

Ffion Wyn Jones

Intro

Since meetings are suspended for the time being, please use this as a guide to see how you can work towards awards when we can't meet.

Full details can be seen here

<https://members.scouts.org.uk/supportresources/2933/explorer-scout-badges-and-award>

Please send evidence to the leaders via email or the FB group in the forms of photographs, videos and written explanations of what you are doing.

Remember that a scout is to be trusted so please continue to try and perform the tasks for the badges in an honest fashion and with integrity.

Also, use your common sense. Don't do anything that could harm yourself, anyone else or people's property. I take 0 responsibility if you break anything (including yourself or someone else)

You might not be able to complete the entire badge at this time so please keep track of which requirements you've met and check this against the scouts' website, I suggest making a copy of this file and highlighting what you have completed.

Apologies about the inconsistent formatting- I'm trying to fix it!

Please look after your physical and mental wellbeing in the meantime

Activity Badges

Athletics

Run through an appropriate warm-up routine that involves gentle stretching and loosening exercises, using all the main muscle groups. The warm-up should last between five and ten minutes. After the session, demonstrate an appropriate warm-down.

Discuss the safety rules for athletics, particularly the throwing and jumping events.

IF YOU HAVE DONE SO ALREADY

“Take part in at least two competitions or demonstrations. Discuss your performance and how to improve with the examiner or instructor.” Please provide evidence of participation and reports from the events

CHEF - Choose either cooking for others or baking and...

Cooking for others

Plan a full, balanced menu for a group of Explorers or other people on a residential experience covering all meals for at least four days.

You should consider what facilities will be available to you – will you have access to a full kitchen or are you cooking on an open fire?

Budget for your menu and assist with shopping for the ingredients.

Demonstrate proper storage and cooking.

You should demonstrate your knowledge of hygiene in the kitchen and how to prevent food poisoning.

Cook and serve your planned menu, demonstrating preparation and serving skills.

Baking

Bake and cost the following from scratch – no packet mixes or pre-made shop bought ingredients allowed:

- Three different large cakes (20cm or bigger) with different icings and decoration, using techniques like rubbing in, creaming, melting and whisking.

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- A sweet or savoury tart, such as a quiche or a tarte tatin.
- 12 iced and filled cupcakes.
- 12 biscuits, iced using the flooding method.
- 12 scones.
- A loaf of bread using yeast.
- 12 flatbreads.

Creative Arts

1. Demonstrate involvement and improvement in a creative activity of your choice. Show evidence of your work.
2. Perform or exhibit the work you have completed. Examples of possible activities might be:
 - art
 - photography
 - writing
 - model making
 - any other creative activity agreed by the leadership team.

Global Issues

Complete three of these activities- The ones that can be done in isolation are

1. Spend three days living on food that costs no more than £2 a day. Share with others about how it went including a top tip for cooking meals with so little money. This could be a discussion, blog, video diary.
2. Explore various media sources to find information about migration and immigration. Review what you find and discuss your thoughts and feelings about the information and how this issue is perceived at a local and global level with your Unit.
3. Individually or as a group compare youth issues in the UK with the same issues in another country, such as voting age, access to education or youth services. Discuss with your Unit.
4. Deliver a game or activity to others about a global issue that you feel passionate about and explore what small action you could take to have a positive impact on that issue (sign a petition, write to your MP, raise awareness). Either design how this could be done in isolation or prepare it for when we're back in session

International

Complete four of these activities, only the ones that can be done in isolation are listed here:

1. Showcase a form of art or culture from another country. You could create a display of art you have researched or created yourself, or put on a cultural performance.
2. Participate in an event with an international theme. Discuss your experience with your Unit. (Report back if you did this pre-COVID-19)
3. Take part in an international Scouting experience such as Jamboree on the Air (JOTA) or Jamboree on the Internet (JOTI) event
4. Explore aspects of another country's culture such as their greetings, religion and approach to gender. Discuss the similarities and differences with culture in the UK.

Media Relations and Marketing Activity Badge

1. Understand and show how to use the Scout brand, using resources available from UK HQ
2. Using what you have learned, complete four options from Lists A and B below:
You need to do at least one from each list.

1. List A: Creating content

- Create some media content for the Group, District or County newsletter, Scouting Magazine or online.
- Get approval from your local Media Development Manager to secure media coverage for a Scouting event, expedition or activity. Prepare a press release and include a photograph.
- Help to manage and maintain the social media pages for your local Scout Group for a period of time agreed by your Unit leader.
- Take part in or produce a package about Scouting for local TV or radio.
- Produce an audio, visual or written report about an issue affecting young people or your local Scout Group. Include different contributors such as members of the public, local personalities or public figures.

2. List B: Creating a media package

- Give a 15-minute presentation, with images, about Scouts to another organisation, such as a local Lions or Rotary Club. (*you can film this and send it out*)
- Plan, develop and carry out a local recruitment campaign to get more adults and young people to join Scouting. (*Planning only at this time*)
- Create a display or exhibition for Scouts and parents to promote Explorer Scouting.

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- Conduct a survey to find out young people's views on Scouting. Share your results with the leadership team and discuss them with others in the Unit.

Naturalist

1. Take an in-depth look at how human activity is affecting the natural world, particularly pollution, deforestation and new farming techniques.

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2. Demonstrate a good knowledge of natural history terminology, particularly local animal and plant species along with other specialist words.

Performing Arts- Provide evidence of what you did pre-pandemic

1. Demonstrate involvement and improvement in a creative activity of your choice. Show evidence of your improvement over a period of time. Examples of possible activities include:
 1. dancing
 2. taking part in a show
 3. being a member of a band
 4. being part of a stage crew working the lighting, sound or creating and moving props
2. Perform or exhibit the activity to an audience.

Pioneering

1. demonstrate your ability in:
 1. 10 knots, bends or hitches
 2. four lashings
 3. the use of simple blocks and tackle
 4. anchorages for firm and soft ground
 5. understanding the need for supervision in pioneering projects
2. Demonstrate two whippings and two splices.
3. Build a scale pioneering model.

Science and Technology - Choose 1 of the following options:

1. Meteorology

- a. Regularly record weather observations and measurements over a period of time. You can break up the time if you like – you don't have to keep continuous records.
 - b. Demonstrate your skills in meteorological recording and observation to a group of young people.
 - c. Give a detailed explanation of the formation of clouds and the weather associated with different clouds and fronts.
 - d. Find out detailed information about how weather maps are produced. Show how you interpret them for use in Scouting activities.
3. Mechanic
- a. Regularly maintain a mechanical machine over a period of time. You should use the time to learn a variety of techniques.
 - b. Demonstrate your mechanical knowledge. Explain the principles of operating an engine, gearbox and differential axle. *Video from home*
 - c. Talk about the safety rules for machine maintenance and how you use the skills you've learned responsibly.
4. Radio communication
- a. Regularly take part in an activity involving in a method of radio communication. You should use the time to learn a variety of techniques and recording activity and develop your skills.
 - b. Demonstrate a radio communication method to a group of young people. *Video from home*
 - c. Talk about the rules or codes of practice for radio communication and how to use equipment responsibly.
 - d. Share your knowledge of radio communication alphabets and internationally recognised call signs and signals.
5. Electronics
- a. Regularly take part in an activity involving electronics. Use the time to learn a variety of techniques and equipment and improve your skills.
 - b. Show and explain your project work in electronics to a group of young people. You're not expected to play the role of an instructor and an appropriate adult should supervise your group.
 - c. Discuss the safe working practices of electronics and how to use equipment responsibly.
 - d. Demonstrate a detailed knowledge of circuits, components and the symbols used in electronics.
6. Astronomy
- a. Regularly take part in an astronomy activity. Use a variety of instruments, record your observations over a period of time and show improvement in your skills.
 - b. Demonstrate your skills in astronomy, including recording and observation, to a group of young people. *Video from home*
 - c. Learn the meaning of technical astronomical terms. Give a detailed description of our galaxy and solar system, including planets and other bodies.

- d. Demonstrate a good knowledge of the history of space exploration since 1969.

Survival Skills *send videos from home. Please only do these if you have a reasonably sized garden. Use common sense and don't burn your parents' house down.*

1. Learn how to prevent and treat the effects of extreme heat (sunstroke and dehydration) and cold (hypothermia).
2. Demonstrate different techniques to light a fire.
3. Show how to build several different types of fire.
4. Demonstrate the correct use of international distress signals using a whistle, torch, mirror or markers.
5. Describe some basic actions you can take while waiting to be rescued that will keep you and your group safe, and assist your rescuers in locating you.
6. Learn the techniques involved in catching your food, such as fishing or snares. Remember – your leader will want to ensure you're aware of the law and the issues about inhumanity to animals outside of a real survival situation.
7. Learn to identify and source local, edible plants and fruit and the risks involved in eating those incorrectly identified.
8. *Prepare meat such as rabbit or fish to cook over an open fire and eat. (if you're veggie/vegan don't worry about this one)*
9. Make an item of equipment that will be of use to you on a survival exercise.
10. Demonstrate methods of filtering and purifying water.
11. Demonstrate methods of finding direction by day or night without a compass.

Staged Badges

Air Activities – stage 1

How to earn your badge

1. Make an aircraft out of paper and see how well it flies. You could use a paper dart or a helicopter and drop it from a height.
2. Find out about one kind of aircraft and tell others in your section about it. It could be a commercial aircraft like Concorde or Airbus or a military aircraft like a Spitfire, Lynx or Chinook.
3. Spell your name using the phonetic alphabet.
4. Talk to somebody who has flown in an aircraft, helicopter or hot air balloon. What was it like? If you have already flown in an aircraft, tell others in your section about it.
5. Tell others in your section about an aircraft (real or imagined) that you would like to fly in and why. You can do this through drawings or models.

Air Activities – stage 2

How to earn your badge

1. Make and fly a model aeroplane, three different types of paper glider, a hot air balloon or a kite.
2. Choose 3 of these:
 - Name and identify the main parts of an aeroplane
 - Identify six airlines from their markings.
 - Name and identify different types of aircraft (such as powered aeroplanes, airships, gliders or unmanned aircraft)
 - Explain how different weather conditions can affect air activities.
 - Fly in an aircraft and tell the rest of your section about it.
 - Meet someone who flies regularly and talk to them about their experiences.
3. Send a simple message using the phonetic alphabet.
4. *Visit an airfield, air display or air museum. Report back if you did this pre-pandemic*
5. Know the dangers involved in visiting an airfield.

Air Activities – stage 3

How to earn your badge

1. Construct and fly a chuck glider for at least five seconds. You can also build and fly a miniature hot air balloon or kite instead.
2. Understand the terms nose, fuselage, tail, wings, port, starboard and tailfin. Learn the names of an aeroplane's control surfaces.
3. Choose one of these activities:
 - Collect photographs or pictures of six aircraft that interest you. Name them and identify their operational uses.
 - Tell others about an airline that you are interested in, or have travelled on, including the airline's uniform and logos.
 - Find out about unmanned aircraft, such as drones, and the rules around flying them safely.
4. Show how you would get a weather forecast for an air activity.
5. Send and receive a simple message using the phonetic alphabet. Explain why it is used in aviation.
6. Draw a diagram or make a model of an airfield to show and name different points. Use your diagram model to explain the rules for access to an airfield.
7. Take part in a visit to a place of aviation interest, such as an airfield, air display or air museum. Tell others about something you learnt.
8. Using 1:50000 and 1:25000 OS maps, show you understand the meaning of scale and common map symbols. Explain how a pilot might use a map differently from a car driver or somebody on a hike
9. Use a flight simulator programme. Show the effects of the controls.

Air Activities – stage 4

How to earn your badge

1. Trim a paper aeroplane or model glider to perform a straight glide, stall and turn.
2. Name the main control surfaces of an aeroplane and how they work.
3. Identify six aircraft in use today from pictures or in flight. At least two of the six must be civil commercial aircraft, one must be a military aircraft and another two must be light private aircraft.
4. Explain how wind speed and direction are measured. How does the weather affect air activities?
5. Explain the difference between a Mayday radio call and a Pan-Pan radio call. Give examples of when each might be used.
6. Draw a runway and its circuit patterns.
7. Learn the common types of charts and the conventional signs used on them

Air Activities – stage 5

How to earn your badge

1. Build a scale model from a plastic kit, plans or photographs.
2. Explain the relationship between lift, drag, thrust and weight.
3. Choose one of these activities:
 - Explain the basic principles of a piston engine, including the four-stroke cycle, with consideration of valve and ignition timing.
 - Explain the similarities and differences between a piston engine and a jet engine, covering the main parts and workings
4. Explain how wind direction and strength is important in take-off and landing. Explain how a wing gives lift and why a wing stalls.
5. Explain how temperature and atmospheric pressure are measured in weather forecasting.
6. Explain basic cloud types, how they are formed and why they're relevant to air activities.
7. Tell others about the duties of either:
 - an aircraft marshaller, demonstrating marshalling signals
 - a crew leader for a glider launch. Show their procedure and the signals they use.
8. Imagine you're planning a cross-country flight of at least 60 nautical miles, at an air speed of 90 knots. What would the time of flight be, from an overhead starting point to

another overhead destination? Your assessor will give you a head or tail wind to factor in when you're working this out.

10. Explain the purpose of a pre-flight checklist and the main items you would check.

11. Find out about the different types of air traffic control services used at airfields and airports. Explain how this would be different at a small local airfield compared to a large international airport.

Community Impact

Community Impact – stage 1

How to earn your badge

1. Identify need. Investigate what issues and challenges exist in your chosen community – it could be local, national or international.
2. Plan action. Decide what issue your section should take action on and what you want to change. Talk to your section about what actions you would like to take.
3. Take action over three months. You should:
 - spend at least four hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out over a month, instead of doing it all in one go.
 - involve others in the action. Work in a team with your section and preferably people in the community you are trying to help.
 - *You can make plans for when the virus is over*

Community Impact – stage 2

How to earn your badge

1. Identify need. Investigate what issues and challenges exist in your chosen community – it could be local, national or international.
2. Plan action. Decide what issue your section would like to take action on and what you would like to change. Work with a group of people not involved in Scouting, who are passionate about your cause, to plan action that will make a positive difference.

You can then make plans to do the following when the virus is over

3. Take action over six months. You should:
 - spend at least 12 hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out, over four months, instead of doing it all in one go.
 - involve others in the action. Work in a team with your section and preferably people in the community you are trying to help.

4. Learn and make more change. Discuss with your section what you've learned, how you have made people's lives better and what you could do to help even more people in your chosen community.
5. Tell the world. Help other people to understand the issue you have made a positive impact on is important and why it's important. Show what you did and how they can also help.

Community Impact – stage 3

How to earn your badge

1. Identify need. Investigate what issues and challenges exist in your chosen community – local, national or international.
2. Plan action. Decide what issue your section would like to take action on and what you would like to change. Work with a group of people not involved in Scouting, who are passionate about your cause, to plan action that will make a positive difference.

Again, you can make plans to do the following later in the year

3. Take action over nine months. You should:
 - spend at least 24 hours in total personally taking action on your chosen issue. You can achieve more impact by spreading your time out, over six months, instead of doing it all in one go.
 - involve others from your section and a group of non-Scouts, preferably from the community you are trying to help.
4. Learn and make more change. Talk about what you learned with your section, how you have made people's lives better and what you could do to help more people in your chosen community.
5. Tell the world. Help other people to understand why your chosen issue is important. Explain what you did and how they can also help.

Community Impact – stage 4

How to earn your badge

1. Identify need. Find out what issues and challenges exist in your chosen community – locally, nationally or internationally.
2. Plan action. Decide what issue your section would like to take action – what do you want to change? Work with a group of people who are not involved in Scouting, and are passionate about your cause, to plan action that will make a positive difference.

You can then make plans to

3. Take action over 12 months. You should:
 - spend at least 48 hours personally taking action on your chosen issue. You can achieve more impact by spreading your time out over the year, instead of doing it all in one go.
 - involve your section and a group of non-Scouts, preferably people from the community you are trying to help.

4. Learn and make more change. Talk about what you learned with your section, how you have made people's lives better and what you could do to help more people in your chosen community.
5. Tell the world. Help other people to understand why your chosen issue is important, how you have made a positive impact and how they can help.

Digital Citizen – stage 1

How to earn your badge

Complete every task to achieve Stage 1, showing that you have thought about the potential risks and how to stay safe for each activity.

1. Show that you can:
 - turn on and log into a computer
 - use a piece of software, for example email or a game
 - name the main parts of a computer system
 - connect a peripheral (for example a scanner or printer) to your computer and use it.
2. Create a piece of digital media. It could be artwork, a photograph, music or animation.
3. Use the internet for research:
 - decide on an area of interest
 - find three websites with content that matches your area of interest
 - collect relevant information by printing or saving as files
4. Using your internet research, design a presentation and tell others about what you have found out. This could be an electronic or paper based presentation.

Resources:

- [Become a master of disguise](#)
- [Build a crafty computer](#)
- [Explore the world on an undercover mission](#)
- [Set off on a digital treasure hunt!](#)

Digital Citizen – stage 2

How to earn your badge

Complete every task to achieve Stage 2, showing that you have thought about the potential risks and how to stay safe for each activity.

1. Plan and then create a piece of digital media. It could be music, animation, video, CAD (Computer Aided Design) or a 3D sculpture.
2. Show that you can:
 - send or reply to someone with a short email and include an attachment
 - download photos or other media from a camera or smart card
 - open and save a document then share it using a cloud service (like Google Docs or Microsoft Sharepoint) or a USB stick

- create a document that includes media that you've downloaded or copied from another source.
- 3. Demonstrate how information online can be viewed and used by others once it has been posted/uploaded and how it is hard to remove

Resources:

- [Don't let it go!](#)
- [Make your own film](#)
- [Make your own film projector](#)
- [The Toothpaste Challenge](#)
- [How to create and share documents using cloud-based services](#)
- [How to download photos or other media onto your computer](#)
- [How to send an email \(with attachments\)](#)

Digital Citizen – stage 3

How to earn your badge

Complete every task to achieve Stage 3, showing that you have thought about the potential risks and how to stay safe for each activity.

1. Show that you know how to:
 - use anti-virus software
 - set up or adjust settings for accessibility and security
2. Use the internet for research:
 - decide on a specific area of interest
 - use at least two different search engines, using operators like AND, NOT and OR in the search box
 - collect information by using bookmarks
 - select specific, reliable information relevant to your area of research
 - create a structured display of the information you have gathered. You could do this in a document, on a website or using a social tool such as Pinterest.
3. Plan, make, edit and share a piece of digital media based on your research. Share your research with other people, for example by email, on the web, by Multimedia Messaging Service or social media.
4. Create a multi-page website or social network group with your information. Present your information in a variety of ways. For example, you could use infographics, images or graphs. You should then:
 - share your website with a wider audience
 - explain your sources of information and why you selected the details you chose
 - get some feedback on what you have done and make changes to improve your website based on that feedback

Resources:

- [How to set up or adjust your computer's settings for accessibility and security](#)

Digital Citizen – stage 4

How to earn your badge

Complete every task to achieve Stage 4, showing that you have thought about the potential risks and how to stay safe for each activity.

1. Create a portfolio of digital media. It might include artwork or a photograph that you alter using creative tools, music, animation, CAD (Computer Aided Design) or 3D sculpture.
2. Create a film, video, stop-motion animation or podcast and share it using a suitable media sharing tool.
3. Create a social network profile for your section, a band, local interest group or something similar. Alternatively you could make a small website that can host content, such as photos, poetry or information about your local area.
4. Use the internet for research:
 - Choose a local, national, community or Scouting issue, or something from the news or current affairs.
 - Collect information from different sources, such as spreadsheets, databases, online news services and 'open access' data sources.
 - Put your information together in a structured way, for example grouping similar information. Make sure you know where each piece of information comes from.
 - Select the information you think is most appropriate and reliable.

Digital Maker - stage 1

In stage 1 you will learn what digital making is and how it fits with Scouting and the wider world.

How to earn your badge:

1. Show that you know what a computer is and understand that there are lots of uses for digital technology in everyday life. Think about where you see computer systems and technology in your day-to-day life, and about how digital technology helps make things better or easier.
2. Create a graphic for a computer game, app, or website. This could be a background scene, character, or other image.
3. Write clear instructions for a computer or person to follow to complete a task.

Musician – stage 1

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How to earn your badge

1. Skill
 - Listen to a short tune of a couple of lines and then sing it back.
 - Listen to another tune and then beat or clap out the rhythm.
2. Performance
 - Sing or play two different types of song or tune on your chosen instrument – remember your voice is an instrument too. You must perform in front of other people, either in Scouting or at a public performance such as a group show or school concert.
 - *Show evidence of having done this in the past or do this on skype conference call*
3. Knowledge
 - Demonstrate some of the musical exercises that you use to practice your skills.
 - Talk about your instrument and why you enjoy playing it. Alternatively, you could talk about the songs you sing and why you enjoy singing them.
4. Interest
 - Tell your assessor about the music that you most like to listen to.

Musician – stage 2

How to earn your badge

1. Skill
 - Reach Grade One standard for the Associated Board of the Royal School of Music (or similar). It can be on an instrument of your choice or by singing.
2. Performance
 - Sing or play two different types of song or tune on your chosen instrument. You must perform in front of other people either in Scouting or at a public performance.
 - *Show evidence of having done this in the past or do this on skype conference call*
3. Knowledge
 - Demonstrate some of the musical exercises that you use to practice your skills.
 - Talk about your instrument and why you enjoy playing it. Alternatively, you could talk about the songs you sing and why you enjoy singing them.
 - Name a piece of music associated with your instrument.
 - Name several musicians who you have heard.
4. Interest
 - Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.

Musician – stage 3

How to earn your badge

1. Skill
 - Reach Grade Two standard for the Associated Board of the Royal School of Music (or similar). It can be on an instrument of your choice or by singing.
2. Performance
 - Sing or play, as a solo or with others, two different types of song or tune on your chosen instrument. You must perform in front of other people, either in Scouting or at a public performance such as a group show or school concert.
 - *Show evidence of having done this in the past or do this on skype conference call*
3. Knowledge
 - Demonstrate some of the musical exercises that you use to practice your skills.
 - Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy singing them.
 - Talk about three well known pieces of music associated with your instrument or chosen songs.
4. Interest
 - Talk about your own interests in music, including what you listen to most and how this is similar to or different from the music you play or sing.

Musician – stage 4

How to earn your badge

1. Skill
 - Reach Grade Three standard for the Associated Board of the Royal School of Music (or similar). It can be on an instrument of your choice or by singing.
2. Performance
 - Sing or play three different types of song or tune on your chosen instrument. One should be a solo and one should be played with other musicians in an arrangement of your choice. Your performance should be public, such as at a Group show, school concert or church service.
 - *Show evidence of having done this in the past or do this on skype conference call*
3. Knowledge
 - Demonstrate some of the musical exercises that you use to practice your skills.

- Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy singing them.
 - Talk about some of the musicians who are associated with your instrument.
4. Interest
- Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.

Musician – stage 5

How to earn your badge

1. Skill
 - Reach Grade Five standard for the Associated Board of the Royal School of Music (or similar) on the instrument of your choice or by singing.
2. Performance
 - Sing or play three different types of song or tune on your chosen instrument. One should be a solo and one should be played with other musicians in an arrangement of your choice. Your performance should be public such as at a group show or church service.
 - *Show evidence of having done this in the past or do this on skype conference call*
3. Knowledge
 - Demonstrate some of the musical exercises that you use to practice your skills.
 - Talk about your instrument and why you enjoy playing it. Alternatively, talk about the songs you sing and why you enjoy singing them.
 - Name several well known pieces of music associated with your instrument.
 - Name several musicians associated with your instrument.
4. Interest
 - Talk about your own interests in music, including what you listen to most and how it's similar or different to the music you play or sing.

Things you could work towards for QSA

International

This section is all about exploration – both around global issues and taking part in international opportunities

- Organise a series of 2 evening programmes for your Unit on an international theme agreed with your mentor.
- Organise a series of 2 evening programmes for another section on an international theme agreed with your mentor.
- *Arrange how this can be done online or once we can meet again*

Community

This section is all about you developing your knowledge and skills, and putting them into practice to make a real difference and impact on your local community.

- Research and participate in an environmental or community based project to make an improvement in your local environment or community. This could be within Scouting or another organisation. Present your experience to your Unit.
- Complete the requirements to achieve the Community Impact Staged Activity Badge -Stage 3 or 4.
- Work with a younger section to help them achieve a stage of their Community Impact Staged Activity Badge or their Environmental Conservation Activity Badge.
- Complete any activity of a similar nature agreed beforehand, and registered with your mentor.
- *Arrange how this can be done online or once we can meet again*

Values

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This section is all about you reflecting upon your own and others beliefs and exploring what the Scouting Values mean to you.

- Take a regular part in spiritual reflection, this could be within or outside of scouting, for example at a place of worship. *Show evidence of this pre corona.*
- Take an active part in a project examining your own faith or beliefs and understanding how they do or have impacted upon you. Discuss your experience with your mentor/present your experience to a relevant audience.
- Work with a younger section in gaining their Faith Activity badge (Beavers), My Faith Activity badge (Cubs and Scouts) or World Faith Activity badge (Cubs and Scouts).
- Run an activity with another section, to explore the Promise and how they live by their Promise. Reflect on how you live by your Promise, and discuss with your mentor.
- Organise a series of 2 evening activities for another section to explore different faiths and beliefs.
- Complete any activity of a similar nature agreed beforehand, and registered with your mentor.
- *Arrange how this can be done online or once we can meet again*