Guide Badge Book

Name

Unit

Guide Interest Badges

Find these badges online @
www.girlguiding.org.uk/Guides/home
Updated September 2014

1. Agility

Complete four of these clauses. If you complete another four clauses you may have a second badge. Describe the most suitable clothing and footwear for the activities you choose.

1. Using a rope, skip forwards for two minutes. Demonstrate two other skipping movements.
2. Take part in aerobic dancing and demonstrate three steps to your Patrol.
3. Cycle 5km.
4. Run or jog 2km.
5. Skate for 20 minutes.
6. Swim 100 metres.
7. Walk briskly for 20 minutes.
8. Take part in a fitness trail. This may be purpose-built in a park or designed by members of your unit.
9. Perform a variety of gymnastic moves, including at least one forward roll, backward roll, handstand and cartwheel, and two moves of your own choice.
10. Throw and catch a ball with a partner ten times over 6 metres.
11. Throw a ball from 4 metres away to hit a target 30cm square.
12. In a wheelchair, show skill in following an obstacle course that should
13. Run for 25 metres, bouncing a basketball or similar.
14. With a racquet, bounce a ball on the floor 20 times and in the air 20 times.
15. Demonstrate two simple yoga techniques.

2. Active Response

Complete all the clauses.

1. Demonstrate or discuss what to do when you discover an accident in the street or at home.

2. Explain how to make an emergency phone call. Know what information you will need to give.

3. Understand and demonstrate what to do if someone is not breathing.

4. Demonstrate what to do if someone has severe bleeding from a wound.

5. Explain how to deal with the following types of fire: clothing that is on fire; a pan of fat on fire; a fire caused by an electrical source.

6. Know how and where to turn off the gas, electricity and water. Explain when you might need to do this and what you would do next.

7. Demonstrate how you would help somebody who was having difficulty in water, and what precautions you would take to make sure you were safe.

8. Make and light a fire, or use a stove safely to boil water and make a hot drink.

9. Discuss what preparations you would make for going on an outing. Explain what you would do if you got lost when walking in a wood, in fog or in a town.

10. Explain, and if possible demonstrate, how to shelter if you are in difficulty when out walking. Explain how to deal with and avoid hypothermia and heat exhaustion.

3. Animal Active

Complete clauses 1 and 2, then do either 3 or 4.

1. Choose an animal and keep a diary about it for ten days. The animal could be a wild animal or a pet. You could make notes about its feeding habits, sleeping habits, grooming and care or exercise and play.

2. Imagine that you are going on holiday for two weeks and a friend is going to look after your animal. Leave your friend clear instructions about how to take care of it. Make it clear what your friend should do in case of an emergency.

3. Choose a wild animal that has become endangered and find out as much as you can about it. Present your findings in an interesting way. This could be a poster, leaflet, slide show or PowerPoint presentation. Show your presentation to an interested audience.

4. Design a poster or game to help others to understand the responsibilities of owning a pet.

4. Camper

Complete all clauses.

1. Spend at least two consecutive nights under canvas at a Guide camp. Take part in camp activities and duties.

2. Help to pitch and strike a tent.

3. Set and light a fire (either a campfire or one for cooking).

4. Help your Patrol prepare, cook, serve and clear away a meal.

5. Know how to care for your bedding and how to look after your personal kit.

6. Know simple first aid for treating cuts, stings, bruises and minor burns.

5. Camper Advanced

The person testing this badge should be an experienced camper and/or hold a Guide Camp Licence. To do this badge you must already hold the Camper badge. You must also have been to two or more Guide camps. Altogether you must have spent at least six nights at Guide camp.

1. Do both a and b.

a) Lead a group in putting up two types of tent.

b) Explain how to make simple tent repairs.

2. Do both a and b.

a) Demonstrate how to pack your bag or rucksack so that it is easy to find things and your kit stays dry. Explain what clothes you need for different kinds of weather.

b) Know how to take care of your bedding and how to store it during the day so that it stays dry.

3. Do all three clauses.

a) Cook a two-course meal with your Patrol, using either two different methods of cooking or two heat sources.

b) Show how to store all groceries safely, including bread, milk, meat, sugar and sweets.

c) Explain how to collect and store drinking water.

4. Do either a or b.

a) If the camp is using a toilet tent, help to put the tent up and equip it with a latrine, gadget for hand-washing and so on. Be responsible for at least one duty of helping to keep the toilet tent and surrounding washing area clean and tidy.

b) If the camp is using toilet blocks, be responsible for at least one duty of cleaning / tidying the whole block &restocking as necessary.

5. Do either a or b.

a) Be responsible for showing a first-time camper the routines of the camp.

b) Keep a record of what your Patrol did at camp. Use this to show what was good about the camp.

6. Suggest how careful disposal of rubbish and waste water at camp helps to protect the environment. Explain how to dispose of your waste at camp.

6. Chocolate

Complete clauses 1-3, then do any two others.

1. Find out about the history of chocolate, including how it first came to the UK. Act out the story with your Patrol.
2. Find out about fair trade chocolate products. Compare a fair trade bar with an ordinary bar. How do they compare on price, packaging and taste?
3. Do a Patrol or family survey. Keep a record of how much chocolate everyone eats during one week. Discuss your results with your Patrol.
What conclusions can you draw?
4. Design a wrapper for a 21st century chocolate bar. Invent its name as well as its design. Draw out your design or make a mock chocolate bar.
5. Set up a tasting session for your Patrol to try a variety of chocolate products, eg chocolate drinks, bars, mousses or biscuits.
6. Make at least two of the following using chocolate:

• ribbons • curls • leaves • baskets
• writing • boxes • cut-outs • ganache

7. Make up a game using chocolates and play it with your Patrol.
8. Make a selection of sweets using melted chocolate. Work out how much they cost and compare the price to bought chocolates.

7. Circus Skills

Complete the clauses:

1. Take part in at least one juggling or circus skills workshop.

2. Learn three further circus skills from the list below. Demonstrate each of your skills to your Patrol. Tell them how you learned the skills and how long it took you to get them right.

- acrobatics
- balloon modelling
- contact juggling
- cigar boxes
- club swinging with two clubs
- diabolo
- devilstick
- juggling with three or more items (scarves, rings, balls, clubs)
- lasso
- plate spinning
- stilt walking
- tumbling
- unicycling
- yo-yo

3. Do three of the following:

- Make a set of juggling balls.
- Demonstrate a circus skill to an audience of more than ten people.
- Teach three people one of your circus skills.
- Devise a worksheet to demonstrate one of your skills.
- Find out some interesting facts about one of your skills, eg its origin, a world record, its history.
- Challenge yourself to perform a trick that you cannot yet do. Keep a record of your progress as you learn the trick.

8. Communicator

Complete 5 different clauses:

1. Think of two things you enjoy at Guides. Describe them using two different types of communication, e.g. email, a foreign language, video diary, cartoon, signing, mime, Braille, a text message.

2. Using at least two different methods of communication or types of media, make an advert for your favourite product. You could use stop motion animation, TV, magazine, a website or even a podcast as the basis for your advert. You could show this to a group of your peers and ask for feedback on what they thought.

3a. Collect as many company or organisation logos as possible & use them to run a game for your Patrol. Are organisations recognisable just by their logo? Do the logos portray the meaning of the organisations? **3b.** Design a logo for your unit or District.

4. Keep a record of which types of communication you use during the course of a day. This could include; social media, texting, forums, newspapers, conversations, phone calls etc. Explain which methods you used the most and why.

5a. Visit the offices of a newspaper, a radio or TV station, or internet newsroom and tell the other members of your unit all about it. Report back on how they gather the news, how they communicate it to their viewers/ listeners/ readers. What sources do they use to find the next big news story? Do you feel that they target the news to a specific audience? Why?

5b. Take part in World Thinking Day on the Air.

6. Play at least three different computer/online games and write a brief review of each one. Include comments on the objective of the game, skills required, quality of the graphics, whether it was interesting and if you learnt anything. Consider how these games are advertised, are some games targeted to a male or female audience? Why is this?

7. There are various ways that you can communicate in writing: sending a card or letter by post; digital communication such as website, email and social media; filling in a paper form or an information sheet. Explain which would be the best way to communicate this information....• Arrangements for a Patrol meeting away from your usual meeting place. • A World Thinking Day greetings to friends abroad • Thank a speaker or guest at a unit

Communicator continued.....

8a. Describe the challenges that a person with hearing loss or visual impairment might encounter in everyday life when communicating. This should include some of the advances in technology that have been developed to support people with hearing loss or visual impairment. Things to consider could include font size, screen readers and subtitles.

8b. Do one of the following: • Using sign language, show a member of your Patrol or an adult of choice that you know how to introduce yourself to a person with hearing loss and sign something about yourself and your home.

• Be able to sign a simple story, poem or song.

• Research, design and build a model sensory garden that could be displayed in your local community. Think about where in your community it could go, who would use it, what you could include in the design and what special features it would need to have.

• “Easy read” makes information clear and easy to read for people with a learning disability. Research and produce a story in “Easy read” this could be your favourite myth or legend or a story that you create from scratch.

• Invite someone to visit your unit from a national or local charity, society or organisation such as NDCS (National Deaf Children’s Society) or NBCS (National Blind Children’s Society) to talk to you about their experiences as a young person with a visual impairment or hearing loss.

9. Prepare and deliver a presentation on your favourite hobby. Think about using a variety of digital tools such as videos or online presentation software to illustrate your talk. The best talks have a good introduction to captivate the audience and an interesting ending. Think about how many people you will be talking to and if you can do something interactive to give your audience a taster of your hobby.

10. Make up a secret code & use it to run a game for your Patrol / Unit.

11. Produce a website, blog, newsletter, email or print, or a leaflet about your Patrol /Unit, which could be used in a recruitment campaign.

12. Take a series of photos that tell a story and present them in an interesting way.

13. Compile a list of websites that could help another Guide with a Go For It! or an interest badge.

14. Teach someone younger how to be safe when using different methods of communication eg. social media, email, text or messaging.

9. Community Action

Choose one of the following four areas. Complete a specific project that will enable you to make a difference in that area.

1. Action in the lives of people in your local community. You could choose to work with or for children, older people or people with a disability.

2. Action for the local environment.

This may include projects such as bulb planting, cleaning the local river, or providing bird or bat boxes.

3. Action on a worldwide issue.

You could find out about projects sponsored by organisations such as Oxfam or Save the Children, or perhaps choose a wildlife issue.

4. Action for Girlguiding.

This can include helping at a Brownie Pack or Rainbow unit, and completing a special task such as making something for the unit.

The project:

• must be planned carefully
• may be completed individually or with other Patrol members
• should be worked on for a minimum of 12 hours over a three-month period.

Your plans should cover:

• who will be involved, eg Guides, school friends, community members • personal safety issues that need to be considered
• what permission is needed, and from whom • how long it will take, eg weekly, a weekend, a few hours over several weeks
• how you will know whether it has been a success.

Your plans must be discussed with your Leader and approved by the Patrol Leaders' Council before you start. At the end of the project, share your experience with your unit.

10. Confectioner

Complete all clauses

1. Know how to make three different kinds of icing, and what each kind is suitable for.

2. Using two different icings (one of which you have coloured yourself) and piping techniques, decorate either a cake suitable for a celebration, or some small biscuits.

3. Make a selection of cooked and uncooked sweets. Describe how you made the sweets.

4. Know how to melt chocolate successfully. Using melted chocolate, either make sweets or truffles, or decorate a cake or biscuits.

11. Cook

Complete clauses 1, 2 and 3 and then choose three others from the list.

1. Design a poster or set of postcards, or make up a short mime or drama, to show how accidents can happen in the kitchen and/or the importance of good hygiene.

2. Explain what you understand by the term ‘healthy eating'. Draw up a week's healthy eating menu for your family. Show it as a wall chart or similar, and highlight the number of portions from each food group.

3. Find out about particular diets that people might follow for health reasons. Cook a dish that is suitable for one of the following diets: diabetic, gluten free, low fat, lactose free.

4. Cook one of your family's favourite dishes.

5. Cook a traditional dish from a country other than the UK.

6. For a group of friends or your family, make a main course using convenience foods and then make the same dish entirely from fresh ingredients. For example, spaghetti bolognaise can be made using a ready-mix sauce or from fresh ingredients like tomatoes, garlic and basil - you could even try using fresh pasta. Explain which tasted better, and why. How did the cost of the two dishes compare?

7. Plan, cook and serve a meal for a group of friends, your Patrol or your family.

8. Make a dish using a specialist piece of cooking equipment, eg microwave, slow cooker, ice cream maker, bread machine, pasta maker, blender or griddle.

9. Be prepared to show the correct and safe use of equipment, such as a chopping board or knives, by making two dishes that show your basic skills at cooking. For example, you could make a salad, a fruit salad, or a ratatouille.

12. Craft

Do **four** of the following clauses. For every further clauses you complete, you may have another badge. You may only make one of the items at school.

1. Make a decorative ornament from paper or card, eg an origami or mosaic item.
2. Use one of these techniques to decorate paper: calligraphy, rubber stamping, quilling, stencilling or marbling.
3. Make a picture or design, decorate an item or produce a three-dimensional piece of work using any of the following techniques:

• embroidery (by hand or machine) • tapestry
• patchwork • quilting • beading • lace-making.

4. Use weaving skills to produce a functional article such as a mat, friendship bracelet, small bag or wall hanging.
5. Using an appropriate medium such as wood or clay, carve or sculpt a figure, pot or group of animals. The work may be decorated and glazed or fired if appropriate.
6. Make three prints, either decorative or pictorial, using any of the following techniques: • potato printing

• lino printing • polystyrene printing
• string printing • etching • screen printing
• a combination of these methods.

7. Decorate clothing or a soft furnishing item, using one or more of these methods: • block printing
• screen printing • tie-dying • painting.
8. Decorate a medium other than paper, such as glass, silk, fabric or ceramic, using an appropriate technique.
9. Engrave a picture on a glass object or panel.
10. Make an object from salt dough and decorate it.
11. Make a corn dolly, a flower arrangement or an item showing a craft that is traditional to your area (eg Dorset But- tons).
12. Make and decorate a candle.
13. Make an article using another craft.

13. Culture

Complete **five** clauses (2 from each section)

Local

1. With your Patrol, make up a local neighbourhood trail, with a quiz or scavenger hunt, for the other Patrols in your unit.

2. Interview a member of your community who can tell you about life in your area. Record the interview on tape or video.

3. Learn a dance, song, poem or piece of drama traditional to your area or region and perform it as an entertainment with your Patrol.

4. Find stories or legends about a local patron saint or a coat of arms. Ask about local people over the years who have contributed to the wellbeing of the community. Present your findings in an interesting way through photographs, drawings, and a report for a local newspaper or a short drama.

5. Visit a local exhibition with your Patrol. If possible, ask one of the exhibitors to give you a demonstration of a craft or let you have a go at it yourself.

6. Visit a place of historical interest, such as a museum, famous building or archaeological site, with your Patrol. Make a presentation about your visit to the rest of the unit.

1. Know which local or national youth councils, parliaments or forums give young people an opportunity to have a voice in current issues affecting them.

Other cultures - Choose a culture other than your own & then:

1. Cook a traditional meal often eaten in your chosen culture, and invite your family, Patrol or Leader(s) to share it with you.

2. Learn ten words and their meanings from your chosen culture's language or dialect. Teach them to your Patrol.

3. Talk to someone from a different cultural background and find out about their lifestyle. Present this in an imaginative way to your unit, either by using photographs, postcards, maps and posters or by demonstration with drama, costumes, games and so on.

4. Put on a cultural fashion show using members of your Patrol, or use dolls to demonstrate costumes from other countries. This could be done as part of an international evening in your unit.

5. Find out about the daily life of girls or young women in your chosen culture. Share your findings with an interested person or your Patrol.

6. Organise an arts activity for your Patrol, such as dance, music or drama, based on your chosen culture

14. Faith Awareness

1. Regularly attend a place where you hear about your faith. This may be a church, temple, mosque, synagogue, Sunday School, school assembly or church midweek club.

2. Undertake a service or responsibility in the life of your faith community.

3. Through drama, a piece of art work, photography or a piece of creative writing, illustrate a story from your faith tradition.

4. Find three stories from your faith tradition which help you understand how to behave and live in the world of today.

5. With your Patrol or other Guides, take part in a 'Reflections' or 'Thought for the Moment' in your unit. Use songs, drama, mime, music and so on. You should use at least one story from your own faith.

6. Read a book, watch a video or hear about someone whose faith played an important part in the way they lived their life. Talk to your Leader about your chosen person, who may be someone from the past or the present.

7. Find out about an organisation which is working for the good of other people. Tell your Leader what you have discovered.

8. Talk to your Leader about the Promise and explain how it helps you in your life. Write a prayer or a poem which is about keeping the Promise, and use it at a suitable time.

15. Film Lover

1. Choose five categories from the list below and watch one film from each. At least one film should be in black and white. Talk to your Patrol about your choices. Where possible, watch at least one of the films in a cinema.

• romance • Western • science fiction • musical
• true life • comedy • silent • animation
• foreign language • mystery or detective • period drama.

2. Know what the following film classifications mean and why they are used: UC, U, PG, 12, 12A, 15, 18.

3. Explain the role of the British Board of Film Classification.

4. Explain the meaning of these terms:

• studio system
• storyboard
• cinematography.

5. Explain what these people would do:

• producer • best boy • animal handler.

6. Explain the difference between a preview and a review.

7. Write a review of a film that you have seen recently, giving reasons for your opinions.

8. Choose a film star or director whose film work you admire. Discuss the person's role within the film industry.

16. Finding your way

Complete all the clauses

1. Make a collection of maps and street plans, eg road maps, Ordnance Survey maps, tourist maps, street maps and public transport maps. Look at as many different types as possible. Show your collection to your Patrol and explain when you would use each map and where you could get them from.

2. Explain how to read a map or street plan of your choice. Include information such as scale, grid reference and symbols.

3. Draw a sketch map of the area around your home or meeting place, and indicate whether drivers, pedestrians or both would use the map.

4. Be able to give clear directions to a place in your local area chosen in advance by your Leader, eg local shops, telephone box, place of worship, bus stop.

5. Explain how to find information to help you plan a journey, eg train or bus times. Show how to read a timetable.

6. Plan two journeys using different methods of transport, eg:

- a walk using an Ordnance Survey map
- travelling to camp using a road map
- a city walk using a tourist map
- visiting a tourist attraction using public transport.

7. With a small group (your Patrol, Unit or family), undertake one of the journeys from clause 6. Explain your plans before you go and remember to include:

- the route you will follow
- the approximate time it will take
- who you are travelling with
- how you and your group will keep safe.

8. Once you have been on your journey, tell your Patrol or Leader all about it.

17. Fire Safety

Complete all the clauses

1. Find out about the fire service in your area. Know what appliances and equipment are available and what they are used for. Visit your local fire station if possible, or take part in any fire safety initiatives run by your local fire brigade. Know what other rescue activities (other than fighting fires) they may be involved in.

2. Understand how a fire can start and spread, and how it is extinguished. Know what precautions need to be taken to prevent fires in the home.

3. Know how to raise the alarm in the event of a fire and how to warn a building's occupants and others as necessary. Know how a fire call is passed to the local fire station. Know the next actions you need to take after calling the fire brigade.

4. Know the correct way to deal with the following fires:

• a fat or chip pan fire • a person's clothes on fire
• grass or bushes on fire • an electrical fire.

5. Understand how simple smoke detectors work, why they should be installed in the home and where they should be sited.

6. Know where you would expect to find a fire extinguisher and how to use it. Know what types there are and how to tell them apart. Know what type you would use on wood or paper, oil or pet- rol, and electrical fires. Explain what environmental impact the use of an extinguisher might have, and when and why you might not tackle a fire with an extinguisher.

7. Design a fire escape plan for your home or meeting place. Know where the fire exits and extinguishers are located. Know what to do if you are trapped by fire in a building. Know what to look for before a fire or other emergency occurs.

8. Know how to deal with burns, scalds and shock.

9. Do either a or b.

a) Design a fire safety plan for your Guide camp or holiday. Take into account rules regarding cooking, campfires, use of gas lamps and general campsite fire safety.

b) Design a fire safety poster relating to a particular group or special time of year, eg Bonfire Night, Diwali, Christmas or another festival.

18. First Aid

Complete all the clauses When you have gained this badge, it is valid for two years. After two years you will need to take the test again. I**f you pass the St John Ambulance Young First Aider Course, or an equivalent, and in addition complete clauses 15-20, you have earned this badge.**

1. Demonstrate how to assess an emergency situation and make it safe for everybody before trying to help.
2. Demonstrate how to assess a casualty, check for response, open an airway, check for breathing and circulation, and place in the recovery position. **3.** On a mannequin, demonstrate mouth-to-mouth ventilations and cardiopulmonary resuscitation & know when to use these techniques.
4. Demonstrate how to make an emergency phone call.
5. Recognise the symptoms of choking and demonstrate how to treat a choking person.
6. Recognise the symptoms of asthma and demonstrate how to help someone who is having an asthma attack.
7. Demonstrate the treatment of a minor cut and a graze.
8. Demonstrate the treatment for a casualty with severe external bleeding. **9.** Explain the importance of hygiene when dealing with blood and body fluids.
10. Recognise shock and demonstrate how to treat it.
11. Recognise the features of a fracture. Demonstrate how to treat a fracture to prevent the injury getting worse.
12. Demonstrate how to treat burns and recognise when someone who has been burned should go to hospital.
13. Demonstrate the treatment for someone who has been poisoned.
14. Recognise the features of a heart attack and demonstrate how to treat a casualty who is having a heart attack.
15. Have a basic understanding of how to treat a diabetic emergency.
16. Have a basic understanding of epilepsy and the difference between minor and major seizures.
17. Know how to treat a casualty having a seizure.
18. Recognise the features of the effects of extreme temperatures. Know how to treat hypothermia, heat stroke and heat exhaustion.
19. Know how to treat insect bites and stings.
20. Know how to treat objects in the eye and ear.
21. Assemble a simple first aid kit and know how to use the contents.

19. Healthy Lifestyles

Do four of the following clauses.

1. Keep a record of everything you drink for a week. Check to see if you are getting 1.5 litres (or five or more glasses) of water a day - this is the amount needed by the average person. Remember that all the liquids you drink contain water, including tea, coffee, juice, fizzy drinks and milk. Try to increase the amount of fresh water you drink and, at the same time, try to decrease the number of soft drinks or other sugary drinks you have. See how long you can stick to this.

2. Find a chart that shows good posture for someone your age. Demonstrate good posture while walking, standing, sitting and lifting. Why is good posture important? How does it relate to good health, good appearance, and feeling good about yourself? Make up a mime or game to explain the importance of good posture to your Patrol.

3. With your Patrol, visit and take part in a fitness trail or circuit exercise course. Then design a course that your Patrol could use.

4. Make up a card or board game that shows the benefits of healthy eating and exercise. Play it with your Patrol.

5. Take part regularly in an aerobic activity, such as basketball, rollerblading, swimming or aerobics, for at least six weeks.

6. Watch TV for a couple of hours one evening. Count the number of food adverts that teach good or poor eating habits. Which of the advertised products are nutritious and which are not? Present your findings to your Patrol.

7. Make up a TV or magazine advert that shows why it is important to look after your feet.

8a. Study a variety of magazines, newspapers or TV programmes over a period of a week. What are the cur- rent issues in the news that could affect your health or what you eat? For instance, there might be stories about genetically modified food, organic food, CFCs, pollution or battery farming.

8b. Choose one issue, mount a display for your unit and organise a debate about it.

9. Every night for a week, spend one hour doing something that totally relaxes you, like listening to music, arts and crafts, going swimming, reading or yoga. This is your time so you decide what it is. Record in an interesting way what you feel before and after the hour.

10. Design a series of postcards that could be used by a group of your peers to learn about health issues such as poor hygiene, smoking, unhealthy food, alcohol, unwise dieting, drugs, too much or lack of exercise, or late nights.

20. Hobbies

Complete all clauses.

1. Start a new hobby or develop an existing hobby over at least six weeks.

2. Think about the following questions in relation to your chosen hobby:

- Is this hobby fun?
- Can I afford it?
- Do I have the space for it?
- Do I have the time for it?

Discuss your answers with your Leader.

3. Tell your Patrol about your hobby and how long you have been interested in it.
If possible, show examples of a collection or things you have made, or demonstrate what your hobby involves.

4. Explain the skills needed to pursue your hobby and what you have learned.

5. Discover more about your hobby by reading a book, visiting an exhibition, watching a TV programme or talking to someone else with the same hobby. Tell your Patrol or unit what you found out.

21. Holiday

Do all of the following clauses. To complete this badge, your stay must last at least two nights.

1. Join in the planning of a Guide holiday. With the rest of the group going away, discuss:
• what you all want to get out of the holiday
• the area where you would like to stay and possible venues
• how long you will go for.

2. Plan and agree:
• a suitable venue for the holiday (a member of the local Outdoor Activities Team must approve this)
• a programme for the holiday, including activities and places to visit
• duties and responsibilities for all group members.

3. Know what to do in case of fire in the venue.

4. Be able to use simple first aid for treating cuts, stings, bruises and minor burns. 5. Take an active part in the holiday and fulfil duties and responsibilities as agreed.

22. Independent Living

Complete five clauses. Choose one from each section and do one other from any section.
For every further five clauses you do, you may have another badge.

Food and clothes

1. Put together a collection of recipes that are low-cost and nutritious. Prepare, cook and serve one of the recipes.
2. Understand the importance of shopping on a budget. Make a list of everything you use in a week, like toothpaste and soap, and find out how much it all costs. (Do not include your food.) How could you reduce the amount of money you spend?
3. Make a game or quiz that helps your Patrol understand the importance of storing food correctly and preparing it safely and hygienically.
4. Explain the meanings of the symbols you find on washing labels in your clothes. Wash and iron an item of clothing. Know why it is important to keep clothes clean and fresh.

In the home

1. Make a safety check of your home, considering anything which could cause accidents. Share your findings with your Patrol.
2. Put together a sewing box to enable you to make simple repairs, such as turning a hem or sewing on a button. Be able to suggest different methods of making repairs, eg using Velcro or Wundaweb.
3. Follow a set of instructions to make an item such as a bird box or CD rack. Show the finished item to your Patrol.
4. Understand what services a household needs to function, such as drains, electricity, water. Find out how to pay for these and how to call out a service team if you have a problem.

Independent Living Continued....

5. Clean three rooms in your home that require different cleaning methods, eg kitchen, bathroom, bedroom. Understand any safety issues relating to the cleaning products you used.

Life skills

1. Find out what types of bank or building society account a young person may have. Show how to complete a cheque, withdrawal form or paying-in slip.

2. Know how to read an A-Z and a bus or train timetable. Demonstrate your knowledge to your Patrol.

3. Find out what these are: Job Centre, Citizens Advice Bureau, Legal Aid, Housing Association. When might a young person need to use these agencies?

4. Show how to complete an application form for an event. Explain what information you may need to give if booking activities by telephone.

5. Send an email to a friend and use a website to find out information that is useful for young people.

Well-being

1. Make a simple first aid kit and demonstrate how to treat cuts, burns, insect bites and bruises. Explain the importance of hygiene when doing first aid and how to store and use medicines correctly.

2. Make a poster or leaflet explaining why food, water, sleep, exercise and fresh air are important for a healthy lifestyle. Tell your Patrol how you try to stay healthy.

3. Give a short talk or presentation or organise a debate on how drugs, smoking, solvent abuse and excess alcohol can affect your health.

4. Talk to a young person who has left home to go to college or university, or to start a first job. Find out what issues she has faced, such as managing money, looking after herself, and homesickness. How has she coped?

23. Interpreter

Choose a country that has a language you do not know, then do all these clauses.

1. Learn to say something in that language about two of the following:

• your life and family • your hopes for the future
• your hobbies • guiding in the UK.

2. In your chosen language, help someone to get around your city or town by teaching them useful phrases for shopping, travel (by train or bus), changing money or traveller's cheques and sightseeing. This person may be a Guide, a Young Leader, a Leader or an adult approved by your Leader.

3. Research and talk about the country's capital, leader, location, currency, weather and other areas of interest.

4. Find out about places where you can get help in an emergency in your chosen country, eg if you have lost your money, if someone needs to get home fast or if someone is ill.

5. Watch a TV programme or read an article about an issue currently affecting a country where your chosen language is spoken. Talk to your Patrol about it and find out their views on it.

6. Find out about a famous person or a popular festival from a country where your chosen language is spoken.

24. Music group

If you are a percussion player, you must know how to play at least three percussion instruments, one of which should be tuned percussion.

1. Play regularly in a pop group, orchestra or other music group for at least three months.

2. Perform three prepared pieces with the ensemble, lasting for a total of six to nine minutes.

3. Explain the role(s) of your particular instrument in your music group.

4. Name at least two other instruments found in your group and talk about how the instruments work together when performing.

5. Explain how the music you play can be written down. This should cover:

- stave, alphabetical or numerical written music
- note values
- time and key signatures
- simple Italian terms and their meanings.

25. Music zone

Complete five of the following clauses. If you complete a further five clauses you may have a second badge.

1. With your Patrol or some friends, choose three pieces of music and listen to them. Each put the three in order of preference. Do you all agree? Can you explain your opinions? If you play an instrument, you could do this with three pieces you play. If you play in a group, you might choose pieces your group plays and discuss them with other members of the group.
2. Make a tape of a piece of your own 'music' and listen to it with your Patrol. You could do this in various ways; for example, you could compose and perform a tune or song, collect sounds which hold some meaning for you (such as birdsong or traffic) or make up a sound story using everyday sounds.
3. Use a favourite piece of music in an interesting way. This could be making up a dance or aerobics routine to it, or something more unusual like painting a picture of what you see when you listen to the music.
4. Do either a or b.
a) Help organise a unit campfire or a show for parents or others. b) Take part in a District, Division or County campfire.
5. Make and play your own instrument.
6. Go to a concert or musical performance. This could be with family, friends, your Patrol or your unit. Share your favourite moments with your Leader.
7. Listen to pieces of music from other countries or cultures. Share them with your Patrol and explain what you like about them.
8. Make your own campfire song book.
9. Make up a musical quiz for other members of your unit, or perhaps for Brownies and Rainbows. Be as imaginative as you can about what sorts of questions you use.
10. Find out and explain the importance of doing breathing exercises before you sing or play a musical instrument, or show what you do to combat nerves before a performance.
11. Learn or find out about a song or piece of music from three different cultures. Create an illustration for one of them to go into a songbook or music book.
12. Put on a disco for your Patrol, your unit or a Brownie unit. Select music that is appropriate for your audience and make a playlist. During the disco, introduce your music choices in a fun way.

26. Outdoor cook

Choose from the following heat sources to complete clauses 1 to 3:

• camp altar fire • barbecue
• portable stove • camp oven
• sawdust boiler or haybox • hike fire.

1. Plan a balanced meal for two people and choose at least two methods of cooking (eg boiling and grilling) that suit the heat source and the menu. Include at least two hot courses and a hot drink. Include one fresh vegetable or fruit and one other fresh food.

2. Prepare and cook all the food, demonstrating good food hygiene practices and how to keep the food hot.

3. Clear away and wash up after the meal. Dispose of or recycle all rubbish appropriately and clear up the fire correctly.

4. Have, and be able to use, a pocket first aid kit suitable for coping with accidents that may arise when cooking out of doors. Know how to treat scalds and burns.

27. Outdoor pursuits

The activities do not all have to be carried out at the same event; they could be done over a series of events.

1. Participate in at least two sessions each of any three of the following:

- abseiling
- archery
- boardsailing
- canoeing
- dry slope skiing
- orienteering
- pioneering
- rafting
- rock climbing
- rowing
- sailing
- skiing or similar
- wayfaring

Be prepared to talk about them, and if possible bring photos of the activities.

2. Discuss the clothing and equipment needed for your chosen activities.

3. Know the safety rules for your chosen activities. Discuss which activity you particularly enjoyed and why.

4. Find out about any qualifications available in your favourite activity, and how you could take it further.

28. Party planner

Before the party, discuss all the plans and preparations with your Leader. Keep a record of everything and, if possible, take some photos at your party. Afterwards, discuss the whole experience with your Leader.

1. Choose a special occasion for which you would like to throw a party.

2. Either on your own or with a group of other Guides doing this badge, organise and carry out the party.

3. Choose three of these clauses and do them individually:

• Make a list of people to invite. Produce and send invitations to one or more guests.
• Invite a special guest to the party, to give a talk or a presentation.
• Be responsible for making some decorations, and help to decorate the party room.
• Produce a menu and cook one of the dishes.
• Plan three games or activities to have at the party. Carry out one of them during the party.

29. Performing Arts

1. Do four of the following:

• Make someone up using stage make-up or face paints.

• Design and make a costume suitable for a play or pantomime, using recycled materials.

• Make a prop suitable for a play or pantomime.

• Prepare a poster or programme for a performance.

• Make a tape of at least 12 sound effects and use it to run a quiz with your Patrol.

• Paint a backcloth or some scenery for a play or pantomime.

• Make a puppet and use it to put on a performance for others.

• Help to organise and run a storytelling session. This could be for Rain- bows or Brownies, or a local library or nursery.

• Make up or learn a dance and teach it to your Patrol.

• Learn to juggle successfully with at least three objects.

• Write a short drama or play.

• Make up and run a game for your Patrol or unit which uses mime.

2. Take part in a performance, as a member of the cast or the backstage crew.

3. Go and see a performance, then tell your Patrol about it.

30. Personal safety

Complete all the clauses

1. Be able to describe three things that might cause you harm or make you feel unsafe, while doing each of the following: • heating up baked beans on the stove and toasting two pieces of bread in the toaster • going rock climbing outdoors with your Guide unit • going into town with your friends • jumping into the local pond/lake during hot weather/ Describe steps you would take to reduce risks to your personal safety in these scenarios.

2. Following necessary safety precautions, cook something simple, either using a portable/camping stove or in an unconventional way (e.g. on an open fire, in a cardboard box oven, on a food tin). Be able to explain the safety precautions which need to be taken when carrying out this activity.

3. Using a map of your local area, draw the safest routes you could take if walking from your house to at least one of the below:

• your school • your Guide meeting place • the library or local shops

Explain your reasons for identifying the routes as safe, and why you might take a different route after dark.

4. Take a 15-minute walk around the area of your home or meeting place and explain the steps you take to keep safe. Try also to notice the things you do to keep safe without thinking about it, like looking before you cross the road.

5. Be able to recognise and describe the physical signs you feel in your own body when you sense danger, for example your heart beating faster. Describe what things can stop you hearing or listening to these warning signs.

6. Show what you would wear and take with you in the following situations, and explain why: • going for a walk in the countryside • going to a party at a friend's house • meeting friends at the local park • travelling on a train or bus on your own

7. Create a drama, design a computer presentation or poster, or tell others about at least one of the following: • how to keep yourself safe while using the internet • the dangers of cyber bullying • how being under the influence of recreational drugs or alcohol can affect your safety • how to stay safe near a railway line or motorway.

31. Science

Complete all of the clauses.

1. Plan and undertake experiments or research in two of the following areas. Show you understand the science behind what you have done.

- Transport – how would transport on the moon be different from on earth?
- Weather – learn about predicting, measuring and preparing for weather.
- Crime Scene Investigation – find out what happens when a crime is being investigated.
- It's all about me – how to keep your body healthy.
- Science of a night out – what part does science play in a night out?
- Home of the future – how do developments in science and engineering improve the way we live?

(You could use the National Grid resource below to help you complete this clause.)

- Animals and nature – what impact do we, as humans, have on nature and what positive things can you do to tackle this?
- Flash, bang, goo – can mixing things change what they do?

2. Find a recent news story in which science has played a part and discuss it with your Leader.

3. Do one of the following:

- visit a museum, science centre, zoo, botanical garden, science festival, aquarium or nature reserve, or attend a university/school extra-curricular day
- ask a scientist, engineer or medical professional to talk to you about their work
- find out more about two famous scientists.

32. Sports

Choose a sport and do all the clauses. You may have a second badge if you complete all the clauses again, focusing on another sport.

1. Know the safety rules for your chosen sport and why they exist. Demonstrate that you understand the rules and etiquette of your chosen sport.

2. Show the equipment and clothing needed for the sport and demonstrate its use. Explain how to take care of it.

3. Know the importance of warming up and warming down, and occasions when it is not advisable to take part in the sport.

4. Talk to your Patrol or unit about your sport. Know about the top sports- men and women in your chosen sport and its major competitions. Try to at- tend an event or watch one on TV. Find out about the governing body that oversees your sport and any schemes it may have for young people.

5. Actively participate in your chosen sport on at least six occasions. Be- fore you do this, with the help of your instructor, Leader or Young Leader, set yourself a target for improvement (eg to learn a new skill, to develop an existing skill or to gain a qualification). Work out an action plan for the six sessions to help you to meet your target. Discuss how successfully you met the target with the the person who helped you set it.

33. Survival

1. Make an emergency shelter and explain what needs to be considered when selecting a site for it.

2. Demonstrate one way of collecting water.

3. Pack a bag for a day trip to an area unknown to you. This may be an urban or rural location.

4. Describe early signs of extreme weather conditions.

5. Choose two activities from the following list and demonstrate them:

• Show one way of finding north without using a compass.

• Light a fire and cook a two-course meal without utensils.

• Recognise three edible and three non-edible plants (you may use pictures).

• Explain how you could use the edible plants in a menu.

• Prepare an emergency survival kit either for an urban area or for a rural area. Explain why you have chosen each item.

6. Know how to use a street map and plan a route to a given location.

7. Find out about your local transport system, including the times of the last train, bus, Tube or coach to your home.

34. Team leader

Complete clauses 1-5, then do two others.

1. Using magazines and newspapers, make a poster displaying people you consider to be leaders. Show why you believe they are good or bad leaders. Discuss your ideas and findings with your Patrol.

2. Explain to a new Guide how the Unit Guidelines work and how the Patrol operates.

3. Find out about three different leadership styles. Identify your strengths and weaknesses as a leader.

4. Do one of the following: take an active part in your Patrol Leaders' Council undertake a regular leadership commitment in your unit for one term captain a sports team for a season undertake another type of regular leadership commitment.

5. Use role play or activities to demonstrate two of these communication skills:

• active listening
• different types of questioning
• giving feedback • problem solving
• decision making • dealing with conflict.

6. Adapt a game or activity for your Patrol and try it out.

7. With your Patrol, lead two activities from different Go For Its!

8. Plan and carry out an outing for your Patrol. Discuss your plans with your Leader.

9. Carry out an activity with your Patrol to discover what type of team members you all are. Plan how you can use this information to make your Patrol more effective.

10. Find out about team building. Hold a discussion with your Patrol to find out how well you work as a team.

11. Lead a cooperation game with your Patrol.

35. Team player

Complete all of the following clauses

1. Using magazines and newspapers, make a collage of groups of people you consider to be good teams, eg pop groups, teams from TV or sports teams. Show why you believe they are good teams. Discuss your ideas and findings with a member of your Patrol.

2. Take part in a discussion on Patrol ground rules with the rest of your Patrol.

3. Take part in a Patrol discussion on activities you are going to do, including who is going to bring what.

4. With your Patrol, show a new game or activity to the rest of your unit.

5. Take part in an activity with your Patrol to discover what type of team member you are by identifying your strengths and weaknesses.

6. Do one of the following:

- be a good member of a sports team
- be a good member of a team other than your Patrol
- take part in another team activity
- as a Patrol, take part in a cooperation game.

7. Take part in an activity to demonstrate two of the following skills:

- active listening
- different types of questioning
- giving feedback
- dealing with conflict • problem solving
- decision making.

36. Traditions of Guiding

Do five of these clauses. For every further five clauses you complete, you may have another badge.

1. Know how to fold a flag and hoist colours.
2. Demonstrate how to carry and present unit colours, and how to roll, store and care for them.
3. Use and explain four whistle and hand signals.
4. Tie a reef knot and a packer's knot. Demonstrate their use on a parcel or bedding roll.
5. Traditionally, Guides march formally into a horseshoe. Find out how this is done and try it.
6. Lay or follow a trail using woodcraft / tracking signs.
7. Strike a match correctly and light a candle.
8. Use Scout's pace to cover 1.6km or one mile. Remember a verbal message and deliver it at the end.
9. Use semaphore to send and read a simple message.
10. Know the first two verses of your national anthem.
11. Know ten significant facts about the history of guiding. Share this information with your Patrol in the form of a quiz, game, poster etc.
12. Lay a table for a three-course meal. Use a centrepiece and fold the napkins in an interesting way.
13. Set a map with a compass and walk on a bearing.
14. Whip the end of a rope to stop it fraying.
15. Do an activity that shows a camping skill; eg pitch and strike a tent, make a gadget, light a fire.
16. Explain and, where possible, demonstrate how to turf before lighting a fire.
17. With your Patrol, plan and do a pioneering activity; eg make a rope ladder, haymaker bridge or swing.
18. Make and use a buddy burner.
19. Learn the words of the World Song & sing it with members of your Patrol.
20. At a campfire, prepare and cook dampers.
21. Find out what Guides did for a ‘first class' award.
22. Make a lanyard to wear at camp.
23. Learn two graces and teach them to your Patrol.
24. Demonstrate the international symbol of recognition when meeting another Guide.
25. Know what makes up the Union Flag and draw it correctly.
26. Research a guiding tradition in another section.

37. Water Safety

All parts of this badge may take place on dry land.

1. Explain why the following can be dangerous: ponds, lakes, lochs, reservoirs, quarries, canals, rivers and beaches. Describe or draw signs and/or flags you might see beside water at the places above, and explain what they mean.

2. Do either a or b.
a) Design a poster or leaflet about safety at one of the places listed in clause 1.
b) Illustrate the Water Safety Code.

3. Know why it is important to put your own safety first. Explain what you would do if you saw someone in difficulty in water.

4. Show how to use the following aids to help someone:
• Reach with an article of clothing or a rigid aid, eg a long stick.
• Throw something that floats, eg large ball, empty plastic container.
• Throw a 5m rope to a person. What precautions would you take?

5. Explain what first aid treatment you might be required to give someone who has been in water, eg for shock or hypothermia.

38. World Cultures

Do five of the following clauses. If you complete another five clauses you may have a second badge.

1. Decide what you would include in a travel brochure designed to attract people to visit your local area. Have a go at making one.

2. Cook at least one meal from another country. Try to use authentic cooking methods and eating utensils. Make a list of the ingredients and find out where they come from, showing their location on a map of the world.

3. Choose three well-known women of different nationalities in the field of politics, acting, music, history or sports. Research some interesting facts on each of them, and explain the reasons for your choices.

4. Listen to, go to see, or share in making music from another culture, eg a ceilidh band, calypso band or steel band. What makes the music special and appropriate to its country of origin?

5. Find out about a festival or celebration involving light or candles, such as Hanukkah, Diwali, Loy Kratong or Advent. Make something for that festival, eg a diva (small clay lamp) or a special candle.

6. Organise a fashion show with costumes from different parts of the world.

7. Face and body painting is very popular in many parts of the world. Try face painting or mehndi decoration on your hands or feet. Find out who would use these techniques and when.

8. Play a traditional board game from another country.

9. Using any craft you like, make an animal, plant or national costume from another country. Be resourceful and find materials from your house, garden and meeting place. Be prepared to talk to your unit or tester about what country it represents and why you chose it.

10. Make a kite (traditional in China, Japan and Thailand) and fly it. Find out about kite festivals.

11. Puppetry is a very strong tradition worldwide. Find out about its importance in other countries, eg Indonesian shadow puppets. Make puppets and use them to tell a traditional story to Rainbows, Brownies or the rest of your unit.

39. World Guiding

Do five of these clauses. If you complete another five clauses you may have a second badge.

1. Guides all around the world sing Taps. Learn Taps in another language and sing it at the end of a unit meeting.

2. Girl Scouts in the USA sell cookies every year to raise money. Make some cookies or sweets, sell them and send the proceeds to the Guide Friendship Fund.

3. Make and play a game based on the World Badge and/or World Flag. Know what each part of the Badge and Flag stands for.

4. In some countries in the past, Guiding was suppressed for political reasons and Guides had to hide their uniforms and equipment. Pick six items you would hide to keep the Guiding spirit alive, and explain why you have chosen them.

5. Imagine that you are at one of the World Centres. Design and write a postcard to your Patrol at home. You should write about such things as the weather, people you have met, food and your journey.

6. Make a wordsearch based on facts about the four World Centres.

7. Do either a or b. a) Dress yourself or a friend in the uniform of a Guide from a country in another WAGGGS region
(not Europe). You could adapt your own clothes or make a uniform from paper or other materials.
b) Find out the Law and Promise of five overseas Guide Associations, one from each of the five WAGGGS regions.

8. Do either a or b. a) With your Patrol or unit, celebrate World Thinking Day in an unusual place.
b) Take part in Thinking Day on the Air, Jamboree on the Air or Thinking Day on the Internet.

9. Give a Friendship Badge or a friendship stick or bracelet to a Guide from another unit. Explain the meaning of the gift.

10. Find out the signs, symbols or traditions that link Guides and Girl Scouts around the world. Share the results with Guides in your unit, or with Brownies or Rainbows.

11. Start a campfire blanket, or if you already have one, explain where the badges came from. Which badges can you swap or give to others if you go abroad?

40. World Issues

Do five of the following clauses.
If you complete another five clauses you may have a second badge.

1. Many paper products are now made from recycled paper. Find and show three different products to an interested adult. Either make your own recycled paper or make a birthday card for one of your friends using recycled paper and materials.
2. Keep a diary of the journeys you make during a week. Explain what the most environmentally friendly methods of transport are.
3. Fill a container with as much water as you can safely manage and carry it for at least 20 metres. In many parts of the world women carry water every day. In your Patrol, discuss ways in which this task could be made easier.
4. In a group, play a cooperative game. How do cooperative games differ from competitive ones? Why is it important to cooperate? How can you apply this to situations between different countries?
5. Imagine that you are one of the first people to visit the inhabitants of a distant planet. As your ship is so small, you can only take ten things with you that would be typical of the people on Earth. Collect the ten things and explain why you have chosen them.
6. Choose three different newspapers and cut out all the articles that mention other countries. Compare how much information is given in each paper. Are the countries represented in different ways?
7. Find out about as many peace symbols as you can. Why were things like the olive branch and the dove chosen? Design and make a mobile using peace symbols.
8. Take part in a WAGGGS initiative.
9. Find out about two simple ways in which the health of people in the global south (the developing world) can be improved or lives saved.
10. Play a game about international justice or fairness, such as the Trading Game or the Paper Bag Game. Check out www.girlguiding.org.uk for ideas and links.
11. Watch a TV programme, film or video about the work of an international organisation like WWF or UNICEF. If possible, do something to help them.

41. World traveller

Do five clauses. If you complete another five clauses you may have a 2nd badge.

1. Find out what £1 is worth in euros and in two currencies from outside the European Union. Find out how you can change money into a foreign currency and how traveller's cheques work.

2. In a language other than your own, make a collection of useful words and phrases that would help you communicate while travelling.

3a. Make a list of medical facts about yourself, including any allergies or vaccinations. Why would this be a useful list to keep with a passport? **3b.** Know where to find out about vaccinations you may need when travelling abroad, and what basic medications to take with you.

4. Know when you need to have a passport and how to get one. Why is taking your membership card with you important when you are visiting guiding overseas?

5. Plan and make a journey to a place of interest for a day. Plan a timetable and work out travel arrangements, eating arrangements, cost of entrance fees etc. Think about safety and emergency contacts.

6. (Choose a or b) **a.** Cook an international dish on a lightweight stove, such as you would use if you were travelling.

b. Make a packed lunch using foods from another country.

7. Make up two games you could play with your family or friends when travelling: one suitable for a car journey and one for a train journey.

8. Choose a holiday destination and make a list of all the things you would need to pack when travelling there.

9. Plan and make a visual record of a journey, eg using postcards, photographic slides, prints or video. Compare these methods for cost, quality and possible uses.

10. Make a small collection of things you could take to another country to represent your own life and culture. Explain your choices.

11. Find out different ways in which you could contact your home while travelling abroad. Explain the advantages and disadvantages of each method.

12. Visit a chemist and find out what range of sun-care products is available. Know what type of skin you have. What are the dangers of not being protected?

42. Camp Permit

To start working on your Camp Permit, you need to have gained your Camper Advanced badge. If you are 12, you can lead a Patrol camp alongside your unit camp. When you are 13 you can run a Patrol camp without your unit.

Module 1: Plan a residential event
a: With your Patrol, decide on the type of event.
b: Choose where you are going to stay.
c: With your Leader, find an adult to act as emergency support.
Module 2: Plan the camp
a: Look after the money side of the camp.
b: Decide on equipment needed.
c: Complete necessary Girlguiding forms.
d: Plan what you have to do at the end of the camp.
Module 3: Plan to be safe
a: Plan for emergencies.
b: Agree event guidelines with your Patrol.
Module 4: Plan your food and how you will cook it
a: Plan cooking and storage facilities.
b: With your Patrol, plan your menus.
c: Understand the importance of food hygiene and waste disposal.
Module 5: Make health and first aid arrangements
a: Find out about the site's showers, toilets and water supply.
b: Be prepared for any possible emergency.
c: Check the first aid kit.
Module 6: Find the activity equipment you need
a: Check the condition of equipment.
b: Make sure everyone knows how to use the equipment.
c: Return/replace used equipment.
Module 7: Organise the care & maintenance of campsite facilities
a: Look after tents and personal equipment.
b: Set up camp.
c: Strike camp and return equipment.
Module 8: With your Patrol, plan and carry out your programme of activities. (Go to camp!)

Badge Record

Keep a record of the badges you have completed...

1. Active Response ❑
2. Agility ❑
3. Animal Active ❑
4. Camper ❑
5. Advanced Camper ❑
6. Chocolate ❑
7. Circus Skills ❑
8. Communicator ❑
9. Community Action ❑
10. Confectioner ❑
11. Cook ❑
12. Craft ❑
13. Culture ❑
14. Discovering Faith ❑
15. Film Lover ❑
16. Find Your Way ❑
17. Fire Safety ❑
18. First Aid ❑
19. Healthy Lifestyles ❑
20. Hobbies ❑
21. Holiday ❑
22. Independent Living ❑
23. Interpreter ❑
24. Music Group ❑
25. Music Zone ❑
26. Outdoor Cook ❑
27. Outdoor Pursuits ❑
28. Party Planner ❑
29. Performing Arts ❑
30. Personal Safety ❑
31. Science ❑
32. Sports ❑
33. Survival ❑
34. Team Leader ❑
35. Team Player ❑
36. Traditions of Guiding ❑
37. Water Safety ❑
38. World Cultures ❑
39. World Guiding ❑
40. World Issues ❑
41. World Traveller ❑
42. Patrol Camp Permit ❑

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