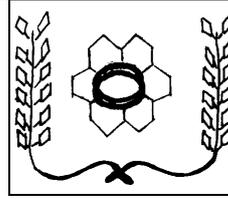


**FARMER**  
**INTEREST BADGE**

Do one of the following sections, and produce proper accounts showing business methods.



Date Passed \_\_\_\_\_ Signed \_\_\_\_\_

**A. POULTRY**

1. Keep at least six head of poultry for a minimum of 12 months and demonstrate that you have a practical knowledge of:

- a) The advantages and disadvantages of four popular breeds in relation to their value as egg producers or table birds.
- b) Handling birds and recognising those that are not healthy.
- c) Managing grass and earth runs.

 \_\_\_\_\_ 1 \_\_\_\_\_

2. Discuss with the examiner the treatment of a broody hen and explain the running of an incubator.

 \_\_\_\_\_ 2 \_\_\_\_\_

3. Demonstrate how to feed chicks and young birds and know the different methods of rearing them.

 \_\_\_\_\_ 3 \_\_\_\_\_

**OR**
**B. BEES**

1. Keep bees for at least 12 months. Demonstrate hive management and the handling of bees.

 \_\_\_\_\_ 1 \_\_\_\_\_

2. Recognise the larva, good and foul broods, and sealed honey, and know at least one method of preventing a swarm.

 \_\_\_\_\_ 2 \_\_\_\_\_

3. Be able to take a swarm and know the principles of artificial feeding.

 \_\_\_\_\_ 3 \_\_\_\_\_

4. Recognise The Queen, workers and drones. Explain the life cycle.

 \_\_\_\_\_ 4 \_\_\_\_\_

5. Produce a sample of honey from your own hive and discuss the importance of its production and the factors that affect it.

 \_\_\_\_\_ 5 \_\_\_\_\_

**OR**
**C. PIGEONS**

1. Keep and care for pigeons for at least 12 months.

 \_\_\_\_\_ 1 \_\_\_\_\_

2. Discuss with the examiner dieting and feeding. Explain the symptoms and treatment of the elementary pigeon diseases.

 \_\_\_\_\_ 2 \_\_\_\_\_

3. Plan a method of training birds to return with messages from a distant point at least 150 kilometres away.

 \_\_\_\_\_ 3 \_\_\_\_\_

4. Demonstrate the correct handling of birds, including attaching messages and rubber rings to birds' legs.

 \_\_\_\_\_ 4 \_\_\_\_\_

5. Demonstrate a knowledge of colours and judgement of quality by handling and other means.

 \_\_\_\_\_ 5 \_\_\_\_\_

**OR**
**D. DAIRY CATTLE**

1. Be able to milk.

 \_\_\_\_\_ 1 \_\_\_\_\_

2. Explain the pasteurisation of milk and the care and cleanliness of dairy utensils and appliances.

 \_\_\_\_\_ 2 \_\_\_\_\_

3. Test the milk of at least five cows (individually) for 10 days each in accordance with the requirements of the local health authorities.

 \_\_\_\_\_ 3 \_\_\_\_\_

4. Demonstrate a knowledge of the common cattle diseases and their treatment.

 \_\_\_\_\_ 4 \_\_\_\_\_

5. Explain the necessity of dipping.

 \_\_\_\_\_ 5 \_\_\_\_\_

**FARMER  
INTEREST BADGE COTINUED**

**E. BEEF CATTLE AND GOATS**

- |   |       |   |
|---|-------|---|
| 1. Produce evidence that you have kept at least 3 beef-producing animals or goats for the last 12 months. | _____ | 1 |
| 2. Discuss with the examiner the nutritional requirements of beef cattle or goats.                        | _____ | 2 |
| 3. Discuss with the examiner three important diseases of cattle or goats and how they can be prevented.   | _____ | 3 |
| 4. Explain the necessity for dipping.   | _____ | 4 |
| 5. Discuss the conditions which will lead to condemnation of a carcass.                                   | _____ | 5 |

**OR**

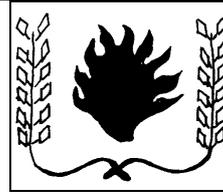
**F. SHEEP**

- |   |       |   |
|---|-------|---|
| 1. Produce evidence that you have kept at least 3 sheep for the last 12 months.               | _____ | 1 |
| 2. Discuss with the examiner three important diseases of sheep and how they can be prevented. | _____ | 2 |
| 3. Describe the grading system for wool.  | _____ | 3 |
| 4. Describe the grading system for mutton and lamb.   | _____ | 4 |
| 5. Discuss the effects of nutrition on wool or carcass quality.                               | _____ | 5 |
| 6. Draw up and present to the examiner a de-worming and vaccination programme for sheep.      | _____ | 6 |

**OR**

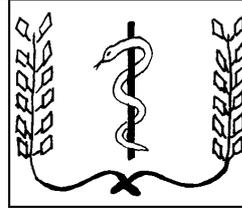
**G. CROPS**

- |  |       |   |
|--|-------|---|
| 1. Recognise common crops in the field. Recognise weeds and common insect pests and explain how to eliminate them.                           | _____ | 1 |
| 2. Show a general knowledge of sowing and harvesting one crop of your own choice. Show an acquaintance with routine seasonal work on a farm. | _____ | 2 |
| 3. Explain the following:  |       |   |
| a) The ways in which soil is kept fertile and erosion prevented.   |       |   |
| b) The necessity for rotation of crops.  |       |   |
| c) The chief pests and diseases.   | _____ | 3 |
| 4. Produce evidence that you have raised at least one summer and one winter crop.  | _____ | 4 |


**FIREFIGHTER**  
**INTEREST BADGE**

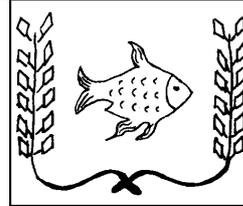
Date Passed      Signed

- |  |       |             |
|--|-------|-------------|
| 1. List the first steps that should be taken on the outbreak of a fire, or hazardous situation. Show that you know:<br>a) The telephone number of the local Fire Brigade, Police Station, ambulance, etc.<br>b) The different ways of reporting a fire, the procedure to be followed and the information to be given when reporting a fire or hazardous situation to any of the above emergency services.  | _____ | 1<br>_____  |
| 2. Explain the "triangle of combustion" and how taking away one of the factors will put out the fire. Explain the ways in which fires can spread. Explain the principles of ventilation at the scene of a fire.  | _____ | 2<br>_____  |
| 3. Draw up a list of the main causes of fires in the home. Explain how to guard against each.  | _____ | 3<br>_____  |
| 4. Make a fire-safety inspection of your home. Ask your parents to help and then prepare the following:<br>a) List the things that could start a fire. Use a home fire-safety check-list. Get one of your parents/guardians to sign this.<br>b) List how much and where there is any petrol, cleaning fluid, paint thinners, or other inflammables.<br>c) List which materials in 4.b. were stored unsafely. Explain what you did to correct this.<br>d) List the things in your home that could be used to put out fires.<br>e) Plan for the evacuation of your home. | _____ | 4<br>_____  |
| 5. Explain how to set about the evacuation of a building that is on fire.  | _____ | 5<br>_____  |
| 6. Describe five different classes of fire and know the different types of extinguishing media that may be used on each.   | _____ | 6<br>_____  |
| 7. Explain how to use the following common types of extinguishers:<br>a) carbon dioxide;<br>b) dry powder;<br>c) foam;<br>d) water-type.   | _____ | 7<br>_____  |
| 8. Explain:<br>a) How to assist in preventing panic.<br>b) What action to take to minimise injury to yourself when caught in a closely-packed crowd (eg when in a cinema and a fire alarm is sounded).   | _____ | 8<br>_____  |
| 9. Discuss the hazards and the correct storage of inflammable liquids and gasses in the home. List the extra precautions to take if such liquids and gasses are known to be present in a house which is on fire.   | _____ | 9<br>_____  |
| 10. Do the following:<br>a) Explain how to set up camp so that it is safe from fire.<br>b) Describe the tire equipment you need before lighting a fire in camp or in the veld.<br>c) Explain how veld and forest fires start. Explain what is done to prevent them. Tell how you can help.<br>d) Explain what to do if fire breaks out on a camping or hiking trip.<br>e) Explain how a veld fire can be fought, particularly with improvised equipment.<br>f) Demonstrate the fireman's drag and fireman's lift.  | _____ | 10<br>_____ |
| 11. Discuss the dangers of smoke asphyxiation and show how to move through a smoke filled building.  | _____ | 11<br>_____ |
| 12. Demonstrate the following:<br>a) How to carry out a search through a smoke-filled building.<br>b) How to save a person whose clothes are on fire.<br>c) How to improvise and how to use a line to lower persons.   | _____ | 12<br>_____ |

**FIRST AID**  
**INTEREST BADGE**


Date Passed \_\_\_\_\_ Signed \_\_\_\_\_

- |  |       |           |
|--|-------|-----------|
| 1. a) Show a good knowledge of how to activate the Emergency Medical Services in your area.  | _____ | <u>1</u>  |
| b) Show that you keep the names, addresses and phone numbers for emergency help where you can find them quickly.                               | _____ | <u>2</u>  |
| 2. Explain the general principles of dealing with accidents.   | _____ | <u>3</u>  |
| 3. Explain the signs, symptoms and treatment of shock.   | _____ | <u>4</u>  |
| 4. Discuss with the examiner the signs, symptoms and treatment (where applicable) of serious bleeding including internal bleeding.             | _____ | <u>5</u>  |
| 5. Use an improvised bandage to hold a dressing in place on the arm, hand, ankle and head.   | _____ | <u>6</u>  |
| 6. Demonstrate how to treat suspected fractures using improvised methods, and discuss with the examiner the dangers of fractures to the spine. | _____ | <u>7</u>  |
| 7. Explain and demonstrate how to apply cardiopulmonary resuscitation.   | _____ | <u>8</u>  |
| 8. Demonstrate the correct method of lifting a person onto a stretcher.  | _____ | <u>9</u>  |
| 9. Demonstrate 4 methods of transporting patients eg fireman's lift; walking assist; one-man carry; four-hand seat; two-man carry.             | _____ | <u>10</u> |
| 10. Discuss the causes and treatment as well as the precautions to take to prevent:  |       |           |
| a) Cold exposure (hypothermia)   |       |           |
| b) Heat exhaustion   |       |           |
| c) Sunburn.  | _____ | <u>11</u> |
| 11. As a member of a team of at least three other Scouts deal with a First Aid incident staged by the examiner.                                | _____ | <u>11</u> |


**FISHERMAN**  
**INTEREST BADGE**

Date Passed \_\_\_\_\_ Signed \_\_\_\_\_

- |  |       |          |
|--|-------|----------|
| 1. Show that you have a sound knowledge of the fishing regulations applicable to the type of fishing and the part of the country where you wish to be examined.                              | _____ | <u>1</u> |
| 2. Make a list of fishing equipment needed for, and demonstrate that you have a practical knowledge of, either surf, boat or fresh water (river or dam) fishing                              | _____ | <u>2</u> |
| 3. Make a fishing rod using a rod, stock, butt, eyes and binding, and also two tracers with one hook (wire and nylon), then demonstrate your ability to cast with it.                        | _____ | <u>3</u> |
| 4. Demonstrate that you have general knowledge of the fishing waters within 24 kilometres of your Scout headquarters.  | _____ | <u>4</u> |
| 5. Demonstrate that you maintain your fishing tackle in sound condition.   | _____ | <u>5</u> |
| 6. Present evidence that you have caught, prepared and cooked fish sufficient for yourself and two people.   |       | 6        |
| 7. Keep a satisfactory log of your angling experience with details of weather, catch, baits and weights of fish caught, covering not less than 12 excursions, and show this to the examiner. |       | 7        |
| 8. Write a short account of wet and dry fly fishing; or of the varieties of bait and their use in the course of fishing.   |       | 8        |
| 9. List the safety rules applicable to fishing.  |       | 9        |
| 10. Name 4 different artificial lures and list their uses.   |       | 10       |


**FOOD FOR LIFE - GOLD**  
**INTEREST BADGE**

Date Passed

Signed

**Objective:** By the completion of this stage the Scout would have ability to draw up a business plan and apply the knowledge gained.

To obtain the badge the Scout should be able to do all of the following:

- |  |       |          |
|--|-------|----------|
| 1. Completion of the Food for Life – Silver Scoutcraft Badge is a prerequisite for this badge.   | _____ | <u>1</u> |
| 2. Draw up a basic business plan, which includes: <ul style="list-style-type: none"> <li>a) Name of the business;</li> <li>b) Market place – Where you will sell your produce and who will your customers be;</li> <li>c) Product – What you will be selling;</li> <li>d) Budget – How you will keep accurate record of income and expenditure and how much you will charge for you products;</li> <li>e) Staffing – Who will be responsible for each job; and</li> <li>f) Marketing – How will you market your product – including a poster or banner that you will use.</li> </ul> | _____ | <u>2</u> |
| 3. Do one of the following: <ul style="list-style-type: none"> <li>a) Pickle a vegetable</li> <li>b) Make jam</li> <li>c) Dry a vegetable or fruit</li> </ul>  | _____ | <u>3</u> |
| 4. Grow two types of these vegetables and donate them to a worthy cause or help an orphanage, old age home, church, etc. to start a garden.  | _____ | <u>4</u> |
| 5. Explain how you will test the type of soil that you have.   | _____ | <u>5</u> |
| 6. Explain two types of irrigation that you can use for your vegetable garden.   | _____ | <u>6</u> |

**FORESTER**  
**INTEREST BADGE**


Date Passed      Signed

1. Describe the value of woodlots for providing fuel, fencing and building poles; and the value of forests in protecting soil, building soil fertility, regulating the flow of water, and in wildlife management, and as recreational areas.

\_\_\_\_\_ 1 \_\_\_\_\_

2. Produce evidence that you have participated in a community woodlot programme under the guidance of the forestry authorities, or in a tree planting programme, and explain from practical experience the following:
1. Preparation of the soil
  2. How and when to plant young trees
  3. How to water them
  4. How to tend the areas around them.

Show the examiner at least three trees that you have cultivated from saplings

\_\_\_\_\_ 2 \_\_\_\_\_

3. Show that you have a knowledge of the dangers to which trees may be exposed (eg termites and other insects, fire, frost, diseases and animals). Discuss methods of combating these dangers and show that you have taken part in at least two preventive measures (eg fencing and making a firebreak).

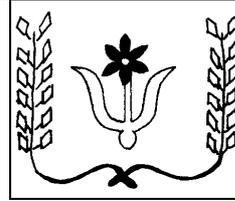
\_\_\_\_\_ 3 \_\_\_\_\_

4. Assist in the trimming ("coppicing") of trees in a woodlot, using a handaxe; and assist in the clear felling of trees in a woodlot, using a bow saw.

**OR**

Demonstrate how to use a felling axe in felling and logging up. Use a cross-cut saw and wedges correctly.

\_\_\_\_\_ 4 \_\_\_\_\_

**GARDENER**  
**INTEREST BADGE**


Date Passed \_\_\_\_\_ Signed \_\_\_\_\_

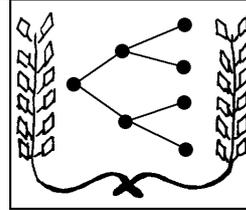
Do either A or. B

**A. THE FLOWER GARDEN**

1. Plan a flower sequence for an ornamental bed to ensure blossom from October to March. Plant and grow successfully for one season six kinds of flowers from seeds or cuttings. \_\_\_\_\_ 1 \_\_\_\_\_
2. Prepare and then discuss with the examiner a plan for a layout of a herbaceous border with particular reference to continuity of bloom, colour schemes and comparative height. \_\_\_\_\_ \_\_\_\_\_
3. Identify and have a general knowledge of six in each category of the following chosen by the examiner in a park or garden:
  - a) ornamental trees and/or shrubs
  - b) annuals
  - c) biennials
  - d) perennials
  - e) indigenous flowers or shrubs
  - f) rockery plants.
 \_\_\_\_\_ 2 \_\_\_\_\_
4. Demonstrate an understanding of the importance of controlling plant pests and diseases. Demonstrate how to spray washes and use dusting powders. \_\_\_\_\_ 3 \_\_\_\_\_
5. Discuss the following:
  - a) types of soil and the preparation and care of soil
  - b) how to make a compost heap
  - c) how and when to apply fertilizers and manures
  - d) the amount of water required by plants
  - e) methods of propagating plants.
 \_\_\_\_\_ 4 \_\_\_\_\_
6. Explain the propagation, planting and lifting of bulbs. \_\_\_\_\_ 5 \_\_\_\_\_
7. Show the examiner a rose bush, shrub or tree pruned by yourself and discuss the choice of tools and purpose of pruning, budding and grafting. \_\_\_\_\_ 6 \_\_\_\_\_

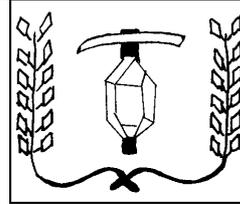
**OR**
**B. THE VEGETABLE GARDEN**

1. Plan, prepare and maintain a vegetable garden at your home or school for at least one season in which at least six different types of vegetables are produced. \_\_\_\_\_ 1 \_\_\_\_\_
2. Discuss the principles of the trench-gardening method. Explain how crop rotation can ensure proper plant nourishment, minimise certain insect damage and provide sufficient vegetables all year round. \_\_\_\_\_ 2 \_\_\_\_\_
3. Make and maintain a compost heap. Discuss the following with the examiner:
  - a) the use of animal, green and liquid manure
  - b) the use of wood ash
  - c) the importance of mulching.
 \_\_\_\_\_ 3 \_\_\_\_\_
4. Demonstrate the use of home-made pesticides, insecticides and fungicides. \_\_\_\_\_ 4 \_\_\_\_\_
5. Make an item of gardening equipment such as a soil sieve, scoop, spade, hoe, rake, or bucket. \_\_\_\_\_ 5 \_\_\_\_\_
6. Demonstrate the cleaning, bunching, or packing of vegetables. Explain how vegetables can be stored in order to keep them dry and safe from vermin and insects. \_\_\_\_\_ 6 \_\_\_\_\_
7. Explain the nutritional value of:
  - a) three root or tuber vegetables
  - b) three fruits or vegetables which bear above the ground
  - c) three leafy green vegetables.
 \_\_\_\_\_ 7 \_\_\_\_\_

**GENEALOGY**  
**INTEREST BADGE**


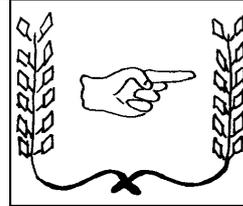
	Date Passed	Signed
1. Explain the meaning of genealogy and genealogical resources.	_____	<u>1</u> _____
2. Make a pedigree chart of your family. Fill it in as far as you can at the beginning, and add additional names, dates and places to it as you obtain further information.	_____	<u>2</u> _____
3. Show yourself as a child on a family group record form, and show one of your parents as a child on another family group record form.	_____	<u>3</u> _____
4. Interview an older relative to obtain information about your family. This interview may be in person, by telephone, or by letter. Add any information obtained to your pedigree chart and family group records.	_____	<u>4</u> _____
5. Obtain at least one genealogical document showing proof of some information on your pedigree chart or family group records. This document may be located in your home, an archive or library, etc.	_____	<u>5</u> _____
6. Tell how you would evaluate genealogical information.	_____	<u>6</u> _____
7. Do ONE of the following: a) Do a time line for yourself or a close relative. b) Keep a journal for six weeks, writing in it at least once weekly. c) Write a short history of yourself or of a close relative.	_____	<u>7</u> _____
8. Do ONE of the following: a) Record the headstone inscriptions on a small farm cemetery. b) With other Scouts, record the headstone inscriptions in a town cemetery. c) Assist in recording a Complete Birth, Marriage or Death register at your local church.	_____	<u>8</u> _____
9. Tell where you would find current information about genealogical records and research methods.	_____	<u>9</u> _____

NOTE: The Genealogical Society of South Africa has requested that all recorded information be passed on to them, and all Scouts doing the badge are encouraged to do so. Their address is:  
 Genealogical Society of South Africa  
 28 Hosking Street  
 Brenthurst  
 1540 BRAKPAN

**GEOLOGIST**  
**INTEREST BADGE**


Date Passed          Signed

- |  |       |           |
|--|-------|-----------|
| 1. Make a collection of 30 different geological specimens stored in boxes suitably labelled and cross referenced to a field note book in which will be indicated the following:<br>a) Specimen identification.<br>b) Exact locality described in some detail with a cross reference to a 1:50 000 map.<br>c) Date of collection. | _____ | <u>1</u>  |
| 2. Description of the site and surrounding topography.   | _____ | <u>2</u>  |
| 3. Broad description of the appearance of the specimen itself and conclusions as to what it is.  | _____ | <u>3</u>  |
| 4. Know the difference between sedimentary and igneous rock and be able to relate this to natural phenomena such as volcanic and alluvial actions.   | _____ | <u>4</u>  |
| 5. Have a knowledge of the following:<br>a) The need to avoid disfiguring the environment when collecting specimens.<br>b) The regulations governing the preservation of rare specimens and national monument sites.<br>c) The need to have written permission to collect specimens on private property.                         | _____ | <u>5</u>  |
| 6. Demonstrate the use of a geological hammer and know what its parts and characteristics are.   | _____ | <u>6</u>  |
| 7. Demonstrate in a practical way an ability to read a geological map by sketching short traverses across a fault, a dyke, syncline or anticline and an unconformity.  | _____ | <u>7</u>  |
| 8. Identify at least half of twenty minerals selected at random by the examiner from his personal collection or from a field expedition.   | _____ | <u>8</u>  |
| 9. Have a reasonable knowledge of the geology of southern Africa and be able to give a brief discourse on the most prominent geological areas from an economic viewpoint.  | _____ | <u>9</u>  |
| 10. Demonstrate a reasonable grasp of the formation of Earth and its development including tectonic plate movement and the effect of this on the geology of the continents.  | _____ | <u>10</u> |

**GUIDE**  
**INTEREST BADGE**


Date Passed      Signed

1. Show that you have an intimate personal knowledge, gained through your own exploring and investigation, of the locality around your Group Headquarters or home, by marking the following on a street plan or map which must be submitted to the examiner:

\_\_\_\_\_ 1 \_\_\_\_\_

**EITHER**

- a) Chief government and municipal /village buildings.
- b) The location of doctors, veterinary surgeons, dentists, hospital and ambulance.
- c) Fire station, police station, service stations and public telephones.
- d) Bus stops, railway station(s), and airport (if any), and the routes of buses and trains to surrounding areas.
- e) Main highways to neighbouring suburbs, cities, towns and villages.
- f) Schools, churches, synagogues, public parks, theatres, cinemas, museums, public conveniences and any building or place of local interest.
- g) Your Group Headquarters, and the homes of your District Commissioner, Group Scouters, Asst Troop Scouters and the Scouts in your Patrol (if they live in the area covered).

**OR**

- a) The houses, features and landmarks of an area of 5 kilometre radius from your village.
- b) Details of paths, trees, crops and streams in this area.
- c) Details of roads, main highways and tracks in this area.
- d) Buildings which house people of authority in the vicinity.

**NOTE:** The area to be covered is a 5 kilometre radius from your Group HQ or home in the country; 3 kilometres in towns/ villages of up to 20 000 inhabitants; and 1 kilometre in towns/cities of over 20 000 inhabitants.

2.
  - a) Satisfy the examiner that you are able to guide strangers by day or night to any of the places mentioned in (1) above without reference to your street plan or map.
  - b) Produce evidence that you have thoroughly explored an area of at least 5 kilometre radius (not around your home or HQ) by submitting a log of your expedition.

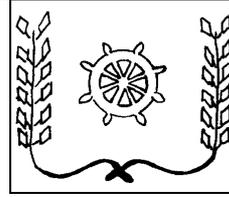
\_\_\_\_\_ 2 \_\_\_\_\_

**NOTE:** The logs submitted must give the distance covered and be accompanied, as far as possible, by explanatory sketches, maps and photographs.

3. Using timetables where necessary, work out plans for travel by public transport to four different points in southern Africa chosen by the examiner.

\_\_\_\_\_ 3 \_\_\_\_\_



**HELMSMAN**  
**INTEREST BADGE**


Date Passed \_\_\_\_\_ Signed \_\_\_\_\_

- |   |       |          |
|---|-------|----------|
| 1. Pass or have passed the requirements of the Sailing Scoutcraft Badge.  | _____ | <u>1</u> |
| 2. Pass or have passed the requirements for the Swimmer Interest Badge or carry out all three of the following:<br>a) be able to swim at least 150 metres in shorts, shirt and socks<br>b) be able to swim 250 metres in any style<br>c) be able to remain afloat for at least three minutes (using clothing inflation) | _____ | <u>2</u> |
| 3. Sketch three types of anchors, label the parts and discuss the advantages and disadvantages of each type.  | _____ | <u>3</u> |
| 4. Explain the International Rules of the Road and the South African Yacht Racing Association Rules:<br>a) as applicable to right-of-way and steerage.<br>b) as applicable to the basic organisation and execution of a yacht race.   | _____ | <u>4</u> |
| 5. Explain how to use the Beaufort Wind Scale for determining safe boating.   | _____ | <u>5</u> |
| 6. Identify and discuss the different types of sails as used on sailing craft e.g. mainsail, spinnaker, genoa and jib.  | _____ | <u>6</u> |

Name the parts of the standing and running rigging.

Explain how you would get underway after running aground.

Demonstrate the correct procedure to follow for the resuscitation of the apparently drowned on a Resusci-Anne or similar model.

Demonstrate the following splices:

- a) Docker's Splice
- b) Eye Splice
- c) Back Splice
- d) Short Splice

Demonstrate the following:

- a) Rescue a conscious person from the water.
- b) Rescue an unconscious person from the water.

Take the helm and carry out the following:

- a) Come alongside, moor and get underway from a buoy and from a jetty.
- b) Make and shorten sail.
- c) Steer a compass course of at least 6 bearings and pick up an object from the water.
- d) Whilst afloat, rig a jury sea anchor from items in the boat and demonstrate its use.
- e) Sail a figure of eight course between two markers without the use of a rudder.
- f) Sail without Centreboard/Daggerboard.
- g) Sail on Jib alone.

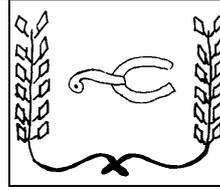
In addition to the requirements of the Scoutcraft Badge, tog at least 10 hours of sailing in various conditions over a period of 3 months as helmsman. This log is to be certified by your Troop Scouter.

**OR**

Compete as helmsman in three series of races under SAYRA rules. The log for these races to be signed by the Bridge Crew.

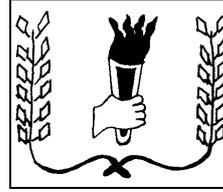

**HIKE LEADER  
INTEREST BADGE**

	Date Passed	Signed
1. Have passed the Hiking Scoutcraft Badge, or complete all the requirements for it.	_____	<u>1</u> _____
2. Outline the steps necessary to organise an expedition, which will last several days. List which of these steps (if any) may be omitted in the planning of a one-day hike.	_____	<u>2</u> _____
3. Be aware of the prevailing weather conditions in the area. Show a knowledge of the signs portending changes in the weather, and know what precautions to take.	_____	<u>3</u> _____
4. Know the importance of good communication prior to and during the hike.	_____	<u>4</u> _____
5. Describe the importance of correct equipment and explain the need, under different circumstances, for particular items of kit and equipment, and the relative merits of alternatives in kit and equipment. Discuss the use of and advantages/disadvantages of different types of <ul style="list-style-type: none"> <li>a) lightweight tents</li> <li>b) sleeping bags</li> <li>c) stoves</li> <li>d) rucksacks</li> <li>e) footwear</li> </ul>	_____	<u>5</u> _____
6. Explain how to carry out emergency repairs to rucksacks, sleeping bags, trail tents or other trail gear selected by the examiner.	_____	<u>6</u> _____
7. Demonstrate the correct first aid treatment for shock, serious bleeding, suspected fractures, snakebite, burns, blisters, and sprains.	_____	<u>7</u> _____
8. Explain and demonstrate how to apply cardiopulmonary resuscitation and how to transport injured patients.	_____	<u>8</u> _____
9. Be able to describe the signs and symptoms of hypothermia (exposure) and hyperthermia (heat exhaustion) and know what precautions to take to avoid these conditions. Show a knowledge of the treatment of hypothermia and hyperthermia.	_____	<u>9</u> _____
10. Make a list of the potential hazards a hike party may encounter (other than those dealt with in 3 and 7 above), including: being overtaken by darkness or mist, hazardous terrain (streams, narrow ridges, steep broken slopes), lightning, floods (demonstrate a safe method to cross a fast flowing river), fires. Demonstrate five different ways of attracting attention when lost (eg ground-to-air signals, whistles, fire/smoke, torches, mirrors).	_____	<u>10</u> _____
11. Know basic hiking safety rules, how to prepare for emergencies and the correct action to be taken in the event of an emergency.	_____	<u>11</u> _____
12. Attend at least two hikes led by experienced leaders, one of which must be co-led by the candidate. Identify the leadership skills and the three areas of functional leadership, and discuss how they were applied on each hike by the leader.	_____	<u>12</u> _____
13. Be familiar with topographical maps of the area. Be able to interpret a map, orientate a map in unfamiliar surroundings, and know how to find directions without the use of a compass. Know how to estimate hiking speeds, and the factors influencing these, and use this knowledge to select a possible route from a map.	_____	<u>13</u> _____

**HORSEMAN**  
**INTEREST BADGE**


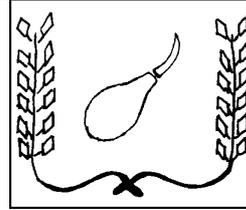
Date Passed \_\_\_\_\_ Signed \_\_\_\_\_

1. Name the fifteen main points of a horse. \_\_\_\_\_ 1
2. Name four leading breeds of horses. Explain what each is noted for, and be able to recognise pictures of them. \_\_\_\_\_ 2
3. Describe to the examiner what is meant by the following colours as applied to horses:
  - a) black
  - b) brown
  - c) bay
  - d) dun
  - e) roan
  - f) strawberry roan
  - g) piebald
  - h) skewbald.
 \_\_\_\_\_ 3
4. Show how to groom, pick out feet and care for a horse after riding. \_\_\_\_\_ 4
5. Demonstrate the following:
  - a) Mount
  - b) Jump an ordinary fence
  - c) Walk the horse in a straight line for 30 m.
  - d) Make a half circle not over 5 m.
  - e) Trot in a straight line over 30 m
  - f) Change direction. Change leads or come down to a walk, reverse and take up canter on a proper lead.
  - g) Halt straight.
  - h) Back up straight 4 paces.
  - i) Halt and dismount.
 \_\_\_\_\_ 5
6. Describe the symptoms of colic and show a knowledge of its correct treatment. \_\_\_\_\_ 6
7. Name three main defects of the feet and legs and explain how to detect them. \_\_\_\_\_ 7
8. Name the vaccinations required for a horse and discuss with the examiner the advantages and disadvantages of various de-worming and vaccinations programmes. \_\_\_\_\_ 8
9. Demonstrate how to dress a saddle and how to repair traces and stirrup leathers.
  - a) Name the various parts of a harness.
  - b) Describe the different kinds of leather used in saddlery.
 \_\_\_\_\_ 9

**JOURNALIST**  
**INTEREST BADGE**


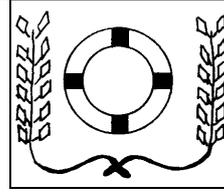
Date Passed      Signed

- |  |                           |                       |
|--|---------------------------|-----------------------|
| <p>1. Hold the position of editor of a Scout magazine, producing at least 4 editions within a 12 month period.</p> <p>OR</p> <p>Produce proof that you have contributed regularly to a Scout magazine and that at least 4 of the articles submitted by you have been published.</p> <p>Where there is no Scout magazine, submit at least 4 articles to the examiner covering the activities of your Troop or Patrol. The examiner will determine whether the articles submitted are publishable.</p> | <p>_____</p> <p>_____</p> | <p>1</p> <p>_____</p> |
| <p>2. From 20 or 30 facts provided by the examiner, write an article worthy of publication in your local newspaper. The facts will include such things as time, place and theme of an event to take place locally for which the Group or Troop is seeking public support.</p>  | <p>_____</p>              | <p>2</p> <p>_____</p> |
| <p>3. Write a resume of a newspaper article, reducing the number of words to approximately half the number without omitting any essential facts.</p>   | <p>_____</p>              | <p>3</p> <p>_____</p> |
| <p>4. Explain the meaning of the term "make-up" and produce a dummy for the printer representing one issue of an eight-page magazine, circular, catalogue, report or programme brochure.</p>   | <p>_____</p>              | <p>4</p> <p>_____</p> |
| <p>5. Discuss with the examiner the following:</p> <p style="margin-left: 20px;">a) methods of printing or reproducing a Scout magazine or newsletter</p> <p style="margin-left: 20px;">b) how to proofread a manuscript using proofreader's marks</p> <p style="margin-left: 20px;">c) the meaning of the terms "plagiarism", "libel" and "copyright"</p>   | <p>_____</p>              | <p>5</p> <p>_____</p> |

**LEATHER WORKER**  
**INTEREST BADGE**


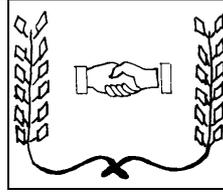
Date Passed      Signed

- |   |       |            |
|---|-------|------------|
| 1. Describe the three methods of tanning leather. Tan a piece of raw leather.   | _____ | 1<br>_____ |
| 2. Collect samples of any four of the following kinds of leather and describe their chief characteristics and the best uses of each:<br>calf, cowhide, goatskin, skivers, pigskin, sheepskin, steerhide and ostrich.  | _____ | 2<br>_____ |
| 3. Demonstrate your ability to do the following: <ul style="list-style-type: none"> <li>a) tooling</li> <li>b) embossing</li> <li>c) inlay</li> <li>d) appliqué</li> <li>e) cut-out</li> <li>f) open design</li> <li>g) carving</li> <li>h) skiving</li> <li>i) lacing</li> <li>j) stitching</li> <li>k) eyelet setting</li> <li>l) finishing.</li> </ul> | _____ | 3<br>_____ |
| 4. Know and correctly use the following tools in leather-work: <ul style="list-style-type: none"> <li>a) awl</li> <li>b) mallet</li> <li>c) modeller</li> <li>d) drive punch</li> <li>e) edge beveller</li> <li>f) edge creaser</li> <li>g) eyelet setter</li> <li>h) push beveller</li> <li>i) tracer</li> <li>j) leather knife and stippler.</li> </ul> | _____ | 4<br>_____ |
| 5. Make an article in leather acceptable to the examiner which involves using at least six of the methods described in (3).   | _____ | 5<br>_____ |


**LIFESAVER**  
**INTEREST BADGE**

Date Passed      Signed

- |     |   |       |    |
|-----|---|-------|----|
| 1.  | a) Demonstrate "mouth-to-mouth" resuscitation on a model both in water and on land.   | _____ | 1  |
|     | b) Demonstrate how to promote warmth and circulation.   |       |    |
|     | c) Demonstrate how to put the casualty in the recovery position once he starts to breathe.  | _____ | 1  |
| 2.  | Explain:  |       |    |
|     | a) The 7 safety Swimming Steps (trained supervisor, safe swimming area, lifeguard picket, lookout, ability groups, buddy system, and good discipline).  |       |    |
|     | b) The order of methods to be followed in water rescue (reach, throw, row, go and tow).   | _____ | 2  |
| 3.  | a) Demonstrate reaching rescues using such things as arms, legs, branches, sticks, towels, shirts, paddles and poles.   |       |    |
|     | b) Demonstrate rescues using things that can be thrown such as lines, ring buoys and free-floating supports such as boat cushions. Throw a 20m life-line to fall between two pegs, twice out of every three throws. The pegs must be 1,2m apart and 12m from the thrower. | _____ | 3  |
| 4.  | Demonstrate twice that you can take off your clothes (shoes, socks, trousers, belt, long-sleeved shirt and jacket or sweater) in 20 seconds or less. Explain the importance of taking off clothes before a swimming rescue.   | _____ | 4  |
| 5.  | Swim 50m on the back, dressed in shirt and shorts, with a life- line.   | _____ | 5  |
| 6.  | Keeping a struggling person in sight, enter the water. Swim 10m. Make the correct approach and demonstrate:   |       |    |
|     | a) A "shirt-tail" rescue. Carry shirt in teeth or hand. Swing one end of the shirt to the hands of the drowning person. Tow the person 10m.   |       |    |
|     | b) A method of rescue and of release in the water with a person about the size of the rescuer. Tow the person 10m.  | _____ | 6  |
| 7.  | Swim 50m in shirt, shorts and socks and undress in the water without touching the bottom.   | _____ | 7  |
| 8.  | Dive from the surface of the water to a depth of at least 1,5m and bring up a stone, brick or iron object of not less than 2kg in mass at least twice out of three times.   | _____ | 8  |
| 9.  | Standing waist deep in water, throw a life-line to within one metre of a small object 18 m away.  | _____ | 9  |
| 10. | Perform in the water four methods of rescue (one to be the "Unigrip") and three methods of release from the clutch of a drowning person. The person is to be about the size of the rescuer and must be carried at least 15m by each method.                               | _____ | 10 |


**LINGUIST**  
**INTEREST BADGE**

Date Passed \_\_\_\_\_ Signed \_\_\_\_\_

**NOTE:** Carry out the following in two languages other than your home language. One of the three languages must be an official language of the country in which you reside.

- |  |       |          |
|--|-------|----------|
| 1. Hold a continuous meaningful conversation with another person, directing a stranger to local landmarks.   | _____ | <u>1</u> |
| 2. Discuss topics relating to Scouting activities, demonstrating a knowledge of the most common terms used for such concepts as Patrol, camp, cooking and first aid.                 | _____ | <u>2</u> |
| 3. Translate into your home language a newspaper article of topical interest not exceeding 300 words written in another language. You may use a dictionary.                          | _____ | <u>3</u> |
| 4. Translate into both of the chosen non-mother tongue languages an instruction of no fewer than 100 words written in your home language.  | _____ | <u>4</u> |
| 5. Describe, in both chosen non-mother tongue languages and in chronological order, the events which have taken place in a mock accident or similar incident set up by the examiner. | _____ | <u>5</u> |