



Venturing Awards and Requirements



BOY SCOUTS OF AMERICA®

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From the Chief Scout Executive

Dear Venturers and Advisors,

Inspired by a passion for serving the youth of America through Venturing, a team of dedicated volunteers launched into a two-year labor of love to review, revise, and write new program materials. What resulted was a fresh and exciting program that will lead Venturers to new heights. On behalf of the Boy Scouts of America, I extend my utmost appreciation to the volunteer leaders and Venturers who accepted this challenge. The program materials included in the new Venturing resource series will be a wonderful guide through the program to help Venturers and Advisors alike experience exciting and ongoing adventure and fun.

Thanks go as well to those who quietly leave a legacy by serving as crew Advisors. Their dedication to serving the youth of America is integral in their growth as leaders.

To both the Advisors who will guide the crew and the Venturers who will soon find themselves planning their next big adventure, I know you will find inspiration to grow, lead, and seek adventure as you absorb the information on these pages. What excitement awaits you along that path!

Good luck and Godspeed as you live and Lead the Adventure.



Michael B. Surbaugh
Chief Scout Executive
Boy Scouts of America



Preface

The Venturing recognition system is designed to help Venturers grow in the areas of adventure, leadership, personal development, and service. Awards serve as benchmarks that give Venturers a structure for developing their own personal vision into manageable goals that lead to recognition by their peers, mentors, and the larger Scouting community.

Venturing's Core Awards

The Venturing recognition system has four levels. All Venturers should earn the **Venturing Award** soon after formally joining the program. Venturers then proceed by earning the **Discovery** and **Pathfinder** awards. Lastly, Venturers earn the **Summit Award**, in which a young person formally serves as a mentor to other Venturers in his or her crew and completes a project of significant service to their community. Venturing is a flexible program, and the recognition system is designed to help all Venturers, no matter what their crew specialty, to grow and develop.

Venturing's Special-Interest Awards

Additionally, there are awards for Venturers who wish to develop a specific set of skills related to a focus area. These awards are separate from the Venturing, Discovery, Pathfinder, and Summit awards.

- The **TRUST Award** is earned by developing a deep understanding about the role of faith in one's life and in a diverse society.
- The **Ranger Award** is earned by mastering outdoor skills.
- The **Quest Award** is earned by setting and meeting challenging goals related to sports and lifetime fitness.

Other Scouting Awards

Beyond Venturing are also many other recognitions a Venturer can aspire to earn or receive.

- **Religious emblems** can be earned by working with a church, synagogue, mosque, temple, or other faith-based organization. These awards are bestowed by these organizations and are recognized in Venturing. Venturers can also earn the **Messengers of Peace Award**.
- Venturers interested in science, technology, engineering, or mathematics (STEM disciplines) should consider earning **Nova Awards** or the prestigious **Supernova Awards** for Venturers: the **Sally Ride**, **Wright Brothers**, and **Albert Einstein** awards.
- Venturers with a strong dedication to conserving natural resources could pursue the **William T. Hornaday Awards**.
- Other opportunities are listed in the back of this book.

This book is designed to be a comprehensive source for the requirements of the Venturing awards programs. Information is also provided on many of the other awards and recognitions to alert Venturers to these opportunities, but because these awards are often bestowed by other agencies, the Venturer is encouraged to find the most current requirements from those organizations.

All Venturers should be coached and mentored to begin the awards path. Venturing is a game with a purpose. It should be fun, social, and engaging, but its purpose is to guide Venturers toward their vision of themselves as leaders, adventurers, and faithful stewards of their own resources as well as those we all share.



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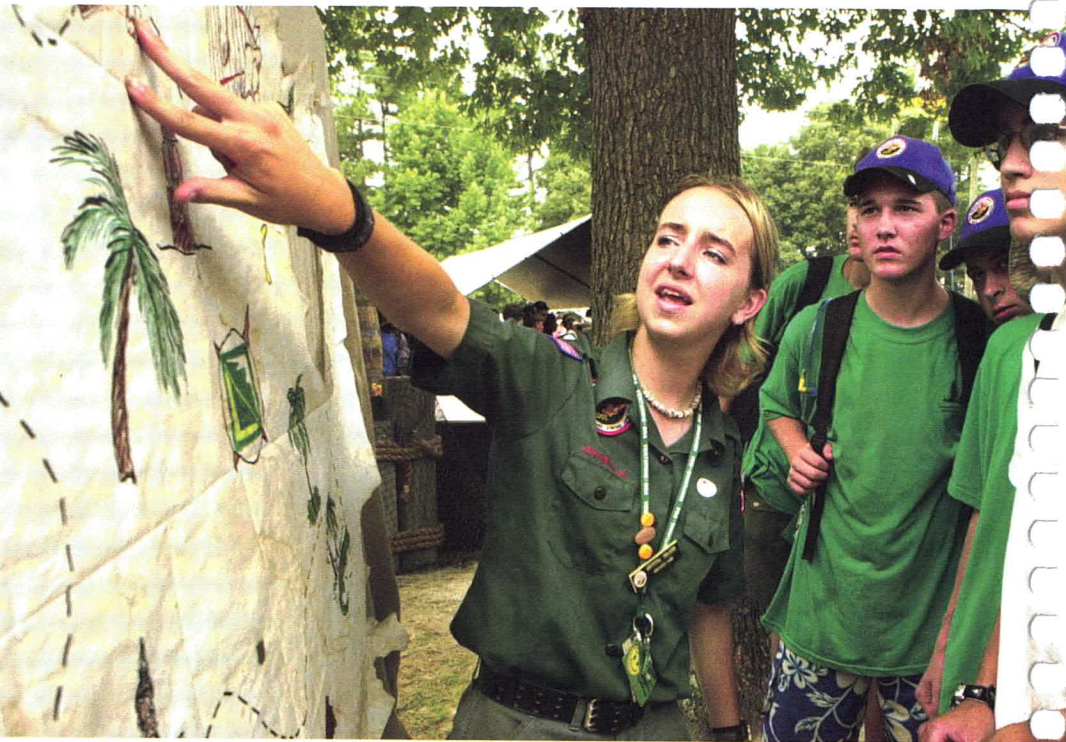


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The Trail to the Summit

Venturing is about personal growth through adventure. One of the tools used in Venturing is recognizing Venturers for taking on a personal challenge and meeting that challenge. Venturing uses several approaches to recognition. The recognition system described in the *Handbook for Venturers* is the key recognition system in the Venturing program. It provides a flexible framework for crew members to use when designing adventures and is a helpful tool for planning crew activities. The Venturing, Discovery, Pathfinder, and Summit awards provide benchmarks of progress as Venturers grow as leaders.

The trail to the Summit is designed to meet the needs of all crews as an adventure planning tool. The nature of the adventure varies from crew to crew, but the skills needed to deliver those adventures are the same.

This handbook is focused on another part of your growth as a leader: the need to develop skills that provide the setting for adventure. Whether your interests lie in the outdoors, in developing faith and cultural awareness, or in meeting the challenge of increasing your personal fitness, the Ranger, TRUST, and Quest awards give you program content ideas upon which to build your program. Use the content from these awards as partners with the Summit system to build your crew's adventures and to recognize your accomplishments along the way.



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Requirements for the Core Venturing Awards

The Venturing awards program is designed around adventure. Adventure is not limited to extended expeditions involving challenging forms of climbing, canoeing, hiking, sailing, or the like. Adventure is a vision for how to live one's life. Adventure is seen as a desire to engage in activities that take us beyond our typical routine and into meeting other people, growing personally, and having the opportunity to gain new perspectives.

Venturing Award

The first step in any journey is having the courage to begin. At this level, the new crew member makes his or her commitment to join and move forward into the experience of Venturing.

Discovery Award

The adventure of participating with the crew unfolds, and each Venturer begins to discover his or her interests and talents. As the Discovery Award recipients develop new skills and competencies, their eyes are opened and the world expands for them.

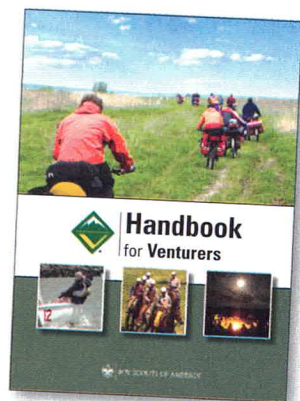
Pathfinder Award

The Venturers' capabilities and skills expand, and with that comes increased responsibility for defining their own way forward in life, service to others, and formal planning and leadership of the crew toward its goals.

Summit Award

The highest award of Venturing, the Summit Award, goes to Venturers who have matured in their personal direction, skills, and life competencies and who have accepted the responsibility to mentor others and serve their communities in a lasting way.

The requirements for each of the four Venturing awards are outlined here; the best reference for a Venturer who is seeking these awards is the Handbook for Venturers.



Venturing Award Requirements



1. Participate in a crew activity outside of a crew meeting.
2. Participate in an interview conducted by your crew president and your Advisor.
3. Complete Personal Safety Awareness training.
4. State your intention to join the crew by participating in an induction ceremony during which you repeat and commit to live by the Scout Oath and Scout Law and the Venturing motto: Lead the Adventure.



Discovery Award Requirements



Adventure

1. Participate in at least two Tier II or Tier III adventures at the crew, district, council, area, regional, or national level.
2. Complete the following:
 - a. A standard CPR course, such as American Red Cross—First Aid/CPR/AED for Schools and the Community or the American Heart Association—Heartsaver Pediatric First Aid/CPR/AED, or an equivalent course.
 - b. A standard first-aid course such as the American Red Cross—Standard First Aid or equivalent course.

Leadership

3. Complete the Introduction to Leadership Skills for Crews course (or an equivalent).
4. Complete the Goal-Setting and Time Management training courses.
5. Complete Crew Officers Orientation.

Personal Growth

6. Complete a structured personal reflection, and use this reflection and what you learned from the process to prepare for goal-setting and as part of your Discovery Award Advisor conference. Explore one of the following areas: Development of Faith,¹ Development of Self, Development of Others.

¹Venturers may, but are not required to, share the personal reflection associated with Development of Faith with their Advisor, during the Advisor conference, or during a board of review.

7. In consultation with your Advisor, establish at least one personal goal, and achieve it. The goal should be grounded in the area you explored in Discovery Award Personal Growth requirement 6.

Service

8. Participate in service activities totaling at least 24 hours. Up to half of the service may be delivered personally; the rest must be delivered through crew service activities.

Advisor Conference and Board of Review

Upon completion of the Adventure, Leadership, Personal Growth, and Service requirements, complete the following.

9. Since earning the Venturing Award, participate in a conference with your Advisor.² As a part of this conference, discuss with your Advisor the challenges you faced and what you learned in fulfilling Personal Growth requirements 6 and 7.

²*Venturers may, but are not required to, share the personal reflection associated with Development of Faith with their Advisor, during the Advisor conference, or during a board of review.*

10. After your Advisor conference, successfully complete a crew board of review according to the *Venturing Board of Review Guide*.



Pathfinder Award Requirements



Adventure

1. Participate in at least two additional (for a total of at least four) Tier II or Tier III adventures at the crew, district, council, area, regional, or national level. Serve as a leader for one of the adventures.

Leadership

2. Complete Project Management training.
3. Since earning the Discovery Award, plan and give leadership to a Tier II or Tier III adventure. Work with a youth mentor to ensure that you have organized the adventure in advance, that you are prepared for contingencies, and that you have prepared the members of your crew to take part. In some cases, you may need to confer with an external consultant to assure the adventure is feasible for your crew. The adventure must take place over at least two consecutive nights. If an event lasts more than four nights, an additional Venturer may share in planning and leading the adventure. If two Venturers plan the adventure, they should work with their mentor to ensure that the workload is divided fairly between the two leaders. At the close of the adventure, lead a reflection with the participants in the activity to determine what was learned and how it helped them to work together as a more effective team. An experienced Venturer should serve as your mentor for the adventure.³

³ Venturers may, but are not required to, share the personal reflection associated with Development of Faith with their Advisor, during the Advisor conference, or during a board of review.

4. Complete one of the following.
 - a. Since earning the Discovery Award, serve actively as crew president, vice president, secretary, treasurer, guide, historian, den chief, or quartermaster for a period of at least six months.⁴ At the beginning of your term, work with your crew president (or Advisor, if you are the president) to set performance goals for the position. Any number of

different positions may be held as long as the total length of service equals at least six months. Holding simultaneous positions does not shorten the required number of months. Positions need not flow from one to the other; there may be gaps in time. Once during your term of office, discuss your successes and challenges with your crew president (or Advisor, if you are the president).

⁴ *Venturers may substitute district, council, area, regional, or national Venturing officer or cabinet positions for the positions listed in this requirement.*

OR

- b. Participate in or serve on staff for leadership training such as National Youth Leadership Training, Kodiak Challenge, National Advanced Youth Leadership Experience, Order of the Arrow National Leadership Seminar, Sea Scout SEAL Training, or Wood Badge (for Venturers 18 or older). You may also participate in non-BSA leadership training courses such as those delivered by the National Outdoor Leadership School, if approved by your Advisor.

Personal Growth

5. Since earning the Discovery Award, explore the two areas (Development of Faith,⁵ Development of Self, or Development of Others) that you did not explore previously. Based on what you discover, prepare a set of personal reflections or thoughts on the subjects. Use your reflections and what you learned from the process to prepare for fulfilling Personal Growth requirement 7 and for your Pathfinder Award Advisor conference.

⁵ *Venturers may, but are not required to, share the personal reflection associated with Development of Faith with their Advisor, during the Advisor conference, or during a board of review.*

6. Participate in an ethical controversy discussion activity that includes an extension into conflict resolution.
7. In consultation with your Advisor, establish at least two personal goals, and achieve them. The goals should be grounded in the areas you explored in Pathfinder Personal Growth requirement 5.

Service

8. Plan, organize, and give leadership to a project designed to sustain and grow your crew. Submit the plan to your crew president (or Advisor, if you are president), and explain how you think it will encourage more young people to join Venturing.
9. Participate in service activities totaling at least 36 hours. This in addition to the 24 hours of service required to earn the Discovery Award. Up to half of the service may be delivered personally; the rest must be delivered through crew activities.

Advisor Conference and Board of Review

Upon completion of the Adventure, Leadership, Personal Growth, and Service requirements, complete the following.

10. Participate in an Advisor conference. As a part of this conference, discuss with your Advisor the challenges you faced and what you learned in fulfilling Pathfinder Personal Growth requirements 5 and 7.
11. After your Advisor conference, successfully complete a crew board of review according to the *Venturing Board of Review Guide*.

Summit Award Requirements



Adventure

1. Participate in at least three additional (for a total of seven) Tier II or Tier III adventures at the crew, district, council, area, regional, or national level. To earn the Summit Award, a Venturer must have participated in at least one Tier III adventure and served as a leader during one adventure.

Leadership

2. Complete Mentoring training prior to initiating mentoring relationships.
3. Since earning the Pathfinder Award, mentor another Venturer in the planning and implementation of a crew, council, area, regional, or national Venturing activity (see Summit Adventure requirement 1). Work with the youth enough to ensure he or she is ready to lead and has organized the appropriate resources, is prepared for contingencies, and has developed an itinerary, conducted training to support the adventure, and mitigated risk before and during the adventure. Participate in the adventure and provide feedback on how the adventure was conducted.
4. Complete two of the following.
 - a. Since earning the Pathfinder Award, serve actively as crew president, vice president, secretary, treasurer, guide, historian, den chief, or quartermaster for a period of at least six months.⁶ At the beginning of your term, work with your crew president (or Advisor, if you are the president) to set performance goals for the position. Any number of different positions may be held as long as the total length of service equals at least six months. Holding simultaneous positions does not shorten the

⁶ Venturers may substitute district, council, area, regional, or national Venturing officer or cabinet positions for the positions listed in this requirement.

required number of months. Positions need not flow from one to the other; there may be gaps in time. Once during your term of office, discuss your successes and challenges with your crew president (or Advisor, if you are the president).

- b. Participate in or serve on staff for leadership training such as National Youth Leadership Training, Kodiak Challenge, National Advanced Youth Leadership Experience, Order of the Arrow National Leadership Seminar, Sea Scout SEAL Training, or Wood Badge (for Venturers 18 or older). You may also participate in non-BSA leadership training courses such as those delivered by the National Outdoor Leadership School, if approved by your Advisor. This must be a different training course than you completed for Pathfinder Award requirement 4(b) or Summit Award requirement 4(c).
- c. Lead the delivery of Introduction to Leadership Skills for Crews for members of your Venturing crew or another local Venturing crew or for a local district or council training event. After leading the training course, discuss with your crew Advisor how you believe you helped build the skill set of your crew and what you learned by organizing the training course.

Personal Growth

5. Since earning the Pathfinder Award, complete a structured personal reflection. Use this reflection to prepare for goal-setting and as part of your Advisor conference. Explore two of the following areas: Development of Faith,⁷ Development of Self, or Development of Others. You may explore two different areas or explore one area twice.

⁷ Venturers may, but are not required to, share the personal reflection associated with Development of Faith with their Advisor, during the Advisor conference, or during a board of review.

6. Create a personal code of conduct. This code of conduct should be guided by your explorations in the areas of faith, self, and others.
7. Since earning the Pathfinder Award, lead an ethical controversy and conflict resolution scenario with members of your Venturing crew.

Service

8. Since earning the Pathfinder award, plan and conduct a service project as described in the Venturing Summit Award Service Project Workbook. Before you start, have the project proposal form from the workbook completed and approved by those benefiting from the effort, your Advisor, and another Venturer designated by your crew leadership. This project must be a different service project than one carried out for the Eagle Scout Award, the Sea Scout Quartermaster Award, or the Girl Scout Gold Award.

Advisor Conference and Board of Review

Upon completion of the Adventure, Leadership, Personal Growth, and Service requirements, complete the following.

9. Participate in an Advisor conference. As a part of this conference, share your code of conduct with your Advisor, and explain how your explorations of faith, self, and others and your goal-setting exercises influenced the development of your code.
10. After your Advisor conference, successfully complete a crew board of review.

Summit Board of Review

For the Summit Award, the board of review will be conducted according to the BSA *Guide to Advancement* and the *Venturing Board of Review Guide*.

The board of review must consist of at least five, but no more than six, members. At least half of the board of review members, excluding the chair, must be Venturers currently participating in the program.

The candidate's crew president (or vice president of administration, if the candidate is the crew president) and the chair of the board of review must agree upon the board's final membership makeup. If the chair and the crew president (or vice president of administration) cannot agree, the candidate's Advisor will make the final determination of board membership, including members previously considered by the crew president and chair.

Board of Review Chair. The adult chair of the board of review shall be a Venturing-certified member of the district or local council advancement committee or a designated Venturing-certified representative. "Venturing-certified" means that the person has completed Venturing Awards and Recognition training.

Venturer Representatives. The board of review should include at least two active Venturers, at least one of whom must be from the candidate's crew. Other Venturing members of the board of review should be selected from the following list.

- A current holder of the Summit Award or Silver Award
- A member of the council, area, or region Venturing Officers Association or equivalent
- A Venturer who currently holds an elected office in a crew
- An Eagle Scout, Quartermaster, or Girl Scout Gold award recipient who is an active Venturer

In the event the chair determines that no Venturer is available who meets one of these qualifications, the crew president may nominate another Venturer from the candidate's crew to serve on the board of review.

Adult Representatives. Other than the chair, the board of review should include at least one adult who is registered with the BSA and who participates regularly with the Venturing program at any level.

Community Representatives. It is recommended that the board of review involve at least one well-respected adult representative of the community, who need not be affiliated with the BSA.

The Venturer's parents, relatives, or guardian should not be in attendance at the board of review in any capacity.



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Requirements for the TRUST, Ranger, and Quest Awards

Venturing offers three awards for Venturers who seek to excel in specific areas of emphasis: religious and spiritual life, the outdoors, physical fitness, and leadership.

- The **TRUST Award** encourages a Venturer to deepen his or her own religious faith, to learn about the cultures and faiths of others, and to apply principles of conflict resolution in his or her own life.
- The **Ranger Award** challenges a Venturer to achieve a high level of outdoor skills proficiency that can be used to serve other Scouts and Venturers.
- The **Quest Award** challenges a Venturer to learn about new sports disciplines, achieve a degree of proficiency in them, and then teach others about them.

Mechanics of Recognition

For the TRUST, Ranger, and Quest awards, crew Advisors or consultants must sign for the requirements that a Venturer completes. For the TRUST Award, Venturers need to work with a leader of their own religious community; this can be a lay leader. These awards are completed once all requirements and necessary electives have been signed off by a crew Advisor, qualified consultant, or religious leader. There is no crew board of review.

Consultants

At times, Venturers will need to consult adult experts other than their crew Advisor or religious leader. These consultants need to be chosen carefully and should be experts in the area of interest. For example, a teacher whose field of study is cultural diversity or community government may provide insight and help with electives in those areas. Religious leaders from different faiths may be helpful in studying religious perspectives for the TRUST Award. A naturalist or environmental science teacher could help with electives such as Plants and Wildlife for the Ranger Award. For the Quest Award, appropriate examples of consultants could include a fencing coach, a sports doctor, or an Olympic athlete. Consultants need to be knowledgeable and proficient in the discipline related to the Ranger or Quest requirement—in other words, a specialist. It is desirable that if available the consultant be licensed or certified in his or her field of expertise.

All consultants should be approved in advance by the crew Advisor. The Advisor may also recommend potential consultants or suggest whom to contact in a particular area of interest.

Presentations

Many requirements ask Venturers to share their knowledge with others—their crew, youth group, school group, Boy Scouts, Girl Scouts, etc. What is shared, and how it is shared, will depend on the audience. Both the method of presentation and the information presented need to be appropriate to the age of the audience. A Venturer may want to use displays; pictures are invaluable in communicating with others. If speaking to a Cub Scout den, a Venturer should consider the shorter attention span of young children and their greater need for active learning, especially when presenting an outdoor skill. An audience of senior citizens might not be interested in training for a marathon, but a Venturer might encourage them to try walking around the block three times a week. Venturers should seek the crew Advisor's guidance in putting together a presentation to be the best possible. Sharing knowledge with others is a great way to be sure of one's own understanding.

Multiple Credit

Unless specified in the requirements, a Venturer may receive multiple credit for similar requirements within the Venturing program. For instance, if a Venturer becomes certified as a Red Cross First Aid instructor for the TRUST Award, the certification will carry over to the Ranger and Quest award requirements as well. Similarly, if a Venturer uses an American Red Cross Emergency Medical Response course to meet the first-aid core requirement for the Ranger Award, the credit also applies to the award's First Aid and Lifesaver electives. The only time a Venturer cannot receive multiple credit is when required to do a presentation (tabletop, sports clinic, or other). Each presentation must be done individually, not two or three at a time.

Past Credit

All core requirements and electives require that the work be done as a Venturer. A youth may have earned the Backpacking merit badge as a Boy Scout, but he must complete all requirements for the Ranger Award Backpacking elective as a Venturer. A youth may have previously earned the Physical Fitness merit badge as a Boy Scout, but for the Quest Award he must do all that is required in the Quest Fitness for Life core requirement while he is a Venturer. However, a youth who is working on the Boy Scout Physical Fitness merit badge and the Quest Fitness for Life core requirement at the same time can get dual credit for those requirements that overlap. As an example, for the TRUST Award, a youth may have previously researched another religion for a high school history class or attended a cultural event in the community with his or her family. While valuable experiences, these cannot be counted toward the TRUST Award unless the youth was a Venturer at the time.

An exception to this policy is made for certifications. As long as a certification needed to fulfill a requirement or an elective is still valid (unexpired), the certification may be used regardless of when it was received. It does not matter if it was obtained prior to the candidate becoming a Venturer. Examples include scuba Open Water Diver certification for the Ranger Award or the American Red Cross Sports Medicine Training Program for the Quest Award.

Venturers Earning Boy Scout Advancement

A Venturer who has achieved First Class rank as a Boy Scout in a troop or as a Varsity Scout in a team may continue working toward the Star, Life, and Eagle Scout ranks as a Venturer until his 18th birthday. Any work done while a Venturer can count toward both Boy Scout advancement and Venturing recognition at the same time. For instance, a conservation project required in Boy Scouting can also count in Venturing.

The Venturer must meet the requirements in the *Boy Scout Handbook* and the current *Boy Scout Requirements*. Leadership requirements may be met by serving as president, vice president, secretary, treasurer, webmaster, or outdoor ethics guide in a Venturing crew, or Quartermaster, boatswain, boatswain's mate, yeoman, purser, storekeeper, webmaster, or outdoor ethics guide in a Sea Scout ship. The unit leader conference will be conducted by the crew Advisor or ship Skipper. As the Venturer meets the requirements for the Star and Life ranks, a board of review is conducted by the crew or ship committee. The Eagle Scout board of review follows the procedures established by the BSA local council.

Venturers working on Boy Scout advancement do not have to be registered in a Boy Scout troop, but may do so at no additional charge. A Venturer may pay the yearly membership registration fee in the troop, team, crew, or ship and be a member of the other unit without paying another fee. For example, a youth who pays to register in his Boy Scout troop can also be a member of his crew at no additional charge. This is called multiple (dual) registration. It is the youth's responsibility to be sure his membership does not lapse.



Eagle Scout Award

Wherever the youth is registered, his Scoutmaster and crew Advisor or Skipper decide with him which one of them will oversee the youth member's advancement. For more information, see the *Guide to Advancement*, No. 33088, section 4.3.1.4.

Venturers who are active in a Boy Scout troop or who are working on or have previously earned Boy Scout advancement may wear Boy Scout rank badges on their Venturing uniform. Venturers who have earned the Eagle Scout Award may continue to wear the Eagle Scout badge until their 21st birthday. Venturers may not simultaneously wear both Boy Scout advancement and Venturing cloth recognition devices. They may wear a single recognition of their choice on the left pocket of the Venturing uniform shirt.

Searching for Information

Many of the requirements for the TRUST, Ranger, and Quest awards call for the Venturer to search independently for further information. The Internet is a wonderful source of information about religions, cultures, governments, governing associations for sports, outdoors knowledge, and countless other subjects. However, a researcher needs to be a smart Internet user. Not all of the information online is reliable or accurate. This can be especially true of religious, cultural, and ethnic information. It is important to use only reliable information to avoid being misled when learning about someone else's religion or culture.

For each requirement and elective for the TRUST, Ranger, and Quest awards, authoritative Internet resources are available through the Venturing portal at www.scouting.org/venturing. These are mostly the official sites for religious, community, sporting, and outdoors skills organizations. Some of these refer to other sites that are equally helpful and authoritative. A Venturer must be careful not to rely on personal sites or sites that seek to promote one person's way of thinking by degrading someone else's. Such sites do not promote the Venturing way.

Internet Safety Tips

A Venturer should:

- Review Venturing's *Personal Safety Awareness* video.
- Make sure your parents always know if you're online.
- Never give personal information (name, address, email address, phone number, parents' names, photographs of you or your house, your school's name or location) to someone you meet online.
- Never agree to call on the phone or meet in person anyone you've met online.
- Navigate away from anything that makes you uncomfortable (or would make your mom or dad uncomfortable). Use the back arrow.
- Tell the adult who knows you're online if someone does something bad or you get into a bad site.
- Keep your password secure.
- Use your own words when including information from the Internet in any reports you write. Give credit to Internet authors if you do use their words or ideas.
- Language that you use online must be clean and polite. Ask yourself, "Would my parents mind reading what I'm writing?"
- E-buying is not OK unless you have your parents' approval.
- Searches and sites must be safely surfed. Don't go looking for trouble!

Research Tips

To begin looking for information on the Internet, a Venturer will likely use a search engine. Some of the most helpful are:

- www.google.com
- www.bing.com
- www.yahoo.com
- www.ask.com

Most search engines have help pages that answer questions about how to use the sites. An important consideration when searching for information is choosing the right keywords. Keywords are the words to type in the search box. Choosing the right keywords will save time by accurately leading the user to the information needed.

These tips will help produce the best search results:

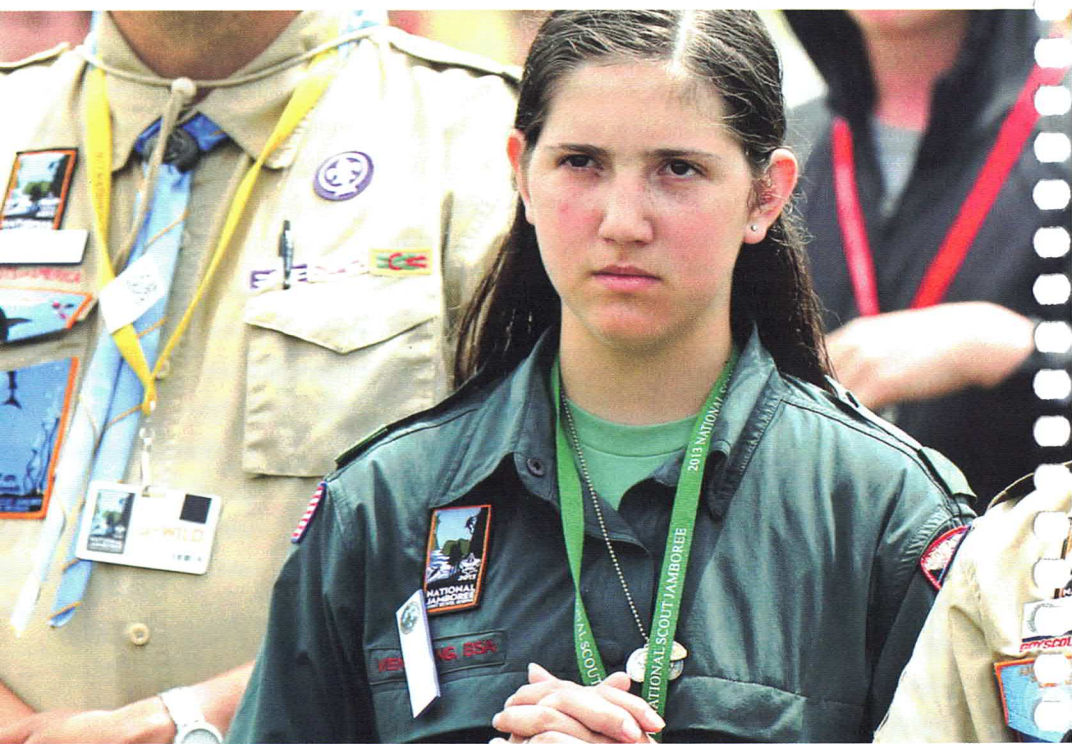
- Try the obvious first. When looking for information on Picasso, enter “Picasso” rather than “painters.”
- Use words that are likely to appear on a site with the information wanted. “Luxury hotel Dubuque” gets better results than “really nice places to spend the night in Dubuque.”
- Make keywords as specific as possible. “Antique lead soldiers” gets more relevant results than “old metal toys.”
- Try different search engines and compare the results.

The best way to improve Internet skills is to practice. Because the Internet is constantly changing, users may run into dead ends along the way. The information sought is most likely out there, needing only a persistent searcher to find it.





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Venturing TRUST Award

Tending

Respecting

Understanding

Serving

Transforming

The Scout Law is the basic ethical guideline of the Scouting program in the United States. It is familiar to millions of people who have been part of the program throughout the years, as well as many people who have not. The Scout Law begins “A Scout is trustworthy.” One of the earliest codes of ethics in the Scouting program, this concept comes from the founding of Scouting by Lord Baden-Powell. In the Scout laws of other countries, we see similar words: a Scout is trustworthy; a Scout is to be trusted; a Scout is faithful and reliable; a Scout’s honor is to be trusted.

Trust is an essential aspect of our relationships with others, both personally and corporately. Do I trust you, and if so, how much? Does your country trust mine? Does my country trust yours? Do others trust my religion? Do I trust another’s religion? Do I trust my community leaders to make good decisions—for our children, our youth, our elders?

As members of the Scouting movement, Venturers are often looked upon by the community to be trusted leaders in matters of morality, maturity, and service. But we live in an increasingly pluralistic society, and it is a challenging task to discover how these concepts are interpreted by people of different nationalities, cultures, and religions. How does a Venturer discover what these issues mean to different people? One way is by listening to and studying different viewpoints that people hold—in other words, by learning about the things that have a daily impact on people’s lives. As Scouts and Venturers, it is imperative that we lead our communities in building trust and well-being.

Earning the TRUST Award will help a Venturer build trust with others in our increasingly complex and diverse world. This award begins that journey with the Venturer gaining a deeper understanding of his or her own beliefs. Then the Venturer learns about the beliefs of others and in doing so becomes increasingly able to exemplify the role of a servant leader.



TRUST Award

Purpose and Goals of the TRUST Award

Throughout this section, the term God is used to represent the creator or divine spirit, just as it is used in the Scout Oath. It is not intended to be a limiting term. When studying a religion that uses a different term than God, please substitute as needed.

For many people, God is a source of strength in daily life, and often the center of activity and thought throughout the day. Many think of God as a supreme being and creator, while others think of God as a set of attributes present in every living being. Regardless of one's religious upbringing, and by whatever name God is called, people around the world seek guidance from God in good times and bad. In our diverse world, we increasingly encounter people who have grown up in different traditions than we have and therefore see both the world and God in ways that are sometimes quite foreign to us. Getting along with such people (especially in times of unrest and uncertainty) requires that we know something about them and their religious and cultural traditions.

Often it is young people who lead us all in a quest for answers and understanding. You can teach the world around you a great deal about being nonjudgmental, curious, and open-minded. You can demonstrate patience, tolerance, and understanding to a world in need of harmony. You can be the source of strength and leadership for an entire community.

To the Venturer:

The purpose of this award program is to help you learn more about your relationship with God and how your religious and cultural heritage can strengthen you for daily living. You will discover much about the community in which you live and the people who are a vital part of your community. You will also discover how the Scout Oath and Scout Law can be applied more specifically to your daily life. Throughout this program you will study your own understanding of God and your religious beliefs. You will look at why you hold those beliefs and why they are important to you. You will also look at the religious beliefs of others, the community in which you reside, how to deal with conflicts of various types, and how as a member of a community you are able to better serve your fellow human beings. You will contribute to the transformation of your community into a better place to live for all.

In the end, as you qualify for and are presented the TRUST Award, you will become a resource for other youth (and adults) in your community, helping them to be open-minded and curious, and helping them to become better citizens of the diverse nation in which we live.

The goals are for you to:

- Learn about your religious faith in greater detail.
- Learn about other religious faiths and how they are similar to and different from your own.
- Examine cultures other than your own and learn how culture helps define who we are.
- Explore your community, seek to understand its rich diversity, and find ways to serve it better.
- Learn about conflict resolution, peace, and reconciliation and how to apply them in your own life.

Religious/Community Leadership

To earn the TRUST Award, you will need to work with a leader of your religious community. This may be a pastor, priest, rabbi, imam, etc., or it may be a lay leader of your religious community, including your youth group leader. To get the most out of this course of study, it is important that this religious leader be:

- Approved by your religious community
- Knowledgeable in the ways of your faith
- Open-minded enough to help you on this journey
- Someone who is comfortable having discussions with youth
- Someone you are comfortable talking to
- Someone who cares about your personal growth

If you have difficulty finding such a person, consult your crew Advisor.

Completing the TRUST Award Requirements

The TRUST Award is divided into five sections:

1. Tending your beliefs
2. Respecting the beliefs of others
3. Understanding other cultures
4. Serving your community
5. Transforming our society



The TRUST essentials seek to be exactly that: They provide a foundation for the other requirements for the TRUST Award. You might find it helpful to complete the TRUST essentials first, but that is only a suggestion. The remaining five sections of the TRUST Award are set up in a systematic format and build upon what you learned while completing the TRUST essentials. Each section has a set of core requirements, plus four or five electives from which you must choose and complete at least one. This freedom of choice gives you flexibility while ensuring that all Venturers follow the same process on their way to earning this award.

As with all aspects of Venturing, it is just as important to pass on the information you learn as it is to actually learn it. Not only do you increase the general knowledge of other Venturers, family, and friends, but by communicating with others, you help cement a better understanding of the material within yourself.

Note: If a requirement in this guide cannot be met in your community or by your faith, your Advisor may modify the requirement to fit the available resources. Any substitution should be no less of a challenge than what is written here. When relevant, your religious and/or community leaders' input should be sought for any modifications. If, however, the resources are available to you, you should meet all requirements as written.

The requirements are:

- Complete the Venturing TRUST essentials.
- Complete the remaining five projects for the TRUST Award.

Tending Your Beliefs

Tend: To have the care of; to apply one's attention toward.

All religions have certain elements in common. Religions seek to answer, or provide answers to, the deepest questions people ask about life and death. Religious answers provide not only the power of ancient wisdom, but also the weight of truth. Questions such as "Why are we here?" "Did we exist before this life, and if so, where did we come from?" "How should we live?" "What happens after we die?" "Can we get truth from God, and if so, how do we do it?" "Does God have a plan for me?" and "Why does evil exist?" are answered by religions around the globe, each with its own truth and wisdom.

The paths that seekers take to find answers to these and other questions can be quite varied. Some paths are solitary; others are communal. Some paths are rich with ritualistic meaning; others are stripped bare. Some paths lead us to a personal encounter with God; others lead us to a heightened awareness of our own spirituality. The paths are individual, but they are bound together by ages upon ages of religious tradition. For all religions, the religious journey that gives meaning to our lives—by whatever path we choose—is a journey from a place of need and fear to a place of freedom and fulfillment.

It is essential that you understand your own religious path before you can properly understand and compare the traditions of others. What is the history of your religion? What are the truths that your religious tradition emphasizes? By what path do you seek God, and by what name do you know God?

Because you need to first know yourself, the following requirements must be completed before the other requirements can be started. In addition, it is important to work with your religious leader (and other resource people within your faith community) while completing these requirements.

What Does It Mean to Be Religious?

Being religious has many different meanings to many different people, sometimes even within the same culture. These definitions often end up in conflict with each other. At their heart, most definitions have to do with listening to God and trying to follow what God has in store for us. However, being religious may include practices as diverse as:*

- Loving one's neighbor as oneself, or excommunicating him or her to a fate worse than death
- Having a soul, or not having a soul
- Withdrawing into silence, or speaking aloud in tongues
- Shaving one's head, or never cutting one's hair
- Going to mosque on Friday, temple on Saturday, church on Sunday, or a personal shrine every day
- Praying, sacrificing, meditating, levitating, prostrating, worshipping, or entering into trance and ecstasy
- Obeying the command to multiply, or taking a lifelong vow of celibacy
- Building a great cathedral or temple or pyramid, or giving away all that one has
- Being an intimate part of the world, or living in seclusion away from the world
- Fighting crusades or holy wars, or advocating for worldwide peace and disarmament
- Being inspired to create music, art, and poetry that is rich in symbolism and mysticism, or living a life of simplicity stripped of symbols that distract from attention to God

**This list was adapted from World Religions: The Great Faiths Explored and Explained.*

For the purpose of this Venturing program, we have adopted the following definition of religious life: "Living your life not only in accordance with your personal religious beliefs, but also in connection with them." As you seek to gain knowledge of your religious beliefs and customs, seek also the strength to live by those beliefs each and every day.

Respecting the Beliefs of Others

Respect: To feel or show deferential regard for; to avoid violation of or interference with.

Respect is the virtue of accepting the legitimacy of other belief systems even though you may hold your own belief system to be true. Respect requires acknowledging that, although you may think your religion is the true faith, you recognize that people of other faith traditions have the same right you do to explore for themselves the difficult questions of life and spirituality. This requires spiritual humility. Most religious traditions have teachings about respect and humility.

Humility does not mean you must deny your faith. It just means you should affirm your faith gently and lovingly and without judgment of others who are also seekers on a spiritual journey. You do not need to agree with the beliefs of others to understand them and to respect their right to hold their own beliefs and seek truth in their own way. Understanding a religion other than your own means more than just knowing some of the main ideas and statements; it means seeking to genuinely understand why seekers believe in their path and how that path may be both similar to and different from your own path.

The United States has long upheld the principle of freedom of religion. As a pluralistic society where most of the world's religions are practiced, it is important that we guarantee each person the freedom to practice his or her religion without interference from the community, the government, or other religious groups. This is quite different from what we see in many other countries of the world, where citizens are required to support (through taxes or other means) the official state religion, even if they do not belong to, or believe in, that particular religion.



Why Study Other Religions?

Perhaps the most important reason to study cultures and religions other than your own is that it helps you replace fear with experience and insight. It is hard to be afraid of something you really understand. Religious intolerance is generally based in fear, in both the emotional and physical senses of the word, and fear kills.

Our world is rapidly moving toward a global community and economy. As we depend more and more upon cooperation and understanding among different groups of people, the role and effect of religion becomes increasingly important on the international scene. Both religious tolerance and intolerance have played important roles in the world throughout human history and continue to do so today. Religion is among humanity's major driving forces and often has been used as the rationale for wars, massacres, and feuds, some of which have lasted for centuries.

Religion is a defining force. The beliefs instilled by family and religious leaders define such things as one's ideas of right and wrong and who has the right to punish those who do wrong, what happens when one dies, and so much more. To many people, religions are either-or: either a given religion is completely right, or it is completely wrong. Unless tempered with understanding, this common and pervasive attitude often inflames and separates people and groups, causing further misunderstanding rather than drawing people together.

Religion is linked closely to the group of its practitioners, its community. Like religion, a community can both positively and negatively affect our lives. Unfortunately, over the centuries, some communities have been mobilized as instruments of destruction and death. By understanding the ties that create a community, and how those ties correlate with religion, you can find ways to make a positive difference in the world. It is a challenge to tell the difference between using the power of community for good and the use of community to power one's own ambitions. The ability to make these distinctions, however, is what being a good citizen of the United States and the greater world is all about.

When we know little or nothing about the religious practices of our neighbors, it can be easy to classify them as "the other," the misguided, the immoral. Once we define another tradition or practice as "the other," it's a short step to devaluing our neighbors unfairly. If we are to build workable bridges within the community, between one believer and another, between one religion and another, then we must be willing to listen to what our neighbor has to say, and how our neighbor understands his or her relationship to God. That is the goal of the TRUST Award program.

Religions and the TRUST Award

While working on this section of the TRUST Award, you may elect to study another religion. For the purposes of this award, the following list offers a selection of worldwide religions and some of their major subdivisions. While this list is by no means complete, it attempts to include many of the major religions throughout the world, both in respect to the number of contemporary followers and in the effects they have on the modern world.

Baha'i	Islam
Buddhism	<i>Shiite</i>
<i>Mahayana</i>	<i>Sunni</i>
<i>Theravada</i>	Jainism
<i>Vajrayana (Tibetan)</i>	Judaism
Christianity	<i>Conservative</i>
<i>Catholic</i>	<i>Orthodox</i>
<i>The Church of Jesus Christ of</i>	<i>Reform</i>
<i>Latter-day Saints (Mormons)</i>	Native American/First Nations
<i>Evangelical/</i>	Shintoism
<i>Nondenominational/"Mere Christians"</i>	Sikhism
<i>Orthodox</i>	Taoism (Daoism) and Confucianism
<i>Pentecostal</i>	Zoroastrianism
<i>Protestant</i>	Other Religions
Hinduism	

Understanding Other Cultures

Understand: To perceive and comprehend the nature and significance of.

The United States has been referred to as a great stew, where a variety of vegetables and meat are placed in the pot and are cooked together to create one meal. All contribute to the overall flavor and texture of the stew, yet each also retains its own unique characteristics and identity.

In the United States, people of many diverse cultures come together to live and work side by side. For those whose families have been in the United States for many generations, a distinct culture may play little part in daily life or holidays. Yet some who have been here for a long time are rediscovering the culture of their ancestors and reviving festivals to teach new generations about their roots.

For more recent arrivals, culture may be a way to maintain ties to something familiar and important. Cultural traditions tie similar people together, binding them in ways that strengthen the community and the individuals within it. Culture protects us and is a picture of who we are.

Sometimes a religion becomes so tightly or deeply woven into the culture of a country that separating the culture from the faith is impossible. This type of intertwining may be seen, for example, in the relationship of Hinduism to India, or Christianity to Italy, or Islam to Saudi Arabia. In these instances, the culture and the dominant religion are not just superficially connected; they are intertwined at the deepest level. As a result, people who are not of the majority faith may have a hard time feeling accepted or comfortable within the culture. Sometimes such intertwining of culture and faith can lead to such conflict that a pluralistic society cannot exist.

The United States is different. A majority of Americans are Christians, and a majority have European ancestry. However, the first amendment to our Constitution prohibits Congress from establishing a religion or inhibiting the free practice of religion. We are legally committed to cultural and religious diversity. During our nation's history, our cultural diversity has increased tremendously as immigrants from all corners of the world have settled within our borders. You may be a first-generation American or have friends who are.

Today we are probably the most culturally diverse nation on Earth. Still, people descended from non-European cultures often complain that their culture is not accepted or is suppressed in favor of the majority. This is not the ideal we value for the future. Culture plays a vital part in all of our daily lives. Understanding the interaction of cultures in an unbiased way, however, is not easy. It requires careful thought and trust among people in the world and the community. The future of our society depends, in part, upon people of different cultures being able to walk the fine line between being an integral part of modern culture and loving observance of old and honored traditions.

Finding One's Cultural Identity

In this great stewpot we call home, it is often difficult to find and maintain a cultural identity. If our family arrived in this country recently, older family members likely maintain distinct cultural traditions that are important reminders of who they are and where they came from. For those whose families have been in the United States for many generations, however, the cultural traditions and identity prevalent in the past may well have disappeared or been blended with local traditions. In this case, some research may be necessary to establish or re-establish a cultural identity.

The best place to start is with older family members. Find out what they know and can remember. Some families have extensive genealogical records, but most do not. Tracing one's family roots can be a fun and enlightening project. If you are aware of a culture that your family identifies with, there may be organizations that keep that culture alive in the United States (and perhaps in your community or state). Search library and Internet databases to find these groups, and see what information they can provide to help you learn about your ancestors. You may be surprised at how easy it is.

Finally, share what you discover with your family and with others who relate to the same culture. Be proud of your heritage and how your cultural group contributes to making your community and our nation strong.

For a list of resources to help you begin your research, visit the Venturing portal at www.scouting.org/venturing.

Serving Your Community

Serve: To be of assistance to or promote the interests of; to give homage and obedience to.

Humans are social beings. As such, we depend upon each other for protection, teaching, care, and love. In return, it is our duty as humans to serve our community whenever possible. Our communities are a part of who we are. As individuals we are vulnerable; when we stick together, we find strength and purpose. The ideas and viewpoints we learn from our community, even at a young age, can stay with us lifelong.

A tenet of every major religion is that people are meant to be a part of a community of faith and good deeds. Cultures around the world have grouped together in communities to share resources. Governments have established boundaries of communities and organized to serve those within. Some religious communities separate themselves from the world. Groups such as Hasidic Jews, Amish Christians, and some Buddhist and Catholic monks and nuns choose to construct religious communities that separate them from the temptations and distractions of modern society. Most religious communities, however, try to integrate into, and influence, the general society. The challenge religious communities face is to not lose their religious identity when surrounded by the distractions of the larger community. As you serve your community (both your faith community and the physical community you live in), you also serve yourself by making it a better place in which to live.

Remember that “community” doesn’t mean just the few houses or apartment buildings around you. Rather, the word also refers to larger groups such as a religious community, a cultural community, a community of friends, and the Scouting community (including the specialized community known as Venturing).

Community Organizations

Several requirements for the TRUST Award help you learn about your physical and social communities and the ways people in these communities work with each other for the common good. This Venturing award program defines community life as: “Living your life not only with the people of the community, but also for the betterment of those people.” Venturing is a program of the Boy Scouts of America, and the BSA is not an island in the community. We are an interdependent piece of the community, and we work with many other youth organizations, community service organizations, conservation organizations, fraternal organizations, and veterans organizations (many of which sponsor Venturing crews).

The lists on the facing page will help you find organizations in your community that can serve as valuable resources for the TRUST program and for Venturing in general. Do not hesitate to call upon these organizations for guidance and help. Many of the fraternal organizations have scholarships and other programs for the benefit of Scouting. Many also sponsor high school or college service clubs that you might consider being involved with. Religious organizations also have service-oriented groups.

The organizations listed here are only some of the thousands that exist. Besides these large, national groups are many smaller, local organizations.

Youth-Serving Agencies

- Big Brothers Big Sisters of America, www.bbbsa.org
- Boy Scouts of America, www.scouting.org
- Boys & Girls Clubs, www.bgca.org
- Camp Fire USA, www.campfire.org
- 4-H, www.4-H.org
- Girl Scouts of the USA, www.girlscouts.org

Community Service Organizations

- Alpha Phi Omega, www.apo.org
- American Red Cross, www.redcross.org
- Animal-care organizations, including The Humane Society, ASPCA, rescue organizations, etc.
- Habitat for Humanity, www.habitat.org
- Jewish community centers, www.jcca.org
- YMCA, www.ymca.com
- YWCA, www.ywca.org
- Refugee resettlement organizations in your area

Conservation Organizations

- Your state department of natural resources
- Audubon Society, www.audubon.org
- Izaak Walton League, www.iwla.org
- National Park Service, www.nps.gov
- National Wildlife Federation, www.nwf.org
- Natural Resources Conservation Service, www.nrcs.usda.gov
- Nature Conservancy, www.nature.org
- Student Environmental Action Coalition, www.seac.org
- U.S. Bureau of Land Management, www.blm.gov
- U.S. Environmental Protection Agency, www.epa.gov
- U.S. Fish and Wildlife Service, www.fws.gov
- U.S. Forest Service, www.fs.fed.us
- World Wildlife Foundation, www.wwf.org

Fraternal Organizations

- Civitan, www.civitan.org
- Eagles (Fraternal Order of Eagles), www.foe.org
- Elks (Benevolent and Protective Order of Elks), www.elks.org
- Freemasonry, www.freemasonry.org
- National Grange, www.nationalgrange.org
- Kiwanis International, www.kiwanis.org
- Lions Clubs International, www.lionsclubs.org
- Moose International, www.moosintl.org
- Optimist International, www.optimist.org
- Rotary International, www.rotary.org
- Ruritan, www.ruritan.org
- Shriners, www.shrinershq.org

Veterans Service Organizations

- American Legion, www.legion.org
- Department of Veterans Affairs, www.va.gov
- Veterans of Foreign Wars, www.vfw.org

Transforming Our Society

Transform: To change markedly the appearance of; to change the nature, function, and condition of.

Working with others is an important skill to learn in life. Sometimes, for any number of reasons, communication breaks down, resulting in conflict between individuals. The ability to help others resolve these conflicts can be helpful to any community. Many people are amazed to learn how many different religions have some version of the Golden Rule: “Do unto others as you would have them do unto you.” The basic idea of the Golden Rule is respect and compassion for others. *Compassion* comes from the Latin, meaning “to suffer with.” When we are able to feel the pain of others, we feel our own pain as well, and we cannot inflict pain on the other. When we learn to avoid inflicting pain, then we can learn to give and receive love, and conflict is kept to a minimum.

Working with others when there is a disagreement or conflict is not an easy, or inherently comfortable, thing to do. Yet in each of our lives—in our school, in our families, in our jobs, and in our communities—conflict will arise. Knowing how to deal with it in a positive and nonjudgmental way is a skill well worth having. Finding a peaceful solution to conflict, be it personal or societal, helps us put into concrete action the essence of the Golden Rule.

Peace and Reconciliation

Conflict may be found in every aspect of our lives, from our personal relationships to international affairs. War erupts between nations, but conflict can also spring up in our homes and communities. Even when the result does not entail the loss of human life, violence and conflict produce fear, anger, bitterness, and stress. In a society pervaded by violence, the need is obvious for people with greater peacemaking skills.

Peacemaking has the goal of bringing genuine reconciliation to relationships that have been torn apart by conflict. Peace does not just happen; it must be made. Peacemaking needs to address all types of human conflict, from wars between nations and conflicts between different ethnic groups, to disputes between schoolmates and family members.

We can take a wide variety of approaches to effective peacemaking. Peacemaking through the arts can move and inspire us with a directness and power that words alone cannot convey. Learning about and practicing different approaches to handling conflict can bring constructive alternatives to our schools, crews, and other groups. Becoming a part of a peacemaking group can help us get past merely talking about our concerns and into organized, effective action.

Rooting ourselves in spiritual disciplines can provide nourishment from deep sources within us, to sustain ourselves and our companions along the way. Travel can help us discover what we have in common with those whom we might otherwise consider our enemies, or express our support for others who find themselves in especially difficult situations. Advocacy brings the case for peace to government officials, and voting allows us to replace those who do not effectively represent our concerns.

Nonviolent direct action can exert additional pressure on government decision makers through public statements, silent vigils, boycotts, and protest marches. These can be among the more controversial forms of peacemaking, and to make sure that our actions remain nonviolent, training should be provided. And while all of us are victims of violence to some extent, peacemaking can also take the form of direct assistance to those who pay a disproportionate price for that violence.

Wherever we live, opportunities for peacemaking are all around us. We can all become peacemakers within our own communities and schools. Just as war is often the result of racial or ethnic prejudice or economic injustice, in our cities, towns, and rural communities some of the most volatile conflicts stem from racism or economic inequality. Though some of the toughest peacemaking is the peacemaking we do in our own hometown, peacemakers can be bearers of reconciliation where these forces divide us.

Reflect on the words of a 1955 song by Sy Miller and Jill Jackson: "Let there be peace on Earth, and let it begin with me. Let there be peace on Earth, the peace that was meant to be. With God as our father, brothers all are we. Let me walk with my brother in perfect harmony.

"Let peace begin with me, let this be the moment now. With every step I take, let this be my solemn vow: To take each moment and live each moment in peace eternally. Let there be peace on Earth, and let it begin with me."

The Golden Rule

When one looks at religions around the world, one can see both similarities and differences in thought and practice. Often we tend to focus on the differences. We can learn a lot about our neighbors, however, by focusing on the similarities. One illustration of the similarity in religious thought around the world is what most of us know as “**The Golden Rule**” (Do unto others . . .). Nearly all religions have some variation on this important theme, as seen in the following examples:

Baha’i Faith. Lay not on any soul a load that you would not wish to be laid upon you, and desire not for anyone the things you would not desire for yourself.

Baha’u’llah, Gleanings

Buddhism. Treat not others in ways that you yourself would find hurtful.

Tripitaka, Udana-Varga 5.18

Christianity. In everything, do to others as you would have them do to you; for this is the law and the prophets.

Jesus, Bible, Matthew 7:12

Confucianism. One word which sums up the basis of all good conduct . . . loving kindness. Do not do to others what you do not want done to yourself.

Confucius, Analects 15.23

Greek (ancient philosophy). What you would avoid suffering yourself, seek not to impose on others.

Epictetus, The Discourses

Hinduism. This is the sum of duty (Dharma): do not do to others what would cause pain if done to you.

Mahabharata 5:1517

Islam. Not one of you is a believer until he loves for his brother what he loves for himself.

Fourth Hadith of an-Nawawi 13

Jainism. Being neutral to things worldly, one should live by treating all creatures in the universe as oneself would be treated.

Mahavira, Suttrakritanga Sutra 1:11:33

Judaism. What is hateful to you, do not do to your neighbor. This is the whole Torah; all the rest is commentary.

Hillel, Talmud, Shabbat 31a

Kemetic (ancient Egyptian). Do not do to others what you would not like them to do to you.

The Tale of the Eloquent Peasant

Lakota (Native American). All things are our relatives; what we do to everything, we do to ourselves. All is really one.

Black Elk

Shinto. The heart of the person before you is a mirror. See there your own form.

Sikh Faith. I am a stranger to no one; and no one is a stranger to me. Indeed, I am a friend to all.

Guru Granth Sahib, page 1,299

Taoism. Regard your neighbor’s gain as your own gain, and your neighbor’s loss as your own loss.

T’ai Shang Kan Ying Pien

Yoruba (Nigerian). One going to take a pointed stick to pinch a baby bird should first try it on himself to feel how it hurts.

Zoroastrianism. Do not do unto others whatever is injurious to yourself.

Shayast-na-Shayast 13.29

Adapted primarily from Scarboro Missions, Ontario, Canada, 2000

Religion in the World Today

Our world is carved into nations. Sometimes nations are defined by religion; sometimes they are defined by culture, which may historically be connected to a singular religion. Sometimes nations are defined by others without respect to culture or religion. As nations have emerged and disappeared, as political ideologies have come and gone, the spread of religion (and the reappearance of religions long suppressed) has been an interesting study in the history of humankind.

Today, as throughout history, religion is a positive, defining force in the lives of human beings. Religious expression may be seen in all corners of our country and our world, and religious principles guide the vast majority of individuals in their daily lives. By building on common beliefs, ideals, or values, we can draw people together throughout the world to help their neighbors, to overcome the effects of natural disasters, to feed and clothe the less fortunate, and to educate the next generation. Often these efforts cross religious lines, so that people of many faiths are seen working together to make this world a better place for all. God's gift of life is celebrated daily in these religious efforts throughout the world.

Yet, while religion is a positive force of humankind, it has not always been used in a positive manner. Many civil wars or regional conflicts have occurred around the world since the 19th century, many of which have had religious overtones. Some of the recent ones have been in Bosnia, Iraq, Iran, Sri Lanka, Algeria, Israel, Palestine, Armenia, Burma, Azerbaijan, southern Sudan, south Asia, the Philippines, East Timor, Northern Ireland, Chechnya, and Tibet. (Ethnic conflicts with less of a direct religious basis continue to occur in many other parts of the world.) This is not the first time religion has been the basis for war or conflict; the history of our world is filled with examples where greed for land or power has been fueled by religious fervor.

Clearly our world would not be better off without religion and its influence in our lives. However, religious conflicts such as those noted above raise questions that we all need to seriously address: Will we as humans use religion as a positive, uniting force, or will we use it as a justification for destroying others? Each generation needs to look again at how religion defines them and how religion can be a positive, life-improving process for all humankind.

In 2000, the following estimates were given for the number of people in the world who claimed to belong to the following religions:

RELIGION	ESTIMATE
Christian	1,970,000,000
Muslim	1,185,000,000
Hindu	770,000,000
<i>Non-religious</i>	<i>770,000,000</i>
Buddhist	360,000,000
Tribal religions (combined)	245,000,000
Taoist and Confucianist	25,000,000

RELIGION	ESTIMATE
Sikh	23,000,000
Jewish	15,000,000
Baha'i	6,000,000
Jain	4,000,000
Shinto	3,600,000
Zoroastrian	480,000
<i>All other religions</i>	<i>100,000,000</i>

Chart adapted from the Oxford Atlas of the World's Religions

In 2001, the following estimates were given for the number of people in the United States who claimed to belong to the following religions:

RELIGION	ESTIMATE
Christian	159,506,000
<i>Non-religious</i>	<i>29,483,000</i>
Jewish	2,831,000
Muslim	1,104,000
Buddhist	1,082,000
Hindu	766,000

RELIGION	ESTIMATE
Tribal religions (combined)	169,000
Baha'i	84,000
Sikh	57,000
Taoist	40,000
All other religions*	<i>1,603,000</i>

* Includes Confucianist, Jain, Shinto, Zoroastrian, and other religions.

Chart adapted from the American Religious Identification Survey, 2001

Throughout the world, whether in areas of conflict or zones apparently living in harmony, a variety of religions exist and are celebrated daily by human beings. Many of these religions will be studied by Venturers working on the TRUST Award.

Information and Resources on World Religions

To help Venturers begin learning about other religions, a short summary and list of references has been included here. This information is intended to start you on the path of learning about other religions. *Do not rely solely on the short synopses included here.* To truly understand another culture or religion, you will need to read many books and/or articles, and talk with those who are a part of that tradition.

Be wary of books or articles written from a negative stance (i.e., why this religion is wrong). Choose books that are fairly written and nonjudgmental. Ask your librarian and/or religious professional for help in selecting appropriate study materials.

General Religious Resources

Note: Not all of these resources will have the religion(s) you are attempting to learn about. Be sure you consult several sources when attempting to get an unbiased view of any particular religion or culture.

A Dictionary of Non-Christian Religions, Geoffrey Parrinder. The Westminster Press—Philadelphia, Pennsylvania, 1971.

Encyclopedia of World Religions, Wendy Doniger, ed. Merriam-Webster, Inc.—Springfield, Massachusetts, 1999.

The HarperCollins Concise Guide to World Religions, Mircea Eliade and Ioan Couliano. Harper—New York, 1991.

How to Be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies, Arthur Magida, ed. Jewish Lights Publishing—Woodstock, Vermont, 1996.

How to Be a Perfect Stranger, Vol. 2., Arthur Magida and Stuart Matlins, eds. Jewish Lights Publishing—Woodstock, Vermont, 1997.

The Illustrated Encyclopedia of World Religions, Chris Richards, ed. Element Books, Inc.—Melbourne, Australia, 1997.

Larousse Dictionary of Beliefs and Religions, Rosemary Goring, ed. Larousse plc—New York, 1992.

A New Religious America: How a "Christian Country" Has Become the World's Most Religiously Diverse Nation, Diana L. Eck. Harper—New York, 2001.

The New Penguin Handbook of Living Religions, John R. Hinnells, ed. Penguin Books—London, 1997.

Oxford Atlas of the World's Religions, Ninian Smart, ed. Oxford Press—New York, 1999.

Religions of Antiquity, Robert M. Seltzer, ed. MacMillan Publishing Company—New York, 1989.

Religions of the World, J. Gordon Melton and Martin Baumann, eds. ABC-CLIO—Santa Barbara, California, 2002.

Religions of the World: A Latter-day Saint View, Spencer J. Palmer, et al. Brigham Young University Press—Provo, Utah, 1977.

The Wilson Chronology of the World's Religions, David Levinson. H. W. Wilson Company—New York, 2000.

World Religions, John Bowker. DK Publishing, Inc.—New York, 1997.

World Religions: A Voyage of Discovery, Jeffrey Brodd. Saint Mary's Press—Winona, Minnesota, 1998.

Academic Info: Religion Gateway, www.academicinfo.net/religindex.html.

International Association for Religious Freedom, www.iarf-religiousfreedom.net.

The Pluralism Project, www.pluralism.org.

Teaching About Religion, www.teachingaboutreligion.org.

United Communities of Spirit, origin.org/ucs/home.cfm.

World Congress of Faiths, www.worldfaiths.org.

VENTURING TRUST AWARD

Complete requirements 1-6.

Date

Initials

1. Venturing TRUST essentials.

Complete nine of the following:

a. Earn your denomination's Venturing-age religious award. For information about the religious awards program, see the Duty to God brochure, No. 512-879.

b. Complete either (i) and (ii) OR (iii) and (iv).

i. Learn about cultural diversity.

ii. Make a presentation or tabletop display using the information you learned in (i) above.

OR

iii. Invite someone from a different cultural background from yours and the majority of your crew's members to give a presentation on a subject of his or her choosing. Introduce your guest.

iv. Participate in a discussion about cultural diversity with your crew, Sunday school class, or other group.

c. Plan and lead a service project such as helping to build a Habitat for Humanity house, participating in a community cleanup project, or taking on a fix-up project for a nursing home or nursery.

d. Complete the following:

i. Serve as a volunteer in your place of worship or other nonprofit organization for at least three months.

ii. Keep a personal journal of your experiences each time you worked as a volunteer.

iii. After you have served as a volunteer for at least three months, share your experiences and how you feel about your service with others.

e. Attend a religious retreat or religious trek lasting at least two days.

f. Produce or be a cast member in some type of entertainment production with a religious or ethical theme, such as a play, puppet show, or concert for a group such as a children's group, retirement home, homeless shelter, or Cub Scout or Boy Scout unit.

g. Serve as president, leader, or officer of your Sunday school class or youth group.

h. Complete a standard first-aid course or higher course or its equivalent.

i. Complete the following:

i. Participate in at least two ethical controversy activities.

ii. Be a facilitator for at least two ethical controversy activities for your crew, another crew, your school class, a Boy Scout troop, or another group.

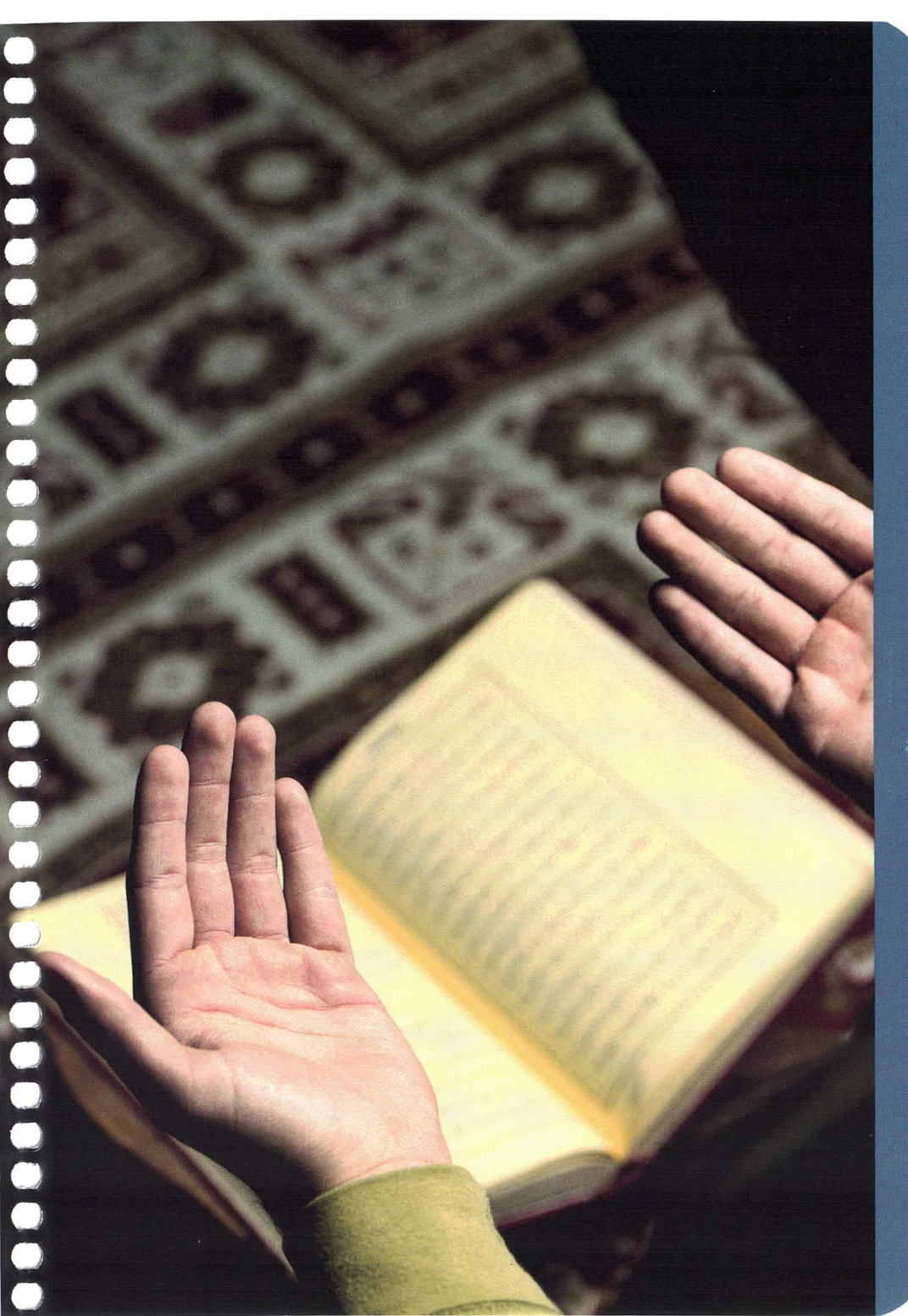
iii. Lead or be a staff member putting on an ethics forum for your crew, your place of worship, or your school class.

	Date	Initials
j. Serve as a Sunday school teacher or assistant for a children's Sunday school class for at least three months, or as a volunteer for a church/synagogue children's activity such as vacation Bible school. (This volunteer service must be different from requirement (d) above.)		
k. Meet with your place of worship's minister/rabbi/leader to find out what he or she does, what they had to do to become your leader, and what they think is the most important element of the job.		
2. Tending Your Beliefs.		
Complete the following:		
a. Visit with your religious leader and discuss your beliefs and why you accept those beliefs. Compare your personal beliefs with those formally accepted by your religion. Following this discussion, write an essay explaining your beliefs and review it with your religious leader and your crew Advisor. Make a 15- to 20-minute presentation (discussion, video, slideshow, etc.) to your crew or another youth group explaining your beliefs.		
b. Explain the Scout Oath and Scout Law in your own words. Explain how they have an effect on your daily life, your life goals, and how you live your life as a part of your community.		
3. Respecting the Beliefs of Others.		
Complete the following:		
a. Talk with a history/social studies teacher, attorney or other legal professional, or other knowledgeable adult about the U.S. Bill of Rights, and especially about the concept of freedom of religion. What did this concept mean to our founding fathers? What does this concept mean today? What limitations have been imposed on this freedom? What happens when freedom of religion and freedom of speech clash with each other? Hold a discussion (not debate) about freedom of religion with members of your crew.		
b. Find out what religious groups are worshipping in your community and whether they have been there for generations or whether they are relatively new to the community. Talk to at least five adults in your community about the impact various religions have on your community. Report your findings to your crew.		
c. Complete one of the following:		
i. Pick one of the religions listed in this chapter (other than your own). After extensive research on the selected religion, present a report to your crew or other youth group (such as a troop, crew, religious group, or school group). The report should detail the history of the religion, its modern application as a religion, and important historical events. Also include information about where and how the religion is commonly practiced.		
ii. Attend a religious service/gathering/festival of one of the religions (other than your own religion). Attend with a parent, Advisor, or religious professional. Write about your experience and how it relates to the thoughts and practices of the religion. Compare the basic tenets expressed in the religious service/gathering/ festival with those of your own religion.		

	Date	Initials
<ul style="list-style-type: none"> iii. Meet with two youth working on a religious emblem approved by the BSA (not your own religion). These young people can be members of the Boy Scouts of America, Girl Scouts of the USA, or any other youth organization. Discuss with them their current religious journey. iv. Contact an official in an inter-religious organization (interfaith coalition, council of churches, etc.). Discuss how religious tolerance is important in both local and global issues. v. Attend an inter-religious festival and talk with two people from another religion about the similarities and differences between your religion and theirs. Report your findings to your religious leader. 		
4. Understanding Other Cultures.		
Complete the following:		
<ul style="list-style-type: none"> a. Learn about the culture you most identify with. Talk to relatives or other knowledgeable individuals to learn about your family history, cultural identity, and family identity. 		
<ul style="list-style-type: none"> b. Attend two cultural events (each of these events should represent a different culture and should highlight the history and uniqueness of that culture). Supplement the information you learned at the events with research on the culture in today's global society. Compare these two events and their cultures with your own culture. Report on your findings to your crew or another youth organization. Invite an adult and a youth from another culture to speak to your crew about their culture. Alternately, interview two people who were born outside the United States who have immigrated to your community or a nearby one (foreign exchange students may also fulfill this role). In either case, discuss with them why they decided to come to the United States and to your community. Discuss the differences in community between where they live now and where they lived before they emigrated. (For Venturers living outside the United States, modify this requirement for the country in which you reside. For example, a Venturer living in Japan would interview someone not of Japanese origins who immigrated to Japan.) 		
<ul style="list-style-type: none"> c. Do one of the following: <ul style="list-style-type: none"> i. Take (and successfully pass) a course that includes study of cultural diversity. ii. Research and present your findings about an inter-religious/ intercultural conflict affecting the world in historical or current times. Include how the conflict started and ended (if not an ongoing conflict). Explore both causes and effects of the conflict, including those in the current day. Include general information about all the cultures and religions involved in the conflict. iii. Research a cultural group (other than your own) that has had an impact on the U.S. melting pot. When did they begin to arrive? In what ways have they had an influence on the United States? On your community? Where have they settled (primarily); why? Report on your findings to your crew or youth group. 		

	Date	Initials
iv. Meet with your council all-markets executive to learn which all-markets programs are being used in your area and why. Learn about BSA resources designed for specific cultural groups and how they may differ from the resources you are familiar with.		
5. Serving Your Community.		
Complete the following:		
a. Plan and carry out a service project to better your local community. This project should be carried out in conjunction with an established community service agency. Involve at least five other Venturers or youth in carrying out the project. The project should be well thought out and lasting in its effects. Use the Summit Award Service Project workbook as a guideline (available online at www.scouting.org/venturing).		
b. Meet with a member of your local government. Discuss how the community governs itself on matters such as zoning, taxes, education, religion, and acceptable behavior. Report your findings to your crew or another youth group. Lead or participate in a discussion on ideas to change your community for the better.		
c. Do one of the following: <ul style="list-style-type: none"> i. Organize a community safety program. Options include a community watch program, a latchkey program, or other program to encourage safety in your community. This cannot be the same project used for requirement (a) above. ii. Work with your local chapter of the Alpha Phi Omega service fraternity. Participate in a significant percentage of service opportunities for one semester. Discuss with the fraternity advisor how to increase cooperation between the group and the BSA local council, and between the group and other student organizations at your college. iii. Serve as an active member in a high school or college community service organization. Participate in a significant percentage of service projects for a six-month period. Explore ways to increase the participation of your organization in service opportunities, as well as ways to increase the membership of the organization. Report on how the group benefits the community. iv. Become a volunteer first-aid or swimming instructor or swimming aide with the American Red Cross or a similar organization. Teach first aid or swimming at least four times in a six-month period. Explore other volunteer opportunities with that organization. Report on your experiences at the end of this time, especially how the community benefits from the organization and from your volunteerism. v. Participate for six months as an active volunteer with any other community service agency approved by your Advisor. Examples are therapy or guide dogs, food pantries, hospital aides, etc. Report on your experiences at the end of this time, especially how the community benefits from the organization and from your volunteerism. 		

	Date	Initials
6. Transforming Our Society.		
Complete the following:		
a. Take part in a counseling skills training session of at least eight total hours. Examples include peer counseling, suicide or abuse hotlines, and first-contact training programs, and may be provided by local service agencies/hotlines or by local government divisions. Tell your crew what you learned and how you plan to put your knowledge into action.		
b. Discover (through research, discussions with teachers or community leaders) what addictions are having a negative effect on your local community (such as alcohol, drugs, tobacco, gambling, pornography, etc.). Pick one of these and find out what local resources are available to deal with the problem. Talk to a counselor who deals with this issue, and tell your crew how this issue is affecting the community in which you live.		
c. Lead or actively participate in at least four ethical controversies within a six-month period. These may be at the unit, district, or council level within Venturing, or at a youth event attended by members of several churches or religious institutions.		
d. Do one of the following: <ul style="list-style-type: none"> i. Attend a meeting of your local board of education or city/community council or a session of court (any level open to public observation). Find one issue that has generated dissent or conflict, and observe how this conflict is dealt with. Follow the issue to its resolution, even if this means attending more meetings. Give a presentation to your crew or other youth group on how conflict was resolved in this case. ii. Visit and tour a correctional facility. Talk to a correctional facility chaplain about his or her responsibilities and experiences. Ask the chaplain for stories of success/transformation that have helped former inmates become contributing members of society. iii. Compare counseling degree programs at four different colleges or universities. Include one large public university and one small religiously based college. Look at both the types of degrees offered and the course work required for those degrees. Compare especially the religious components of such degrees. iv. Study the document "Scouts and Peace" prepared by the World Organization of the Scout Movement. Lead a discussion with your crew about the document and how Scouts can be involved in world peace. Then prepare a 10-minute presentation on the document and give it to a Boy Scout or Girl Scout troop. 		





VENTURING · BSA®



Venturing Ranger Award

The Venturing Ranger Award is available to all registered Venturers. The purpose of the Ranger Award is to:

- Encourage all Venturers to acquire a high level of outdoor skills proficiency.
- Recognize achievement of this high level of outdoor skills proficiency.
- Provide a path for outdoor skills training.
- Develop highly trained Venturers who will be a training and leadership resource for Scouts and other Venturers.



Ranger Award

Goals and Outcomes

Venturers who choose to earn the Ranger Award don't just learn outdoor skills, they go on to become highly proficient in those skills. Venturers can become advanced scuba divers, technical rock climbers, deep cavers, and cross-country cyclists. Venturers learn from outside consultants with a particular outdoor skill, then practice that skill until they too become highly proficient.

Venturers can be found at the peak of the most advanced technical rock climbs, scuba diving on shipwrecks, mapping new cave passages, and supporting wilderness rescues and accident management. Earning this award declares that a Venturer has worked hard and is now proficient in a variety of outdoor skills or sports, is prepared in outdoor safety, and is ready to teach outdoor skills to others.

Few thrills are bigger than rappelling off a rock face, running a class III or IV rapid on a wild and scenic river, watching a sunset from a mountaintop, or silently listening to the eerie sound of water dripping into a subterranean pool in a cave passage never before touched by humans. The Ranger Award says a Venturer knows these experiences.

The Ranger program is designed to challenge a Venturer in the wide variety of interests available in the outdoors setting. *Challenge* is a key word. The kinds of things Rangers do are challenging. Rangers are tough and can bear up under difficult circumstances. Rangers don't give up. Here's how a Venturer can become a Ranger.

Earning the Ranger Award

This is not an easy, quick award to earn. It takes planning, time, initiative, and plenty of hard work. A Venturer will probably need more than a year to complete all the requirements, but that too will speak to the candidate's determination and staying power, two more attributes of a Ranger.

The two types of requirements are:

- Core requirements
- Electives

In the core area, the candidate will achieve a high level of proficiency in first aid; wilderness survival; emergency preparedness; communications; outdoor skills, including low-impact camping; cooking; and land navigation. Additionally, the candidate will be required to plan and complete a conservation project that benefits the outdoor environment.

Besides the eight core requirements, the candidate must complete at least four of the 18 electives. The electives are:

- Backpacking
- Cave Exploring
- Cycling/Mountain Biking
- Ecology
- Equestrian
- First Aid
- Fishing
- Hunting
- Lifesaver
- Mountaineering
- Outdoor Living History
- Physical Fitness
- Plants and Wildlife
- Project COPE
- Scuba
- Shooting Sports
- Watercraft
- Winter Sports

These requirements may be approached in various ways. The candidate must do many requirements completely on his or her own. Others, such as scuba certification, may be done individually or with other Venturers. The crew might decide to do some together, such as Project COPE. The key is to have a plan and to have initiative.

Candidates for the Ranger Award may work with outside consultants who have expertise in particular areas, such as a scuba dive instructor for the scuba diving requirement or a certified first-aid instructor for the first-aid requirement. Consultants must be preapproved by the crew Advisor. Consultants may initial and date a candidate's *Venturing Awards and Requirements* book when the candidate has completed the requirement.

The candidate who has completed all eight core requirements and at least four electives, with each initialed and dated in the *Venturing Awards and Requirements* book by the crew Advisor or the appropriate consultant, should have the Advisor review the completed requirements, certify completion of the Ranger Award requirements, and order the Ranger Award.

Safety

Whether leading or working with others in outdoor activities, trust is a key factor, and a key factor of trust is safety. No one wants to be led by or to work with someone who is unsafe. A candidate's willingness to meet the core and elective requirements is the first step toward safety. The Venturer is acquiring knowledge, is learning from specialists who know what

they are doing, and should be learning in a safe manner. While working on the Ranger Award requirements, the candidate will often have the opportunity to lead and teach others outdoor and high-adventure skills. Venturers should *always* think and practice safety.

It is recommended that the candidate complete the first-aid core requirements before beginning any other core requirements or electives. In this way, the Venturer will be prepared for any worst-case scenario.

Outdoor Ethics

The tremendous rewards of high-adventure treks are drawing ever more people to the backcountry. At the same time, the territory suitable for treks is shrinking in size. More people and less land mean we all must be careful not to endanger the wild outdoors we have come to enjoy.

The Outdoor Code

As an American, I will do my best to—

Be clean in my outdoor manners. I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

Be careful with fire. I will prevent wildfire. I will build my fires only where they are appropriate. When I have finished using a fire, I will make sure it is cold out. I will leave a clean fire ring or remove all evidence of my fire.

Be considerate in the outdoors. I will treat public and private property with respect. I will use low-impact methods of hiking and camping.

Be conservation-minded. I will learn how to practice good conservation of soil, water, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

A High-Adventure Ethic

A good way to protect the backcountry is to remember that while you are there, you are a visitor. When you visit a friend, you are careful to leave that person's home just as you found it. You would never think of dropping litter on the carpet, chopping down trees in the yard, putting soap in the drinking water, or marking your name on the living room wall. When you visit the backcountry, the same courtesies apply. Leave everything just as you found it.

Hiking and camping without a trace are signs of a skilled outdoorsman, and of a Scout, Scouter, or Venturer who cares for the environment. Travel lightly on the land.

The Principles of Leave No Trace

Leave No Trace is a nationally recognized outdoor skills and ethics education program. The Boy Scouts of America is committed to this program. The principles of Leave No Trace are not rules; they are guidelines to follow at all times.

The Leave No Trace principles might not seem important at first glance, but their value is apparent when considering the combined effects of millions of outdoor visitors. One poorly located campsite or campfire is of little significance, but thousands of such instances seriously degrade the outdoor experience for all. Leaving no trace is everyone's responsibility.

Plan Ahead and Prepare

Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoyably while minimizing damage to natural and cultural resources. Campers who plan ahead can avoid unexpected situations and minimize their impact by complying with area regulations such as observing limitations on group size.

Proper planning ensures

- Low-risk adventures because campers obtained information concerning geography and weather and prepared accordingly
- Properly located campsites because campers allotted enough time to reach their destination
- Appropriate campfires and minimal trash because of careful meal planning, food repackaging, and proper equipment
- Comfortable and fun camping and hiking experiences because the outing matches the skill level of the participants

Travel and Camp on Durable Surfaces

Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion.

Concentrate Activity or Spread Out?

- In high-use areas, campers should concentrate their activities where vegetation is already absent. Minimize resource damage by using existing trails and selecting designated or existing campsites.
- In more remote, less-traveled areas, campers should generally spread out. When hiking, take different paths to avoid creating new trails that cause erosion. When camping, disperse tents and cooking activities, and move camp daily to avoid creating permanent-looking campsites. Always choose the most durable surfaces available: rock, gravel, dry grasses, or snow.

These guidelines apply to most alpine settings and may be different for other areas, such as deserts. Learn the Leave No Trace techniques for your crew's specific activity or destination. Check with land managers to be sure of the proper technique.

Dispose of Waste Properly

"Pack it in, pack it out." This simple yet effective saying motivates backcountry visitors to take their trash home with them. It makes sense to carry out of the backcountry the extra materials taken there by your group or others. Minimize the need to pack out food scraps by carefully planning meals. Accept the challenge of packing out everything you bring.

Sanitation

Backcountry users create body wastes and wastewater that require proper disposal.

- **Wastewater.** Help prevent contamination of natural water sources: After straining food particles, properly dispose of dishwater by dispersing at least 200 feet (about 80 to 100 strides for a youth) from springs, streams, and lakes. Use biodegradable soap 200 feet or more from any water source.
- **Human Waste.** Proper disposal of human waste helps prevent the spread of disease and exposure to others. Catholes 6 to 8 inches deep and 200 feet from water, trails, and campsites are often the easiest and most practical way to dispose of feces.

Leave What You Find

Allow others a sense of discovery: Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. It may be illegal to remove artifacts.

Minimize Site Alterations

Do not dig tent trenches or build lean-tos, tables, or chairs. Never hammer nails into trees, hack at trees with hatchets or saws, or damage bark and roots by tying horses to trees for extended periods. Replace surface rocks or twigs that you cleared from the campsite. On high-impact sites, clean the area and dismantle inappropriate user-built facilities such as multiple fire rings and log seats or tables.

Good campsites are found, not made. Avoid altering a site, digging trenches, or building structures.

Tread Lightly!

Mechanized recreation is thriving across the country. Along with the new boom in mountain bikes, all-terrain vehicles, motorcycles, four-wheelers, snowmobiles, and personal watercraft comes new ways to damage the environment. America's beautiful places will continue to degrade unless recreationists use these vehicles responsibly.

Tread Lightly! is a nonprofit organization that has developed a set of outdoor principles to help people enjoy these activities while also leaving a good impression on the outdoors. Tread Lightly! emphasizes responsible use of off-road vehicles and other forms of travel, as well as low-impact principles related to outdoor recreational activities. While the program's principles are important in all outdoor recreation, they are especially important to a Venturer working on the Ranger Award and electives. On or off motorized vehicles, a Venturer should follow these Tread Lightly! principles, also called the TREAD pledge.

Travel and Recreate With Minimum Impact

Taking the SUV out camping? Hunting on your new ATV? Make sure in any circumstance that you stay on designated trails and routes. This simple rule, often disobeyed, greatly reduces the impact of outdoor recreation.

- Travel only on land or water areas that are open to your type of recreation.
- Be sure your horse or vehicle size is compatible with the road or trail conditions.
- Avoid cutting switchbacks and taking shortcuts. It can destroy vegetation and encourage others to use the unauthorized route.
- Most trails and routes are designed to withstand the effects of recreational use. Resist the urge to create new ones.



Respect the Environment and the Rights of Others

You're not the only one out there. Remember to be courteous to other people, animals, and ecosystems around you.

- Remember, designated wilderness areas are reserved for travel by foot and horse only.
- Respect and be courteous to other users who also want to enjoy the lands and waters you are using. Set an example of courtesy for all.
- Be considerate and honor others' desire for solitude and a peaceful outdoor experience. Loud motors and noisy behavior detract from a quiet outdoor setting.
- When driving, be especially cautious around horses, hikers, and bikers. Pull off to the side of the road or trail, shut off your engine if necessary, and let them pass.

Educate Yourself; Plan and Prepare Before You Go

You've heard it before: Be prepared! Educate yourself by having the right information, maps, and equipment to make your trip safe. Land managers can tell you what areas and routes are open for your type of recreation.

- Obtain a travel map that identifies recreation opportunities.
- Know the local laws and regulations.
- On private lands, be sure to obtain the owner or land manager's permission to cross or use their lands.
- As you travel, comply with all signage. Honor all gates, fences, and barriers that are there to protect natural resources, wildlife, and livestock.

Allow for Future Use of the Outdoors; Leave It Better Than You Found It

Vehicles can be destructive if not driven with some environmental sensitivity. Use the following techniques to minimize your impact and leave the area better than you found it. The future and quality of outdoor recreation depend on how we use it today.

- Stay on designated roads and trails.
- Avoid sensitive areas at all times. Especially sensitive areas susceptible to scarring are stream banks, lakeshores, and meadows. Improper horse or vehicle use can cause damage to vegetation.
- Cross streams only at fords where the road or trail intersects the stream. Traveling in a stream channel causes damage to aquatic life.
- Hill climb only in designated areas. Hillside climbing may be a challenge, but once vehicle scars are established, other vehicles follow the same ruts and cause long-lasting damage. Rains cause further damage by washing deep gullies in tire ruts. Permanent and unsightly scars result.
- While operating an off-highway vehicle, be sensitive to the life-sustaining needs of wildlife and livestock. In deep snow, stay clear of game so vehicle noise and proximity do not add stress to animals struggling to survive.

Discover the Rewards of Responsible Recreation

Venturers have scores of opportunities to enjoy the thrill of outdoor recreation, both with and without mechanized vehicles. This country has some of the most stunning landscapes in the world to explore. A Venturer will be watched as a leader among recreationists and should set the right example to ensure that these landscapes stay beautiful for generations to come.

Additional information on Tread Lightly! materials, principles, and programs is available from Tread Lightly! Inc. at 800-966-9900 or online at www.treadlightly.org.

VENTURING RANGER AWARD

Complete requirements 1-8 and any 4 from 9-24.

Date

Initials

1. First Aid. Complete a standard first-aid course or the American Red Cross Wilderness First Aid Basics or equivalent course.

2. Communications. Do 2(a), 2(b), or 2(c).

a. Take a communications-related training class that includes at least 15 hours of training. This could be a non-required course at school such as creative writing, technical writing, American Sign Language, or film production. It could also be a commercial course such as speed-reading or effective presentations.

b. Actively participate in a communications-related club or organization for at least three months. Participate in at least three activities of the organization where you practice or improve your communications skills. Examples include Toastmasters, debate clubs, or drama clubs.

c. Read at least two books approved by your Advisor on a communications subject of interest to you. Write or give a report to your crew on the important communications principles you learned and how you think you can apply these principles to improve your communications.

AND

Do 2(d), 2(e), or 2(f) in connection with an outdoor skill or area you are interested in. Have your Advisor approve your plan before you begin.

d. Make a formal, oral presentation of at least 30 minutes to your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group. Include demonstrations, visual aids, or other techniques that will help you communicate more effectively.

e. Prepare and present an audio/video presentation at least 15 minutes long to your crew or other group approved by your Advisor.

f. Prepare a written pamphlet, set of instructions, or description and summary. It should be at least 1,000 words and provide a complete description of your chosen subject. Include pictures, charts, and/or diagrams to better communicate your topic. Have two people, one with expertise in the area you are presenting and one without expertise, read and critique your work. Make improvements to your draft based on their input. If your work is applicable to your crew, such as a work on caving skills, then share your work with your crew.

AND

Do 2(g).

g. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on communications equipment used in the outdoors with emphasis on how this equipment would help in a wilderness survival situation.

3. Cooking.

a. Plan a menu and purchase the food for at least six people for a two-night campout with at least three meals.		
b. On the campout in requirement 3(a) above, cook the three meals using at least two of the following three methods of cooking: fire/coals, charcoal, stove.		
c. Demonstrate and explain proper safe food-handling methods for outdoor cooking.		
d. Demonstrate that you can prepare backpacking-type trail food using a backpacking-style stove.		
e. Without using any cooking utensils, prepare a meal with the four basic food groups for three people.		
f. Cook an entree, a bread, and a dessert in a Dutch oven.		

4. Emergency Preparedness.

a. Discuss potential disasters and emergency preparedness with your family and then set up a family emergency plan.		
b. Build a family emergency kit.		
c. Make a tabletop display or presentation on what you have learned for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group.		

5. Land Navigation.

a. Using a topographical map for your area or the area you will be navigating in, demonstrate that you know the following map symbols: index contour; vertical control station; hard-surface, heavy-duty road; railroad, single track; power transmission line; building; checked spot elevation; marsh; map scale; intermittent stream; depression; ridge; trail; stream; hard-surface, medium-duty road; bridge; cemetery; campsite; water well or spring; unimproved dirt road.		
b. Explain contour lines. Be able to tell the contour interval for your map and be able to show the difference between a steep and a gentle slope.		
c. Using a map and compass, navigate an orienteering course that has at least six legs covering at least 2.5 miles.		
d. Learn to use a global positioning system (GPS) receiver. Demonstrate that you can find a fixed coordinate or geocache at night using a GPS receiver.		
e. Teach the navigating skills you have learned in 5(a) through 5(d) above to your crew, another crew, a Cub Scout or Boy Scout unit, or another group.		

6. Leave No Trace.

a. Recite and explain the principles of Leave No Trace.		
b. Participate in three separate camping/backpacking trips demonstrating that you know and use Leave No Trace principles.		
c. Make a tabletop display or presentation on the Leave No Trace principles and how they affect the environment and attitude of campers for your crew, another crew, a Cub Scout or Boy Scout unit, or another group, or teach a Leave No Trace Awareness course.		

7. Wilderness Survival. Note: Before you complete Wilderness Survival, you must have completed the Cooking, Land Navigation, and First Aid requirements.

a. Write a risk management plan for an upcoming crew high-adventure activity such as a whitewater canoeing or rock-climbing trip. The plan should include nutrition, health, first aid, supervision, insurance, safety rules and regulations, proper equipment, maps and compass, in-service training, environmental considerations, emergency and evacuation procedures, and emergency contacts.		
b. From memory, list the survival priorities and explain your use of each in a survival situation.		
c. Learn about and then make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on the following subjects: <ul style="list-style-type: none"> i. Emergency signals used in the outdoors ii. Search-and-rescue patterns iii. Evacuation procedures and value of when to move and when not to move in a wilderness emergency 		
d. Explain the following environmental exposure problems. Discuss what causes them, signs and signals, and treatment. <ul style="list-style-type: none"> i. Hypothermia ii. Frostbite iii. Sunburn iv. Heat exhaustion v. Heat cramps vi. Heatstroke 		

	Date	Initials
<p>e. Hydration.</p> <p>i. Explain dehydration and the necessity of conserving fluids in a survival situation.</p> <p>ii. Explain at least four methods of obtaining water in the outdoors, and demonstrate at least two ways to treat that water.</p>		
<p>f. Fire-making.</p> <p>i. Demonstrate at least two different fire lays—one for cooking and one for warmth.</p> <p>ii. Learn and discuss the use of fire starters, tinder, kindling, softwoods, and hardwoods in fire making.</p>		
<p>g. Explain and demonstrate how you can gain knowledge of weather patterns using VHF band radio and other radios, winds, barometric pressure, air masses and their movements, clouds, and other indicators.</p>		
<p>h. Knots and lashings.</p> <p>i. Explain the different rope materials and thicknesses that are best for wilderness use and how to care for them.</p> <p>ii. Know the use of and demonstrate how to tie the following knots and lashings: sheet bend, fisherman's knot, bowline, bowline on a bight, two half hitches, clove hitch, timber hitch, taut-line hitch, square lashing, shear lashing.</p>		
<p>i. Food.</p> <p>i. Explain the usefulness and drawbacks of obtaining food in the wilderness, including things to avoid.</p> <p>ii. Prepare and eat at least one meal with food you have found in the outdoors.</p>		
<p>j. Survival kit.</p> <p>i. Make a list of items you would include in a wilderness survival kit and then make copies to hand out to visitors to your wilderness survival outpost camp.</p> <p>ii. Using your list, make a wilderness survival kit. Explain the use of each item you have included.</p>		
<p>k. Outpost camp. (Remember to use the Leave No Trace principles you learned.)</p> <p>i. Set up a wilderness survival outpost camp and spend at least two nights and two days in your site.</p> <p>ii. Use and demonstrate several knots and lashings from requirement 7(h) in your wilderness survival campsite demonstration.</p> <p>iii. Know how to plan a wilderness shelter for three different environments and then build a shelter as part of your wilderness survival campsite demonstration.</p>		

	Date	Initials
iv. Have your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group visit you in your outpost for a presentation you make on wilderness survival (at least one hour).		

8. Conservation.

a. As a Venturer, plan, lead, and carry out a significant conservation project under the guidance of a natural resources professional.		
b. Make a tabletop display or presentation on your conservation project for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group.		

Ranger Award Electives

9. Backpacking.

a. Develop a personal exercise plan and follow it for at least three months, exercising at least three times a week. Set your goals with backpacking in mind and write them down. Keep a daily diary.		
b. Backpacks. <ul style="list-style-type: none"> i. Try on three types of backpacks. Learn how to choose the proper size frame for your body size. Learn and then be able to explain to others the difference between a soft pack, an internal frame pack, and an external frame pack. Tell the pros and cons of each type and what kind of trek you would take with each pack. ii. Explain the different parts of a backpack and their use. iii. Learn the proper way to lift and wear your backpack. iv. Describe at least four ways to limit weight and bulk in your backpack without jeopardizing your health and safety. v. Learn how you would load an internal frame pack versus one with an external frame. 		
c. Packing gear. <ul style="list-style-type: none"> i. Pack your backpack with your personal gear, including outdoor essentials, additional gear, and personal extras. Pack as though you were sharing equipment with one other person for a three-day, two-night backpacking trip. ii. List at least 10 items essential for an overnight backpacking trek and explain why each item is necessary. iii. Present yourself to an experienced backpacker, unload your pack, have him or her critique your packing, then repack your pack. Have him or her critique your efforts. 		
d. Cooking. <ul style="list-style-type: none"> i. List at least 20 items of group backpacking gear. Include a group cleanup kit. 		

	Date	Initials
<ul style="list-style-type: none"> ii. Learn how and then demonstrate how to cook a meal using a backpacking stove. iii. Demonstrate proper sanitation of backpacking cook gear. iv. Learn how to properly pack and carry a backpacking stove and fuel. 		
<p>e. Environmental impact.</p> <ul style="list-style-type: none"> i. List at least 10 environmental considerations that are important for backpacking and describe ways to lessen their impact on the environment. ii. Considering Leave No Trace principles, tell how to dispose of the human waste, liquid waste, and garbage you generate on a backpacking trip. 		
<p>f. Three treks.</p> <ul style="list-style-type: none"> i. Participate in three different treks of at least three days and two nights each, covering at least 15 miles in distance each. ii. Plan and lead a backpacking trek (can be one of the treks in (i) above) with at least five people for at least two days. This group can be your crew, another crew, a Boy Scout troop, or another youth group. iii. Plan the menu for this trek using commercially prepared backpacking foods for at least one meal. iv. Check for any permits needed and prepare a trip plan to be left with your family. Have an emergency contact number. v. Using the map you used to chart your course, brief the crew you are leading on your trip plan. vi. Lead a shakedown for those you are leading. 		
<p>g. Outerwear.</p> <ul style="list-style-type: none"> i. Learn about proper backpacking clothing for backpacking in all four seasons. ii. Learn about proper footwear, socks, and foot care. iii. Learn and then demonstrate at least three uses for a poncho in backpacking. 		
<p>h. Health and first aid.</p> <ul style="list-style-type: none"> i. Learn about trail health considerations and typical backpacking injuries such as hypothermia, frostbite, heat exhaustion, heat stroke, altitude sickness, dehydration, blisters, stings and bites, and sprains and how to avoid and treat these injuries and illnesses. ii. Because fluid intake is so important to a backpacker, tell how to take care of your water supply on a backpacking trip. Include ways of treating water and why that is important. 		

	Date	Initials
<p>i. Using all the knowledge you have acquired about backpacking, make a display or presentation for your crew, another crew, a Boy Scout troop, or another youth group. Include equipment and clothing selection and use, trip planning, environmental considerations, trail health and safety considerations, food selection and preparation, and backpacking physical preparation.</p>		
10. Cave Exploration.		
<p>a. Learn about caving.</p> <p>i. Write the National Speleological Society (NSS) to request information about caving and information about caves and cavers near you.</p> <p>ii. Learn about the different types of caves.</p> <p>iii. Learn about caving courtesy, caving do's and don'ts, and what the BSA policy is on cave exploring.</p> <p>iv. Read at least one book about caving.</p>		
<p>b. Knots.</p> <p>i. Learn the following knots used in caving. Endline knots: bowline, figure eight, figure eight on a bight. Midline knots: bowline on a bight, butterfly. Joiner knots: water knot, fisherman, figure eight on bend. Ascending knots: Prusik knot.</p> <p>ii. Teach these knots to your crew, another crew, a Cub Scout or Boy Scout unit, or another group.</p>		
<p>c. Ropes.</p> <p>i. Learn about the different types of ropes available for climbing and caving and explain the uses of each and the characteristics of each.</p> <p>ii. Learn proper climbing rope care. Know and practice proper coding and storage.</p> <p>iii. Know how to keep proper records on climbing rope and how to inspect it for wear and damage. Know when to retire a rope.</p> <p>iv. Using the knowledge acquired above, make a tabletop display or a presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another group.</p>		
<p>d. Rappelling and belaying.</p> <p>i. Demonstrate that you know how to properly and safely rappel a distance of at least 30 feet.</p> <p>ii. Demonstrate that you know how to ascend a rope using mechanical ascenders or Prusik or other ascending knots. Ascend at least 30 feet.</p> <p>iii. Know and explain the differences, advantages, and disadvantages of single rope (SRT) and double rope (DRT) for rappelling and belaying.</p>		

	Date	Initials
<p>e. Outfitting.</p> <p>i. Visit a sporting goods store or NSS-affiliated organization or have them make a presentation to your crew so you can learn about personal caving gear, including helmets, light sources, backup lighting sources, clothing, boots, cave packs, etc.</p> <p>ii. Find out what the American National Standards Institute requirements are for helmets.</p>		
<p>f. First aid.</p> <p>i. Make a list of what you need in your personal cave pack. Include your personal first-aid kit and cave survival gear.</p> <p>ii. Learn what crew equipment is, including a first aid-kit, caving ropes, and ascending equipment.</p> <p>iii. Help make a first-aid kit for your crew or group and demonstrate that you can keep it up.</p> <p>iv. Demonstrate to your crew, another crew, a Cub Scout or Boy Scout unit, or another group how to construct both a personal and crew first-aid kit.</p>		
<p>g. Caves.</p> <p>i. Learn about the many types of cave formations.</p> <p>ii. Make a tabletop display or presentation on cave formations and caving conservation for your crew, another crew, a Cub Scout or Boy Scout unit, or another group. Include practices such as proper carbide removal; care of walls, ceiling, and formations; and principles of Leave No Trace.</p>		
<p>h. Find a cave you would like to visit; get permission to enter it; make a trip plan including cave location, a list of participants, expected time in the cave, expected date and time of return, and an emergency contact; and then go in the cave, led by a qualified caver.</p>		
<p>i. From a cave expert, learn about natural and fabricated hazards such as mudslides, loose rocks, pits, deep water, critters, complex routes, wooden ladders, and flooding.</p>		
<p>j. Maps.</p> <p>i. Using a three-dimensional cave map, learn what the standard map symbols represent.</p> <p>ii. Using the knowledge above, make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another group.</p>		

11. Cycling/Mountain Biking.

a. Describe the difference between cycling (touring) and mountain biking.		
b. Laws and safety. <ul style="list-style-type: none"> i. Know the laws governing biking in your state. ii. Learn and know bicycle safety rules and gear for your preferred type of biking. iii. Give a presentation and safe biking session to your crew, another crew, a Cub Scout or Boy Scout unit, or another group using the knowledge you have gained. iv. Demonstrate proper first aid for head injuries. 		
If you choose mountain biking as your discipline, do c(i) and c(ii).		
c. Rules and environmental impact. <ul style="list-style-type: none"> i. Learn the mountain biking rules for the trail as stated by the IMBA (International Mountain Biking Association) and explain what is meant by soft cycling. ii. Describe environmental considerations that are important for mountain biking and describe ways to lessen their impact on the environment. 		
d. Maintenance checklist and journal. <ul style="list-style-type: none"> i. Establish a maintenance checklist that needs to be reviewed before each tour or trip. ii. Make and keep a personal biking journal and record information on at least three tours or trips. 		
e. Repair kit. <ul style="list-style-type: none"> i. Buy or build a bike tool and repair kit. ii. Show you know how to use each tool in the kit. iii. Repair a flat tire, adjust your brakes, properly adjust your seat and handlebars, repair a broken chain, and show you know how to temporarily repair a buckled wheel. 		
f. Bike trail project. <ul style="list-style-type: none"> i. With the approval of the property owner or land manager, plan and lead a one-day bike trail or road maintenance project. ii. Write an article about your project for your school or community newspaper. 		
g. Cycling trips. <ul style="list-style-type: none"> i. Take at least eight separate cycling tours 20 miles in length or eight separate mountain biking treks 10 miles in length. ii. Keep a personal journal of your eight trips, noting routes covered, weather conditions, sketches, maps, and sights seen. Also note significant things along the trails such as trail markers, downhill, climbs, rocks, drops, log hops, and portages. 		

	Date	Initials
h. In addition to the tours and treks in requirement g, plan and do a two-day cycling tour 50 miles in length or mountain bike trek 40 miles in length. Your trip plan should include routes, food, proper clothing, and safety considerations. Record in your journal.		
i. Do (i) or (ii):		
i. Make a tabletop display or presentation on cycling or mountain biking for your crew, another crew, a Cub Scout or Boy Scout unit, or another group.		
ii. Make a where-to-go biking guide for your area that has at least 10 trips or places to bike. Invite your crew, other crews, Cub and Scout groups, and other groups to use this guide.		
12. Ecology.		
a. Explain the basic natural systems, cycles, and changes over time and how they are evidenced in a watershed near where you live. Include the four basic elements, land use patterns, and at least six different species in your analysis and how they have changed over time. Discuss both biological and physical components.		
b. Describe at least four environmental study areas near where you live. Include the reasons for selecting these areas, their boundaries, user groups, past inventories, any outside forces that interact with them, and a list of what things could be studied at each of them.		
c. Plan a field trip to each of the above areas, including detailed plans for conducting various investigations. Follow all of the requirements such as trip permits, safety plans, transportation plans, equipment needs, etc.		
d. Do the following:		
i. Under the guidance of a natural resources professional, carry out an investigation of an ecological subject approved by your Advisor. Inventory and map the area. Conduct a detailed investigation providing specific data for a specific topic.		
ii. Teach others in your crew, another crew, a Cub Scout or Boy Scout unit, or another group how to carry out an ecological investigation. Use the steps in requirements (b) and (c) above with the group so that they may also learn by doing.		
13. Equestrian.		
a. Explain the characteristics of each of the three distinct American riding styles.		
b. For your preferred style (one of three styles in requirement (a)), explain the equipment you would use, including parts of the saddle and bridle.		
c. Explain the difference in natural versus artificial aids used in communicating with your horse, such as use of hands, legs, weight, voice, whips, crops, martingales, bits, and auxiliary reins.		

	Date	Initials
<p>d. Riding attire.</p> <p>i. Present yourself properly attired for the riding style you prefer.</p> <p>ii. Explain the clothing and safety equipment a rider must have for your preferred style of riding.</p>		
<p>e. Horse handling.</p> <p>i. Demonstrate how to properly catch, bridle, and saddle a horse.</p> <p>ii. Demonstrate and explain at least three steps in proper mounting and two ways of dismounting.</p>		
<p>f. Stirrup length.</p> <p>i. Show how to test your correct stirrup length while you are dismounted and when you are mounted.</p> <p>ii. Explain short stirrup length, medium stirrup length, long stirrup length, and why stirrup length is important.</p>		
<p>g. Riding position.</p> <p>i. Explain and demonstrate the correct position of your body, feet, hands, arms, and legs while mounted.</p> <p>ii. Demonstrate how all parts of your body should be positioned on your horse during a trot, a canter, and a gallop, and explain why this is important.</p>		
<p>h. Demonstrate by using a pattern that you have control of your horse. On command, be able to slow down, speed up, stop, and back up, and be able to move your horse through its gaits.</p>		
<p>i. Tack and cool down.</p> <p>i. Properly remove tack from your horse and store it.</p> <p>ii. Demonstrate proper care of your tack after riding.</p> <p>iii. Demonstrate proper care for your horse after a ride, including cool down, brushing, and watering and feeding, and explain why each of these steps is important.</p>		
<p>j. Make a tabletop display or presentation on what you have learned about horsemanship for your crew, another crew, a Cub Scout or Boy Scout unit, or another group.</p>		
14. First Aid.		
<p>a. First-aid kit.</p> <p>i. Build a personal first-aid kit or help build a group first-aid kit.</p> <p>ii. Know how to use everything in the kit.</p> <p>iii. Teach another person in your crew, another crew, a Cub Scout or Boy Scout unit, or other how to make and use a personal or group first aid kit.</p> <p>Do b, c, or d.</p>		

	Date	Initials
b. Complete a 25-hour emergency first-aid course.		
c. Complete a 45-hour emergency response course.		
d. Complete an EMT Basic course offered through a local hospital, college, or first-aid crew.		
15. Fishing.		
a. Become familiar with the freshwater fishing laws, regulations, and license requirements for your state.		
b. Maps. <ul style="list-style-type: none"> i. Using a map of your state, designate where the different varieties of water are located, such as warm fresh water, cold fresh water (include tail waters), brackish water, and salt water. ii. On the map, note the most popular game fish found in each spot you marked. iii. On the map, note any protected fish species found in your state. 		
c. Develop a personal ethical code for fishing. List a variety of potential ethical situations where choices may have to be made and describe how you plan to make decisions for those situations.		
d. List at least 10 potential safety situations that you could encounter while fishing in your area and what precautions you should take to protect yourself and your fishing partners.		
e. For two different species of game fish found in your state, learn where they are in the food chain, the types of waters they can be found in, and the type of underwater structure and temperature they might be most likely to be found in during the fall, winter, spring, and summer. Identify any special habitat requirements for spawning and/or juvenile growth.		
f. Do one of the following: <ul style="list-style-type: none"> i. Plan or assist with a National Fishing Week or National Hunting and Fishing Day event (see www.gofishing.org and www.nhfd.org). ii. Assist with a Hooked On Fishing, Not On Drugs program (see www.hofnod.com). iii. Organize and lead a fishing trip or event to introduce other youth to fishing. 		
g. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on what you have learned about fishing.		

- h. Pick ONE of the three following options and complete the requirements.

Option A—Fresh Water (Spinning, Spin Casting, Bait Casting)

- i. Catching and cooking.

- A. Catch two different species of fish using spinning, spin-casting, and or bait-casting outfits.
- B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover and safely swim away.
- C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options.
- D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.

- ii. Learn and teach the following to someone else:

- A. Explain the difference between a spin-casting outfit, a spinning outfit, and a bait-casting outfit. Describe the benefits of each type and where and how one might be better for certain fishing situations.
- B. Study and explain how a reel drag should be used. Teach the proper use and function of drag settings.
- C. Teach how to properly play a fish under several situations.
- D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:
 - a. An improved clinch knot
 - b. The Palomar knot or a turtle knot
 - c. A blood knot or barrel knot

Tie each knot with ease and explain how it is used.

- E. Show how to cast two of the three types of outfits. With each, demonstrate two ways to make effective casts using targets. Learn safety measures needed to ensure safe casting.

- iii. Do ONE of the following:

- A. Build a fishing rod of your choice.
- B. Design and make your own fishing lure and explain the fish attracting principle of the lure.
- C. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency, go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on "Download State Directors Directory." Document your project with pictures and/or acknowledgment from the agency managing the waterway.

Option B—Fly-Fishing

i. Catching and cooking.

- A. Catch two different species of fish using a fly-fishing outfit.
- B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover and safely swim away.
- C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options.
- D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.

ii. Learn and teach the following to someone else:

- A. Explain the differences among a dry fly, wet fly, streamer, nymph, and bass bugs or poppers. Describe the benefits of each type and where and how one might be better for certain fishing situations.
- B. Study and explain how to match rod, reel, line, and leader to develop a balanced outfit. Explain how to select the right outfit for various fishing situations. Understand the makeup of fly lines and teach the advantages of weight-forward lines versus double-taper lines. Identify and explain the various types of lines and their advantages (floating, sink-tip, and sinking lines).
- C. Teach how to properly play a fish under several situations, recognizing that fish exhaustion is critical to catch-and-release survival.
- D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:
 - An arbor backing knot
 - The nail knot or a tube knot
 - A blood knot or barrel knot
 - The improved clinch knot

Tie each knot with ease and explain how it is used.

- E. Show how to cast. Demonstrate casting skills, explaining proper grip, casting arc, how to “load” the rod, and how to present the fly. Demonstrate various ways to make effective casts using targets. Learn safety measures needed to ensure safe casting.

iii. Do ONE of the following:

- A. Build a fly rod of your choice.
- B. Tie SIX flies (nymph, wet fly, dry fly, and/or streamer) and explain how each pattern is used to imitate what fish eat.

C. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency; go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on "Download State Directors Directory." Document your project with pictures and/or acknowledgment from the agency managing the waterway.

Option C—Salt Water

i. Catching and cooking.

- A. Catch two different species of fish by surf fishing, casting from a boat, and/or trolling, using proper equipment.
- B. Learn the proper technique to release fish and release at least one fish, ensuring that it will recover and safely swim away.
- C. Catch another fish, which you will clean, cook, and eat. Study and note several cleaning and cooking options.
- D. Present to the youth in your crew, another Scouting unit, or a youth group your experience in releasing fish and the cleaning and cooking of fish. Discuss the contrasting experiences.

ii. Learn and teach the following to someone else:

- A. Explain the difference between surf fishing, casting from a boat, and trolling from a boat. Describe the benefits of each type and where and how one might be better for certain fishing situations.
- B. Study and explain how a reel drag should be used. Teach the proper use and function of drag settings.
- C. Teach how to properly play a fish under several situations.
- D. Study and present the use of basic fishing knots, making sure you can teach at a minimum:
 - An improved clinch knot
 - The Palomar knot or a turtle knot
 - A blood knot or barrel knot

Tie each knot with ease and explain how it is used.

iii. If you live in a coastal state, become familiar with the saltwater fishing laws, regulations, and license requirements for your state. If you live in an inland state, become familiar with the saltwater fishing laws, regulations, and license requirements for a coastal state of your choice.

i. Do ONE of the following:

- i. Build a fishing rod of your choice.
- ii. Design and make several fishing lures and explain the fish-attracting principle of each lure.

	Date	Initials
iii. With approval of the proper agency, plan and implement a fishery conservation project. Contact the local district biologist at your state fish and wildlife agency; go to the International Association of Fish and Wildlife Agencies Web site at www.iafwa.org and click on "Download State Directors Directory." Document your project with pictures and/or acknowledgment from the agency managing the waterway.		
16. Hunting.		
a. Hunter education and enforcement.		
i. Successfully complete a hunter education course offered by your state wildlife/conservation agency.		
ii. Learn and explain the requirements to become a volunteer hunter education instructor in your state.		
iii. Explain how to report a wildlife-related violation to the appropriate law enforcement agency.		
b. Do b(i), b(ii), or b(iii).		
i. Successfully complete a bowhunter education course offered by your state or the National Bowhunter Education Foundation.		
ii. Successfully complete a National Muzzle Loading Rifle Association Rifle Basic course.		
iii. Participate in a National Rifle Association-International Hunter Education Association Youth Hunter Education Challenge event sponsored by your state.		
c. Do c(i), c(ii), or c(iii).		
i. Assist a certified hunter education instructor with a hunter education course.		
ii. Either plan or assist in putting on a National Hunting and Fishing Day program.		
iii. Talk with a game warden/conservation officer about his or her job. If possible, observe/assist at a game check station in your state.		
d. Plan and carry out a hunting trip approved by an Advisor.		
e. Make a tabletop display or presentation on what you have learned for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group.		
17. Lifesaving.		
a. Do a(i), a(ii), or a(iii).		
i. Complete the Boy Scout or Venturing Lifeguard requirements and hold a current certification. (Note: BSA Lifeguard certification lasts for three years from the time of certification.)		
ii. Complete a 45-plus-hour emergency response course or an EMT Basic course.		
iii. Earn the American Red Cross Lifeguard Training or Lifeguard Trainer certificate.		

	Date	Initials
b. First-aid kit. <ul style="list-style-type: none"> i. Help build a crew or family first-aid kit. ii. Know how to use everything in the kit. iii. Teach another person or group how to make and use a first-aid kit. 		
18. Mountaineering. Note: You must complete the First Aid core requirement before you begin this elective.		
a. Do the following: <ul style="list-style-type: none"> i. Explain the difference between bouldering and technical climbing. ii. Tell how bouldering can help your crew get ready for more advanced climbing. iii. Demonstrate bouldering using the three-point stance and proper clothing. 		
b. Do the following: <ul style="list-style-type: none"> i. Explain the classification and grades of climbing difficulty in technical rock climbing. ii. Tell how weather can change the difficulty of any ascent 		
c. Learn and then teach the following climbing knots to your crew, another crew, a Scout group, or another group: figure eight on a bight, water knot, bowline on a coil, figure eight follow-through, grapevine knot.		
d. Do the following: <ul style="list-style-type: none"> i. Learn about the different types of ropes available for climbing and explain the uses of each and the characteristics of each. ii. Learn proper climbing rope care. Know and practice proper coiling and storage. iii. Know how to keep proper records on climbing rope and how to inspect it for wear and damage. Know when to retire a rope. iv. Using the knowledge acquired above, make a tabletop display or a presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another group. 		
e. Do the following: <ul style="list-style-type: none"> i. Demonstrate the difference between natural and artificial anchors. ii. Be able to identify and describe the use of at least three different types of hardware and setups. iii. Tell about proper climbing safety both before and during a climb. iv. Learn about rescue equipment and techniques. v. Learn about appropriate clothing, footwear, gloves, helmets, and other climbing gear. 		

	Date	Initials
f. Be able to correctly put on and then be able to teach others how to put on at least two of the following: commercially made climbing harness, diaper sling, knotted leg-loop seat, Swiss seat sling.		
g. Do the following: i. Demonstrate three types of belays. ii. Learn and then demonstrate that you know proper verbal climbing and belaying signals used between climber and belayer.		
h. Do h(i) and h(ii), or do h(iii). i. Under the supervision of a qualified rappelling or climbing instructor, rappel at least 30 feet down a natural or artificial obstacle. ii. Under the supervision of a qualified climbing instructor, climb at least 30 feet up a natural or artificial obstacle. iii. Attend a two-day rock climbing clinic/course led by a qualified climbing instructor. This course should include some instruction on technical rock climbing.		
i. Lead your crew, another crew, an older Boy Scout troop, or another teenage group on a climbing and/or rappelling activity. Recruit adequate, qualified adult instructors and assist in instruction.		
19. Outdoor Living History.		
a. Research a historical culture and time period of interest to you, such as Native American, mountain man, pioneer, or Revolutionary/Civil War.		
b. Write a 2,000-word essay or make an outline describing the culture's dress, food, housing, customs, etc.		
c. Using your research, make an outfit that represents a person or type of person (soldier, farmer, trader, hunter, chief, etc.) from your chosen culture.		
d. Using your research, construct a working tool or weapon out of authentic materials that would have been used by the person you have chosen to represent in requirement (c) above.		
e. Once your clothing and accoutrements are complete, attend and participate in a pow wow, rendezvous, reenactment, historical trek, or other event that includes your chosen culture.		
f. Make a presentation of your chosen culture to your crew, another crew, a Cub Scout or Boy Scout unit, or another group.		
g. Tour. i. Organize a group tour to a museum, archaeological dig, or other site of significance to your chosen culture. iii. After the tour, lead your group in a discussion about what they learned.		

20. Physical Fitness.

a. Make an appointment with your doctor for a complete physical. Explain to your doctor you are preparing to undertake an eight-week physical fitness improvement program.		
b. Explain at least six principles that guide you in developing a physical fitness program.		
c. Four components of physical fitness are endurance, strength, flexibility, and body composition. i. Explain why these components are important to your physical fitness. ii. Find a physical fitness professional to administer a fitness test based on these four components. Set physical fitness goals with the help of this professional that can be accomplished in eight weeks. The physical education teachers at school should be able to do this test.		
d. Develop an eight-week program to accomplish your goals. Use the principles of warm-up, cross-training, cool-down, and regularity.		
e. Explain the six elements of a good diet.		
f. Using the USDA MyPlate system, explain how to organize foods and portions.		
g. Learn to calculate the number of calories you need if you are sedentary, moderately active, or active.		
h. Explain the common eating disorders anorexia and bulimia and why they are harmful to athletes.		
i. Explain the hazards of performance-enhancing drugs, including the dangers of using each of the following groups of drugs: stimulants, painkillers, anabolic steroids, beta blockers, diuretics, alcohol, marijuana, and cocaine.		
j. Prevention of injury is important to achieving peak physical performance. Pain is not a normal part of physical development. Soreness and discomfort may be expected, but not pain. Explain how to prevent injury in your fitness program.		
k. Using what you have learned about physical fitness, teach your crew, a Cub Scout or Boy Scout unit, or another group about setting up a physical fitness program.		

21. Plants and Wildlife.

a. Write a paper or make a presentation on a plant or wildlife species. Include its value as seen from various perspectives, some of the problems various species face, and how we might be able to help.		
b. Nature observation. i. Select an area approved by your Advisor that contains several species of wildlife or plants. Observe this area thoroughly in various conditions and seasons of the year. Study the history of this area, paying particular attention to how it has changed over time, ownership, land use patterns, and landform and climatic changes.		

	Date	Initials
<ul style="list-style-type: none"> ii. Make a presentation on interaction between species; the reaction of various species to changes in conditions or outside influences; the degree to which this area provided food, shelter, materials, and protection for each species; population trends; your predictions on the future of these species; suggested actions to protect or enhance the population; and the investigation methods you used. 		
<ul style="list-style-type: none"> c. Species study. <ul style="list-style-type: none"> i. Study a specific plant or wildlife species approved by your Advisor that can be found in several different areas. Observe this species thoroughly in various areas and seasons of the year. Study the history of this species, paying particular attention to how it has adapted over time. ii. Make a presentation on this species; any reactions to changes in conditions or outside influences; this species' needs for food, soil, shelter, materials, protection, assistance with propagation, etc.; population trends; your prediction for the future of this species; suggested actions to protect or enhance the population; and the investigation methods you used. 		
<ul style="list-style-type: none"> d. Under the guidance of a resource professional, plan, lead, and carry out a project approved by your Advisor designed to benefit plants or wildlife. Involve others so that you can increase their awareness of the condition of plants and wildlife in your area. 		
<ul style="list-style-type: none"> e. Do e(i) or e(ii). <ul style="list-style-type: none"> i. Make a tabletop display or presentation on your project for your crew, another crew, a Cub Scout or Boy Scout unit, or another group. ii. Submit an article about your project to a local newspaper, radio station, your school newspaper, or TV station. 		
TI.. Project COPE. Do a, b, or c.		
<ul style="list-style-type: none"> a. Complete and teach courses. <ul style="list-style-type: none"> i. Complete a BSA Project COPE course including both low and high initiatives. (Project COPE stands for Challenging Outdoor Personal Experience and is an outdoor course available through most BSA local councils. It usually involves a weekend of team-building using group initiative games and low and high ropes course obstacles. This is an excellent crew activity.) ii. After you have personally been through a COPE course, help run at least two other COPE courses. 		
<ul style="list-style-type: none"> b. Attend the SSA's National Camping School and successfully complete the COPE director's course. 		
<ul style="list-style-type: none"> c. Complete a hands-on outdoor education course through a college or university of at least 80 hours. 		

23. Scuba.

<p>a. Become certified as an Open Water Diver by the Professional Association of Diving Instructors (PADI) or the National Association of Underwater Instructors (NAUI). If PADI or NAUI instruction and certification are not available, certification may be accepted from other agencies that comply with the Recreational Scuba Training Council (RSTC) guidelines, provided that such acceptance has been expressly approved by the BSA local council in consultation with the BSA national Health and Safety Service.</p>		
<p>b. Make a presentation to your crew, another crew, or a Cub Scout or Boy Scout unit on what it takes to become certified and some other subject related to scuba diving.</p>		
<p>c. Assist with a Discover Scuba or Scuba BSA program. (Note: An Open Water Diver may assist with logistics under the guidance of the instructor conducting the program, but is not qualified to and is not expected to perform as a professional-level assistant such as a divemaster or assistant instructor.)</p>		

24. Shooting Sports.

<p>a. General knowledge.</p> <p>i. Recite, explain, and demonstrate the three primary shooting safety rules.</p> <p>ii. Recite and explain the range commands.</p> <p>iii. Identify the parts of a pistol, rifle, or bow (whichever one you select) and explain the function of those parts.</p> <p>iv. If you chose air pistol, air rifle, muzzle-loading rifle, pistol, or small-bore rifle for your shooting discipline, explain how "minute of angle" is used to "zero" the airgun or firearm.</p> <p>v. If you chose muzzle-loading rifle as your shooting discipline, recite the proper steps for loading a muzzle-loading rifle and the proper sequence of firing the shot. Explain each step.</p> <p>vi. If you chose archery as your shooting discipline, recite and explain the nine steps to the 10 ring.</p> <p>vii. If you chose shotgun as your shooting discipline, explain how you sight a shotgun differently than you would a rifle.</p>		
<p>b. Complete a basic training course and the course of fire for one of the following shooting disciplines: i, ii, iii, iv, v, vi, or vii. (Restrictions: Telescopic sights, electronic sights, and laser sights are prohibited in all disciplines except archery.)</p> <p>For this elective, shooting must be under the supervision of a certified instructor/coach and with equipment approved by that instructor.</p>		

i Air Pistol

Sporter Course: Shoot five shots each at eight T07 targets at a distance of 25 feet for a total of 40 shots. You must score 240 out of a possible 400. (You may use any .177 air pistol with a maximum retail value of \$75 and may use a one-hand grip, two-hand grip, or a combination of both.)

OR

International Course: Shoot five shots each at eight bull's-eye B-40 targets at a distance of 33 feet for a total of 40 shots. You must score 220 points of a possible 400. You may use any .177 air pistol. All targets must be fired in the standing position only using only one hand to support the pistol.

i Air Rifle

Sporter Course: Shoot two shots at each bull (10 shots per target) from a distance of 33 feet using six AR5/5 targets. Of the 60 shots total, shoot 20 shots in each position-prone, standing (off-hand), and kneeling. You must score 225 of a possible 600. (You may use any stock, out-of-the-box .177 air rifle.)

OR

Precision Course: Shoot two shots at each bull (10 shots per target) from a distance of 33 feet. Of the 60 shots total, shoot 20 shots in each position-prone, standing (oft-hand), and kneeling. You must score 420 of a possible 600. (You may use any .177 air rifle.)

iii. Archery (Magnifying sights are OK to use in this discipline.)

Recurve Bow

Indoor: Shoot 30 arrows at 18 meters on a 60-centimeter five-color target. You must score 150 of a possible 300.

Outdoor: Shoot 30 arrows at 40 meters on a 122-centimeter five-color target. You must score 200 of a possible 300.

OR

Compound Bow

Indoor: Shoot 30 arrows at 18 meters on a 40-centimeter five-color target. You must score 150 of a possible 300.

Outdoor: Shoot 30 arrows at 40 meters on a 122-centimeter five-color target. You must score 210 of a possible 300.

iv. Muzzle-Loading Rifle:

Shoot one shot at each bull's-eye on 10 targets (M02400-NMLRA) for a total of 50 shots from the standing (off-hand) position at a distance of 25 yards. You must score 250 of a possible 500.

Then, shoot five shots at one target (M02406-NMLRA) from the standing (oft-hand) position at a distance of 50 yards. You must score 25 of a possible 50.

	Date	Initials
<p>Then, shoot five shots at one target (M02406-NMLRA) from the sitting position, resting the rifle on "crossed sticks" at a distance of 50 yards. You must score 25 of a possible 50.</p> <p>(Total shots for muzzle loading is 60 shots.) (NMLRA = National Muzzle Loading Rifle Association)</p> <p>v. Pistol</p> <p>Shoot 10 shots at each of six targets (B-2) from the standing (off-hand) position in a maximum time of 10 minutes per target from a distance of 50 feet. You must score 360 of a possible 600. (You may use any .22-caliber pistol or revolver and can use either the one- or two-hand grip or both.)</p> <p>(Total shots for pistol is 60 shots.)</p> <p>vi. Shotgun</p> <p>Break 25 clay birds of a possible 50 on a skeet course and 25 clay birds of a possible 50 on a trap course.</p> <p>OR</p> <p>Break 50 clay birds of a possible 100 on a skeet course.</p> <p>OR</p> <p>Break 50 clay birds of a possible 100 on a trap course.</p> <p>vii. Small Bore Rifle</p> <p>Sporter Course: Using six A17 targets, shoot one shot at each record bull from a distance of 50 feet for a total of 60 shots. Of the 60 shots, you must shoot 20 shots in each position-prone, standing (off-hand), and kneeling. You must score 225 of a possible 600. (You may use any .22 rifle with a maximum retail value of \$235.)</p> <p>OR</p> <p>Precision Course: Using six A36 targets, shoot one shot at each record bull from a distance of 50 feet for a total of 60 shots. Of the 60 shots, shoot 20 shots in each position-prone, standing (off-hand), and kneeling. You must score 420 of a possible 600. (You may use any .22 rifle.)</p>		
<p>c. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group about what you have learned about shooting sports. Include information about shooting sports in the summer and winter Olympics.</p>		
25. Watercraft.		
<p>a. Take BSA Safety Afloat training.</p> <p>i. Explain the BSA Safety Afloat plan.</p> <p>ii. Demonstrate during a watercraft activity that you know the BSA Safety Afloat plan.</p>		
<p>b. Complete a basic boating safety course provided by the U.S. Coast Guard Auxiliary, U.S. Power Squadrons, US Sailing, American Red Cross, or your state's boating law administrator.</p>		

	Date	Initials
<p>c. Rescue and hypothermia.</p> <p>i. Learn and demonstrate water rescue techniques, including self-rescue, group rescue, boat-assisted rescue, short-line rescue, and boat-over-boat rescue.</p> <p>ii. Learn and demonstrate that you know the rules for avoiding water-caused hypothermia and what to do in case of hypothermia.</p>		
<p>d. Present the American Canoe Association Start Smart Program or another program on boating safety to your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on boating safety.</p> <p>Do requirement e, f, or g.</p>		
<p>e. Paddle craft.</p> <p>i. Learn the American Whitewater Affiliation Safety Code and demonstrate your knowledge during a paddle craft activity.</p> <p>ii. Learn about the International Scale of River Difficulty by describing the six classifications of rivers.</p> <p>iii. On a whitewater river map of your choice, be able to show why different sections are classified the way they are.</p> <p>iv. Learn and describe the differences of the following paddle craft and explain which are appropriate for one, two, or more paddlers:</p> <ul style="list-style-type: none"> • Canoes: recreational, touring, whitewater, freestyle, decked, CI • Kayaks: recreational, touring, sit-on-top, downriver, race, whitewater playboat, whitewater creek • Rafts: self-bailing, paddle, frame, cataraft, inflatable kayak <p>v. Learn and use paddling techniques and maneuvers for one of the following craft:</p> <ul style="list-style-type: none"> • Canoe, both single and double passenger • Kayak, single or double passenger • Raft, be the paddling captain <p>vi. Using an appropriate canoe, kayak, or raft, paddle a slow river, lake, or coastal waterway a distance of at least 8 miles, or run a whitewater river a distance of 6 miles with at least one class II rapid. If using a paddle raft, be the paddle captain.</p>		
<p>f. Boardsailing.</p> <p>i. Learn and demonstrate the BSA rules for boardsailing.</p> <p>ii. Learn how to boardsail.</p>		
<p>g. Sailboating. Become certified as a US Sailing Small Boat Sailor or US Sailing Instructor.</p>		
26. Winter Sports.		
<p>a. Be familiar with cold weather-related injuries and how to avoid and treat them.</p>		

	Date	Initials
b. Know and explain the safety codes for your chosen winter sport (alpine skiing, Nordic skiing, snowboarding, snowmobiling, or ice skating). Example: Skier's Responsibility Code found in the National Ski Areas Association Classroom Guide for skier education, published by the National Ski Patrol.		
c. Design a 30-day physical fitness and stretching program that will prepare you for your chosen winter sport, including exercising and stretching for at least 30 minutes three times a week for 30 days.		
d. Choose one of the following winter sports and complete the requirements for that sport. Alpine Skiing i. During a winter season, participate in at least six recreational ski sessions totaling 40 hours. ii. On one of your ski trips, demonstrate to the adult ski counselor approved by your Advisor that you are proficient in this sport, skiing various types of ski terrain, including moguls. iii. Give instruction and assistance to a group of beginner skiers. Teach them basic turns and stops. iv. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on alpine skiing. Nordic Skiing i. During a winter season, participate in at least six recreational ski sessions totaling 40 hours. ii. On one of your ski trips, demonstrate to the adult ski counselor approved by your Advisor that you are proficient in this sport, skiing all types of ski terrain, and that you can use a map and compass while skiing. iii. Give instruction and assistance to a group of beginner Nordic skiers. iv. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on Nordic skiing. Snowboarding i. During a winter season, participate in at least six recreational snowboarding sessions totaling 40 hours. ii. On one of your ski trips, demonstrate to the adult snowboarding counselor approved by your Advisor that you are proficient in this sport, snowboarding all types of ski terrain, including jumps and other boarding maneuvers. iii. Give instruction and assistance to a group of beginner snowboarders. iv. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on snowboarding.		

	Date	Initials
<p>Snowmobiling</p> <ul style="list-style-type: none"> i. During a winter season, participate in at least six recreational snowmobiling sessions totaling 40 hours. ii. On one of your ski trips, demonstrate to the adult snowmobiling counselor approved by your Advisor that you are proficient in this sport, snowmobiling all types of terrain, and that you can navigate using maps and compass to plan and carry out a trip. iii. Give instruction and assistance to a group of beginner snowmobilers. iv. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on snowmobiling. <p>Ice Skating</p> <ul style="list-style-type: none"> i. Participate in at least 10 recreational skating sessions totaling 40 hours. ii. On one of your skating trips, demonstrate to the adult skating counselor approved by your Advisor that you are proficient in this sport. iii. Give instruction and assistance to a group of beginner skaters. iv. Make a tabletop display or presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group on ice skating. 		



VENTURING • BSA®



Venturing Quest Award

Physical fitness levels in America are not where they need to be. Perhaps this comes from merely watching sports rather than participating in them. The Quest Award is about becoming physically active for life. Earning this award will distinguish a Venturer as an elite sportsman or sportswoman who will be proficient in a variety of sports and sports skills and who will understand sports health issues and be prepared to lead sports activities.

The Quest Award is not easy to earn. A Venturer will be challenged to investigate new sports disciplines, to achieve a degree of proficiency, and then to share his or her new skills with others.

The Venturing Quest Award is so named because it lays out a vision of a quest for personal fitness and sporting excellence. This quest is a lifelong journey to one's personal best, building the tools needed to be healthy and fit through all the stages of life. This quest enhances leadership skills for helping others attain their own best in health and fitness. But a vision by itself is not enough. Earning this award helps a Venturer achieve personal goals by providing the measures needed to set goals and assess progress. When all the requirements have been met, the Quest Award proclaims the Venturer's achievement and serves as a lasting reminder that health and fitness are lifelong pursuits.

Fitness for Life

Statistics nationwide show that Americans are overweight and out of shape. Heart disease and diabetes-diseases that often result from being overweight-are rampant. These diseases, historically found in older people, are now afflicting more and more youth. Young Americans are not being encouraged to watch their diets and exercise.

A Venturer working on the Quest Award will learn what makes a good diet and will design a personal exercise plan based on lifestyle, fitness, and desire for a healthy and long life. One goal of this program is to introduce the Venturer to a sport or sports that can be enjoyed lifelong. As is the case throughout the Venturing program, the youth will share with others what he or she learns. This sharing may be done through sports clinics and presentations with other groups. As a core requirement, the Venturer will choose at least one sport in which to become proficient.



Quest Award

Purpose of the Quest Award Program

The Quest Award program is designed for all Venturers. Its purposes are to:

- Provide a wide variety of sports-related activities that encourage the development of the whole person.
- Give Venturers the opportunity to pursue a specific sports interest in a new way that may not be available in a traditional Scouting, educational, or recreational setting.
- Provide Venturers a variety of practical, hands-on sports experiences while having fun.
- Promote fitness and sportsmanship.
- Give Venturers opportunities to learn new sports correctly for lifelong enjoyment.
- Recognize Venturers for achievement in sports.
- Develop highly trained Venturers who may become a sports training and leadership resource for Cub Scout dens and packs, Boy Scout troops, religious organizations, the community, schools, sports teams, and families.

Earning the Quest Award

Earning the Quest Award will require choices, planning, initiative, and effort. Not everyone will earn this award. Earning and wearing this award on the uniform attests to the Venturer's commitment.

The two types of requirements are:

- Core requirements
- Electives

The core requirements lead to a high level of knowledge and proficiency in a variety of areas. The candidate will learn and grow while working on First Aid and Fitness for Life. It is recommended that core requirement 3, Fitness for Life, be the first completed because it deals with the candidate's own physical and fitness assessment. It will get the Venturer started safely and correctly.

In addition to the five core requirements are five electives. The candidate must complete at least one elective.

Core Requirements

1. Complete the Venturing Quest essentials.
2. First Aid
3. Fitness for Life
4. Fitness Assessment
5. Sports Disciplines

Electives

1. History and Heritage of Sports
2. Sports Nutrition
3. Drug-Free Sports
4. Communications
5. History and Heritage of the Disabled Sports Movement

Safety

Being prepared is important for anyone in a sports program, whether an elite athlete or a beginner. When starting an exercise program, not only is a doctor's physical exam required, but so is a physical assessment. Both the exam and the physical assessment reveal how fit a person really is (or isn't). This preparation is essential before undertaking physical activity. A Venturer should also be ready for various environmental conditions such as heat, cold, pollution, and altitude that may require a change in exercise habits. It is important to listen to one's body and to know what is normal and what is not normal during exercise. *Pain is not normal.* Anyone in a sports program should know how to prevent and treat minor injuries.

Whether coaching, training, or just working with others in a sporting event, *trust* is a key factor, and a key factor of trust is *safety*. No one wants to deal with someone who is unsafe. A Venturer's willingness to meet the requirements in the Quest Award program is one step toward having safe sporting events and obtaining a sport-for-life lifestyle. The candidate is acquiring knowledge that will have lifelong benefits. To know the correct way to play and compete in sports, it is important to learn from someone who truly knows what they are doing, and for the Venturer to learn sporting skills in a safe manner. While working to become an elite athlete, the candidate will often be asked to lead and instruct others. It is imperative to *always* think and practice safety.

Getting Started

As mentioned earlier, earning this award takes planning. Building a plan and then following it will *save* time. There are several approaches to earning this award. The Venturer must do some requirements completely on his or her own, while other requirements may be done with others. For example, a candidate could choose to do a 90-day physical fitness improvement program alone or with the whole crew. Or a candidate could choose to put on a sports clinic for a Cub Scout pack (the fourth part of core requirement 5) alone or with two others who are working on that requirement. A plan would reveal the need to coordinate ahead of time with the other Venturers, and the need to schedule the clinic with the pack.

Plan Considerations

- Schedule of required training courses by agencies such as the American Red Cross
- Availability of a physician for the required physical
- Scheduling with organizations such as packs and troops for presentations and clinics
- Dual and past credit from other requirements the Venturer might be working on, such as physical fitness in the Ranger Award program
- Seasonal nature of the Venturer's chosen sports discipline
- Availability of qualified consultants
- Need for crew Advisor approval on several requirements
- Time element for some requirements

Guest Award 12-Month Timeline											
Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Venturing Quest Essentials											
	American Red Cross Sports Safety Training Course and CPR/AED										
Fitness for Life											
			Fitness Assessment								
Sports Discipline(s)											
Elective											
											Receive Quest Award

Sports Clinics

A candidate for the Quest Award is required to put on sports clinics. This section explains what a sports clinic is, why the Venturer is asked to do them, and who the target audiences might be. It offers guidelines and suggestions on how to run a clinic. A Venturer conducting clinics for others can have a profound influence on the attendees. For example, a Cub Scout den leader would likely appreciate a clinic for his or her den. How much fun would it be to attend a fencing clinic, then go to a den meeting to use a pirate or knights-of-the-roundtable theme to teach the sport of fencing?

Why Organize a Sports Clinic?

Teaching something increases the teacher's own skill. The person being taught gains a new skill, helping him or her physically and broadening the person's exposure to different activities and sports. When a Venturer offers a clinic, it increases his or her own physical activity and involvement, promoting a healthier lifestyle for the Venturer and for the audience through physical activity and sports.

Clinics should offer a variety of sports and recreational activities that meet the needs of the audience, regardless of age, ability, gender, race, or ethnicity. For example, Cub Scouts have advancement requirements related to sports and physical improvement. Elderly people in a nursing home or assisted care center also need physical activity and interaction. By doing sports clinics, a Venturer can help them all while also improving his or her leadership skills.

The following suggestions are just that. There are many approaches to running a clinic besides this one. The key is to have a plan. Don't just go do a clinic. Think through the process. Proper planning will ensure the audience has a great experience.

Running the Clinic

Many details require attention:

1. Will participants work in teams or as individuals? What is the ideal ratio of learners to coaches? How difficult is the sport to learn? Will the weather be a factor?
2. How long is your clinic? Do you need rotations? Breaks? Refresher instruction?
3. What skill level is your goal?
4. How will you put equipment away? By yourself? With the help of your assistants? With the help of the learners?
5. Give your audience a chance to critique the clinic, either verbally or in writing. You will learn from this exercise.

Clinic Evaluation

Plan to evaluate the success of your clinic. Make and print your own evaluation form. To make it convenient for the participants to fill out, do not include too many questions. The following are suggestions:

- Did you have fun?
- What is one thing you will take away from here and remember?
- Would you do it or want to do it again?
- Would you be interested in taking more advanced classes?
- Were the instructors/facilitators well-prepared?
- Were the instructors/facilitators knowledgeable?
- Did you have enough of the right equipment?
- Did you and the instructors communicate well?
- Was the time sufficient for the activities? Would you like more or less time?
- Was the clinic safe?
- Did you understand the rules and why the rules are in place?
- Did you feel confident in your own learning or skill development?
- Were the facilities adequate?
- Was there enough printed literature/information handed out?
- Was the clinic age-appropriate?

Possible Audiences

1. Cub Scouts, Boy Scouts, Venturers, Girl Scouts, American Heritage Girls, sports teams, other youth groups
2. Assisted care center residents, day care center students, etc.
3. Community members
4. Parents, coaches, school programs, etc.

Clinic Guidelines

1. Make it educational or sports-skill based.
2. Choose a time that works best for the audience: Saturday morning, after school, in the evening, or during the day.
3. Be proficient in the sport or find someone who
 - a. Knows the rules and regulations of the sport
 - b. Is able to demonstrate any equipment correctly
 - c. Knows the safety, sizing, and care of equipment
 - d. Is able to demonstrate the sport's techniques and evaluate the learners' technique
4. Make the clinic fun.
5. Design the clinic so learners have lots of hands-on time. Avoid giving a lecture.
6. Inspire the audience to want to participate for life.
7. Provide examples through role-playing, a puppet show, a video, or demonstrations.

Planning and Conducting a Sports Clinic

1. **People:** Design it for the audience (age, gender, physical ability). Keep in mind the number of learners that can participate safely. Will you need additional assistants, referees, parental supervision, etc.?
2. **Location:** Can you go to the audience, or will the audience need to go to a specific place?
3. **Resources:** What is needed to carry out the clinic? What equipment is needed (tables, chairs, etc.)? Is the equipment in safe working order?
4. **Safety/first aid:** Will supplies and trained first-aid personnel be needed?
5. **Cost:** What are your costs and how will you recover them? Will you charge for the clinic? Will you seek sponsorship?
6. **Transportation:** Do you need to arrange for transportation for the learners? Will the learners need directions to the clinic?
7. **Insurance:** Does the pack, troop, or crew already have insurance? Does your local council provide blanket coverage? Are permission slips needed?

8. **Housekeeping:** Are there adequate bathrooms or washing facilities? Is there water? Will you provide refreshments? Will you direct learners to bring snacks and water (and will you bring extras for those who forget)?
9. **Follow-up:** How will you evaluate the clinic? How will you handle participant feedback and self-evaluation?

Clinic Setup

1. Organize sign-in/registration (allow approximately 30 minutes before the clinic start time).
2. Set up displays to demonstrate equipment and other aspects of the sport.
3. Post the agenda and goals.
4. Lay out the field, court, etc., ahead of time. Have equipment ready.

Clinic Opening

1. **Introductions:** Introduce yourself and anyone helping you. Ask the audience to introduce themselves to each other. This helps put people at ease as well as get people acquainted.
2. **What's going to happen?** Tell the audience what you expect of them as participants.
3. **Preview:** Provide a video or other demonstration of the sport's techniques.
4. **Demonstrations:** Demonstrate and explain the sport and the equipment needed:
 - a. Cover equipment safety, ensuring equipment is in good working order, proper sizing and fit, how to properly use the equipment, how to care for the equipment, and how to avoid injuries.
 - b. Explain the history and rules of the sport.
 - c. Give participants hands-on chances to use the equipment.
 - d. Evaluate technique and make adjustments.
 - e. Provide another chance for participants to demonstrate techniques. Continue to make adjustments so participants can correctly perform techniques and feel confident in their ability.
5. **Safety:** Give a safety briefing.
6. **Questions:** Ask if anyone has questions or needs help.
7. **Wrap-up:** Remind everyone to have fun and be safe.

Sports Resources

NGB Partners

National governing bodies (NGBs) are available for most sports disciplines in the Quest Award and are a great resource. National governing bodies oversee sports disciplines related to Olympic sports. Venturing is a member of the United States Olympic Committee and works regularly with many NGBs to become direct resources for Venturers. As an example, Venturing has built an affiliation with USA Shooting. One result of this relationship is the Venturing/USA Shooting Passport Program, and a representative of USA Shooting visits many councils to assist in developing shooting sports and training U.S. Olympic shooting coaches.

Most NGBs have local chapters Venturers can call on for help. For example, a Venturer who wants to offer a fencing clinic for a Cub Scout den or pack, Boy Scout troop, crew, or other youth group could contact U.S. Fencing. The NGB would connect the Venturer with one of its local chapters that could offer direct help. Many NGBs also have printed materials and other resources Venturers can use. They also have Olympians who might serve as consultants or instructors.

Sports Disciplines

Sports are as varied as the people who participate. Venturers probably already take part in some of the sports on this list. If not, maybe it will spark an interest.

Cycling

BMX
Cyclocross
Mountain
Road
Track

Field Sports

Field hockey
Lacrosse
Track and field

Racquet Sports

Badminton
Handball
Racquetball
Squash
Table tennis
Tennis

Roller Sports

In-line speed skating
Roller figure skating
Roller hockey
Skateboarding

Target Sports

Archery
Darts
Disc sports
Shooting

Water Sports

Canoeing/kayaking
Diving
Rowing
Sailing
Swimming
Synchronized swimming
Underwater sports
Water polo
Waterskiing

Winter Ice Sports

Bobsled
Curling
Ice hockey
Luge
Skeleton
Speed skating

Winter Snow Sports

Biathlon
Skiing
Snowboarding

Other Sports

Bowling
Dance
Equestrian
Fencing
Martial arts
Modern pentathlon
Orienteering
Team handball

Sports Discipline Summary

Sport	Primary fitness requirements			May require unique equipment and/or high cost of entry		Location		Resource section category		
	Cardio	Strength	Flexibility	Yes	No	Indoor	Outdoor	Summer	Winter	Other
Archery		X	X		X	X	X	X		
Badminton	X		X		X	X	X	X		
Biathlon	X			X			X		X	
Bobsled		X	X	X			X		X	
Bowling			X		X	X				X
Canoe/kayak	X	X		X			X	X		
Curling			X	X		X			X	
Cycling	X	X		X			X	X		
Dancing	X		X		X	X				X
Darts			X		X	X		X		
Disc sports	X						X	X		
Diving		X	X			X	X	X		
Equestrian	X			X		X	X			X
Fencing	X		X	X		X				X
Field hockey	X	X			X		X	X		
Figure skating	X		X		X	X	X		X	
Handball	X				X	X	X	X		
Ice hockey	X	X		X		X	X		X	
In-line speed skating	X	X			X	X	X	X		



Sports Discipline Summary

Sport	Primary fitness requirements			May require unique equipment and/or high cost of entry		Location		Resource section category		
	Cardio	Strength	Flexibility	Yes	No	Indoor	Outdoor	Summer	Winter	Other
Lacrosse	X	X			X	X	X	X		
Luge		X	X	X			X		X	
Martial arts	X	X	X		X	X				X
Modern pentathlon	X	X	X	X		X	X			X
Orienteering	X				X		X			X
Racquetball	X				X	X		X		
Roller figure skating	X		X		X	X		X		
Roller hockey	X	X		X		X	X	X		
Rowing	X	X	X	X			X	X		
Sailing	X	X		X			X	X		
Shooting		X	X	X			X	X		
Skateboarding	X		X		X	X	X	X		
Skeleton		X	X	X			X		X	
Skiing	X	X		X			X		X	
Snowboarding	X	X		X			X		X	
Speed skating (ice)	X	X			X	X			X	
Squash	X				X	X		X		

Sports Discipline Summary

Sport	Cardio	Strength	Flexibility	May require unique equipment and/or high cost of entry		Location		Resource section category		
				Yes	No	Indoor	Outdoor	Summer	Winter	Other
Swimming	X	X			X	X	X	X		
Synchronized swimming	X	X	X		X	X		X		
Table tennis	X				X	X		X		
Team handball	X	X			X	X				X
Tennis	X	X			X	X	X	X		
Track events	X	X	X		X	X	X	X		
Underwater sports	X	X			X	X	X	X		
Volleyball	X	X			X	X	X		X	
Water polo	X	X			X	X		X		
Waterskiing		X		X			X	X		

Physical Assessments

Note: The following information is adapted from the *FITNESSGRAM Test Administration Manual* supplied by The Cooper Institute for Aerobics Research and Human Kinetics. Venturers can use this program as they work to earn the Quest Award. It is appropriate for all ages, genders, and physical ability levels.

Venturers may practice by doing an assessment on themselves and then move on to others (members of the crew are great choices). A Venturer may choose to administer the assessment alone or with other crew members. When doing it alone, Venturers will be restricted in how many people they can assess. If doing it with other crew members, each member may handle a testing station and rotate individuals or groups through the stations. A Cub Scout den or pack would be an ideal group for an assessment. Physical improvement is an important aspect of Cub Scouting, and Cubmasters and den leaders are always looking for a good activity. Venturers will do them a great service.

To do the assessment, Venturers will need some equipment. Options include making testing equipment using the construction guidelines found in the appendixes of this book, or using a testing kit produced by Human Kinetics. Venturers may check with the crew Advisor about borrowing a kit from the local council or buying one from Human Kinetics. An advantage of the Human Kinetics kit is that it comes with music for use with the aerobic test called PACER. PACER is especially popular with younger youth because music is involved. Test choices are explained in more detail below.

The assessment tables found in this program are for youth ages 5 through 17, so this is an excellent program for Cub Scouts, Boy Scouts, Venturers, and other youth groups. It is easy to administer and a fun way to help other people become healthier.

Program Purpose

This assessment program is designed to educate and to evaluate a young person's physical fitness. Testing can provide a starting point for a physical improvement program leading to a healthier lifestyle. The assessment can make a huge difference in the lives of those tested.

Doing the Assessment

1. Give a brief explanation of what you will be doing. Explain that you will be administering simple tests in three areas:
 - Aerobic capacity
 - Body composition
 - Muscle strength, endurance, and flexibility
2. Administer the tests using individual record forms.
3. Interpret the results and give individual recommendations.
4. Give a final charge to motivate those you tested to live a healthier lifestyle.
5. If invited, return one or more times to do follow-up assessments to check on individual or group improvement.

Considerations in Testing Youth Ages 5 to 9

Performance standards for aerobic tests are not applicable for this age group. Rather than emphasizing performance, the assessments should emphasize enjoyment and proper exercise technique. The testing should be fun for all involved.

The Tests

Test Area One: Aerobic Capacity

Select one of the following options:

- The PACER (recommended)
- One-mile run
- The walk test (for high school-age youth)

Test Area Two: Body Composition

Select one of the following options:

- Skinfold measurements (recommended)
- Body mass index

Test Area Three: Muscle Strength, Endurance, and Flexibility

Muscle Strength and Endurance

Do the following:

1. Abdominal strength and endurance: curl-up
2. Trunk extensor strength and flexibility: trunk lift
3. Upper-body strength: Do one of the following:
 - Push-up (recommended)
 - Modified pull-up
 - Pull-up
4. Flexed-arm hang

Flexibility

Do one of the following:

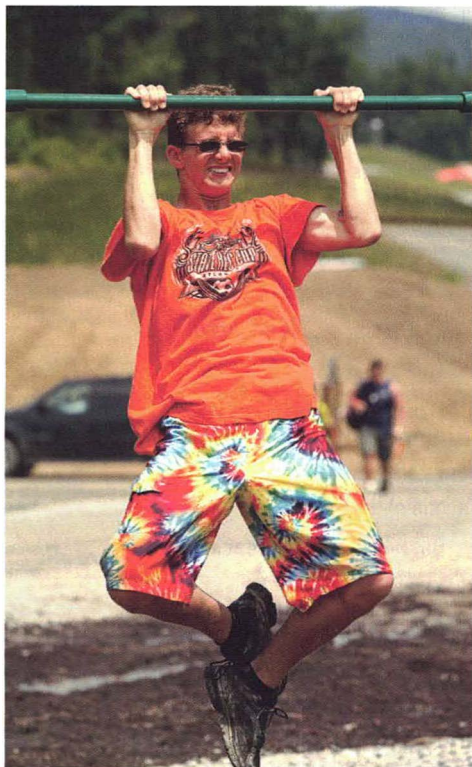
- Back-saver sit and reach
- Shoulder stretch

Safety considerations: This assessment program developed by Human Kinetics and The Cooper Institute for Aerobics Research has been administered to millions of young people and found to be safe. However, anyone administering this physical assessment should recognize that with any strenuous exercise activity, there is always the possibility that injuries may occur.

Before administering the assessment, it is vitally important that you determine if there are any potential health problems for anyone you may be testing. Do not administer the test to anyone with serious health problems without a doctor's permission, especially for aerobic activities. Maximizing the safety of those you assess should be your primary objective.

Conducting the Assessment

1. Become familiar with this physical assessment program.
2. Make or obtain the testing tools you will use.
3. Practice on yourself or a buddy.
4. Decide whether you will do the assessment yourself or invite other crew members to help.
5. Call a Cubmaster, den leader, Scoutmaster, or other youth group leader to offer your services. Explain what the assessment is and what it can do for their group.
6. Schedule your visit.
7. Practice some more.
8. At the assessment, do the following:
 - a. Present an opening.
 - b. Do the assessment tests.
 - c. Do assessment summaries for individuals, if the group wants them.
 - d. Schedule follow-up assessments, if the group wants them.
 - e. Give a closing summary and charge to each individual to improve their physical fitness and lifestyle.



Suggestions for Your Opening

Introduce yourself and anyone who is assisting you. Explain that you are from a Venturing crew. Explain that you are working on the Quest Award and you will be doing a physical assessment on each person. Tell them about each test category you will be doing and reassure them that they will have fun. Explain that each person will receive their own record sheet and they won't have to show it to anybody. It is personal unless they want to share it with their partner, parents, or unit leader. They can use it as a baseline or starting point for their own physical fitness improvement program. If you return in about six months, you can do another assessment to see how much they have improved. For those who would like to have their test results compared on the standards charts, you can do that for them too, or show them how to do it.

If you are doing rotation stations run by your fellow Venturers, divide the group into smaller, more manageable groups and explain how you want them to rotate among testing stations. You might have a bell, whistle, horn, or some music to tell them when to rotate. Make it fun.

Ask for anyone who has any health problems that might prohibit them from doing the tests to let you know. You might get them to help you administer the tests so they will not be left out. Encourage everybody to have fun and be safe.

Suggestions for Administering the Tests

1. Have one or more Venturers be responsible for a specific test station. If you use the rotation/station method, you will have six test stations. If you do not have enough help, you could do three stations, then three more. If you are doing the assessment alone for a den of six to 10 boys, simply do one test after another.
2. Make sure those running the stations know what they are doing and have had sufficient time to practice.
3. At each station, pair those being tested so one can be tested while one counts or scores. Make sure each person carries his or her record sheet from test to test. Before starting the test, ask that each person raise their record sheet above their head to ensure they have it. Have pencils for the scorers to use.
4. Separate the test sites so there is plenty of room.
5. Number or color-code the test sites so you can say, "Go to test site number three" or "Go to the red test site."

Suggestions for Personal Assessments (Interpretation of Test Results)

1. Make it optional.
2. Set up tables and chairs for the Venturers who will be reviewing and comparing the results to the standards. Invite the participants to visit them one at a time for privacy. Explain again that it is optional.
3. Have a game or other activity for those waiting or those who have already had their results interpreted. Extra Venturers can handle this.

4. No matter what the individual results may be, stay positive. Even if a person is below the standard, you can say, "You really tried hard. That was great. Now you know where you are and can start on a physical improvement program."
5. Encourage the participants to save their record sheets so they can compare their later improvements. Suggest they put the sheet in their youth handbook.

Suggestions for Your Closing

1. Get the whole group back together.
2. Have the participants give themselves a cheer or a pat on the back for doing so well. Everybody can pat the back of the person next to them, or give each other a high five.
3. Review what you just did.
4. Review the importance of aerobic capacity, what body composition tells us, and how muscle strength, endurance, and flexibility relate to the status of the musculoskeletal system.
5. Motivate the participants to stay active. (See the "Motivation" section at the end of this chapter.)
6. If you have prearranged to come back for a follow-up assessment, tell the participants when it will be and challenge them to improve.

Hint: For other Quest Award requirements, the Venturer must make a presentation or set up a tabletop display. This would be a great time to do it.

Aerobic Capacity Test Section

Aerobic capacity is perhaps the most important area of any fitness program. Research has shown that acceptable levels of aerobic capacity are associated with reduced risk of high blood pressure, coronary heart disease, obesity, diabetes, some forms of cancer, and other health problems in adults.

Aerobic capacity relative to body weight is considered to be the best indicator of a person's overall cardiorespiratory capacity, also called cardiovascular fitness, cardiorespiratory fitness, or aerobic fitness. Though all are slightly different in meaning, all are synonymous with aerobic capacity. Laboratories can measure aerobic capacity best by measuring the maximal oxygen uptake (VO_2max). However, field tests like those done for the Quest Award have proven to be very reliable when compared to VO_2max tests.

The three choices to test aerobic capacity are the PACER, the one-mile run, and the walk test. The PACER is recommended, especially for younger ages. For those younger ages, the emphasis should be on having fun. Make testing a fun experience.

The PACER (Recommended)

The PACER (progressive aerobic cardiovascular endurance run) is a multistage fitness test. It is progressive in that it is easy at the beginning, then gets harder. Set to music and done in a relatively small space, this is a fun test. It is recommended for all ages, but especially for boys and girls ages 5 to 9.

Test Objective: To run as long as possible back and forth across a 20-meter space at a specified pace that gets faster each minute.

Equipment/Facilities: A flat, nonslippery surface at least 20 meters long; a CD player with adequate volume; CD; measuring tape; marker cones; pencils; and copies of score sheets. Participants should wear shoes with nonslip soles. Plan for each participant to have a 40- to 60-inch-wide space for running.

Test Instructions:

1. Mark the 20-meter course (21 yards, 32 inches) with marker cones to divide lanes and with a tape or chalk line at each end.
2. Before the test, let participants listen to several minutes of the CD so they know what to expect. Participants should then be allowed at least two practice sessions.
3. Allow participants to select a partner. Have participants line up behind the starting line.
4. The PACER CD has a music version and one version with only the beeps. Each version of the test will give a five-second countdown and tells the participants when to start.
5. Participants should run across the 20-meter distance and touch the line with their foot by the time the beep sounds. At the sound of the beep, they turn around and run back to the other end. If some participants get to the line before the beep, they must wait for the beep before running the other direction. Continue in this manner until they fail to reach the line before the beep for the second time.
6. A single beep will sound at the end of the time for each lap. A triple beep sounds at the end of each minute. The triple beep serves the same function as the single beep and also alerts the runners that the pace will get faster.

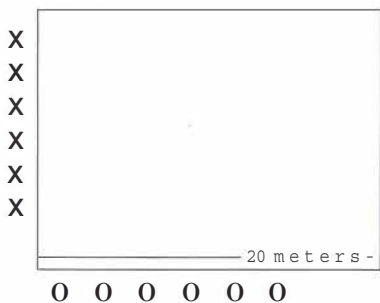
When to Stop: The first time a participant does not reach the line by the beep, he or she reverses direction immediately. Allow a participant to attempt to catch up with the pace. The test is completed for a participant when he or she fails to reach the line by the beep for the second time. Participants just completing the test should continue to walk and stretch in the cool-down area. The diagram on the following page illustrates testing procedures.

Scoring: In the PACER test, a lap is one 20-meter distance (from one end to the other). Have one participant record the lap number (crossing off each lap number) on a PACER score sheet.

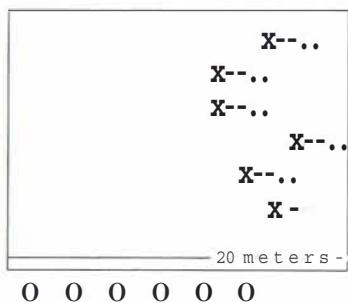
The recorded score is the total number of laps completed by the participant. For ease in administration, count the first lap that the participant does not reach the line by the beep. It is important to be consistent with all of the participants.

Schematic Diagram of PACER Test

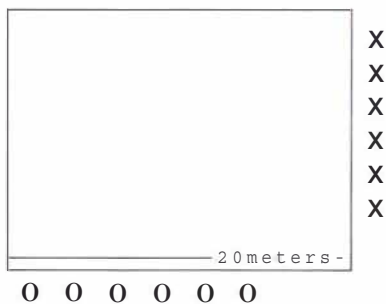
1. Ready, begin.



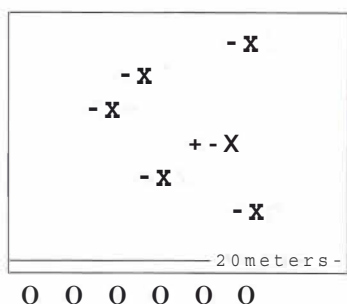
2. Run to the other end.



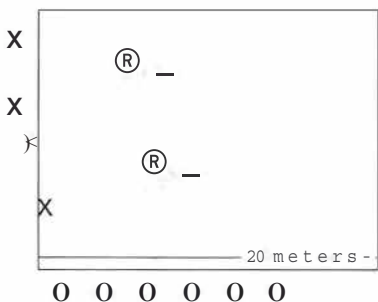
3. Beep.



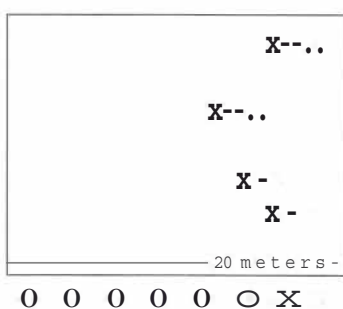
4. Run to the other end.



5. Beep.



6. And so on ...



X = Runners
0 = Observers

PACER Individual Score Sheet

Leader _____ Group _____ Date _____

Laps (20-meter lengths)

1	1	2	3	4	5	6	7						
2	8	9	10	11	12	13	14	15					
3	16	17	18	19	20	21	22	23					
4	24	25	26	27	28	29	30	31	32				
5	33	34	35	36	37	38	39	40	41				
6	42	43	44	45	46	47	48	49	50	51			
7	52	53	54	55	56	57	58	59	60	61			
8	62	63	64	65	66	67	68	69	70	71	72		
9	73	74	75	76	77	78	79	80	81	82	83		
10	84	85	86	87	88	89	90	91	92	93	94		
11	95	96	97	98	99	100	101	102	103	104	105	106	
12	107	108	109	110	111	112	113	114	115	116	117	118	
13	119	120	121	122	123	124	125	126	127	128	129	130	131
14	132	133	134	135	136	137	138	139	140	141	142	143	144
15	145	146	147	148	149	150	151	152	153	154	155	156	157

Lane _____ Participant Name _____ Laps Completed _____

Source: FITNESSGRAM® Test Administration Manual, second edition

Participants 5 to 9 years old should not receive a score; they simply participate in the activity. Enter a score of 0 laps to indicate that they successfully participated in the PACER run. The object of the test for these younger participants is simply to participate and learn about the test protocol.

Suggestions for Test Administration:

- The test CD contains 21 levels (one level per minute for 21 minutes). The CD allows nine seconds for running the distance during the first minute. The lap time decreases by approximately one half second at each successive level.
- A single beep indicates the end of a lap (one 20-meter distance). The participants run from one end to the other between each beep. Caution participants not to begin too fast. The beginning speed is very slow. Nine seconds is allowed for running each 20-meter lap during the first minute.
- Triple beeps at the end of each minute indicate the end of a level and an increase in speed. Participants should be alerted that the speed will increase. When participants hear the triple beeps they should turn around at the line and immediately continue running. Some participants will have a tendency to hesitate when they hear the triple beeps.
- A participant who cannot reach the line when the beep sounds should be given one more beep to attempt to regain the pace before withdrawing from the activity. The second time a participant cannot reach the line by the beep, his or her test is completed.
- Groups of participants may be tested at one time. Adult volunteers or other Venturers may be asked to help record scores.
- Each runner must be allowed a path 40 to 60 inches wide. It may work best to mark the course.
- If possible, use two CDs and two CD players to save time.

To obtain the music CD to support the PACER:

- Contact your local council service center to see if they have a FITNESS GRAM® Test Kit you can borrow.
- Ask your crew Advisor if the crew has a kit you can borrow.
- If your crew would like to buy a kit and music CD, contact:

Human Kinetics
P.O. Box 5076
Champaign, IL61825-5076
800-747-4457
www.humankinetics.com



One-Mile Run (Alternate)

Test Objective: The objective is to run a mile at the fastest pace possible. If a participant cannot run the total distance, walking is permitted.

Equipment/Facilities: A flat running course, stopwatch, pencil, and score sheets are required. The course may be a track or any other measured area. The course may be measured using a tape measure or cross-country wheel.

Caution: If the track is metric or shorter than 440 yards, adjust the running course (1,609.34 meters= 1 mile; 400 meters= 437.4 yards; 1,760 yards= 1 mile). On a metric track, the run should be four laps plus 10 yards.

Test Instructions: Participants begin on the signal "Ready, start." As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 20 participants at one time by dividing the group and assigning partners. While one group runs, partners count laps and make note of the finish time.

Scoring: The one-mile run is scored in minutes and seconds. A score of 99 minutes and 99 seconds indicates that the participant could not finish the distance. Participants 5 to 9 years old should not be timed; they should simply complete the distance and be given a score of 00 minutes and 00 seconds. The object of the test for these younger participants is simply to complete the one-mile distance at a comfortable pace and to practice pacing.

Suggestions for Test Administration:

- Preparation for the test should include instruction and practice in pacing. Without instruction, participants will usually run too fast early in the test and then be forced to walk in the latter stages.
- Results are generally better if the participant can maintain a constant pace during most of the test.
- Walking is definitely permitted. Although the objective is to cover the distance in the best possible time, participants who must walk should not be made to feel inferior. Encourage participants who walk to walk at a fast pace rather than stroll. Attainment of the Healthy Fitness Zone (see the FITNESSGRAM® Standards for Healthy Fitness Zone tables) is the important factor.
- Participants should always warm up before taking the test. It is also important that participants cool down by continuing to walk for several minutes after completing the distance.
- Administration of the test in unusually hot, humid, or windy weather should be avoided as these elements may be unsafe or lead to an invalid estimate of aerobic capacity.
- Counting laps completed and accurately recording the run time can be a problem when a relatively small course is used with younger children. Many techniques are acceptable. Pair the participants and have the resting partner count laps and record time for the runner. Older participants, other Venturers, or parents may be asked to assist in recording results for younger participants.

Walk Test (Alternate)

Test Objective: The objective is to walk one mile as quickly as possible while maintaining a constant walking pace the entire distance. This test is included in FITNESSGRAM® for use with participants 13 and older. The walk test is an excellent self-assessment skill for everyone to use lifelong.

Equipment/Facilities: A flat, measured running course, two or more stopwatches, pencils, and score sheets are required. The course may be measured using a tape measure or cross-country wheel.

Caution: If the track is metric or shorter than 440 yards, adjust the course (1,609.34 meters= 1 mile; 400 meters= 437.4 yards; 1,760 yards= 1 mile). On a metric track, the course should be four laps plus 10 yards.

Test Instructions: Participants begin on the signal "Ready, start." Participants should attempt to walk the full mile as quickly as they can but at a pace that can be maintained the entire distance. As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 30 participants at one time by dividing the group and assigning partners. While one group walks, partners count laps and make note of finish time.

Scoring: The walk test is scored in minutes and seconds. A score of 99 minutes and 99 seconds indicates the participant could not finish the distance.

Suggestions for Test Administration:

- Preparation for the test should include instruction and practice in pacing and in techniques for monitoring heart rate.
- Results are generally better if the participant can maintain a constant pace during most of the test.
- Participants should always warm up before taking the test. It is also important that participants cool down by continuing to walk for several minutes after completing the distance.
- Administration of the test in unusually hot, humid, or windy weather should be avoided as these elements may cause an invalid estimate of aerobic capacity.

Body Composition Test Section

The body composition test provides an estimate of the percentage of a participant's weight that is fat in contrast to lean body mass (muscles, bones, organs). Maintaining appropriate body composition is vital in preventing obesity, which is associated with increased risk of coronary heart disease, stroke, and diabetes. Children and youth with levels greater than 25 percent fat for boys and 30 percent fat for girls are more likely to develop primary risk factors of heart disease, including high blood pressure and elevated cholesterol.

Research indicates that today's young people are fatter than in previous years. Appropriate nutrition and behavior are important to reverse the increasing fatness of American children and youth. Several methods for estimating body composition in children and youth have been developed, including underwater weighing, total body water, anthropometry (skinfold measurement), bioelectrical impedance, and body mass index (height and weight). Each approach has some limitations leading to measurement errors of 2 percent to 3 percent. Estimates based on height and weight result in errors of 5 percent to 6 percent. Because of lower prediction error and the fact that skinfold measurements give a more direct estimate of body fatness than does body mass index, which also reflects muscle and bone mass, the recommended test option is the measurement of triceps and calf skinfolds.

Skinfold Measurements (Recommended)

Test Objective: To measure the triceps and calf skinfold thicknesses for calculating body fat.

Equipment/Facilities: A skinfold calipers is necessary to perform this measurement. The cost of calipers ranges from \$5 to \$200. Both the expensive and inexpensive calipers have been shown to be effective for use by teachers who have had sufficient training and practice. Calipers are also available in the FITNESSGRAM® Test Kit if your crew or local council owns one you can borrow. You will also need the Personal Fitness Record sheet.

Alternative Measurement Method: Although not as accurate as calipers, you can measure skinfolds with a ruler that has metric measurements on it. Measure in millimeters.

Testing Procedures: The triceps and calf skinfolds have been chosen because they are easily measured and highly correlated with total body fatness. The calipers or ruler measures a double layer of subcutaneous fat and skin.

Measurement Location: The triceps skinfold is measured on the back of the arm over the triceps muscle of the right arm midway between the elbow and the acromion process of the scapula (figure 1) Using a piece of string to find the midpoint is a good suggestion. The skinfold site should be vertical. Pinching the fold slightly above the midpoint will ensure that the fold is measured right on the midpoint (figures 2 and 3).

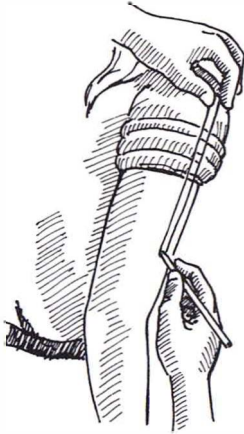


Figure 1 locating the triceps skinfold site



figure 2 Site of the triceps skinfold



figure 3 Triceps skinfold measurement

The calf skinfold is measured on the inside of the right leg at the level of maximal calf girth. The right foot is placed flat on an elevated surface with the knee flexed at a 90-degree angle (figure 4). The vertical skinfold should be grasped just above the level of maximum girth (figure 5) and the measurement made below the grasp.

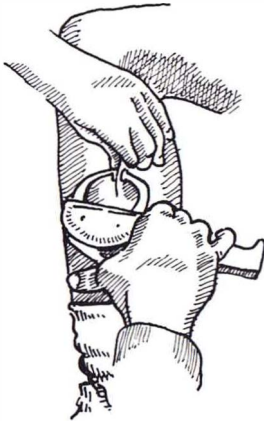


figure 4 Placement of leg for locating the calf skinfold site

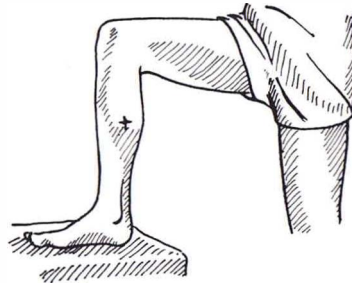


Figure 5 Calf skinfold measurement

For college-age participants, the formula to calculate body fat includes the abdominal skinfold measurement in addition to the triceps and calf skinfolds. The abdominal skinfold is 3 centimeters to the side of the midpoint of the navel and 1 centimeter below it (figure 6). The skinfold is horizontal and should be measured on the right side of the body (figure 7) while the participant relaxes the abdominal wall as much as possible.

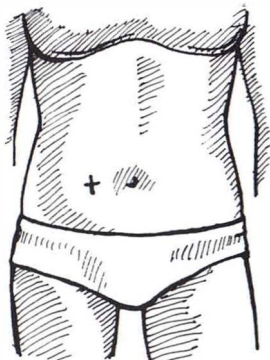


Figure 6 Site of abdominal skinfold

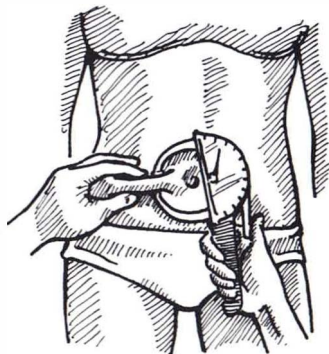


Figure 7. Abdominal skinfold measurement

Measurement Technique:

- Measure skinfolds on the participant's right side.
- Instruct the participant to relax the arm or leg being measured.
- Firmly grasp the skinfold between the thumb and forefinger and lift it away from the other body tissue. The grasp should not be so firm as to be painful.
- Place the calipers or ruler 1/2 inch below the pinch site.
- Be sure the calipers or ruler is in the middle of the fold.
- The recommended procedure is to do one measurement at each site before doing the second measurement at each site and finally the third set of measurements.

Scoring: The skinfold measure is registered on the dial of the caliper; on a ruler, you will have to read the thickness. Each measurement should be taken three times, with the recorded score being the median (middle) value of the three scores. To illustrate: If the readings were 7.0, 9.0, and 8.0, the score would be recorded as 8.0 millimeters. Each reading should be recorded to the nearest 0.5 millimeter. Add the two measurements together. This corresponds to the **Total MM** column on the FITNESSGRAM® Body Composition Conversion Chart.

Suggestions for Test Administration:

- Skinfolds should be measured in a setting that provides the participants with privacy. However, if you do measurements in private, make sure you do not do them alone. Always have at least two Venturers and two adults.

- Interpretation of the measurements may be given in a group setting as long as individual results are not identified.
- Whenever possible, it is recommended that the same tester administer the skinfold measurement to the same participants at subsequent testing periods.
- Practice measuring the sites with another tester and compare results with the same participants. As you become familiar with the methods, you can generally find agreement within 10 percent between testers.

Learning to Do Skinfold Measurements: Watching training videos and participating in a workshop are excellent ways to begin to learn how to do skinfold measurements. The video *Measuring Body Fatness Using Skinfolds* illustrates the procedures described in this manual.

Body Mass Index (Alternate)

The body mass index provides an indication of the appropriateness of a participant's weight relative to height. Body mass index is determined by dividing weight in kilograms by height squared in meters: $\text{weight (kg)}/\text{height}^2 \text{ (m)}$.

While the data can be entered in pounds and inches, the results are only meaningful with the metric formula. You must convert pounds to kilograms and feet to meters. For example, a participant weighing 100 pounds (45.36 kilograms) who is 5 feet (1.52 meters) tall would have a body mass index of 19.6. Another participant of the same weight but 5 feet, 2 inches tall would have a body mass index of 18.3.

Body mass index is calculated only if skinfold measurements are not taken. A score classified as "Needs Improvement" generally indicates that a participant weighs too much for his or her height. Body mass index is not the recommended procedure for determining body composition because it does not estimate the percentage of fat. It merely provides information on the appropriateness of the weight relative to the height. For participants found to be too heavy for their height, a skinfold test would clarify whether the weight was due to excess fat. Shoes must be removed when measuring height and weight.

Muscle Strength, Endurance, and Flexibility Test Section

Tests of muscular strength, muscular endurance, and flexibility have been combined into one broad fitness category because the primary consideration is determining the health status of the musculoskeletal system. It is equally important to have strong muscles that can work forcefully and over a period of time and to be flexible enough to have a full range of motion at the joint. Many times, musculoskeletal injuries are the result of muscle imbalance at a specific joint; the muscles on one side may be much stronger than the opposing muscles or may not be flexible enough to allow complete or sudden motion.

Be aware that the type of training bears directly on the development of musculoskeletal strength, endurance, and flexibility. The movements in these tests are only a sampling of the many ways the body moves during physical activity.

The upper body and the abdominal/trunk region have been selected as areas for testing because of their relationship to functional health and correct posture, thereby reducing the possibility of future low-back pain and restrictions in independent living. Most participants

will not have weaknesses sufficient to cause current problems, but it is important to educate them about the importance of muscle strength, endurance, and flexibility in preventing problems as adults. It is especially important to make them aware of correct posture and body mechanics in the event that they are developing scoliosis, which is a problem for teenage youth. A school nurse, local physician, or physical therapist is a good source of information about scoliosis.

Abdominal Strength and Endurance

Strength and endurance of the abdominal muscles are important in promoting good posture and correct pelvic alignment. Pelvic alignment is particularly important in maintaining low-back health.

In testing and training the muscles of this region, it is difficult to isolate the abdominal muscles. The modified sit-up involves the action of the hip flexor muscles in addition to the abdominal muscles. Therefore, the curl-up has been selected because it does not involve the help of the hip flexor muscles and minimizes compression in the spine, when compared to a full sit-up with the feet held.

Curl-Up (Recommended)

Test Objective: To complete as many curl-ups as possible, up to a maximum of 75 at a specified pace.

Equipment/Facilities: Gym mats and a measuring strip for every two participants are needed. The measuring strip may be made of cardboard, rubber, smooth wood, or any similar thin flat material and should be 30 to 35 inches long. Two widths of measuring strip may be needed. The narrower strip should be 3 inches wide and is used to test 5- to 9-year-olds; for older participants the strip should be 4½ inches wide. Other methods of measuring distance such as using tape strips and pencils are also appropriate. You may also use the rubber measuring strip found in the FITNESSGRAM® Test Kit if you borrow a kit from your local council service center, or if your crew owns its own kit. For score sheets, use the Personal Fitness Record sheet.

Test Instructions: Allow participants to select a partner. Partner A will perform the curl-ups while partner B counts and watches for form errors. Partner A lies back on the mat with knees and feet flat on the floor, legs slightly apart, arms straight and parallel to the trunk with the palms of the hands resting on the mat. The fingers are stretched out, and the head is in contact with the mat.

After partner A has assumed the correct position on the mat, partner B places a measuring strip on the mat under the legs so the fingertips are just resting on the nearest edge of the measuring strip (figure 8). Partner B then kneels at partner A's head in a position to count curl-ups and watch for form. Partner B may place hands under partner A's head, or a piece of paper may be put on the mat instead to help partner B see that partner A's head touches down on each repetition (figure 9). Watch for the paper to crinkle each time partner A's head touches it.

Figure 8 Starting position for the curl-up test

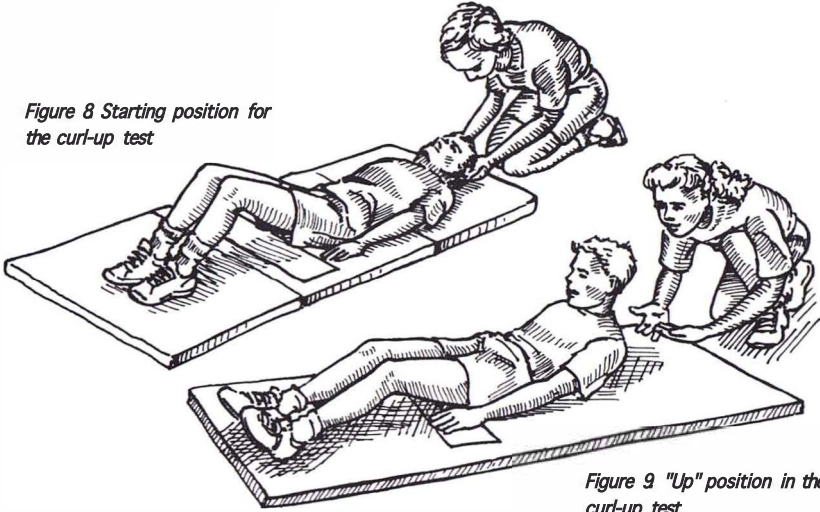


Figure 9 "Up" position in the curl-up test

Keeping heels in contact with the mat, partner A curls up slowly, sliding fingers across the measuring strip until the fingertips reach the other side (figures 10 and 11), then curls back down until his or her head touches the mat. Movement should be slow and at the specified cadence of about 20 curl-ups per minute (one curl every three seconds).

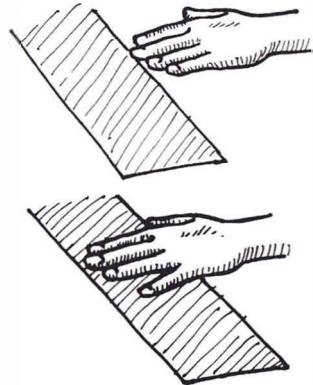
You should call a cadence or use a recorded cadence such as that found on the PACER music CD. Partner A continues without pausing until he or she can no longer continue or has completed 75 curl-ups.

When to Stop: Participants are stopped after completing 75 curl-ups or when the second form correction is made.

Scoring: The score is the number of curl-ups performed. Count should be made when the participant's head returns to the mat. For ease in administration, it is permissible to count the first incorrect curl-up. It is important to be consistent with all of the participants and with different packs, troops, and crews.

Form Corrections:

- Heels must remain in contact with the mat.
- Head must return to the mat on each repetition.
- Pauses and rest periods are not allowed. The movement should be continuous and with the cadence.
- Fingertips should touch the far side of the measuring strip.



Figures 10 and 11. Close-up of fingertips sliding from one side of the measuring strip to the other

Suggestions for Test Administration:

- The participants being tested should reposition if the body moves so that the head does not touch the mat at the right spot or the measuring strip is out of position.
- Movement should start with a flattening of the lower back followed by a slow curling of the upper spine.
- The hands should slide across the measuring strip until the fingertips reach the opposite side (3 or 4 1/2 inches), then return to the supine position. The movement is completed when the back of the head touches the partner's hand.
- The cadence will encourage a steady, continuous movement done in the correct form.
- Participants should not "reach" with their arms and hands, but simply let the arms passively move along the floor in response to the action of the trunk and shoulders. Any jerking or reaching motion will cause the participants to constantly move out of position.
- This curl-up protocol is quite different from the one-minute sit-up the participants might be used to in school. Both the testers and the participants will need to learn the correct form for this skill and be allowed time to practice.

Trunk Lift (Recommended)

Technique is important during this test. The movement should be slow and controlled. The maximum score on this test is 12 inches. While some flexibility is important, it is not advisable (or safe) to encourage hyperextension.

Test Objective: To lift the upper body off the floor using the muscles of the back and hold the position to allow for the measurement.

Equipment/Facilities: Gym mats and a yardstick or 15-inch ruler are required to administer this test. It is helpful to mark the 6-, 9-, and 12-inch marks with colored tape.

Test Description: The participant being tested lies facedown on the mat. Toes are pointed and hands are placed under the thighs. Place a coin or other marker on the floor in line with the participant's eyes. During the movement, the participant's focus should not move from the coin or marker. The participant lifts the upper body off the floor in a slow and controlled manner to a maximum height of 12 inches (figures 12, 13, and 14). The position is held



Figure 12 Starting position for the trunk lift

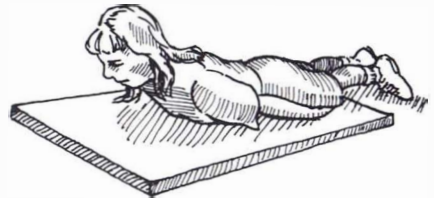


Figure 13 "Up" position for the trunk lift

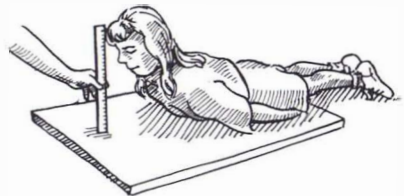


Figure 14 Measuring the trunk lift

long enough to allow the tester to place the ruler on the floor in front of the participant and determine the distance from the floor to the participant's chin. The ruler should be placed at least an inch to the front of the participant's chin and not directly under the chin. Once the measurement has been made, the participant returns to the starting position in a controlled manner. Allow two attempts, recording the higher score.

Scoring: The score is recorded to the nearest inch. Distances above 12 inches should be recorded as 12 inches.

Suggestions for Test Administration:

- Do not allow participants to do bouncing movements.
- Do not encourage participants to rise higher than 12 inches. Excessive arching of the back may cause compression of the discs.
- Focusing on the marker on the floor should help keep the head in a neutral position.

Push-Up (Recommended)

The push-up to an elbow angle of 90 degrees is the recommended test for upper body strength and endurance. Test administration requires little or no equipment, multiple participants may be tested at one time, and few zero scores result. It also teaches an activity that can be used lifelong for conditioning as well as self-testing.

Test Objective: To complete as many push-ups as possible at a rhythmic pace. This test is used for males and females.

Equipment/Facilities: Though no equipment is necessary, a CD with the recorded cadence is helpful. The correct cadence is 20 push-ups per minute (one every three seconds). The PACER CD contains a recorded push-up cadence.

Test Instructions: Participants should be paired. One will perform the test while the other counts push-ups and watches to see that the participant being tested bends the elbow to 90 degrees with the upper arm parallel to the floor.

You might ask the Cubmaster, Scoutmaster, or crew Advisor to encourage participants to practice doing push-ups before the test day. You might volunteer to visit to demonstrate the correct push-up procedure and help in a practice session to correct participants who are not achieving the 90-degree angle. This way, all participants will learn what 90 degrees "feels like" and "looks like."

Note: Have someone make sure you are doing push-ups correctly before you demonstrate how to do them.

The participant being tested assumes a prone position on the mat with hands placed under the shoulders, fingers stretched out, legs straight and slightly apart, and toes tucked under. The participant pushes up off the mat with the arms straight, keeping the legs and back straight. Throughout the test, the back should be kept in a straight line from head to toes (figure 15).

The participant then lowers the body using the arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (figure 16). This movement is repeated as many times as possible. The participant should continue the movement until the arms are straight during each repetition. The rhythm should be approximately 20 push-ups per minute, or one push-up every three seconds.

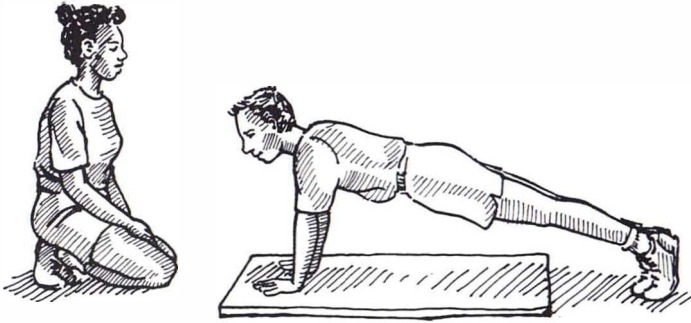


Figure 15 Starting position for the push-up test

When to Stop: Participants are stopped when the second form correction is made.

Scoring: The score is the number of push-ups performed. For ease in administration, it is permissible to count the first incorrect push-up. It is important to be consistent with all of the participants and all packs, troops, and crews.

Form Corrections:

- Stopping to rest or not maintaining a rhythmic pace
- Not achieving a 90-degree angle with the elbow on each repetition
- Not maintaining correct body position
- Not extending arms fully

Suggestions for Test Administration:

- The test should be stopped if the participant appears to be in extreme discomfort or pain.
- Cadence should be called or a recorded cadence played.
- Males and females do the same test.



Figure 16 "Down" position for the push-up test

Modified Pull-Up (Alternate)

For those who have access to school equipment for the modified pull-up, or can make equipment or borrow the crew's, this is a good test to use.

Test Objective: To successfully complete as many modified pull-ups as possible.

Equipment/Facilities: A modified pull-up stand, elastic band, pencil, and Personal Fitness Record sheet are necessary to administer this test.

Test Instructions: The participant lies on his or her back with shoulders directly under a bar that has been set 1 to 2 inches above his or her reach. Place an elastic band 7 to 8 inches below and parallel to the bar. The participant grasps the bar with an overhand grip (palms away from body). The pull-up begins in the "down" position with arms and legs straight, buttocks off the floor, and only the heels touching the floor. The participant then pulls up until his or her chin is above the elastic band (figures 17 and 18).



Figure 17. Starting position for the modified pull-up test

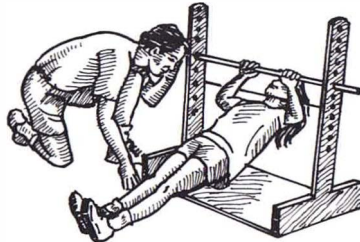


Figure 18. "Up" position for the modified pull-up test

When to Stop: Participants are stopped when the second form correction is made.

Scoring: The score is the number of pull-ups performed. For ease in administration it is permissible to count the first incorrect pull-up. It is important to be consistent, as with other tests.

Suggestions for Test Administration:

- Movement should use only the arms. The body should be kept straight.
- Movement should be rhythmic and continuous. Participants may not stop and rest.
- The test is ended if the participant experiences extreme discomfort or pain.

Pull-Up (Alternate)

The pull-up test is not recommended for most youth because many are unable to perform even one. This test should not be used for participants who cannot perform one repetition. However, for participants who are able to perform correct pull-ups, it is a valid, reliable test option and is also an activity that can be used lifelong for conditioning as well as a self-test.

Test Objective: To correctly complete as many pull-ups as possible.

Equipment/Facilities: A horizontal bar at a height that allows the participant to hang with arms fully extended and feet clear of the floor is used for this test. A doorway gym bar may be used.

Test Instructions: The participant assumes a hanging position on the bar with an overhand grasp (palms facing away from the body) as illustrated in figure 19. Shorter participants such as Cub Scouts may be lifted into the starting position. Participants use the arms to pull the body up until the chin is above the bar (figure 20), and then lower the body again into the full hanging position. The exercise is repeated as many times as possible. There is no time limit.



Figure 19 Starting position for the pull-up test

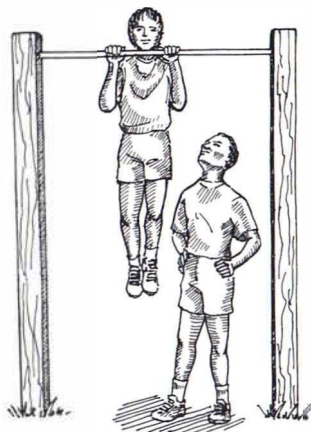


Figure 20. "Up" position for the pull-up test

When to Stop: Participants are stopped when the second form correction is made.

Scoring: The score is the number of complete pull-ups performed. For ease in administration, it is permissible to count the first incorrect pull-up. It is important to be consistent.

Form Corrections:

- The body should not swing during the movement. If the participant starts to swing, you or your assistant should hold an arm in front of his thighs to prevent swinging.
- The pull-up should be performed smoothly with no kicking or jerking. Forceful bending of the knees is not permitted.
- To be counted, a pull-up must result in the chin's being lifted over the bar and the participant must return to the full hanging position with elbows fully extended.

Shoulder Stretch (Optional)

The shoulder stretch is a simple test of upper-body flexibility. If used alternately with the back-saver sit and reach, it may be useful in educating participants that flexibility is important in all areas of the body, not just the hamstring muscles.

Test Objective: To be able to touch the fingertips together behind the back by reaching over the shoulder and under the elbow.

Equipment/Facilities: No equipment is necessary to complete this test.

Test Description: Allow participants to select a partner. The partner judges ability to complete the stretch. To test the right shoulder, the participant reaches with his or her right hand over the right shoulder and down the back as if to pull up a zipper. At the same time, he or she places the left hand behind the back and reaches up, trying to touch the fingers of the right hand (figure 25). The partner observes whether the fingers touch. To test the left shoulder, the participant does the same movement with the opposite arms (figure 26).

Scoring: For each side, a "Y" is recorded if the fingers touch; otherwise, an "N" is recorded.

Interpreting Test Results

The following charts (standards) have been provided by The Cooper Institute for Aerobics Research and Human Kinetics. The standards have been established using research to represent a level of fitness that offers some degree of protection against certain diseases that result from sedentary living. There are two basic areas: "Needs Improvement" and "Healthy Fitness Zone."

Remember that for youth ages 5 to 9, performance levels have not been established. Emphasis should be placed on their learning how to perform the tests correctly and having fun.

When interpreting performance on physical fitness assessments, it is most important to remember the following:

- The physical fitness experience should always be fun and enjoyable.
- Physical fitness testing should not become a competitive sport.
- The performance of one participant should not be compared to that of another.
- The primary reason for testing is to provide the participant with personal information that may be used in planning a personal fitness program.



Figure 25
*Shoulder stretch
on the right side*



Figure 26
*Shoulder stretch
on the left side*

FITNESSGRA Standards for Healthy Fitness Zone*

Boys

Age	One-mile run min:sec		PACER #Laps		Walk test and VO ₂ max ml/kg/min		Percent fat		Body mass index		Curl-up# com lete	
5							25	10	20	14.7	2	10
6	Completion of distance. Time standards not recommended.		Participation in run. Lap count standards not recommended.				25	10	20	14.7	2	10
7							25	10	20	14.9	4	14
8							25	10	20	15.1	6	20
9							25	10	20	15.2	9	24
10	11:30	9:00	23	61	42	52	25	10	21	15.3	12	24
11	11:00	8:30	23	72	42	52	25	10	21	15.8	15	28
12	10:30	8:00	32	72	42	52	25	10	22	16.0	18	36
13	10:00	7:30	41	72	42	52	25	10	23	16.6	21	40
14	9:30	7:00	41	83	42	52	25	10	24.5	17.5	24	45
15	9:00	7:00	51	94	42	52	25	10	25	18.1	24	47
16	8:30	7:00	61	94	42	52	25	10	26.5	18.5	24	47
17	8:30	7:00	61	94	42	52	25	10	27	18.8	24	47
17+	8:30	7:00	61	94	42	52	25	10	27.8	19.0	24	47

Age	Trunk lift inches		Push-up # complete		Modified pull-up # complete		Pull-up # complete		Flexed-arm hang seconds		Back-saver sit and reach** inches		Shoulder stretch	
5	6	12	3	8	2	7	1	2	2	8	8			
6	6	12	3	8	2	7	1	2	2	8	8			
7	6	12	4	10	3	9	1	2	3	8	8			
8	6	12	5	13	4	11	1	2	3	8	8			
9	6	12	6	15	5	11	1	2	4	10	8			
10	9	12	7	20	5	15	1	2	4	10	8			
11	9	12	8	20	6	17	1	3	6	13	8			
12	9	12	10	20	7	20	1	3	6	13	8			
13	9	12	12	25	8	22	1	4	12	17	8			
14	9	12	14	30	9	25	2	5	15	20	8			
15	9	12	16	35	10	27	3	7	15	20	8			
16	9	12	18	35	12	30	5	8	15	20	8			
17	9	12	18	35	14	30	5	8	15	20	8			
17+	9	12	18	35	14	30	5	8	15	20	8			

*Number on left is lower end of HFZ; number on right is upper end of HFZ.

**Test scored pass/fail; must reach this distance to pass.

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P a s s a g e
 C o u r s e
 I n f o r m a t i o n
 C o n t a i n e d
 H e r e
 I s
 P r o p e r t y
 O f
 T h e
 C o o p e r
 I n s t i t u t e
 F o r
 A e r o b i c s
 R e s e a r c h

FITNESSGRAM Standards for Healthy Fitness Zone*

Girls

Age	One-mile run min:sec		PACER #laps		Walk test and VO ₂ max ml/kg/min		Percent fat	Body mass index		Curl-up# complete
5							32 17	21	16.2	2 10
6	Completion of distance. Time standards not recommended.		Participation in run. Lap count standards not recommended.				32 17	21	16.2	2 10
7							32 17	22	16.2	4 14
8							32 17	22	16.2	6 20
9							32 17	23	16.2	9 22
10	12:30	9:30	15	41	40	48	32 17	23.5	16.6	12 26
11	12:00	9:00	15	41	39	47	32 17	24	16.9	15 29
12	12:00	9:00	23	41	38	46	32 17	24.5	16.9	18 32
13	11:30	9:00	23	51	37	45	32 17	24.5	17.5	18 32
14	11:00	8:30	23	51	36	44	32 17	25	17.5	18 32
15	10:30	8:00	23	51	35	43	32 17	25	17.5	18 35
16	10:00	8:00	32	61	35	43	32 17	25	17.5	18 35
17	10:00	8:00	41	61	35	43	32 17	26	17.5	18 35
17+	10:00	8:00	41	61	35	43	32 17	27.3	18.0	18 35

Age	Trunk lift inches		Push-up # complete		Modified pull-up # complete		Pull-up # complete		Flexed-arm hang seconds	Back-saver sit and reach** inches	Shoulder stretch
5	6	12	3	8	2	7	1	2	2 8	9	
6	6	12	3	8	2	7	1	2	2 8	9	
7	6	12	4	10	3	9	1	2	3 8	9	
8	6	12	5	13	4	11	1	2	3 10	9	
9	6	12	6	15	4	11	1	2	4 10	9	
10	9	12	7	15	4	13	1	2	4 10	9	
11	9	12	7	15	4	13	1	2	6 12	10	
12	9	12	7	15	4	13	1	2	7 12	10	
13	9	12	7	15	4	13	1	2	8 12	10	
14	9	12	7	15	4	13	1	2	8 12	10	
15	9	12	7	15	4	13	1	2	8 12	12	
16	9	12	7	15	4	13	1	2	8 12	12	
17	9	12	7	15	4	13	1	2	8 12	12	
17+	9	12	7	15	4	13	1	2	8 12	12	

P = Pass F = Fail
 # = Number of laps
 # = Number of pull-ups

*Number on left is lower end of HFZ; number on right is upper end of HFZ.

**Test scored pass/fail; must reach this distance to pass.

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The FJTNESSGRAM® Body Composition Classification

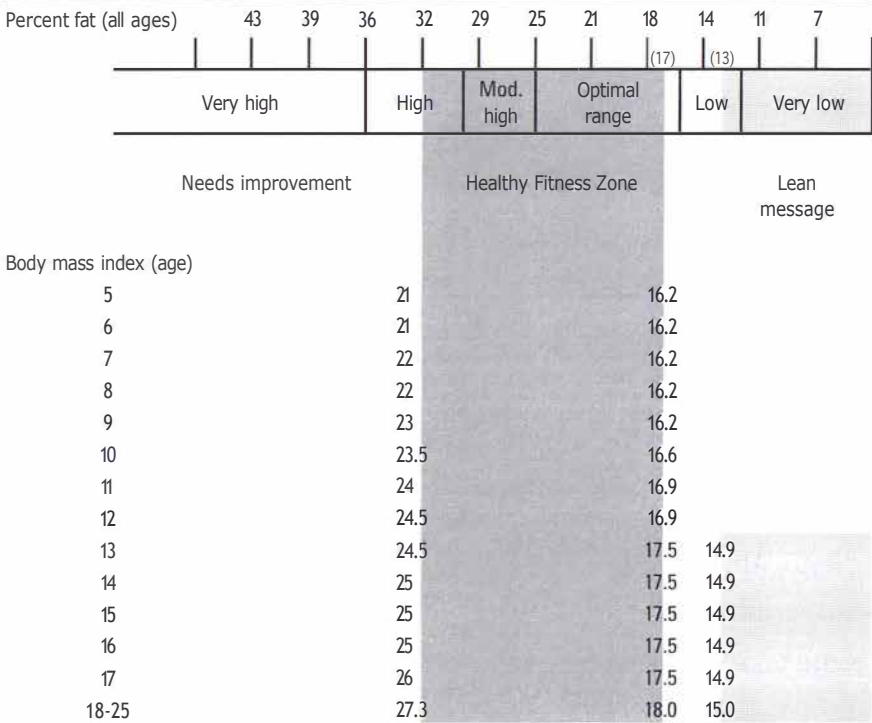
Boys

Percent fat (all ages)	42	38	35	31	28	24	20	17	13	10	7
						(25)					
	Very high				High	Mod. high	Optimal range			Low	Very low
	Needs improvement					Healthy Fitness Zone					Lean message
Body mass index (age)											
5						20				14.7	
6						20				14.7	
7						20				14.9	
8						20				15.1	
9						20				15.2	
10						21				15.3	
11						21				15.8	
12						22				16.0	
13						23				16.6	15.0
14						24.5				17.5	15.7
15						25				18.1	16.4
16						26.5				18.5	16.6
17						27				18.8	16.8
18-25						27.8				19.0	17.0

Adapted, by permission, from T. Lohman, 1987, "The use of skinfold to estimate body fatness in children and youth," *Journal of Physical Education, Recreation and Dance* 58: 98-102

The FITNESSGRAM[®] Body Composition Classification

Girls



Adapted, by permission, from T. Lohman, 1987, "The use of skinfold to estimate body fatness in children and youth," *Journal of Physical Education, Recreation and Dance* 58: 98-702

Motivation: Encouraging Participants to Use Their Results

Physical fitness testing is important only if it leads to improvement for the participants. Now that you have provided them a baseline—a starting point—you need to motivate them to set physical fitness improvement goals and develop a plan to get there. By starting with young people like Cub Scouts, you may have a dramatic, positive effect on the rest of their lives. Experience has proven that if one starts a healthy lifestyle while young, it carries over to adulthood.

Cub Scouting, Boy Scouting, and Venturing emphasize physical fitness and improvement. All three integrate this into their advancement and recognition programs. Advancement is a motivator. Remind participants that they can probably get Cub Scout, Boy Scout, Venturing, or possibly school advancement credit for their physical fitness improvement efforts.

You might even design your own recognition program. Encourage participants to improve so you can come back in six months or a year (whatever period you choose) to retest them and recognize those who have improved. You could make your own recognition certificates or ribbons.

When encouraging participants to improve, you may choose to reproduce some of the record forms and charts in this manual. The Physical Activity Goals chart is used to plan goals and then record actual results. FITNESSGRAM® Get Fit Exercises illustrates 26 different exercises.

As you wrap up the physical fitness testing, make your closing exciting, like a rally. Remember to give the participants a final charge. If you don't know what a charge is, Webster's dictionary defines it as "to impose a task or responsibility on," and "to command, instruct, or exhort with right or authority." You probably know that if the battery on your car dies, you must charge it to bring new life into it. That's what you will do with the participants. Give them the task to improve their physical fitness. Rejuvenate them as you would your battery. Put new life into them—give them a charge.

FITNESSGRAM[®] Testing for Special Populations

Other sections of this guide are intended for use with participants who are not disabled. In some situations, Venturers will be working with participants who have disabilities. Physical fitness is equally important for all youth. General and specific suggestions are provided for modifying testing procedures so the physical fitness needs of participants with disabilities can be met. Testers might have to be creative, but the effort will be worth it to avoid leaving anybody out.

Specific test standards for participants with disabilities are not generally available. The activities described in this section may be used to establish an individual baseline for each participant. Performances on subsequent assessments can be compared to this baseline performance. Testers can also use the baseline data as a guideline in establishing individual goals, which may be used as a "standard" for the individual. Essentially, it is possible to use any task as the assessment by establishing a baseline and comparing progress back to that baseline performance.

Test Administration

Until recently, many youth with disabilities were simply exempted from physical fitness assessment and development activities. As a result, many are not familiar with fitness assessment techniques. Testers may have to teach them how to take the tests. Remember to make it fun.

It is advisable to help the participants practice the tests before the assessment. If for any reason a tester suspects a participant with disabilities does not understand the test, the tester should provide instruction and a chance to practice. Of special concern is ensuring that the participant understands the instructions. Participants with disabilities may interpret spoken descriptions differently from people without disabilities due to differences in previous movement or motor learning experiences. As participants with disabilities become familiar with the specific procedures of the physical fitness tests, and as the fitness status of these participants is assessed at regular intervals, the need for practice time will diminish.

Aerobic Capacity

The aerobic capacity test presents two problems for participants with disabilities.

- First, some participants are unable to run. For them, a running test is not appropriate. Conditions that may preclude running include requiring a wheelchair, braces, or other devices for mobility; leg amputation; congenital anomalies; arthritis; and some vision impairments.
- Second, some participants cannot safely participate in a maximum or near maximum test of the cardiorespiratory system. Acute asthma, cystic fibrosis, and some congenital coronary conditions are examples of conditions under which maximal tests should not be used. For these participants, less than maximum assessment should be completed.

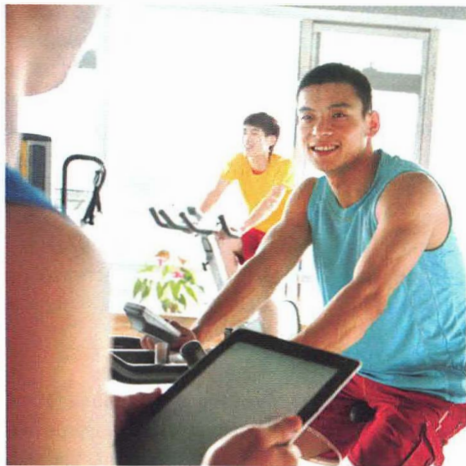
For the participant who is unable to run, there are several alternatives. In aerobic capacity assessments, the objective is to have a large muscle mass performing moderate to heavy exercise for an extended period. The type of exercise is not particularly important as long as a large muscle mass is involved. Swimming, stationary bicycling using the arms or the legs to pedal, propelling a wheelchair, and walking are examples of exercises that require a large muscle mass. Although standards for these activities may be unavailable, improvements in performance after conditioning may be accepted as probable improvements in aerobic capacity.

Swimming

If swimming is the chosen exercise, the participant should have swimming skill or may use a flotation device. The participant should use the same flotation device in all subsequent assessments. The distance of the swim should be 300 yards for ages 5 to 9, 400 yards for ages 10 to 12, 500 yards for ages 13 and 14, and 700 yards for high school ages and above. The score on the test is the time taken to complete the distance. Improvements in time after conditioning are accepted as improvements in aerobic capacity.

Stationary Bicycle

In using a stationary bicycle, pedaling may be done with the arms or the legs. The stationary bicycle used must be built so exact workload or distance covered can be determined. With the resistance set at a moderate level, the participant makes as many pedal revolutions as possible in five minutes. The number of pedal revolutions or the distance covered during the five-minute period is the score for the test. The resistance should remain constant in subsequent test sessions.



Propelling a Wheelchair

For the participant propelling a wheelchair, the goal is to cover a specific distance in the least time. For participants 5 to 9, the distance should be 600 yards; ages 10 to 12 should travel 800 yards; ages 13 and 14, 1,200 yards; and high school ages and above, one mile. For subsequent assessments, the participant should use the same wheelchair and the same facility because changes in the wheelchair or the testing surface would make comparisons to previous times invalid. The score is the time required to cover the distance.

Walking

Participants 5 to 9 should walk 600 yards, 10- to 12-year-olds should walk 800 yards, 13- and 14-year-olds should walk 1,200 yards, and participants who are high school age and above should walk one mile. Near-maximum exercise is approximated if the distance is covered in the shortest time possible.

Note: The recommendations above are for participants with disabilities whose condition allows for maximum or near-maximum estimates of aerobic capacity. The distances are arbitrary and may be modified based on individual abilities. The results are not comparable to performances on the standard one-mile run/walk. The assessment is, however, important to the participant with disabilities because when the assessment is repeated, improvement in performance is probably due to an improvement in aerobic capacity. If, on the other hand, there is considerable deterioration in the performance during the later assessment, the deterioration may be due to a decrease in aerobic capacity.

Safety: If a participant has a disability whereby a maximum or near-maximum effort puts the participant at risk, the criteria for selecting the intensity of the exercise must be modified. For participants at risk, the recommended modification is to change the rate of work so the participant uses a large muscle mass to work at a mild rate for an extended period. In this case, the heart rate during exercise should not exceed 120 beats per minute. Stationary bicycling, walking, running, or swimming may be used. The tester selects a pace that will maintain the participant's heart rate below 120 beats per minute, and the participant completes the exercise period as indicated for those not at risk. During the first 10 to 15 seconds after the exercise, the tester monitors the participant's heart rate. During subsequent assessments, if the participant covers the same distance in the same period of time and the monitored heart rate is lower, this may be taken as an indication that the aerobic capacity has probably improved. An increase in the monitored heart rate may indicate a deterioration in aerobic capacity.

Body Composition

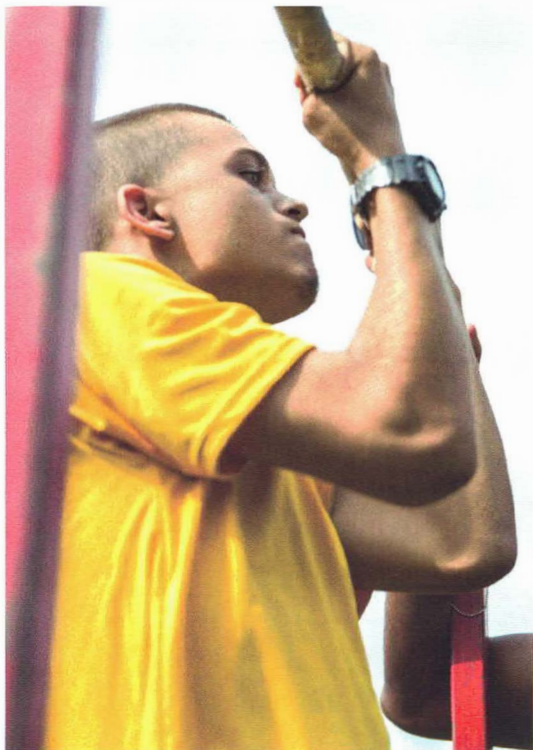
The FITNESSGRAM® assessment for body fatness uses the triceps and calf skinfold thicknesses. On participants with scar tissue at these locations, skinfold measurements should not be used to estimate body fat. Nor should skinfold measurements be taken at sites where participants receive repeated subdural or intramuscular injections. Limbs that have muscle atrophy should not be used.

The procedures outlined in this guide for assessing body composition indicate that all skinfold measurements should be made on the right side of the body. If problems prevent measurement on the right side, it is permissible to take measurements on the left side. In some cases, it may be necessary to mix measurements from the right and left sides. Mixing measurements from both sides is preferable to no measurement or to the measurement of a single site.

If none of the sites can be measured, an alternative is to measure a vertical skinfold on the abdomen 2 inches to the right of the navel. This measurement would not be comparable to the sites used in FITNESSGRAM® but it can serve as a reference point for the participant for future measurements. If this skinfold increases overtime, the participant probably has an increase in total body fat. A decrease in this measurement may indicate a decrease in total body fat.

Muscle Strength, Endurance, and Flexibility

Virtually any movement may be used as a test of muscle strength and flexibility. Participants may be asked to do the movement as many times as they can with or without a time limit or to do a certain number of repetitions. Participants with motor control problems will probably need to have any timing factors removed from the assessment as long as the movement is rhythmic and the participant does not pause longer than two seconds between repetitions. Some participants may need more warm-up before attempting a flexibility test. The important consideration is to establish a baseline performance that may be used as a basis of comparison to determine progress in strength development.



Sources of Testing Equipment

FITNESSGRAM® Test Kit, PACER Music CD,
Training Videos, and Curl-Up Measuring Strips

Human Kinetics

P.O. Box 5076

Champaign, IL 61825-5076

800-747-4457

<http://www.HumanKinetics.com>

<http://www.fitnessgram.net>

Skinfold Calipers

Country Technology, Inc.

P.O. Box 87

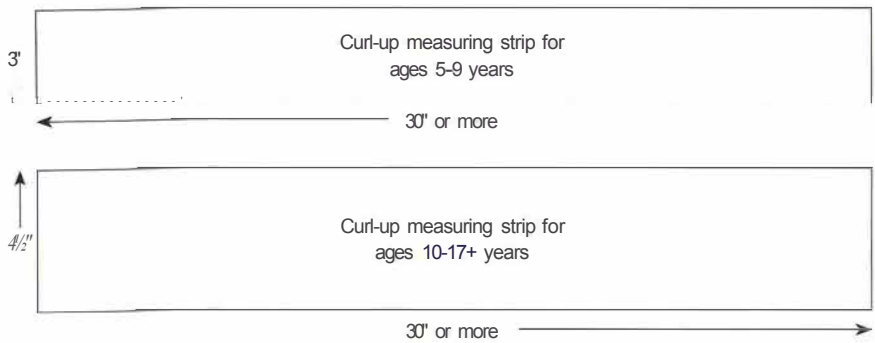
Gays Mills, WI 54631

608-735-4718

<http://www.fitnessmart.com/>

Measuring Strip for Curl-Up Test

Out from poster board.

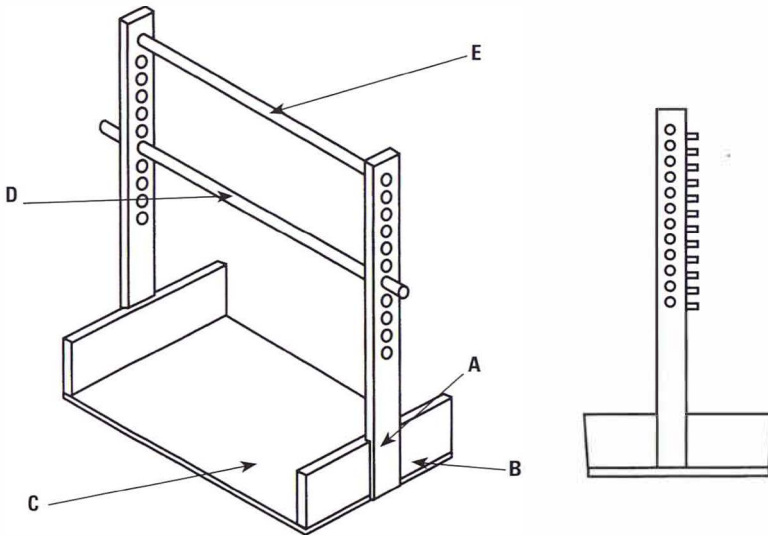


Other Suggestions for Measuring Curl-Up Distances

There are any number of methods to measure the distance traveled in the curl-up test. The important factor is to ensure that the participant is moving the fingertips 3 inches for ages 5 to 9 years and 4½ inches for ages 10 to 17+. Another factor to consider is that the participant should be able to feel the stopping point rather than relying on seeing it. Do not be afraid to experiment with other methods to measure this distance.

1. Use tape and a pencil to indicate the marks. Put tape on the mat at the starting point or the fingertips. Tape a pencil to the mat parallel to the starting line at the stopping point (3 inches or 4½ inches).
2. Use tape and a yardstick to indicate the marks. Put tape on the mat at the starting point for the fingertips. Have a third partner standing astride the person doing curl-ups secure a yardstick placed on the mat under the knees and parallel to the starting line. The yardstick should be placed either 3 inches or 4½ inches from the starting line.
3. Permanent measuring strips like those illustrated above could be cut from a sheet of ¼-inch plywood. These would need to be carefully sanded to prevent splinters. Laminated poster board would also provide more permanent measuring strips.
4. Measuring cards could be cut to the appropriate width (3 inches or 4½ inches) out of index cards. Two would be needed for each pair of participants. Cards would need to be taped to the mat for the participant to slide the fingers from one edge of the card to the other.

Equipment for Modified Pull-Up



Items Needed

- A. Two 48-inch 2-by-4s for the uprights
- B. Two 24-inch 2-by-8s for the base for the uprights
- C. One 24-by-39-inch sheet of $\frac{3}{4}$ -inch plywood for the support platform
- D. One $1\frac{1}{2}$ -inch steel pipe for the chinning bar, at least 43 inches long
- E. One $1\frac{1}{4}$ -inch dowel for the top support, 39 inches long
- F. Nails, wood screws, and wood glue for construction

Procedure

1. Build the stand with nails, wood screws, and glue using the illustration *above* as your guide. Let the glue dry for at least a day.
2. Beginning $2\frac{1}{2}$ inches from the top end of each upright (A), drill one hole through the 2-inch thickness for the $1\frac{1}{4}$ -inch dowel support rod (E).
3. Drill 11 more $1\frac{1}{2}$ -inch holes below the first hole, spaced $2\frac{1}{2}$ inches from center to center, in each piece (A) for the steel pipe.
4. Assemble the pieces and finish with polyurethane or shellac. Make sure your stand is smooth and free of splinters and rough spots.

Note: Alternatively, you may drill all the holes before assembly.

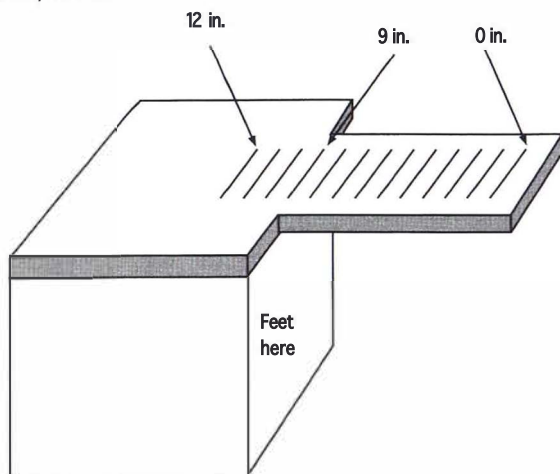
Equipment for Back-Saver Sit and Reach

1. Using any sturdy wood or comparable material ($\frac{3}{4}$ -inch plywood seems to work well) cut the following pieces:

Two pieces 12-by-12 inches

Two pieces 12-by-10 $\frac{1}{2}$ inches

One piece 12-by-22 inches



2. Cut 10-by-4-inch pieces from each side of one end of the 12-by-22-inch piece to make the top of the box. Beginning at the small end, mark 1-inch intervals up to 12 inches.
3. Build a box (use nails, screws, or wood glue) with the remaining four pieces. Attach the top. It is crucial that the 9-inch mark be exactly parallel with the vertical plane against which the participant's foot will be placed. The zero-inch mark is at the end nearest the participant.
4. Cover the apparatus with polyurethane sealer or shellac.

Alternate Flexibility Testing Apparatus

1. Use a sturdy cardboard box at least 12 inches tall. Turn the box so the bottom is up. Tape a yardstick to the bottom. The yardstick must be placed so the 9-inch mark is exactly parallel with the vertical plane against which the participant's foot will be placed and the zero-inch end is nearer the participant.
2. Use a bench about 12 inches wide. Turn the bench on its side. Tape a yardstick to the bench so the 9-inch mark is exactly parallel with the vertical plane against which the participant's foot will be placed and the zero-inch end is nearer the participant.

Body Composition Conversion Chart

Boys

Total MM	% Fat	Total MM	% Fat	Total MM	% Fat	Total MM	% Fat	Total MM	% Fat
1.0	1.7	16.0	12.8	31.0	23.8	46.0	34.8	61.0	45.8
1.5	2.1	16.5	13.1	31.5	24.2	46.5	35.2	61.5	46.2
2.0	2.5	17.0	13.5	32.0	24.5	47.0	35.5	62.0	46.6
2.5	2.8	17.5	13.9	32.5	24.9	47.5	35.9	62.5	46.9
3.0	3.2	18.0	14.2	33.0	25.3	48.0	36.3	63.0	47.3
3.5	3.6	18.5	14.6	33.5	25.6	48.5	36.6	63.5	47.7
4.0	3.9	19.0	15.0	34.0	26.0	49.0	37.0	64.0	48.0
4.5	4.3	19.5	15.3	34.5	26.4	49.5	37.4	64.5	48.4
5.0	4.7	20.0	15.7	35.0	26.7	50.0	37.8	65.0	48.8
5.5	5.0	20.5	16.1	35.5	27.1	50.5	38.1	65.5	49.1
6.0	5.4	21.0	16.4	36.0	27.5	51.0	38.5	66.0	49.5
6.5	5.8	21.5	16.8	36.5	27.8	51.5	38.9	66.5	49.9
7.0	6.1	22.0	17.2	37.0	28.2	52.0	39.2	67.0	50.2
7.5	6.5	22.5	17.5	37.5	28.6	52.5	39.6	67.5	50.6
8.0	6.9	23.0	17.9	38.0	28.9	53.0	40.0	68.0	51.0
8.5	7.2	23.5	18.3	38.5	29.3	53.5	40.3	68.5	51.3
9.0	7.6	24.0	18.6	39.0	29.7	54.0	40.7	69.0	51.7
9.5	8.0	24.5	19.0	39.5	30.0	54.5	41.1	69.5	52.1
10.0	8.4	25.0	19.4	40.0	30.4	55.0	41.4	70.0	52.5
10.5	8.7	25.5	19.7	40.5	30.8	55.5	41.8	70.5	52.8
11.0	9.1	26.0	20.1	41.0	31.1	56.0	42.2	71.0	53.2
11.5	9.5	26.5	20.5	41.5	31.5	56.5	42.5	71.5	53.6
12.0	9.8	27.0	20.8	42.0	31.9	57.0	42.9	72.0	53.9
12.5	10.2	27.5	21.2	42.5	32.2	57.5	43.3	72.5	54.3
13.0	10.6	28.0	21.6	43.0	32.6	58.0	43.6	73.0	54.7
13.5	10.9	28.5	21.9	43.5	33.0	58.5	44.0	73.5	55.0
14.0	11.3	29.0	22.3	44.0	33.3	59.0	44.4	74.0	55.4
14.5	11.7	29.5	22.7	44.5	33.7	59.5	44.7	74.5	55.8
15.0	12.0	30.0	23.1	45.0	34.1	60.0	45.1	75.0	56.1
15.5	12.4	30.5	23.4	45.5	34.4	60.5	45.5	75.5	56.5

Source: FITNESSGRA * Test Administration Manual, second edition

Girls

Total MM	% Fat	Total MM	% Fat	Total MM	% Fat	Total MM	% Fat	Total MM	% Fat
1.0	1.7	16.0	14.9	31.0	24.0	46.0	33.2	61.0	42.3
1.5	2.1	16.5	15.2	31.5	24.3	46.5	33.5	61.5	42.6
2.0	2.5	17.0	15.5	32.0	24.6	47.0	33.8	62.0	42.9
2.5	2.8	17.5	15.8	32.5	24.9	47.5	34.1	62.5	43.5
3.0	3.2	18.0	16.1	33.0	25.2	48.0	34.4	63.0	44.1
3.5	3.6	18.5	16.4	33.5	25.5	48.5	34.7	63.5	44.4
4.0	3.9	19.0	16.7	34.0	25.8	49.0	35.0	64.0	44.8
4.5	4.3	19.5	17.0	34.5	26.1	49.5	35.3	64.5	45.1
5.0	4.7	20.0	17.3	35.0	26.5	50.0	35.6	65.0	45.4
5.5	5.0	20.5	17.6	35.5	26.8	50.5	35.9	65.5	45.7
6.0	5.4	21.0	17.9	36.0	27.1	51.0	36.2	66.0	46.0
6.5	5.8	21.5	18.2	36.5	27.4	51.5	36.5	66.5	46.3
7.0	6.1	22.0	18.5	37.0	27.7	52.0	36.8	67.0	46.6
7.5	6.5	22.5	18.8	37.5	28.0	52.5	37.1	67.5	46.9
8.0	6.9	23.0	19.1	38.0	28.3	53.0	37.4	68.0	47.2
8.5	7.2	23.5	19.4	38.5	28.6	53.5	37.7	68.5	47.5
9.0	7.6	24.0	19.7	39.0	28.9	54.0	38.0	69.0	47.8
9.5	8.0	24.5	20.0	39.5	29.2	54.5	38.3	69.5	48.1
10.0	8.4	25.0	20.4	40.0	29.5	55.0	38.7	70.0	48.4
10.5	8.7	25.5	20.7	40.5	29.8	55.5	39.0	70.5	48.7
11.0	9.1	26.0	21.0	41.0	30.1	56.0	39.3	71.0	49.0
11.5	9.5	26.5	21.3	41.5	30.4	56.5	39.6	71.5	49.3
12.0	9.8	27.0	21.6	42.0	30.7	57.0	39.9	72.0	49.6
12.5	10.2	27.5	21.9	42.5	31.0	57.5	40.2	72.5	49.9
13.0	10.6	28.0	22.2	43.0	31.3	58.0	40.5	73.0	50.2
13.5	10.9	28.5	22.5	43.5	31.6	58.5	40.8	73.5	50.5
14.0	11.3	29.0	22.8	44.0	31.9	59.0	41.1	74.0	50.9
14.5	11.7	29.5	23.1	44.5	32.2	59.5	41.4	74.5	51.2
15.0	12.0	30.0	23.4	45.0	32.6	60.0	41.7	75.0	56.1
15.5	12.4	30.5	23.7	45.5	32.9	60.5	42.0	75.5	56.5

Source: FITNESSGRAM® Test Administration Manual, second edition

Personal Fitness Record

Name _____ Group _____

Age _____ Height _____ Weight _____

	Date: _____		Date: _____	
	Score	HFZ	Score	HFZ
Aerobic capacity: _____				
Curl-up				
Trunk lift				
Upper-body strength: _____				
Flexibility: _____				
Skinfolds:				
Triceps				
Calf				
Total				

Note: HFZ indicates you have performed in the Healthy Fitness Zone.

I understand that my fitness record is personal. I do not have to share my results. My fitness record is important since it allows me to check my fitness level. If it is low, I will need to do more activity. If it is acceptable, I will continue my current activity level. I know that I can ask my leader for ideas for improving my fitness level.

Source: *FITNESSGRAM® Test Administration Manual*, second edition

One-Mile Run Individual Score Sheet

Runner Name: _____

Scorer Name: _____

Laps Completed (Cross off each lap number as your runner completes it.)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Finish Time: _____

Source: FITNESSGRAM® Test Administration Manual, second edition

Runner Name: _____

Scorer Name: _____

Laps Completed (Cross off each lap number as your runner completes it.)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Finish Time: _____

Source: FITNESSGRAM® Test Administration Manual, second edition

Walk Test Individual Score Sheet

Runner Name: _____

Scorer Name: _____

Laps Completed (Cross off each lap number as your runner completes it.)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Finish Time: _____

Heart Rate: _____

Source: FITNESSGRAM® Test Administration Manual, second edition

Runner Name: _____

Scorer Name: _____

Laps Completed (Cross off each lap number as your runner completes it.)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Finish Time: _____

Heart Rate: _____

Source: FITNESSGRAM Test Administration Manual, second edition

Physical Activity Goals

My plans are to do _____

Week of: _____

	Activity I plan to do	Time of day	Friend(s) who will be active with me
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Date ___ Participant's signature _____ Leader's initials __

The actual activity I did

	Yes, I did the following activity	How long?	I was unable to do planned activity because
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

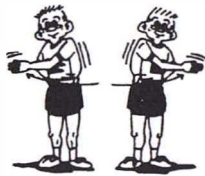
Source: FITNESSGRAW Test Administration Manual, second edition

FITNESSGRAM® Get Fit Exercises

Warm-Up Activities



Side bend



Trunk twist



Knee lift



Calf stretch



Arm circles



Jumping jacks



Brisk walking

Strength Development Activities



Crunch



Curl-ups

Sit-ups

Back arch



Wall sit



Lunges



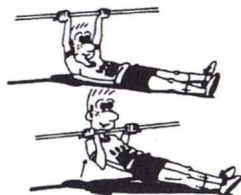
Single leg lift



Arm curls



Military press



Modified pull-ups



Horizontal ladder activities



Push-ups



Climbing activities

Aerobic Activities

Jogging
Brisk walking
Basketball

Cycling
Rope jumping

Swimming
Soccer

Cool-Down Activities



Calf stretch



Thigh stretch



Sitting toe touch



Knee hug



Arm/shoulder stretch



Arm/side stretch

Source: F/TNESSGRAW Test Administration Manual, second edition

Venturing Weekly Exercise Plan and Chart

Week No. _____

Name _____ Week Starting _____
Day Date

Exercise	Repetitions Or Time						
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1. _____	_J_	_J_	_J_	_J_	_J_	_J_	_J_
2. _____	_J_	_J_	_J_	_J_	<u>1</u>	_J_	_J_
3. _____	_J_	_J_	_J_	_J_	<u>1</u>	_J_	_J_
4. _____	_J_	_J_	_J_	_J_	_J_	_J_	_J_
5. _____	_J_	_J_	_J_	_J_	_J_	_J_	_J_
6. _____	_J_	_J_	_J_	_J_	_J_	_J_	_J_
7. _____	_J_	_J_	_J_	_J_	_J_	_J_	_J_
8. _____	_J_	_J_	_J_	_J_	_J_	_J_	_J_
9. _____	_J_	_J_	_J_	_J_	<u>1</u>	_J_	_J_
10. _____	_J_	_J_	_J_	_J_	<u>1</u>	_J_	_J_

Instructions: Each week, plan your exercises by listing them in the far left column. Choose days for each exercise. Give yourself a goal by placing a number on the left side of the hash mark (goal/actual).

Example

1. Push-ups -1.QLJL _QLQ_ -1WL _QLQ_ 1WJ _QLQ_ ___lfil

VENTURING QUEST AWARD

Date Initials

Complete requirements 1-5 and one of 6-10.

1. Venturing Quest Essentials.

Complete nine of the following:

<p>a. Demonstrate by means of a presentation at a crew meeting, Cub Scout or Boy Scout meeting, or other group meeting that you know first aid for injuries or illnesses that could occur while playing sports, including hypothermia; heatstroke; heat exhaustion; frostbite; dehydration; sunburn; blisters, hyperventilation; bruises; strains; sprains; muscle cramps; broken, chipped, loosened, or knocked-out teeth; bone fractures; nausea; and suspected injuries to the back, neck, and head.</p>		
<p>b. Write an essay of at least 500 words that explains sportsmanship and tells why it is important. Give several examples of good sportsmanship in sports. Relate at least one of these to everyday leadership <i>off</i> the sports field.</p> <p>OR</p> <p>Make a presentation to your crew or a Cub Scout or Boy Scout unit of at least 30 minutes with the same requirements as for the essay.</p>		
<p>c. Take part as a member of an organized team in one of the following sports: baseball, basketball, bowling, cross-country, diving, fencing, field hockey, football, golf, gymnastics, lacrosse, rugby, skating (ice or roller), soccer, softball, swimming, team handball, tennis, track and field, volleyball, water polo, or wrestling (or any other recognized sport approved in advance by your Advisor except boxing and karate).</p>		
<p>d. Organize and manage a sports competition, such as a softball game, between your crew and another crew, between two Cub Scout dens or packs, between two Boy Scout patrols or troops, or between any other youth groups. You must recruit at least two other people to help you manage the competition.</p>		
<p>e. Make a set of training rules for a sport you pick. Design an exercise plan including selected exercises for this sport. Determine for this sport the appropriate target heart rates and desired training effects. Follow your training plan for at least 90 days, keeping a record showing your improvement.</p>		
<p>f. Make a tabletop display or give a presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group that explains the attributes of a good team leader and a good team player. Select athletes who exemplify these attributes.</p>		
<p>g. Make a display or presentation on a selected sport for your crew or another group covering the following.</p> <ol style="list-style-type: none"> i. Etiquette for your sport ii. Equipment needed iii. Protective equipment needed and why it is needed iv. History of the sport v. Basic rules 		

	Date	Initials
<p>h. Research answers to the following questions. Then, at a crew meeting or other youth group meeting, manage a discussion on drug problems as they relate to athletes.</p> <ul style="list-style-type: none"> • What drugs are banned? • What effect do these banned drugs have on the human body and mind? • Where can information about drugs be found? • How do some sports organizations fight sports drug abuse? • Cover at least the following drugs: stimulants, painkillers, anabolic steroids, beta blockers, diuretics, alcohol, marijuana, and cocaine. 		
<p>i. Research and then, at a crew meeting or other youth group meeting, manage a discussion on recent training techniques being used by world-class athletes. Compare them to training techniques of 25 and 50 years ago. !This discussion must be different from the discussion in requirement g.)</p>		
<p>j. Study ways of testing athletes for body density. Fat content can be measured by skin-fold calipers, body measurements, and hydrostatic weighing. Then recruit a consultant to assist you as you determine the body density and fat content for your fellow crew members at a crew meeting or special activity.</p>		
<p>k. Select a favorite Olympic athlete, a highly respected athlete in your city, or a favorite professional athlete and research his or her life. Make an oral presentation or tabletop display for your crew or another youth group.</p>		
<p>l. Explain the importance of proper nutrition as it relates to training for athletes. Explain the common eating disorders anorexia and bulimia and why they are harmful to athletes.</p>		
<p>2. First Aid. Complete the American Red Cross Sport Safety Training course (or equivalent) and CPR training.</p>		
<p>3. Fitness for Life. Complete a or b.</p>		
<p>a. Complete the Fitness for Life program !Corbin and Lindsey, published by Human Kinetics, 2002). Check with your Advisor to see if your crew already has the book Fitness for Life. Ask your Advisor about offering the program for you alone, you and some other Venturers, or even your whole crew. You might find the book at your local library. You can order it directly from Human Kinetics at http://www.humankinetics.com.</p>		
<p>b. Complete the following:</p> <p>i. Make an appointment with your doctor for a complete physical before beginning any physical conditioning program. Explain to your doctor that you are preparing to undertake a 90-day physical fitness improvement program.</p> <p>ii. Interview healthy older adults about their fitness levels. As part of these interviews, you may want to ask such questions as:</p> <ul style="list-style-type: none"> • What kinds of cardiovascular activities do you do? • How have your fitness, diet, and physical activity changed over the years? • Are you more fit and/or active now than you were five 10, 15, etc.) years ago? • Use this data to discuss with your crew and/or another group the importance and benefits of using exercise throughout their lives. 		

	Date	Initials
<p>iii. Research and write an essay of 1,500 words or more, or make a presentation to your school, a Cub Scout den or pack, a Boy Scout troop, or a Venturing crew explaining what physical fitness is. Incorporate into this essay or presentation all of the following:</p> <ul style="list-style-type: none"> • Aerobic capacity • Endurance • Body composition • Flexibility • Muscle strength <p>After you have completed your research and written your essay or made your presentation, review your results with a fitness professional or your coach or Advisor.</p> <p>iv. Based upon your essay or presentation on physical fitness, develop a personal physical fitness improvement program and follow it for a minimum of 90 days. After developing your program, review it with your Advisor and/or coach. This fitness improvement program should include the following guidelines:</p> <ul style="list-style-type: none"> • Exercise a minimum of three times each week. • Complete the Venturing Weekly Exercise Plan and Chart. At the end of each week, review your calendar. Write down the times when you seem to have the most/least energy. Note any environmental conditions or changes in your personal health (cold, flu, fever, etc.) that may have affected your performance. You may want to adjust your schedule. • Share this information with your Advisor. You may do some of your exercise workouts as part of your regular physical education class at school. <p>Note: This may qualify as your area of personal growth for the Venturing Discovery, Pathfinder, or Summit Award.</p> <p>v. Look through current magazines, articles, and/or videos that feature exercises. Evaluate at least three exercises. Determine how these exercises apply to personal fitness. What level of fitness is required to be able to perform the exercise and what procedures and equipment are necessary for successful completion? Present your findings to your crew and/or another youth group.</p> <p>vi. Learn to calculate the number of calories a person would need who is sedentary, moderately active, or active, for their particular age. Keep a record for 10 days of your food intake and physical activity. How might you adjust your food intake and physical activity to change your percentage of body fat? Write a plan to maintain ideal levels of body fat. Include in this plan the six factors that influence body fatness and share this information with your Advisor and coach.</p> <p>vii. Examine three muscular development exercises and apply biomechanical principles to each. List two reasons why these principles can reduce injuries and discuss this information with your crew or other youth group.</p>		

	Date	Initials
<p>viii. Based upon the human desire for peak performance, examine and discuss the physical and psychological activities required for success. As part of this discussion, review with your crew and/or another youth group the following six specific needs (S-P-1-C-E-S) for a balanced approach to achieve this desire:</p> <ul style="list-style-type: none"> • Spiritual • Physical • Intellectual • Cultural • Emotional • Self-Responsibility <p>Note: S-P-1-C-E-S is supplied from the United States Anti-Doping Agency, http://www.usantidoping.org.</p>		
<p>4 Fitness Assessment Administer the FITNESSGRAM® physical assessment test to your crew, a Cub Scout den or pack, a Boy Scout troop, another Venturing crew, or another youth group.</p>		
<p>5 Sport Disciplines. Choose a sport from the list below or another sport approved by your Advisor.</p>		
<p>a. Develop a profile of a typical athlete in your chosen sport, listing skills and attributes necessary to be proficient. Examples: hand-eye coordination, running speed, quick responses, heavy/light weight, tall/short.</p>		
<p>b. Do the following:</p> <p>i. Develop a list of equipment and facilities necessary for your chosen sport:</p> <ul style="list-style-type: none"> • Personal equipment such as mouthpiece, helmet, or earplugs • Team equipment such foils, shooting jacket, or weights • Team or sponsor supplies or facilities such as targets, ammunition, playing courts, or rivers <p>ii. Discuss the relative importance equipment plays toward your success in that sport. (Certain sports are equipment-intensive, such as bobsled and luge.)</p> <p>iii. Tell how equipment for this sport has improved or changed overtime</p>		
<p>c. Participate and show proficiency in a sport of your choice.</p>		
<p>d. For your chosen sport, give a sports clinic to a Cub Scout pack or den, Boy Scout troop, or other youth group. Include a demonstration and skills teaching. You can even include competition when possible.</p> <p>Here are some suggested sports for requirement 5: cycling, sailing, field sports, swimming, field hockey, synchronized swimming, lacrosse, underwater sports, track and field, water polo, racquet sports, waterskiing, badminton, winter ice sports, handball, bobsled, racquetball, curling, squash, ice hockey, table tennis, luge, tennis, roller sports, speed skating, in-line speed skating, winter snow sports, roller figure skating, biathlon, roller hockey, skiing, skateboarding, snowboarding, target sports, archery, bowling, darts, dance, disc sports, equestrian, shooting, fencing, water sports, martial arts, canoe/kayak, modern pentathlon, diving, orienteering, rowing, team handball, other sports.</p>		

Quest Electives.

Choose one from the options below.

6 History and Heritage of Sports.

a.	Study the history of the Olympic movement. Learn when and how it started. When did the United States Olympic movement start? When did the winter Olympics start and where? What were the initial games in both summer and winter Olympics? In what Olympic years were there no Olympics and why?		
b.	Pick a sport you have an interest in and learn the history of that particular sport. Who started the sport and why? How has the sport changed since its beginning? What new equipment has been developed to make the sport more efficient?		
c.	Make a presentation on what you learned in requirements (a) and (b) above to your crew or a pack, troop, other youth group, retirement home, etc.		

7. Sports Nutrition.

a.	List at least five complex carbohydrates and five simple carbohydrates. During a crew meeting (or another activity approved by your Advisor and/or coach), discuss with your crew why complex carbohydrates are nutritionally dense and what that means to a sportsperson. Tell why fiber is considered a complex carbohydrate and list some examples of fiber-rich foods. Serve snacks that represent each carbohydrate. You could even make this a game where people guess which snack went with each group.		
b.	Interview a registered dietician and talk about your favorite sport. Have the dietician help you evaluate and develop a nutritional program that fits you (and/or your team as a whole) and your sport.		
c.	Make a presentation on "good fats" and "bad fats." Explain how they affect a teenager's diet. Include in your presentation information on saturated fats, unsaturated fats, hydrogenated fats, and cholesterol. Use posters, overhead transparencies, computer slide shows, charts, and relevant information from your school health textbook. Working with your crew, calculate fat needs for yourself and the other members of your crew.		
d.	Keep a three-day food record of everything you eat and drink. If you put it in your mouth, write it down. With the help of a health-care practitioner, determine if you are eating enough protein, vegetables, fat, carbohydrates, and fiber. Also determine the amount of sugar, sodium, and hydrogenated fat consumed. Resources for determining these amounts are available at your local library.		
e.	People who do not eat meat are called vegetarians. Vegetarians can be categorized into three different groups. In a discussion with your Advisor and/or coach, name those three groups and explain their differences and similarities. In an interview with a registered dietician or nutritionist, ask questions about the complete protein requirements of a vegetarian and how they make sure they are achieving these daily requirements. Using this information, put on a presentation, tabletop display, or other such activity approved by your Advisor and/or coach for a Boy Scout troop or Cub Scout pack.		

8 Drug-Free Sports.

Complete requirements (a) or (b) and two additional subcategories, OR complete requirements (c) and (d).

<p>a. Research two classes or categories of prohibited substances in Olympic sport, as listed in the Olympic Movement Anti-Doping Code. (This information can be found at http://www.usantidoping.org.) Develop a paper (minimum 1,000 words) or a presentation that thoroughly addresses the following questions:</p> <ul style="list-style-type: none"> • What legitimate medical purposes is the substance used for? • What health risks are associated with using and/or abusing the substance? • How are other people and competition affected if an athlete cheats by using a prohibited substance? • What consequences do athletes in the sport you identified face when they have been found cheating? • What is the best training program for an athlete who wants to excel at the sport you chose (e.g., nutrition, workouts, etc.)? <p>OR</p>		
<p>b. Attend a health class that is at least 15 hours long that focuses on drug-free sport and making decisions about not using drugs in sport. This course could be conducted through your local school, community education system, college/university, sports or athletics, or an online course. Then develop your own multisession drug-free sport health curriculum that you could teach to a youth group.</p> <p>In consultation with your Advisor, do two of the following subcategories:</p> <ul style="list-style-type: none"> • Develop a "fair play," drug-free sports campaign poster with a slogan and image. Identify at least one facility (sport group, school, church, or community place) at which to post your promotional work. Near the poster, include a box to hold a smaller version (handout) that people can take with them. • Using a decision-making model, help a group of youth learn how to make a good decision about not using drugs. This should include having them identify a number of issues involved, including health risks and ethics. • Develop an ethical controversy related to drug use in sport. Lead/facilitate an ethics forum with your crew based upon the ethical controversy you have developed. • Contact a professional in anti-doping and gather educational information about drug-free sport. Summarize and share the information and resources you gathered. • Research the history of doping or use of performance-enhancing drugs in sport. Create a timeline summarizing when certain drugs were used, what the drugs were, what the perceived benefit was, and what risks athletes put themselves in by using those drugs. • Using resources from the U.S. Anti-Doping Agency or another credible current anti-doping source, list all prohibited classes or categories of substances and prohibited methods of doping in Olympic sport (see http://www.usantidoping.org). Briefly identify what the drugs do to the body for each substance class or category. In 500 words, write about why doping is prohibited in sport. 		

	Date	Initials
OR do both of the following:		
c. With a properly trained crew Advisor, coach, or teacher, attend and complete a national or statewide-recognized course, such as Character Counts-Pursuing Victory With Honor, or ATLAS (Athletes Training and Learning to Avoid Steroids).		
d. AND Develop and deliver a presentation on drug-free sports to a youth school or sport group. Design a pamphlet or handout that supports the presentation. You can also use materials available from the U.S. Anti-Doping Agency.		
9 Communications. Complete requirements (a), (b) OR (c), (d), (e), (f), and (g) OR (h).		
a. Take a communications-related training course consisting of at least 15 hours of training and education. This course could be conducted through your local school, community education system, local hospital, college/university, or your own Venturing crew. It could be an official coaching, referee, sport official, and/or athletic trainer program. It could cover such topics as mass communication, sportswriting, technical writing, newspaper editing, film and/or video production, journalism, or coaching. At the conclusion of the training course, review with your Advisor the information and skills taught in this communications course and how they relate to either a particular sports program and/or health and physical fitness in general.		
b. Read at least two books approved by your Advisor related to a particular sports program of your choice. Some suggested topics are sports injuries, anti-doping, disabled sports organizations, the U.S. Olympic Committee, the International Olympic Committee, etc. Prepare and submit a written report of not less than 1,000 words on each of these books. The two reports should cover the following items: <ul style="list-style-type: none"> • Why did you pick these books over other written material? • What are the important communication principles and concepts related to the sport that you picked? • What are specific ways you can apply these principles in your own sporting activities and/or crew events? • Present your report to your Advisor and/or crew for review. 		
c. Interview two or more individuals (coaches, trainers, referees, umpires, college or university sports information directors, sportswriters, reporters, photographers, amateur and/or professional players, therapists, etc.) associated with a particular sport you have an interest in. Prepare an oral and/or written report of at least 1,000 words to your crew and/or another youth group you are associated with detailing the information obtained from these interviews.		
d. Make a tabletop display, an oral presentation, or a videotape production for your crew, another crew, a Cub Scout den or pack, Boy Scout troop, or another youth group on the importance of communication in sports. This presentation should emphasize the role that effective communication plays in accurately participating in any sporting event or program.		

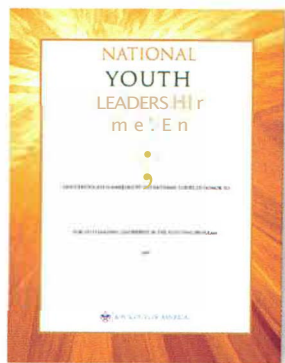
	Date	Initials
<p>e. Do the following:</p> <ul style="list-style-type: none"> • Participate in at least one sports-related ethical controversy. Some examples are: <ul style="list-style-type: none"> -Amateur athletics -Drugs and steroids -Parental involvement -Coaching in youth sports -Gambling and betting on sporting events -Racial/sexual discrimination/biases -Sportsmanship: A dying concept? • Conduct at least one additional sports-related ethical controversy (separate from the one used above) as part of an ethics forum. • Along with your crew or another youth group, participate in two cooperative games (one in each category) <ul style="list-style-type: none"> -Outdoor activity game -Indoor activity game 		
<p>f. Prepare a sports communication pamphlet, athletics-related product, or promotional piece emphasizing your BSA local council and/or district sporting event, local school sporting event, or community activity. Some examples are a media and recruiting guide, sports schedule poster and/or schedule card, game program, preseason and post-season media guide, school sports club newsletter, alumni update, game notes for local and/or regional news media, audio/video presentation, or Web site. Include visual as well as written forms of communication in your final product. Have two individuals (one with expertise in this particular sport) review the material and provide written critiques of your work. Make whatever suggested improvements may be suitable based upon this input. Share this information with your Advisor and crew. Then actively promote the event and/or sport with this product.</p>		
<p>g. Research the role the media has in a specific sport. Provide an oral report and explain to your Advisor or crew the positive and negative impact the media may have on this particular sport and how a person can deal with the perceived conflicts that may arise.</p>		
<p>h. Research the education requirements necessary for a communications/sports journalism major at your local college and/or university. Prepare a tabletop display or presentation for your crew or another youth group detailing the classes, internships, and career paths available to graduates in this particular major.</p>		

10. History and Heritage of the Disabled Sports Movement.

<p>a. Study the history of the disabled sports movement (Paralympics).</p> <ul style="list-style-type: none"> • Learn how it started. • When did the disabled sports movement start? • When and where would you find competitions for disabled athletes? • What disabled sports games are included in the summer and winter Paralympics? 		
<p>b. Pick a disabled sport you have an interest in and learn its history.</p> <ul style="list-style-type: none"> • Who started that disabled sport and why? • How has the sport changed since its beginning? • What specialized equipment is used by disabled athletes? 		
<p>c. Using what you learned in requirements (a) and (b) above, plan and run a disabled sports awareness clinic for your crew, a Cub Scout den or pack, Boy Scout troop, other youth group, etc. Examples:</p> <ul style="list-style-type: none"> • Wheelchair basketball • Goal ball for blind athletes • Sledge hockey • Murder ball (rugby for quadriplegics) 		

National Youth Leadership Society

To recognize youth members of the BSA who have learned and practiced outstanding leadership skills—Scouting's elite—the Boy Scouts of America has established a National Youth Leadership Society. Only those youths who have successfully completed qualifying leadership development courses and performed eligible leadership roles may be nominated for induction into the National Youth Leadership Society. This national honor is bestowed upon deserving youth members and only upon recommendation by the council, not from units or individuals. The nomination form is available at http://www.scouting.org/filestore/pdf/NatL_Youth_Leadership_Society_SI_2-354.pdf.



International Spirit Award

For youth and adult leaders, the International Spirit Award seeks to broaden knowledge of international Scouting and increase appreciation and awareness of different cultures and countries. The requirements and application form are available at http://www.scouting.org/filestore/international/pdf/130-044_WB.pdf.



Interpreter Strip

A Venturer wearing the interpreter strip must be able to carry on a conversation in a foreign language or in sign language, write a letter in the foreign language (not required for signing), and translate orally and in writing from one language to another.



World Conservation Award

The World Conservation Award provides an opportunity for individual Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers to "think globally" and "act locally" to preserve and improve our environment. This program is designed to make youth members aware that all nations are closely related through natural resources and that we are interdependent with our world environment.



Hornaday Awards for Conservation

Conservation and the Boy Scouts of America have been partners for a long time. Camping, hiking, and respect for the outdoors are part of the Scouting heritage. Many former Venturers have become leaders in conserving the environment and protecting it from abuse. Right now Venturers are involved in learning about environmental problems and actively working to make a difference.

William T. Hornaday Unit Award

A Hornaday unit certificate is awarded to a pack, troop, team, or crew of five or more Boy Scouts, Varsity Scouts, or Venturers for a unique, substantial conservation project. At least 60 percent of the registered unit members must participate. These units may be nominated, or they may apply to their BSA local council for recognition.

William T. Hornaday Badge

The Hornaday badge is awarded, upon approval of the local council, to a Boy Scout, Varsity Scout, or Venturer for outstanding service to conservation and environmental improvement. Applicants meeting all requirements receive a certificate and the William T. Hornaday badge.



William T. Hornaday Bronze or Silver Medal

These individual awards are granted by the National Council of the Boy Scouts of America to a Boy Scout, Varsity Scout, or Venturer for exceptional and distinguished service to conservation and environmental improvement. The silver medal, the most distinguished in Scouting for exceptional conservation service, will be awarded for clearly outstanding efforts in planning, leadership, execution of plans, involvement of others, and opportunities taken to help others learn about natural resource conservation and environmental improvement. The distinction between the bronze and silver medals is based primarily on the number and quality of the projects and their impact on the local community. The William T. Hornaday Awards Committee may award a bronze medal if the application does not meet the standard of exceptional service required for the silver medal. There is no limit on the number of bronze medals that may be awarded each year. Both awards include the medal (bronze or silver), a certificate, and an embroidered square knot.



William T. Hornaday Gold Certificate

This conservation award is granted to organizations or individuals by the National Council of the Boy Scouts of America. Nominations are accepted from any recognized conservation or environmental protection organization. The organization or individual should have demonstrated leadership and a commitment to the education of youth on a regional, national, or international level reflecting the natural resource conservation and environmental improvement mission of the William T. Hornaday Awards program.

An extensive set of resources is available at <http://www.scouting.org/scoutsource/Awards/HornadayAwards.aspx>

Nova and Supernova Awards

Venturers with an interest in STEM subjects (science, technology, engineering, and mathematics) have exciting opportunities to explore those fields and work toward a Nova or Supernova award. From amazing experiments to awesome field trips, working with counselors and mentors makes this awards program bring to life concepts like projectiles, velocity, and force.

The Boy Scouts of America's Nova Awards program incorporates learning with cool activities and exposure to science, technology, engineering, and mathematics for Cub Scouts, Boy Scouts, and Venturers. The hope is that the requirements and activities for earning these awards stimulates interest in STEM-related fields and shows how science, technology, engineering, and mathematics apply to everyday living and the world around us. Counselors and mentors help bring this engaging, contemporary, and fun program to life for youth members.

The Nova Awards

There are four Nova awards for Venturers: Launch!, Power Up, Hang On!, and Numbers Don't Lie. Each award covers one component of STEM—science, technology, engineering, or mathematics.

For their first Nova award, Venturers earn the distinctive Nova award patch. After that, a Venturer can earn three more Nova awards, each one recognized with a separate pi (π) pin-on device that attaches to the patch. The patch and the three devices represent each of the four STEM topics—science, technology, engineering, and mathematics.



The Supernova Awards

The Supernova awards have more rigorous requirements than the Nova awards. The requirements and activities were designed to motivate youth and recognize more in-depth, advanced achievement in STEM-related activities.

Venturers may earn the Dr. Sally Ride Supernova Bronze Award, the Wright Brothers Supernova Silver Award, and the Dr. Albert Einstein Supernova Gold Award. For earning the Supernova award, Venturers receive a medal and certificate.

All requirements may be found in the Nova awards guidebooks, available through local Scout shops. The requirements can be completed with a parent or an adult leader as the counselor (for the Nova awards) or mentor (for the Supernova awards). Each guidebook includes a section for the counselor and mentor.

For more information and the full requirements, visit <http://www.scouting.org/stem.aspx>, <http://www.scouting.org/stem/awards/venturer.aspx>, and http://www.scouting.org/stem/AwardsNenturer_Supernova_Awards.aspx.

BSA Lifeguard

This award recognizes Boy Scouts and Venturers age 15 and older and adult volunteers who have successfully completed the BSA Lifeguard course and demonstrated the ability to perform each of the skills taught in the course. For more information, see http://www.scouting.org/soutsoure/Awards_Central/Lifeguard.aspx.



Historic Trails Award

This award builds appreciation for the ideals, principles, and traditions that have made our country strong. Requirements emphasize cooperation between historic societies and Venturing crews. See http://www.scouting.org/scoutsou rce/Awards_Centra l/HistoricTrails.aspx.



50-Miler Award

This award recognizes youth and adult members who cover a trail or canoe or boat route of not less than 50 consecutive miles, taking a minimum of five consecutive days to complete the trip without the aid of motors. See http://www.scouting.org/scoutsou rce/Awards_Centra l/50Miler.aspx.



Other BSA Awards

Other awards available to Venturers include:

- Scuba BSA, http://www.scouting.org/scoutsou rce/Awards_Centra l/Scuba.aspx
- Snorkeling BSA, http://www.scouting.org/scoutsou rce/Awa rds_Centra l/Snorkeling.aspx
- Boardsailing BSA, http://www.scouting.org/scoutsou rce/Awards_Centra l/Boardsailing.aspx
- Kayaking BSA, http://www.scouting.org/scoutsou rce/Awa rds_Centra l/Kaya king.aspx
- Mile Swim BSA, http://www.scouting.org/scoutsou rce/Awards_Centra l/MileSwim.aspx



Venturing Shooting Sports Outstanding Achievement Award

While working on the Ranger Shooting Sports elective, Venturers are required to complete one of the following disciplines: air pistol, air rifle, archery, muzzle-loading rifle, shotgun, pistol, or small bore rifle. Venturers who go beyond the basic requirement and complete five of the seven disciplines will earn the Venturing Shooting Sports Outstanding Achievement Award. See <http://www.scouting.org/scoutsource/Nenturing/Awards/shooting.aspx>.



Emergency Preparedness Award

The Emergency Preparedness BSA program is designed to inspire the desire and foster the skills to meet this challenge in youth and adult members so they can participate effectively in this crucial service to their families, communities, and nation. See <http://www.scouting.org/scoutsource/media/publications/emergencypreparedness.aspx>.



Cyber Chip

Young adults are spending more time than ever using digital media for education, research, socializing, and fun. To help families and volunteers keep youth safe while online, the BSA has introduced the Cyber Chip. See <http://www.scouting.org/Training/YouthProtection/CyberChip/Grades9-12.aspx>.

Outdoor Ethics Awareness Award

Venturers and Venturing Advisors interested in learning more about outdoor ethics and Leave No Trace should begin by exploring the Outdoor Ethics Awareness Award. The requirements are as follows:

- Recite from memory and explain the meaning of the Outdoor Code (<http://www.scouting.org/sitecore/content/Home/OutdoorProgram/OutdoorEthics.aspx>).
- Watch the National Park Service Leave No Trace video (<http://lnt.org/learn>).
- Complete the Leave No Trace online awareness course (<http://lnt.org/learn/online-awareness-course>). Print the certificate.
- Earn the Tread Lightly! online course certificate (<http://treadlightly.org/education/learn/online-awareness-course>). Print the certificate.
- Participate in an outdoor ethics course, workshop, or training activity facilitated by a person who has completed the BSA outdoor ethics orientation course or is a BSA outdoor ethics trainer or master.

Outdoor Ethics Action Award

The Outdoor Ethics Action Award challenges Venturers and Venturing Advisors to take affirmative steps to improve their outdoor skills -so that they can leave no trace and achieve the goals of the Outdoor Code.

SCOUTStrong Presidential Active Lifestyle Award

The SCOUTStrong Presidential Active Lifestyle Award challenges candidates to meet a daily activity goal of 30 minutes a day for adults and 60 minutes a day for young adults under 18 for at least five days a week, for six out of eight weeks.



Visit <http://www.scouting.org/scoutstrongpala.aspx> for more information.

Heroism and Merit Awards

Honor Medal

The Honor Medal may be awarded to a youth member or adult leader who has demonstrated unusual heroism and skill in saving or attempting to save a life at considerable risk to self.

Honor Medal With Crossed Palms

The Honor Medal With Crossed Palms may be awarded in exceptional cases to a youth member or adult leader who has demonstrated unusual heroism and extraordinary skill or resourcefulness in saving or attempting to save a life at extreme risk to self.



*Honor Medal
With Crossed Palms*



Medal of Merit

Medal of Merit

The Medal of Merit may be awarded to a youth member or adult leader who has performed some outstanding act of service of a rare or exceptional character that reflects an uncommon degree of concern for the well-being of others.

National Certificate of Merit

The National Certificate of Merit may be awarded to a youth member or adult leader who has performed a significant act of service that is deserving of special national recognition.

International Scouting Awards

Messengers of Peace

Messengers of Peace is a World Scout Committee initiative designed to promote and recognize service projects that contribute to world peace. The goal of Messengers of Peace is to inspire millions of young men and women throughout the world to work closer toward achieving peace. Using state-of-the-art social media, the initiative lets Scouts from around the world share what they have done and inspire fellow Scouts to undertake similar efforts in their own communities. The result is a mosaic of stories, data, and outcomes showing the impact of the Scouting movement—a tool for recruiting members, assuring parents, inspiring donors, and making existing members proud to be Scouts.



Messengers of Peace

More information can be found at <http://scoutmessengers.org/en/welcome/front>.
The requirements are outlined at <http://www.scouting.org/sitecore/content/Home/InternationalMessengersofPeace.aspx>.

The Duke of Edinburgh's Award (International Award Association)

Founded in 1956 in the United Kingdom by Prince Philip, Duke of Edinburgh, the international Duke of Edinburgh's Award is a noncompetitive, self-development program for youth ages 14 to 25. Dedicated to achievement in community service, physical fitness, special skills, and adventurous journey, the award aims to build self-esteem and promote character development within every participant. The Duke of Edinburgh's Award is an exciting experience that cultivates and instills confidence and self-worth. Participants enjoy an unparalleled experience that hones their talents and skills and instills within them a crucial sense of belonging and achievement.

More information can be found at <http://www.intaward.org> and <http://www.usaward.org>.

Other Awards of Interest to Venturers

Congressional Youth Award

The Congressional Award is the United States Congress' award for young Americans. It is nonpartisan, voluntary, and noncompetitive. The program is open to all 14- to 23-year-olds. Participants may earn Bronze, Silver, and Gold Congressional Award certificates and medals. Each level involves setting goals in four program areas: volunteer public service, personal development, physical fitness, and expedition/exploration. Earning the award is a fun and interesting way for participants to get more involved in something they already enjoy or something they would like to try for the first time. Participants move at their own pace, on their own or with friends. This is not an award for past accomplishments. Instead, participants are honored for achieving their own challenging goals.

More information can be found at <http://www.congressionalaward.org>. The requirements are outlined at <http://www.congressionalaward.org/youth/requirements.php>.

James M. Stewart Good Citizenship Award

This award has been established by the James M. Stewart Museum Foundation with the consent and cooperation of the Boy Scouts of America, Penn's Woods Council, and the family of James M. Stewart. Its purpose is to introduce Boy Scouts to the life of a great American, James Maitland Stewart. The Jimmy Stewart Museum offers this award to a Boy Scout or Scouter who has exemplified the characteristics necessary to live the life of a good citizen. To earn the award, Scouts are required to complete the Jimmy Stewart Museum quiz, write an essay of not less than 500 words, and do a good citizenship project in their community in honor of James M. Stewart.

More information can be found at <http://jimmy.org/citizenship-award>.

Religious Emblems

To encourage members to grow stronger in their faith, religious groups have developed religious emblems programs. The Boy Scouts of America has approved of these programs and allows the emblems to be worn on the official uniform. The various religious groups administer the programs. Check with your local council service center or contact the religious organization directly to obtain the curriculum booklets.

More information can be found at <http://www.scouting.org/scoutsource/Awards/ReligiousAwards.aspx>.

The President's Volunteer Service Award

This volunteer awards program encourages United States citizens or lawfully admitted permanent residents of the United States through presidential recognition to live a life of service. More information can be found at <http://www.presidentialserviceawards.gov>.

Trail Awards

More than 200 trails have been approved for Tiger Cubs, Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and family campers. The Boy Scouts of America strongly recommends that hikers use only historic trails that have been nationally approved. Trails that have not been approved often do not meet Scouting standards.

Each trail is different. They vary considerably in length, overnight accommodations, markings, terrain, and awards. This type of information is available from the contacts indicated, or from <http://scout-wire.org/wp-content/uploads/2013/12/Nationally-Approved-Historic-Trails>.

Many trail awards are offered across the nation. Venturers can do research to learn of any trails near the crew in their local area or in places where the Venturers may be visiting. Here are some examples:

- History of Scouting Trail-Washington, D.C., <http://historyofscoutingtrail.org/openhikes/livingstone-hike/>
- Gettysburg Heritage Trails-New Birth of Freedom Council, Pennsylvania, <http://newbirthoffreedom.org/gettysburg-heritage-trails-program/>
- Pea Ridge National Military Park Historic Trail-Westark Area Council, Arkansas, <http://www.nps.gov/peri/planyourvisit/scouts.htm>



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