

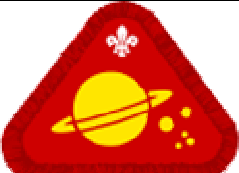



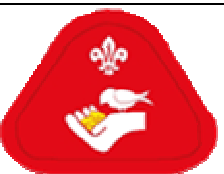

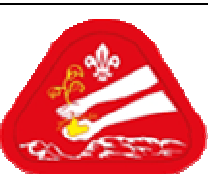

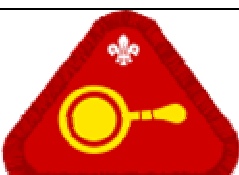

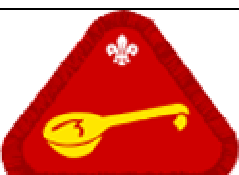

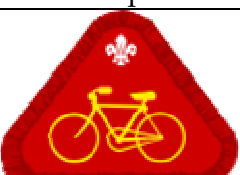



















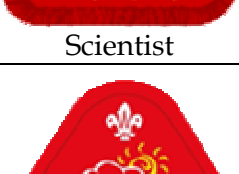



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Altar Server	Artist	Astronomer	Athlete 1	Athlete 2
				
Athlete 3	Bird Lover	Book Reader	Botanist	Camper
				
Collector	Computer	Cook	Craftsman	Cyclist
		First Aider	Fisherman	
Entertainer	Explorer	First Aider	Fisherman	Handyman
			Local Historian	
Health and Fitness	Hobbies	Homehelp	Local Historian	Map Reader
				
Musician	Naturalist	Our Earth	Our Environment	People and Places
				
Pet Care	Photographer	Scientist	Sportsman	Swimmers 1
				
Swimmers 2	Swimmers 3	Weather Lore	World Conserv.	

Altar Server



Requirements:

1. Show that you are able to serve Mass. If possible, serve as an altar boy / girl in a church/chapel for a period of 3 months. A certificate by a priest should authenticate this requirement.
2. Lay out an altar for Mass. Ensure that all things needed are available, know their proper names and their uses.
3. Know the principal parts of the Mass and describe them to the examiner.
4. Describe how the Liturgical year is divided and when the different times occur during the year.
5. Know the reason why the colours of the priest's vestments change at different times of the year, what these colours are and when they are used.

Artist



Requirements:

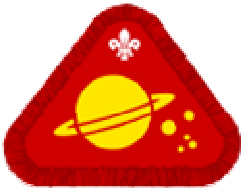
Section 1 All items should be completed.

1. Own a proper painting kit which might include proper pencils and brushes, crayons, felt pens, water colours, poster colours and palette. Show knowledge of the primary colours and mixing thereof to produce the secondary colours. Show that you know how to care for your art materials and how to clean them after use.
2. Design and draw a poster. This can be done on an individual basis or as a collective effort. The poster could highlight health or environmental issues or it could serve as an announcement for a pack or group activity.

Section 2 Choose 3 of the following.

3. Design and make a greeting card (plain or pop-up).
4. Make a design and print it on paper, fabric, glass etc., using potato prints, lino cuts, tie dying etc.
5. Draw a page for a comic illustrating characters (real or fictitious) and including speech bubbles. The page should be divided into smaller squares with continuous action.
6. Produce some type of artwork on a medium of your choice - e.g. stitching or embroidery on cloth, flower pot decoration, panel decoration, painting on wood or glass etc.
7. Design and make your own stencil and use it to decorate a medium of your choice.
8. Mosaic and collages - Sketch a picture, then fill it in with stick-on squares of different coloured paper or fill it in with odds and ends stuck on to the base e.g. different shapes of pasta, scraps of fabric or wool, leaves, dried flowers, cut-outs from magazines etc.
9. As part of a group, design and draw a giant picture. Stick pieces of paper together to obtain the desired size then fill in with the subject of your choice - space monsters, a seaside or underwater scene, a story, a camp-site, the Jungle book etc. Such friezes or murals can be used to decorate the Pack's meeting place.

Astronomer



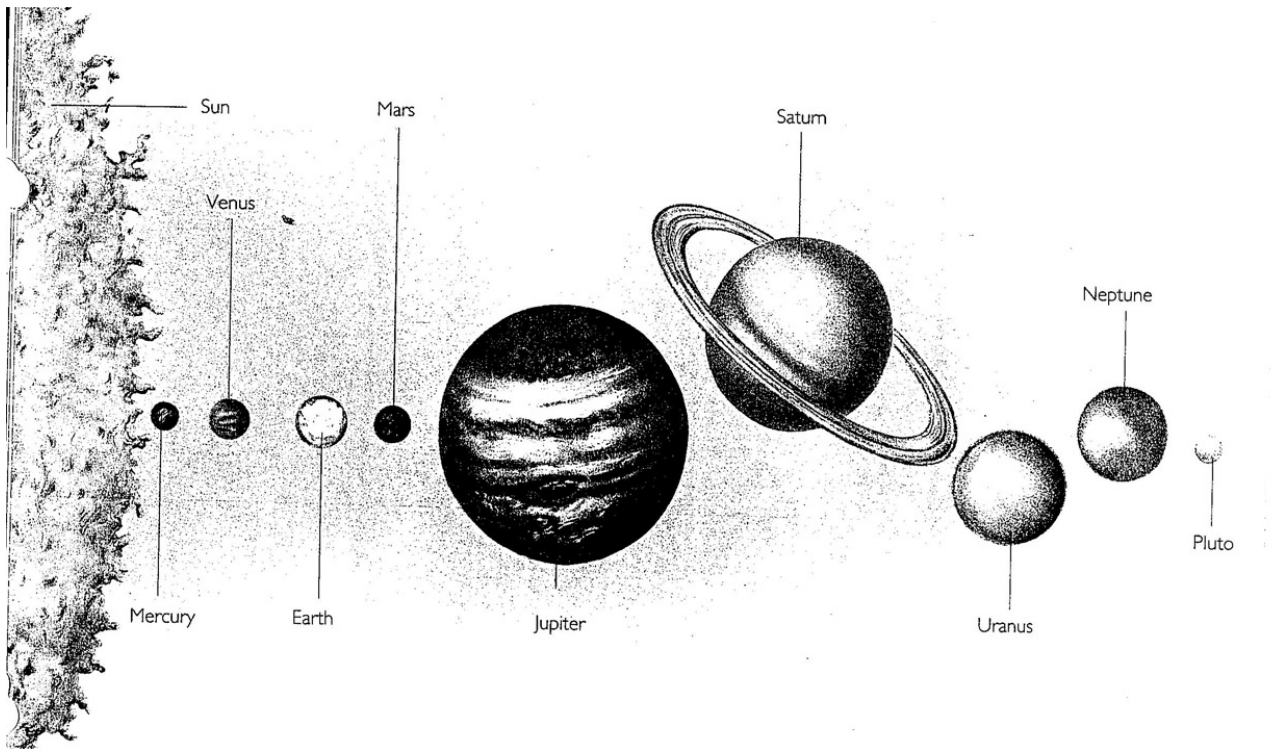
Requirements:

1. Know the names of the planets in the solar system. Draw or make a model of the solar system.
2. Know how the earth moves in space around the sun and how this causes night and day and a change in seasons.
3. Find out and present some information about two of the following: comets, Northern Lights, meteorites, asteroids, space exploration, eclipses or constellations.
4. Find out and present some information illustrating that life on earth would not be possible without the light and heat from the sun.

IMPORTANT:

Never look at the sun either directly or with binoculars or through a telescope as this could damage your eyes.

Leader's Explanation:



Athlete



Requirements:

There are three stages in this badge. However it will comprise eight events. Cub Scouts should be encouraged to try them all and then the best four are chosen for the addition of scores.

You must gain 24 points for stage 1; 30 points for stage 2; 34 points for stage 3.

1. 50 metres sprint			
10 points	7 points	5 points	
11 seconds	13 seconds	15 seconds	
2. Throwing the Cricket ball - using a 135gms ball.			
10 points	7 points	5 points	
25 metres	22 metres	18 metres	
3. High Jump			
10 points	7 points	5 points	
0.8 metres	0.7 metres	0.6 metres	
4. Long Jump			
10 points	7 points	5 points	
2.5 metres	2.0 metres	1.5 metres	
5. Sargent Jump			
10 points	7 points	5 points	
35 cm	30 cm	25 cm	
6. Shuttle Run (individual runs 6 x 10 m)			
10 points	7 points	5 points	
18 sec	20 sec	22 sec	
7. 50m Skipping			
10 points	7 points	5 points	
13 sec	14 sec	15 sec	
8. 800m Run			
10 points	7 points	5 points	
4 minutes	5 minutes	8 minutes	

Book Reader



Requirements:

1. Produce a list of eight books you have read recently. Then out of these, choose four and tell the examiner something about them. At least one of these books should be in English and one in Maltese and are to include at least one factual.

Note: The 4 books must be of a reasonable standard, taking the Cub Scout's age and development into account.

2. Show that you understand how to care for books.
3. Show that you can use a dictionary, an encyclopedia, and a telephone directory .
4. Explain to the examiner how the books in a library are set out and how you would find a specific fiction book.

Bird Lover

1. Describe the physical characteristics of a bird. These should include information about feathers and their functions; mouth and beak and feet and claws and why these are different

according to the species and its needs; sight; eggs and hatching; nests and where and how

they are built and their uses. Prepare a chart including labelled diagrams and /or pictures illustrating the above information.

Choose any 1 of the following:

2. Know the names of some Maltese birds which are protected by law in the Maltese Islands.

Present pictures or diagrams.

3. Present some information about the national bird of Malta: the Blue Rock Thrush/il-Merill.

Include a diagram.

4. Know the names of some birds which migrate over the Maltese Islands and the reason why birds migrate.

Botanist



Requirements:

Choose four of the following alternatives:

1. How do plants grow? Why are light and water essential to plants? Present a labelled diagram to demonstrate this process.
2. What is the job of the roots?
3. What happens to the water a plant absorbs?
4. How can plants live in the desert?
5. How can we tell the age of a tree? Prepare some bark rubbings (please refer to the Naturalist badge for more information) from different trees or from the same tree but at different heights. Are they identical? Use these rubbings to make a poster indicating the names of the trees.
6. Why are plants important to man?

Choose one of the following:

Either: Prepare some leaf rubbings. Present your findings in a poster or album. Please refer to the Naturalist Badge.

Or: Grow a plant in a pot or in a garden. This plant could be either a flower or a vegetable or a fruit or a herb.

Leader's Explanation:

How do plants live?

Like animals, plants need food for energy to survive and grow, but while animals can move about to catch their food or find new areas of vegetation, plants are usually rooted to one spot. But plants can do something that no animal can do. They can make energy from sunlight. This process is called photosynthesis. As well as light, plants also need water and nutrients.

How does PHOTOSYNTHESIS work?

A plant's leaves contain a green substance called chlorophyll. This enables chemical reactions to take place. These use energy from the Sun and carbon dioxide gas from the air to make food for the plant to live and grow. As photosynthesis happens, oxygen is given off into the air. (See diagram)

Camper



Requirements:

1. With other Cub Scouts, camp under canvas for at least three nights (not necessarily on the same occasion).
2. Help pack your kit for a week-end camp (and make sure that you bring everything back home again).
3. Help pitch and strike a tent and know how to care for it.
4. At camp help to prepare, cook and serve a meal. Help to clear afterwards. If possible this should be done out of doors.
5. Know the basic health and safety rules for camp and how to prepare for tent and kit inspection.
6. Take part in at least one of the following activities while at camp: a camp fire, a Scout's Own, a wide game, a joint activity with other Cub Scouts on site, a good turn for the site.
7. Help to tidy up the camp site before you leave or take part in any other suitable activity.
8. Make sure that you have your NAME on all your equipment including your clothes.

Collector



Requirements:

1. Make a collection of similar items for example ; coins, telecards, key chains, stamps. The interest is to span at least over a period of three months. The collection should be substantial and added to regularly.
2. Label and display your collection.
3. The Cub Scout should be able to say why the collection is interesting and talk about it in front of the pack together with a presentation of some background information.

Cook



Requirements:

1. Know the basic rules of safety and hygiene in the kitchen and the reasons for them.
2. Discuss with the examiner the advantages and disadvantages of different methods of preparing and cooking food and the importance of a balanced diet.
3. Plan a two-course meal for at least two people. This should include the preparation of the shopping list of the necessary ingredients and you should do the shopping with the help of an adult.
4. Set the table in a welcoming way. Use your imagination and be creative with your decorations. These could include tablemats, napkin rings, place-names, a printed menu and table decorations.
5. Cook and serve the meal. You can eat with your guests.
6. Afterwards wash everything up and put everything away.

N.B. Item 4 can be omitted if the Cub has gained the Home Help Badge.

Leader's Explanation:

Handy hints for healthy cooking:

- Wash and boil vegetables in large pieces as there are fewer surfaces from which nutrients can be lost
- Cook vegetables in a small amount of water, using a pan with a tightly fitting lid
- Place vegetables in boiling water so they will take less time to cook and fewer nutrients will be destroyed.
- Save the water in which vegetables have been cooked, and use it to make a soup, sauces or gravy.
- Choose lean cuts of meat and trim off visible fat to cut down the amount of saturated fat.
- Grilling is preferable to frying, as the food's fat content is reduced and not increased.
- Stir frying retains nutrients in vegetables, as they are cooked quickly without water.

Cooking in different ways:

Baking:

Food is cooked by the dry heat of an oven. Many flour-based goods, like bread and cakes are baked. Some meat dishes, like casseroles can be baked, also fruits and vegetables like apples and potatoes.

Craftsman



Requirements:

Choose 3 of the following.

1. Make a puppet. This could be made out of socks, sleeves, paper plates, plastic bottles, peanuts, paper bags, cloth, cardboard etc.
2. Create a scene in a box e.g. outer space, underwater, the inside of a doll's house, a puppet theatre, a television etc.
3. Design and draw a mask out of a paper plate, cardboard, paper bag or any other material.
4. Make a decorative article or gift from any material of your choice which might include wood, glass, cane, cloth, cardboard, salt dough, shells or stones, papier-mâché or other odds and ends.
5. Make a useful article for home or Pack using for example a toy box, a Christmas decoration, a desk tidy, a wall tidy, a letter rack or a paper-napkin holder.
6. As an individual or as a effort, make a model of an area you know or design an imaginary adventure playground, wildlife park, zoo, campsite, historic area or any other site. You could use cardboard or wood for the base, toothpicks or string for fences, plasticine or modeling clay for hills etc.

Cyclist



Requirements:

1. Own or have the use of a bicycle of the proper size and have the necessary safety equipment.
2. Be able to mount and dismount properly
3. Be able to clean and oil a bicycle and pump up the tyres.
4. Understand the need for keeping the bicycle in a road-worthy condition and help to do this. (Are the wheels wobbly, the pedals or steering loose? Check pressure and condition of tyres, test brakes and chain).
5. Understand the need for keeping the bicycle locked when leaving it unattended.
6. Know how and help to mend a puncture.
7. Under observation go for a short ride on a specified course showing knowledge of the proper use of those signals and rules applicable to cyclists as set out in the Highway Code in the section for the Road User on Wheels and Extra rules for Cyclists.
8. Which safety features should be considered by cyclists?
9. Cub Scouts should be able to show (written or otherwise) some general knowledge about cycling (e.g. important persons in the discipline, annual events and competitions organized abroad).
10. The Cub should be able to talk about the importance of physical exercise.

Computer Badge



Choose 4 of the following requirements:

1. Know the various parts of a computer system and demonstrate what each is used for; disc drive, keyboard, screen, printer, joystick, mouse etc.
2. Show a basic knowledge of a computer keyboard and mouse and their functions.
3. Describe at least five uses to which a computer can be put in everyday life.
4. Make a list of programs you have used recently and be prepared to talk about them to the examiner.
5. Knowledge on how to use the internet
6. Use of email
7. Know how to search for information either on an electronic encyclopedia or on the internet.

Entertainer



Requirements:

Choose four (4) from the following:

1. Take part in a stunt or short play.
2. Make a simple musical or rhythm instrument and use it as an accompaniment to a song within a group of boys.
3. Sing two songs.
4. Perform three conjuring tricks.
5. Tell, act or mime a yarn.
6. Play a simple melody on a musical instrument.
7. Perform a puppet play using puppets which you have made.
8. Go carol singing or participate in a campfire sing- song.

Note : Other forms of entertainment of comparable standard are acceptable if they are agreed upon by the examiner beforehand. This badge could be done on an individual or collective basis.

Explorer



Requirements:

1. Describe to the examiner the preparations required for a one day outing e.g. cost of outing, correct clothing, footwear, first aid kit and food. You should know the Highway code and Country code.
2. Take part in two Cub Scout outdoor activities.
3. Build a simple shelter.
4. Know the open-fire safety features and the reasons for these safety rules. Show that you are doing your best to keep them.
5. Build and light a fire outdoors, make a hot drink and clean up the area before you leave.
6. Show that you know how to interpret a simple map and its legend.
7. Find your way to a place in your town, village or nearby countryside 1 kilometre away by following directions given to you by the examiner. These directions should include either compass directions or trekking signs, landmarks or a combination of these.

First Aider

Requirements:

1. Know the limits of first aid and the need for getting help personally and by phone (e.g. calling an ambulance). You should know the emergency numbers.
2. Know why a first-aider must wear disposable surgical gloves when assisting a casualty.
3. Know how to control bleeding by applying direct pressure on the wound .
4. Know the importance of cleanliness and show how to dress minor cuts and grazes with gauze and roller bandages and how to apply and remove adhesive dressings.
5. Demonstrate how to make a patient comfortable. This must include the knowledge of the recovery position.
6. Demonstrate the use of a triangular bandage as a large arm sling and a knee bandage.
7. Know the common causes of burns and scalds in the home and their prevention; how to put out burning clothing; the simple treatment of burns and scalds.
8. Know how to treat a wasp and bee sting and how to remove a splinter.
9. Know how to stop a nosebleed and how to treat somebody who has fainted.

REMEMBER: *Your own safety always comes first!*

Fisherman

Requirements:

1. Hold the Swimmer Badge (Stage 1).
2. Know the seasons of two different fish and the importance of not catching young fish.
3. Take part in and keep a logbook of at least five fishing trips. The log is to contain a note of water conditions, weather, wind directions and strength, species and numbers of fish caught and baits which prove successful.
4. Know how to remove a hook from a fish's mouth without damaging the fish and how to kill the fish properly.
5. Recognise six different fish from photographs. Know the best baits to use for any four fish, the places in which they lie and the best way to fish for them.
6. Find out some information about any fishing laws present in your country.

Handyman



Requirements:

1. With adult assistance, know what to do in the event of a burst water pipe or gas leak and what to do in an electricity power cut and how to turn off the electricity supply at home. Specify the dangers of water and electricity.
2. Demonstrate the use of and how to take care of the following tools : hammer, saw, spanner, pliers, hand-drill, glue gun.
3. Make two useful articles for use in the Pack Den or at home. One item is to be done at home and one at the headquarters in front of the examiner. The following are some examples :-
 - A bird table
 - A box for storing tools, pencils etc.
 - A rack for keys, mugs, etc.
 - Book ends or a bookstand
 - A shoe rack
 - A notice board for camp
 - A letter holder
 - A towel rail
4. Demonstrate how to prepare and paint a vertical surface and how to clean a paint brush.

Health and Fitness



Requirements:

1. Visit or meet ONE of the following and find out how they help people to stay fit and healthy: doctor, dentist, optician, chemist, chiropodist, physiotherapist, nutritionist or any other suitable person. Make a poster about good health and hang it on your Six's board.
2. Discuss with the examiner how some of the following can damage your health: lack of exercise, lack of personal hygiene, smoking, drinking and an unhealthy diet.
3. Record all the things you have done in a week which have contributed to your personal hygiene and cleanliness.
4. Show that you understand the meaning of food labelling (the nutritional values, the difference between expiry and best before dates, the list of ingredients which reflects the composition, proportions etc.) and how and why food is stored in the home and in shops. Topics mentioned might include canning, refrigeration, freezing, vacuum packing, cross-contamination between raw and cooked foods (even when thawing foods) and food poisoning.

Leader's Explanation:

Food labelling:

Food labeling regulated require labels to provide detailed information about food. For example, most food must be marked with a date. This helps retailers to keep their stocks up to date and helps us to use foods while still fresh and at their best.

Expiry Dates:

The term "expiry" date really means the datemark that is placed on food to indicate the date when the food is at its best. There are two main types of datemarks, the "use by" and the "best before".

Use By:

The "use by" datemarks apply to those foods which are highly perishable and have a short shelf life

Best Before:

The "best before" datemarks apply to foods that have a longer shelf life.

Hobbies



Requirements:

1. Demonstrate to the examiner how you pursue your hobby and what equipment, materials and background information you use.
2. Show a continuing interest and progress over a period of at least three months and be able to demonstrate your hobby and / or discuss it with the examiner.

NB: No sport games, playing of instruments or collections are acceptable for this badge. Suitable hobbies could include ballet, drama, model making or gardening .

Home Help



Requirements:

1. Under adult supervision cook some bacon or sausages, boil, fry an egg, prepare and cook some potatoes.
2. Lay a table correctly and serve a simple meal and also display your knowledge and practice of table manners. (This can be done in conjunction with 1 above.)
3. Wash up afterwards and show how to go about cleaning a saucepan, cutlery, glassware, etc.
4. Wash and iron your Group scarf.
5. Sew on a badge or button.
6. Make a bed.
7. Clean windows and silver or brasswork.
8. Clean and tidy a room.
9. Over a period of one month take over a new job at home e.g. shopping, sweeping and washing the floor or helping to prepare lunch for school.

N.B. Item 1 & 2 & 3 can be omitted if the Cub has gained the Cook's Badge. To be passed under arrangements made by a badge examiner at the Headquarters or at the Cub Scout's home. A confirmation note from the Cub Scout's parents is not acceptable except for item no.9.

Local Historian

Requirements:

1. Pay a visit to a national monument. Look up some information about the site and present your findings to the Pack.

Now choose any three of the following alternatives:

2. Find out about a famous person who lives/d in or near your town /village, or visit and find out about a famous old building, monument, or another place of historical interest. Prepare a chart and discuss what you have found out with the examiner.
3. Write down some information about the history of your town/village. This should include the origin of the name of your town or village, the meaning of its coat-of-arms and a diagram of the latter.
4. Talk to a local and find out about what s/he did at your age and what changes s/he has seen in your area over the past years.
5. Choose two different locations in your area such as a building, a street, a monument, a public garden and find out how they got their names.
6. Draw a map of your area and mark on it places of historical interest for visitors.

Map Reader



Requirements:

1. Know and explain the principal symbols used on a 1:25,000 scale O.S. map of your locality. Be able to pin point your home and Pack Den.
2. Make a model of an 80 metre hill, showing the contour layers at regular intervals.
3. Use the knowledge acquired in items 1 and 2 and describe what you would see along a 5 kilometer stretch of road set by the examiner on any 1:25,000 scale map.
4. Set a map and know how to use a compass.
5. Draw a map (freehand) showing the whereabouts of your H.Q..

Musician



Requirements:

Choose 4 of the following:

1. Show ability in playing a musical instrument. Play two pieces of your choice which show different styles and tempos. Discuss these pieces with the examiner (composer, time, key etc.)
2. Name the parts of your musical instrument and describe its routine maintenance and how you care for it.
3. Explain the major symbols on a music score and give the correct meaning of common musical terms.
4. Listen to a piece of music and name some of the musical instruments heard.
5. Use your talents to enhance a Group activity such as a camp-fire.

Naturalist



Requirements:

1. Know the country code.

Choose four (4) of the following alternatives:

2. Present some information including diagrams, pictures or photographs about 2 local plants and 2 insect species.
3. Take part in one expedition or outing involving nature study and keep a log of it. Drawings and/or photos should be included.
4. Keep a scrapbook and tell the examiner about 6 local endangered species. These can include both flora and fauna.
5. Visit a natural history museum or watch a film about wild animals and speak to the examiner about it.
6. Look after a patch of garden or create one or use pots for at least three months. Know what tools are needed and how to use and look after them. Plant and grow something in your garden suitable for the time of the year. Keep record of your work and progress.
7. Light, water and carbon dioxide are the three essential things green plants need to grow. Why are these three elements so important?
8. Prepare some bark rubbings or some leaf rubbings. Use these rubbings to make a poster or an album indicating the names of the leaves or trees.

Our Earth



Requirements:

Choose four (4) of the following alternatives:

1. When and how was the earth born? Where in the universe is the earth found?
2. What is inside the earth? Draw a labelled diagram showing the inner core, the outer core, the mantle and the crust. What are these layers made up of?
3. What are lines of latitude and longitude? What is the equator and where is it found?
4. Tell the examiner the names of the continents, the oceans and some important seas (including the Mediterranean Sea). Point these out on a world map.
5. Know the existence of the three types of volcanoes – active, dormant and extinct and the difference between them. Draw a labelled diagram showing the inside of a volcano. Mention the names and whereabouts of two well-known volcanoes.
6. How do earthquakes occur? How is the intensity of an earthquake measured?
7. How are fossils formed? Draw diagrams to show this formation.

N.B. Item 7 can be omitted if the Cub has gained the Astronomer Badge.

Leader's Explanation:

How was the Earth born?

Why is the earth shaped like a ball? Most scientist think that the answer to this question is part of the story of how the earth was born. The story began million and millions of years ago with a gigantic, spinning cloud in space. Eventually, this spinning cloud turned into the Sun. The small clouds which remained detached from the sun turned into the planets we know today.

As Earth's gravity pulled more and more dust and gas in, everything became squeezed together – tighter and tighter. This made the ball grow hotter and hotter. It became so hot that the bits of dusts in it, which were mostly rock and metal dust, were melted together. The Earth became a glowing ball.

The outside of the earth didn't stay hot. It began to cool. And when melted rock cools, it becomes hard. So the outside of the Earth became rock hard, as it is today. The inside hasn't cooled off, though. The rock under the Earth's surface is still extremely hot and parts of the middle are still liquid.

Of course there are lots of stories about how the earth was born. But no one was alive then, so no one actually knows exactly what happened.

Our Environment



Requirements:

Choose four (2) of the following alternatives:

1. Show knowledge of the meaning of the ozone layer, acid rain, global warming and the greenhouse effect. Where possible produce diagrams to illustrate these terms.
2. Describe some causes of pollution in the air and water and on land. What are the effects of pollution? What can we do to reduce pollution? Draw diagrams or produce some pictures to illustrate polluted environments or the effects of pollution.
3. What is a food chain? Describe its importance in the balance of nature. What is the meaning of the web of life? Describe how by destroying habitats, certain species are threatened with extinction and how destroying one animal or plant species will affect others along its chain as no incident is isolated. Draw one example of a food chain.
4. Show knowledge of some local and international organisations (eg. E.C.O., Nature Trust, W.W.F., Greenpeace) which work in favour of the environment. Present some written information about one of them.
5. Write some information about at least two local and two foreign animal species which are in danger of extinction or are already extinct. If possible include diagrams or pictures.
6. What do we mean by recycling? What are its benefits? What materials can be recycled? What is the meaning of the 3 R's? (reduce, re-use and recycle)
7. What are renewable and non-renewable sources of energy? Which kinds of fuel will not run out in time? Draw diagrams or produce some pictures illustrating some energy sources.

People and Places



Requirements:

Choose three (3) of the following alternatives:

1. Select two (2) countries and find out something about their customs, traditions and religions. Present charts with information about the climate, what the people look like, the currency used, any famous landmarks or tourist attractions, typical crafts, natural resources etc. Drawings and/or pictures should be included alongside the written information.
2. Draw the flags of five countries. Write down the names of their capital cities and have an idea of the geographical position of these countries.
3. Tell the examiner some information about an organization which helps people in need because of poverty, a natural disaster (floods ,draught, earthquakes),hunger or disease.
4. Find out something about Scouting in another country. What uniform is worn? What badges are gained? Where is the meeting place? How old are the members? If possible make contact with a Scout group from another country to obtain this information.
5. Find a penfriend. Share information by letters or by e-mail.
6. Talk to the other Cubs in the Pack about your friend.

Note: All of us, whatever country we live in, whatever colour our skin is, whatever we speak or believe in , have one thing in common - we are all people of one world.

Pet Care



Requirements:

1. Own and take care of a pet.
2. Know the correct foods to give it and describe its feeding habits.
3. Describe to the examiner which common illnesses might affect your pet, how to recognise them and how to treat them. It is important to stress the importance of regular visits to a vet.
4. Show that you know how to take good care of your pet. Mention the cleaning routine of its home, the necessary vaccinations, what exercise it needs, its preferred environment, its friends and its enemies etc.
5. Introduce your pet to your Pack. This can be done with photos or by bringing the pet to a Pack meeting.

N.B. If the Cub does not owe a pet, this badge cannot be awarded.

Photographer



Requirements:

1. Discuss with the examiner the main features of a camera (i.e. shutter speeds, lens focusing and apertures) and the different types of films available. Be able to identify good practice and common mistakes in taking pictures.
2. Using the above skills take a set of twelve pictures describing an event or outing. These should include various subjects (e.g. landscapes, people and action shots) and may be in colour or black and white. They can be home or commercially processed.
3. Mount the prints on a chart and use them to describe to other Cub Scouts the outing or event mentioned in point 2.

N.B. All twelve pictures need not necessarily be taken on one occasion.

Scientist



Requirements:

1. Demonstrate any two simple experiments of your own choice. Explain to the examiner what you are doing and what you have proved. (The experiments can be of anything that interest you and should be based on your own choice).

Complete one experiment from the following:

The Physical World

2. Make a simple switch from household items and demonstrate how it could be used to control a light bulb and battery.
3. Demonstrate that electrical currents produce magnetic, chemical and heating effects and explain what happens.
4. Show that hot air rises.
5. Make an artificial rainbow by splitting up a beam of white lighting.
6. Make a pin-hole camera and understand the principles of operation, e.g. size of hole.
7. Keep simple weather records over a month (e.g. rainfall, temperature, cloud cover, wind direction).
8. Make a simple compass and show the effects of metallic and magnetic materials upon it.
9. Make a simple periscope.
10. Demonstrate how to recover dissolved substances from sea water or river water.

Complete one experiment from the following:

The Living World

11. Make some yogurt or yeast dough and find out how living creatures are involved in the process.
12. Grow cress (or a similar plant) and investigate what happens when light and water are excluded from it.
13. Use a net and jar to find out how many different creatures live in the water and mud at the edge of a pond.
14. Set up a wormery or ant colony and record activity over a few weeks.
15. Grow a bean or pea. When the root and shoot are visible investigate what happens when the seed is turned upside down and left to continue growing.
16. Collect seeds from various plants and discover how these are protected and dispersed.
17. Grow or make crystals or make crystal shapes from paper.
18. Investigate what happens to your pulse rate before and after exercise.

N.B. Other experiments of comparable standard are acceptable if agreed with the examiner beforehand. Remember the rule Safety first.

Sportsman



Requirements:

1. Have a broad knowledge of two sports such as football, cricket, basketball, hockey, rounders, horse riding, judo, archery, netball or volleyball. (You should know the rules of the game, the number of players in the team, the type of equipment needed and should be able to describe the field of play).
2. Show a reasonable proficiency and participate regularly in at least one of the sports mentioned.
3. Show that you know how to look after all the necessary apparel including clothing and equipment for the game selected in part 2 for example blowing a football and taking care of your football boots, taking care of your cricket bat and knowing how to look after cricket pads.
4. Show a good sportsmanlike spirit in all Cub Scout games and activities.
5. Know the importance of taking a shower or bath after games if possible, or at least changing out of the clothes worn during the game. Know also the importance of taking good care of the feet.
6. Know the safety rules for the game selected in requirement 1 and 2.

Note: Certificates for part 2 must be produced from the Cub Scout Leader or a school teacher and for part 4 from the Cub Scout Leader.

Swimmer



Requirements:

Stage 1 - Perform the following:

1. Know the seven safety rules at sea listed below.
2. Jump or dive from the side of the bath.
3. Breathing exercise.
4. Front glide
5. Back glide
6. Front paddle 10 metres.
7. Back paddle 10 metres.
8. Lifesaving backstroke 10 metres.
9. 25 metres of either breast-stroke, front crawl or back crawl.

Stage 2 - Perform the following:

1. Know the seven safety rules at sea listed below.
2. From the shallow to the deep end swim 15 metres in shirt and shorts, without pause, using one stroke throughout. Tread water for one minute.
3. A surface dive into approximately 1.25 metres of water in shirt and shorts. Remove clothing while in the water, without touching the bottom or side.
4. Mushroom float.
5. Plunge (dive and glide) as far as possible.
6. Commencing with the appropriate racing dive, swim 25 metres, breast, front or back crawl.
7. A plain header with good stance, take-off, flight and entry.

Swimmer



Stage 3 - Perform the following in the order set out without a break:

1. Know the seven safety rules at sea listed below.
2. Dressed in trousers and shirt or pyjamas: jump from a height of not less than 2 metres; tread water for 3 minutes in a vertical position; undress in the water.
3. Swim 50 metres, surface diving once during the swim, and swimming at least 5 metres under water.
4. Climb out from deep water without assistance, use of steps, etc...

The Seven Safety Rules

1. Always have an adult nearby.
2. The 'buddy' system. Never swim alone. Be ready to help each other but remember your own safety comes first.
3. Check the area where you are going to swim.
4. Stay in your depth. If you can't swim, stay in water about one metre deep. Only very good swimmers may go in deep water.
5. Come out before you are too tired or cold. You could get a cramp.
6. Wait before going into the water after eating. You could get a cramp from this too.
7. Think of others. Don't ever duck anyone. Make sure there's nobody in the way before you dive or jump.

Weather Lore



Requirements:

Choose any four of the following alternatives:

1. Show basic knowledge of how weather works. How does it rain? Draw a diagram of the water cycle (indicate evaporation, condensation and precipitation) What is wind? Carry out a simple experiment to demonstrate the water cycle.
2. What is air pressure? Carry out two experiments to prove these statements – e.g. comparison between identical inflated and deflated balloons on a balance and how water spurts out of a plastic bottle which is perforated in three different positions along its height.
3. What instruments are used to measure weather in a weather station?
4. Draw some international weather symbols used by meteorologists. Examples are symbols for sunny with cloudy intervals, drizzle, rainy, thunder, fog and dew.
5. Know some basic information about the Beaufort Scale. What is it used for? Who created this scale?
6. Why is it important for aircraft and ships to know weather conditions?
7. Know the names and shapes of three different types of clouds.
8. Using the weather symbols mentioned in item 4, keep a weather log for at least two weeks and record your findings on a chart. In this chart/table, describe the sky in the morning, at noon, and in the evening. Take your readings at the same time each day for better comparison.

N.B. Meteorology is the study of the Earth's atmosphere and weather. A meteorologist is a scientist who studies meteorology. These words come from the Greek word "meteora" which means "things in the sky".

World Conservation



Requirements:

Carry out these projects as a member of a group of boys and not by yourself. This group could be from your Pack or six.

1. Take part as a group in two projects, such as:
 - a. clearing a ditch, pond or creek;
 - b. making, setting up and maintaining a bird feeder, bird table, bird nesting box or bird bath;
 - c. creating, cultivating and maintaining a garden and a compost heap;
 - d. a nature survey;
 - e. an anti-litter campaign;
 - f. planting a perennial bush and keeping a record of the “visitors” to it;
 - g. making a footpath map of an area from your own investigation.

Note: Other projects may be undertaken as agreed by the Cub Scout Leader.

2. Go on an expedition with your group into the countryside and:
 - a. Find some examples of how man has damaged nature and other examples showing how man has improved nature;
 - b. Know the Country Code, know the reasons for the Country Code, and show that you are doing your best to keep it.

3. Carry out the following :
 - a. Find out all you can about an animal, bird, plant, fish, etc., which is in danger of extinction in Malta and Gozo; find out what can be done to save it and, if possible, help to do so with expert advice;
 - b. Find out which creatures and plants are in the greatest danger of extinction in the world and what can be done to save them; find out if you can personally do anything to help save them;
 - c. do what you can to inform other people by, for example:
 - (i) making posters or a display;
 - (ii) talking to adults (e.g. at a Parents’ evening);
 - (iii) talking to other young people.

World Conservation



4. With your group find out about one of the processes of nature, for example:
 - a. Observe either how a plant grows, a butterfly or frog develops, or a similar process of nature; report on your observations, either using a wall chart, log-book, photographs or drawings;
 - b. Visit a natural history museum, and make a scrapbook about the feeding habits of one of the animals or birds;
 - c. Carry out an experiment which shows the effects of pollution in water or in the air and make a chart or display of your findings;
 - d. Observe and record the effect of the processes of nature in action on a stretch of coastline.

Note: Other projects may be undertaken as agreed by the Cub Scout Leader.

5. Improve your environment by:
 - a. Planting a tree or a shrub;
 - b. Growing plants in a window box or indoors.

Note: Where Cub Scouts are encouraged to carry out a project anywhere near water, for example clearing a ditch or pond or carrying out a small fish survey, the leader must make adequate arrangements for the safety of the Cub Scouts and ensure the activity is properly supervised.