER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 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.
- 2 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.
- 3 With drawings, digital programs, or actual construction, design the costume that you feel goes best with the dances you created for Requirements 1 and 2.
- 4 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 Crew.
- 5 Teach a set of complex dance moves to a group. This group could be your Crew, 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.
- 6 Explore and be able to discuss at least FIVE types of job opportunities that exist for professional choreographers and dancers.



## CREATIVE ARTS COMPOSER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Be able to play an instrument well enough to complete this badge with it.

- 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 Crew, either live or in a prerecorded format.



## CREATIVE ARTS CRAFTER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Complete **FIVE** projects, each chosen from a different category below, and present them to your Rover Crew.
- ☐ **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.



## CREATIVE ARTS FIBER ARTIST

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Understand and be able to 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 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.

**TBD**  
badge design  
in progress

## CREATIVE ARTS

## INDIGENOUS ART APPRECIATION

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & 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 Crew. 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.



## CREATIVE ARTS MASTER OF CEREMONIES

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Run a campfire at a group campout, Moot, Hullabaloo, or similar type of large, organized event. The campfire must last at least 1/2 hour and involve **FOUR** or more performances of varying types.
- 2 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.
- 3 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.
- 4 Following the campfire, explain to your Crew 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.





## CREATIVE ARTS WRITER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Complete at least **FOUR** of the following (this may include doing the same option four different times):
 
  - ☐ **a** Compose a poem of at least 10 lines. Discuss its meaning with your Crew.
  - ☐ **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 Crew or a reader 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 Crew. 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, understand, and be able to explain how the royalty system works and what the difference is between a book advance and royalties.
- 3 Research, understand, and be able to explain 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, understand, and be able to explain 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.

CONTINUED...

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

- .....
- 6** Create a writers group and share your fictional or factual writing for a period of no less than **SIX** months. This may include the items in requirement 1, but doesn't have to. This can include a single long fictional work you are writing, such as a book, or many shorter projects such as character developments, novellas, or D & D campaigns.
- .....



## Life Skills

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Life Skills badges give you a place to follow interests that serve you your whole life. The requirements for these badges focus on practical knowledge and personal enrichment. It is never too late to explore a new interest or learn a new skill.

The Life Skills badges are denoted with a blue outline, and may be worn on the left sleeve of your uniform.

Life Skills badges include the following:

- Athlete
- Aviator
- Entrepreneur
- Houseright
- Map Maker
- Personal Finance
- Swimmer
- Tailor



## LIFE SKILLS ATHLETE

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

**1** 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 **SIX** months. Track your progress toward your goal, and share the results with your Rover Crew.

**2** 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.

**3** 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.

**4** Find a book on coaching. Read and discuss with your Rover Crew. 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 Crew what you learned.

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

**6** Research and be able to discuss 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.

CONTINUED ...

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

8 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.

9 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?

Be able to discuss with your Crew.



## LIFE SKILLS AVIATOR

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- |    |  |                      |
|----|--|----------------------|
| 1  | Be able to demonstrate knowledge of the process of generating aerodynamic lift, including the four forces that act on an aircraft in flight.   | <input type="text"/> |
| 2  | Be able to 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 <b>ONE</b> pioneer in the field. Share what you have learned with your Rover Crew.  | <input type="text"/> |
| 5  | Learn how to read an aeronautical chart, and be able to demonstrate how to measure the true course and distance of a flight, as well as its reciprocal course.   | <input type="text"/> |
| 6  | Be able to identify at least <b>FOUR</b> different kinds of pilot's licenses, and explain the differences between them. Be able to 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 be able to discuss at least <b>TWO</b> things those agencies are doing to make the industry safer or more efficient.                                      | <input type="text"/> |
| 8  | Be able to explain how the aviation industry contributes to climate change, and how climate change may, in turn, impact the industry.  | <input type="text"/> |
| 9  | Be able to identify at least <b>THREE</b> careers in aviation you could pursue, and the first steps toward each.   | <input type="text"/> |
| 10 | Do any <b>TWO</b> of the following:  | <input type="text"/> |
|    | <input type="radio"/> 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="radio"/> b Take a flying lesson from an accredited school, organization, or instructor. Present a report to your Crew, 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 Crew 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 Crew.
-



## LIFE SKILLS ENTREPRENEUR

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Alone, with the help of another Rover, or with your Crew, 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, utilizing at least **TWO** different platforms. Take time to define your brand's style and keep your style consistent between the different platforms, including if you choose both print and web-based.
- 5 Run your business for at least 2-3 months and tell your Crew 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.





## LIFE SKILLS HOUSERIGHT

 EARNED  
INITIAL & DATE

 COMPLETED  
INITIAL & DATE

- |   |   |
|---|---|
| <p><b>1</b> Understand and be able to discuss knowledge of workplace safety and how to establish a safe working area.</p>   | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>2</b> Understand and be able to discuss the safe operation of <b>TWO</b> of the following:</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p><input type="radio"/> <b>a</b> Electric Drill</p> <p><input type="radio"/> <b>b</b> Jig Saw</p> </div> <div style="width: 45%;"> <p><input type="radio"/> <b>c</b> Circular Saw</p> <p><input type="radio"/> <b>d</b> Band saw or scroll saw</p> </div> </div> | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>3</b> Complete a painting project from conception to clean up. Know how to care for paintbrushes. Understand the different types of paint and be able to explain why you used the type you used on your project.</p>  | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>4</b> Be able to demonstrate the correct method for caring for both hand and electric woodworking tools.</p>  | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>5</b> Properly hang a door, cabinet door, or gate. Understand the concepts of plumb, level, and square, and be able to speak to why they are important in relation to doors.</p>  | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>6</b> Complete a woodworking project of your choice, making sure that it is stained and varnished. Be able to explain the process of staining and varnishing.</p>   | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>7</b> 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>   | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>8</b> Present to your Crew free-hand or CAD drawings of a building you are familiar with or a woodworking project you plan to build. The drawing should include a study of scale. Draw a certain object at different scales.</p>  | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>9</b> Understand and be able to discuss the use of:</p> <div style="margin-top: 10px;"> <p><input type="checkbox"/> <b>a</b> Architectural Scale</p> <p><input type="checkbox"/> <b>b</b> Drafting Compass</p> <p><input type="checkbox"/> <b>c</b> T Square</p> </div>   | <input style="width: 80px; height: 30px;" type="text"/> |
| <p><b>10</b> Replace an electrical switch or outlet, or re-wire a light fixture or lamp. Be able to discuss basic electrical theory.</p>  | <input style="width: 80px; height: 30px;" type="text"/> |

CONTINUED..

11 Replace a toilet or rebuild the tank innards.

12 Build or repair a chair. Understand and be able to discuss why chairs fail, the implications of chair failure and what we can learn regarding force and care.

13 Construct and use a simple scaffolding. Understand and be able to discuss the difficulties with, and solutions for, accessing areas that are out of reach.

14 Tour a building site, renovation construction site, woodshop, plumbing or electrical supply house, or manufacturing facility. Write a short report of your tour and share with your Crew.

15 Learn a new home improvement or building skill you have no previous experience with. You can learn using one of the following methods or another of your choice:

- ☐ a Take a home improvement book of your choice from your local library, read it, and report back to your Crew about the new skills you have learned. Be able to learn a new skill in this way.
- ☐ b Watch an online video explaining what you are trying to learn, then do it.
- ☐ c Apprentice with someone who knows what you want to learn, and learn from them.

16 Complete a *major* home improvement project. You should assist in an advanced way or complete the project independently. Your project should include more than a day's work and require planning and sourcing materials in addition to completing the project and cleaning up all of your supplies when you are done. Share pictures or give a tour of the completed project to members of your Crew.



## LIFE SKILLS MAP MAKER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & 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, agreed to by a member of your Rover Crew, 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. Show the map to the member of your Crew for review.
- 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). Show to a member of your Rover Crew for review.
- 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. Understand and be able to 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.



## LIFE SKILLS PERSONAL FINANCE

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Understand and be able to discuss the differences between the following types of accounts:

☐ a Credit card

☐ d Brokerage account

☐ b Personal loan

☐ e Brokerage margin account

☐ c Mortgage

- 2 Understand and be able to discuss what a credit score is and the factors that influence credit scores.

- 3 Understand and be able to discuss **THREE** ways to improve your credit score.

- 4 Understand and be able to discuss how your credit score influences the cost for you to borrow money.

- 5 Understand and be able to discuss why you should be skeptical of a person or company who claims they can help you improve your credit score.

- 6 Understand and be able to discuss the difference between fixed-rate and variable-rate interest.

- 7 Understand and be able to discuss what a benchmark rate is, and how it is used to determine interest payments.

- 8 Understand and be able to discuss the difference between secured and unsecured debt, and be able to provide examples of each. Why might you choose one over another, depending on the need?

- 9 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 Crew why these rates are different.

- 10 Understand and be able to discuss the difference between simple and compound interest.

- 11 Learn about the formula for calculating compound interest. Understand and be able to explain each of the variables and how to use the formula.

CONTINUED...

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

- ☐ 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?

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

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



## LIFE SKILLS SWIMMER

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1 Show ability to perform the following **FOUR** competitive swimming strokes:

☐

**a** Freestyle

☐

**c** Back

☐

**b** Breast

☐

**d** Butterfly

2 Demonstrate a side stroke and be able to discuss its merits.

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

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

5 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

6 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.

7 Tread water for 15 minutes or 5 minutes while holding a brick.

CONTINUED...

- 8** 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.

- 9** Satisfy an appropriate examiner that you can instruct a non-swimmer in the basic principles of swimming.



## LIFE SKILLS TAILOR

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 Sew a patch or badge on your uniform with neat stitch work.

- 2 Assemble your own personal sewing box or kit. Include scissors, pins, needles, thread, tape measure, pincushion, and thimble.

- 3 Know the following techniques. Create 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.

- 4 Understand and be able to demonstrate how to tell which way the grain of the fabric runs, and understand how the grain relates to cutting out fabric for clothing.

- 5 Know the difference between linen, cotton, and wool, and be able to identify samples of each.

- 6 Know how thread and needles are numbered and what the numbers indicate. Learn about the different sizes and kinds of needles and threads.

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

- 8 Make a pillow, blanket, messenger bag, tote bag, or other useful item with your sewing skills.

- 9 Know how to lay a pattern on cloth. Cut out a simple article of clothing and construct it. This item may be sewn by hand or with a sewing machine. Note: This item may be used to demonstrate the skills in Requirement 3 above, if applicable.

- 10 Complete a simple cross stitch pattern, embroidery project, or add decorative stitching to any item.





## Rover Service

"Service" is the motto of the Rover Section. As Rovers, we strive to find ways to be of service to those around us—our families, communities, colleagues, and friends. An important component of our Rover service is dedication and work put forth to make Outdoor Service Guides the organization we want to be a part of. We are used to the notion of being section or group leaders with our home groups, or even regional commissioners and committee members. But there are other ways to be of service to OSG.

These badges give you a framework for exploring many different ways to be of service to and support OSG as part of your Rover Journey. Rover Service badges may be worn on your Rover uniform on the right sleeve.

Rover Service badges include the following:

- Artist for OSG
- Community Art
- Master Artist
- Performing Arts for OSG
- Rover Writer



**ROVER SERVICE  
ARTIST FOR OSG**

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

1 With your Rover Crew or individually, create an art piece or set of pieces that demonstrate something you love about Outdoor Service Guides. This could be in the form of painting, sculpture, parade float, quilt or your choice of art form. You should spend at least **SIX** months creating this art.

2 Find a way to display your art to your community or online to help others learn about OSG.

3 Submit pictures or links to online sites to your Regional Commissioner and/or members of HQ to share your art.

You may make notes about your art project or achievements towards this badge here:



**ROVER SERVICE  
COMMUNITY ART**

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 For **SIX** months or longer, alone or with your Rover Crew, use your chosen art medium in a community service project. This project could be in the form of teaching free classes, making items to donate or sharing your art in another way. This project should challenge you and benefit others in your community. It should be approved by your Rover Crew before starting.

You may make notes about your community art project or achievements towards this badge here:



## ROVER SERVICE MASTER ARTIST

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 For **SIX** months or longer, explore your chosen art form and create works that challenge you to develop your abilities and learn new skills. This may include many smaller projects or a few larger projects. You should share with your Rover Crew your progress on your projects.

- 2 Once you are confident in your skills, create a master work that combines many of the skills you have learned and that takes significant time to create. When completed, display your work to your Rover Crew in person or online.

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This project can be completed in any medium and should be adjusted to be an appropriate challenge for you. Fiber arts, drawing, performing, painting, sculpting, writing, basket weaving, furniture making, or other forms selected by the Rover are all acceptable. If you are unsure about your choice of medium, contact your Rover Crew Leader for guidance.

- 3 Once your project is completed, you should contact your Regional Commissioner, Regional Training Commissioner or a member of OSG HQ and present your art to them. You should then work with them to determine a way to share your work with the larger OSG community.

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You may make notes about your art projects or achievements towards this badge here:



# ROVER SERVICE PERFORMING ARTS FOR OSG

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 With your Rover Crew or individually, create a video to be shared by or with Outdoor Service Guides members. This video could be an advertisement to draw in new members. It could be instructional for members to learn skills or be for entertainment purposes for the OSG membership. Song, dance, dramatic performances, animation and other mediums are all acceptable. This video should be submitted to your Regional Commissioner and the Media Commissioner of OSG for approval and sharing with the larger OSG community

You may make notes about your video project or achievements towards this badge here:



**ROVER SERVICE**  
**ROVER WRITER**

EARNED  
INITIAL & DATE

COMPLETED  
INITIAL & DATE

- 1 For a period of at least **SIX** months, commit yourself to creating written items for Outdoor Service Guides. Below are examples of projects you may choose to write, or you may work with your Crew or other Rovers to find other needs you can fill for your group, region or at a national level.
- ☐ **a** Write instructions for a Rover skill to share with other Rovers, both crews and Lone Scouts
  - ☐ **b** Write items that can be used in training OSG leaders
  - ☐ **c** Write one or more newsletters for your group, region or national OSG
  - ☐ **d** Write a grant for National OSG or for your group to provide supplies to help us fulfill our mission of providing scouting for everybody.
  - ☐ **e** Write materials to help other Guides with badge work at any age level, this could be materials written for leaders or written specifically to the Pathfinder or Rover Guide.

You may make notes about your writing projects or achievements towards this badge here:



## **SPECIAL BADGES AND AWARDS**

**T**HE AWARDS IN THIS SECTION HONOR EXCEPTIONAL CONTRIBUTIONS AND DEDICATION TO living the ideals of scouting, and may be earned by any registered Rover regardless of achievements of general or special proficiency.

Further information about the Rover program is available on the Rover page of the Outdoor Service Guides website. There is also further information about the program and other applicable awards and advancements in the Rover Handbook.

If you have questions about the program or any awards or badges, contact your Regional Commissioner or Regional Training Commissioner for help.



## WORLD SCOUTING AWARD

EARNED  
INITIAL & DATE

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 experience.

The purpose of the WSA is to foster a broader appreciation for scouting as a worldwide 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 or camp in a foreign country. Participation in any, non-domestic World Federation of Independent Scouts (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.





## INCLUSIVE SCOUTING CAMPAIGN BADGE

EARNED  
INITIAL & DATE

Qualifying for the Inclusive Scouting Campaign Badge is an individual matter. Each Rover simply affirms, in their own heart, an intention to honor and work toward inclusivity and diversity and to treat all humans with respect. This will likely be a matter of personal reflection, although sharing of ideas would make for a wonderful discussion with your Crew, Group, Community, or others.

When you are ready to wear this award, discuss it with your Crew.

The Inclusive Scouting Campaign Badge is worn over the left pocket of your uniform. The silver arrow, symbolizing action, is worn pointed towards your heart.

In preparation for wearing this badge, you may want to consider the following:

- **Diversity** is the range of human differences, including but not limited to: race, ethnicity, gender, gender identity, sexual orientation, age, social class, income, physical ability or attributes, neurodiversity, religious or ethical values system, national origin, and political beliefs. Diversity in scouting looks like welcoming scouts and families whose experience, identity, family structure and abilities are different from other members in the group.
- **Inclusion** takes diversity to the next level by involving marginalized or underrepresented people in the space and in leadership. Intentionally amplify and prioritize underrepresented voices and encourage interactions between different individuals and groups. An inclusive scouting program promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members. Members intentionally inclusively invite and listen to underrepresented voices and encourage interactions between different groups.
- **Equity** refers to fairness and justice and is distinguished from equality: whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments in order for all individuals to achieve their individual potential. A scouting program that promotes equity is reflective and recursive in its nature. It creates opportunities to examine and address intended and unintended barriers to meaningful inclusion that takes into consideration the diversity of all current and potential members in order for all scouts to reach their potential.



## YEARS OF SERVICE AWARDS

EARNED  
INITIAL & DATE



The Years of Service Awards are a way to indicate how long you have scouted with Outdoor Service Guides. After the first year of membership, all scouts are eligible to wear a Year of Service Award for each section the scout has participated in.

The different colors indicate which section the patch represents and the number indicates the number of years served in that particular section. Members can wear a red award for their years as an Otter or Chipmunk, yellow for years as a Timberwolf, green for years as a Pathfinder, and khaki for adult membership.

All scouts, including adult leaders, may instead choose to wear a single Years of Service patch with a khaki background and a number representing their total overall number of years of service in Outdoor Service Guides.

Years of Service Awards are worn above the right breast pocket. On the Rover or Pathfinder uniforms they should be placed above the organization name strip. Otters and Timberwolves wear them just above their WFIS patch.

Service is measured from the date of investiture in each section; in the case of adult leaders wishing to wear a single khaki Years of Service award, from the date of their earliest investment in any section.

Where a year's service is composed of different kinds of section membership, not performed at the same time, but for different periods (such as spending part of a year in each of two sections), that service which is performed for the longest period shall be recognized as a complete year of service for the purpose of Years of Service Award.



Example of Years of Service Awards worn above the OSG Name Strip on a Rover uniform.