Girlguiding UK Guide Badge File

We’ve introduced this text-only version of the badge file in response to your request for a clean, simple, downloadable format. It includes all of the current badges and also exists in web page format on the Guides’ site at www.girlguiding.org.uk/members/guides/going/badge.htm

Please note that this file is more than 60 pages long.

Last Updated 16 September 2003
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Baden-Powell Challenge Badge

To start the Baden-Powell Challenge you need to:

- Have made your Promise.
- Have at least two Guide Challenge Badges.
- Have at least two Interest Badges.

To do the Baden-Powell Challenge you must complete at least ten clauses. Complete at least one clause from each zone listed below. The remaining five can either be taken from any of these clauses or up to two can relate to a Country or Region or Association initiative.

Once the ten clauses are completed you must choose a Baden-Powell Challenge Adventure to take part in.

When you are ready to go for your Baden-Powell Challenge, you need to discuss with your Guider:

**Your personal plan:**

- What you have chosen from each zone - making sure each clause is a personal challenge to you.
- Over what time period you will do the Challenge

**Your support plan:**

- What help you will need from your Patrol/unit.
- What help you will need from your Guider.
- What help you will need from your family.
Healthy Lifestyles - to encourage in Guides a healthy lifestyle by promoting physical, emotional and spiritual well being.

1. Organise and run a Patrol competition based on the programme *Ready Steady Cook*.

2. Learn or make up a dance routine and teach it to your Patrol. Organise a Patrol dance session.

3. Run an activity session for your Patrol on an issue that concerns young people today.

4. Help to organise a sports competition with another Patrol or Guide unit, e.g. mini Olympics or team games evening.

5. Undertake a Patrol survey to compare what you eat. Find out how what you eat and your lifestyle can affect your health.

6. Learn how to massage your hands or feet and organise a manicure or pedicure session for your Patrol.

7. Plan and carry out with your Patrol a reflections session around a chosen theme using mime, readings, music, dance, slides etc.

Global Awareness - to increase awareness of global issues and of the contribution each Guide can make.

1. Find out about children from a developing country and the life they lead. Organise an activity for your Patrol or unit that will help somebody in a developing country, e.g. via Book Aid International, Tools for Self-Reliance, Intermediate Technology. Through your Guider, let your local International Adviser know what you are doing.

2. Complete one of the following: World Cultures Badge, World Guiding Badge, World Issues Badge or World Traveller Badge.

3. With your Patrol, organise an international evening with games, crafts, food or music and dance.

4. Design a poster on a current global issue and use it to make a presentation to your Patrol.

5. Survey what Fair Trade articles are available in your local area, e.g. in your local supermarket. Find out about Fair Trade on the Internet or from your local library. Organise an activity about Fair Trade with your unit.
Discovery - to challenge Guides with new experiences and adventure.

1. Make a bivouac and spend the night in it. Make your own breakfast the following morning.

2. Start a new hobby or craft or extend an existing one and work on it for at least three months, e.g. glass painting, learning a musical instrument, football, candle making, rollerblading, star-gazing. Find out about your hobby’s origins, history and rules.

3. Stay at two youth hostels and share your experiences with your Patrol.

4. Visit a city farm, rescue centre or nature reserve and share your experiences with your Patrol.

5. Try an adventurous activity which is new to you, e.g. canoeing, sailing rock climbing or skiing - share with your Patrol what you enjoyed most. Know the safety rules relating to this activity.

6. Set up or further develop an existing unit or Patrol web site.

Skills and Relationships - to develop Guides’ self-confidence and self-worth and to improve their inter-personal and life skills.

1. Organise a party for someone outside your unit, e.g. your local Brownies, your family, girls not normally involved in Guiding, or have a bring-a-friend party.

2. Organise a co-operative games evening for your unit, e.g. parachute games.

3. Help organise and go on a trip with your Patrol to see something special.

4. Find out about local community services available for young people. Get together with local young people and organise a discussion to find out about local issues and what you can all do to assist.

5. Organise a relaxation/meditation session for your Patrol. You could include music, poems, readings, slides of relaxing scenes, candles etc.

6. Organise an activity based on today’s clothing, e.g. analyse what is suitable for certain activities, what’s fashionable and what makes you feel good. Present your findings in a fun way.

7. Raise money to take part in a Baden-Powell Challenge Adventure.
Celebrating diversity - to promote in Guides active citizenship and to develop their awareness of rights and responsibilities for all.

1. Celebrate with your Patrol or unit a festival from a culture other than your own, e.g. Diwali, harvest festival, Chinese New Year, Thai Festival of Lights.

2. Attend an event with friends, e.g. theatre, ballet, open-air concert, pop concert. Record your thoughts and impressions and share them with your Patrol, Young Leader or Guider.

3. Prepare an activity for your Patrol on the UN Convention on the Rights of the Child, e.g. balloon debate, game etc.

4. Complete the Culture Badge.

5. Take part in some practical activity for the environment in your local community, e.g. tree or bulb planting or nature conservation.

After you have completed the clauses and taken part in the Baden-Powell Challenge Adventure, you should arrange to meet your local Commissioner. She will be pleased to know that you have completed the Baden-Powell Challenge and will talk to you to find out what you did and how you feel your understanding of the Promise will help you in the future.

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=194
Guide Camp Permit Badge

NOTE: The tester must hold the Guide camp licence or be an experienced camper. If you hold this permit you may take your Patrol to camp. If you would like to take this permit it is suggested that you encourage your Patrol to take their Camper Badge.

Before taking this permit you must:

- Be 13 or over
- Be recommended by your Patrol Leaders’ Council
- Hold the Camper Advanced Badge

The Permit Test

This takes the form of a Patrol Camp of at least two nights, which you must organise and run. This includes careful planning and use of time so that everyone can enjoy all you do. The test may be taken during your unit camp on the same or an adjacent site, providing you fulfil all the requirements as if your Patrol were camping on its own. During the camp you must:

- Keep bedding and clothing aired and dry.
- Store food appropriately, and see that meals are well cooked and served.
- Show the tester your first aid kit. Show how to treat one of the following: cuts, grazes, serious bleeding, burns and scalds.
- Take good care of tents and other equipment and clear the site up
Conditions for Patrol Camps

1. If your Patrol is camping on its own, away from a unit camp, your Guider and appropriate Adviser must approve the site.

2. The camp must be in private grounds within easy reach of an adult who has been approved by the Guider or appropriate Adviser and who has undertaken to be available if required.

3. The camp must be for at least two nights and not more than three nights.

4. Application form A/P (camp permit) must be used.

5. Written permission must be obtained from an adult with parental responsibility for each Guide to take part in the event (form G/C may be used to show consent).


7. You may take three, four or five Guides with you provided that:
   - In addition to the permit holder, at least one has camped before.
   - All the Guides are members of the same unit.

   Alternatively, the permit holder may take up to seven Guides with her provided that:
   - In addition to the permit holder, at least two have camped before.
   - The Guides are all members of her Patrol.

7. Adventurous activities, e.g. abseiling, boating or swimming, are not permitted unless a suitably qualified or experienced adult approved by the appropriate Adviser or local Commissioner is in charge of the activity.

8. All relevant Girlguiding UK rules must be followed.

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=195
Commonwealth Award Badge

The Commonwealth Award is open to older Guides and Senior Section members in all Commonwealth countries.

To earn the award you must complete challenges 1, 2 and 3 plus two of the optional challenges. This award can be completed individually or as a group.

With your Guider, think about who can help you while you do the Award - perhaps teachers, relatives, friends and people in your community have knowledge of the subject areas, e.g. environment, history of Guiding.

At this time, work with your Guider to identify how you will decide that you have achieved your goals - remember, each clause you do should be a challenge to you.

With your Guider, keep your County Commissioner informed of what you learn as you go along - your County Commissioner will verify that you have completed all clauses.

Compulsory Challenges

1. History of Guiding

   (a) Be able to talk about Guiding from its beginning at the Crystal Palace Rally in 1909, including the development of World Guiding.

   (b) Know how Guiding developed in your own country.

   (c) Understand the basic aims and principles of Guiding.

2. Knowledge of the Commonwealth

   (a) Know something about the development of the Commonwealth of Nations.

   (b) Be able to talk knowledgeable about a Commonwealth country other than your own. Your knowledge should include:

      i) A day in the life of the people

      ii) A little about the cultures and religions of the country

      iii) How Guiding began and has developed.

   (c) Do something practical in relations to the country of your choice (e.g. correspond with someone, prepare a typical meal, produce a scrapbook, learn a craft or make a collection of stamps, etc).

3. Community Action

   Carry out service within the community. This should cover a total of not less than 20 hours over a minimum period of three months and within a maximum period of six months. Explain why you have chosen this particular form of service.
Optional Challenges

Unless otherwise stated, all clauses within an option should be completed.

4. Health

(a) Know what health services are available in your own country. Find out what immunisation is required for entry into two other Commonwealth countries in an area of the world other than your own. This information should be correct at the time you are doing the challenge.

(b) Explain how nutrition and sanitation can affect the health of your family.

5. Environment

(a) Study in detail one of the following in your country: environmental pollution; water supplies; forestry; conservation; soil erosion; sustainable resources.

(b) Find out about the environmental issues in another Commonwealth country and investigate how that country is addressing them.

6. Cultural Heritage

(a) Know about the cultural heritage of your own country under two of the following headings: art; music (vocal or instrumental); dress; literature; poetry; dance; craft. Produce a collection of items such as pictures, programmes, instruments, or books, for your chosen subjects. Be able to demonstrate or perform one of your choices.

(b) Discuss three religions, denominations or faiths found in the UK with a group of your peers.

7. Fit for Life Out of Doors - Do either A or B

(a) Take part in or learn about a physical activity (sport or skill) new to you. Explain the benefits for young women of regular physical activity.

(b) Participate in a camp of not less than two nights on two occasions, within three years.

8. Public Speaking or Debating - Do either A or B

(a) Give a talk to a group of your peers on any subject you choose, which should last not less than five minutes

(b) Take part in an organised debate as the principal speaker of or against the motion

9. Creative Writing

Write a short story or a poem about life in your own country, or tell a legend from your cultural heritage.
10. Citizenship

(a) Describe your own system of government and that of a different country in the Commonwealth

(b) Demonstrate your knowledge of disaster preparedness appropriate for your country. This could include flooding, hurricanes, bush fires and other natural disasters. Find out which agencies in your country are responsible for dealing with natural disasters.

11. Investigation - Do either A or B

(a) Investigate the public education and nature conservation programmes of an institution such as a national park, wildlife sanctuary, zoo, botanical garden etc. How does this fit in with the United Nations Environment Programme (UNEP)?

(b) Talk to your unit about the architectural developments in your town/area over a specific period, and take them to visit at least two historical buildings or monuments you have investigated.

NOTE TO GUIDERS: This Commonwealth Award is a revised syllabus. Unfortunately the revision has not been included in the G file, please ensure your Guides use the syllabus above rather than the one in the G file.
Guide Challenge Badge

To be completed by an individual over a 12 month period.

1. Complete at least two Go For Its! with your Patrol and help to decide what you do. If you have used a Go For It! successfully for four Patrol times, the Go For It! is completed.

2. Be a reliable member of your Patrol. Talk to your Patrol about what it is like to belong to that team and make one suggestion for improvement. Sign and keep the unit's Guidelines. If you have found the Guidelines sometimes difficult to keep, discuss this with your Patrol and make suggestions for changes.

3. Complete two activities outside your meeting place.

4. Take part in a community activity that involves doing something for somebody else. This should be different from your activities in 3.

5. Share with your Patrol your favourite Guiding experiences over the past 12 months. If possible have a look at the Guide pages on The Girlguiding UK web site (www.girlguiding.org.uk) to see what is happening on a UK level.

Download the four clipart images of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&tid=190
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&tid=191
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&tid=192
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&tid=193
Agility Badge

NOTE: When taking part in any form of exercise you should always warm up fully beforehand and stretch out properly afterwards. Learn some simple warming up and stretching exercises that you can use before and after any activity.

Complete four clauses from those listed below. Talk to the tester about the most suitable clothing and footwear for the activities you choose.

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

Download the clipart image of this badge at www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=210
Animal Active Badge

Complete at least two of the following clauses:

1. Choose an animal and keep a diary about what it does.

Pick an animal you can watch without disturbing it. If you don’t have a pet choose the pet of a neighbour, friend or relative, or set up a bird-feeding table in your garden or on a balcony or watch any wild animals who visit.

Put aside some time for ten days to observe your chosen animal. Watch the animal at different times of the day so that you see it doing different things.

It is important not to disturb your animal when you watch it.

Make a note of:

- Any facts you can find out about the animal.
- Anything the animal does.
- When, how and what your animal eats.
- What it drinks
- How the animal keeps fit. Does it need to be taken out and exercised? Does it like to play? Does it have toys?
- Any friends the animal has. Does it need company?
- How your animal keeps clean? Does it need grooming or brushing? Does it ever need to see a vet? What other care does it need?
- Where the animal lives. Does it keep its space clean or do you have to clean it? How much space does it need?
- Special or interesting behaviour. Does your animal have any special habits? Why does it behave like it does?

2. Imagine that you are going on a two-week holiday and a friend is going to look after your animal.

This could be the animal from your diary (see Clause 1), your own pet, or you could make up an animal. Leave your friend clear instructions about how to take care of your animal. Include a list of what your animal does to help your friend understand when your animal needs something. Make sure that your friend knows what to do if your animal gets ill or if there is an emergency.
3. **Animals in danger**

Choose a wild animal and find out as much as you can about it. Draw a picture or find a photo to illustrate your project. Include:

- a description of the animal
- what it feeds on who its predators are
- where it lives and how the animal is specially suited to the place it lives
- whether it is in danger and why
- what can be done to help the animal and whether there are any special organisations to help the animal.

4. Present your project in writing, or record it onto an audio or video tape and show it to a group of people, this could be your Patrol, your unit, some Brownies or a group of friends etc. Make your presentation as exciting and attractive as possible. End your presentation by telling everyone what they can do to make the animal’s life better.

5. Design an activity or game for Brownies to help them to understand the responsibilities that come with having a pet. You could make a poster, design a board game or put on a play with some friends. Think of ways you could involve the Brownies in the activity. Test your activity out on a group of Brownies.

**Download the clipart image of this badge at**

Camper Badge

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

2. Help pitch and strike a tent.

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

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

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

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

Download the clipart image of this badge at www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=197
Advanced Camper Badge

NOTE: The person testing this badge should be an experienced camper and/or hold a Guide camp licence. To do this badge you must have already been to two or more Guide camps. Altogether you must have spent at least six nights in a Guide camp.

Shelter

1. Take part in putting up two types of tent.
2. Know how to make simple tent repairs.

Personal kit

Either:

1. Demonstrate how to pack your bag/rucksack so that it is easy to find things and your kit stays dry.

Or

2. Know what clothes you need for different kinds of weather. Demonstrate that you are prepared to get out of bed in the middle of the night (e.g. wellies, coat, torch etc).

Or

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

Food and Drink

Do two of the following:

1. Demonstrate two methods of cooking a meal out of doors, e.g. barbecue, Gas stove, Trangia stove, wood fire.
2. Show how to store safely all groceries including bread, milk, meat, sugar and sweets.
3. Know where to collect drinking water and how to store it.

Hygiene

Either:

1. If the camp is using toilet tents:

   Help to put the tent up and equip it with latrine, gadget for hand-washing etc and be responsible for at least one duty of helping to keep the toilet tent and surrounding washing area clean and tidy.

   Or

2. If the camp is using toilet blocks:
Be responsible for at least one duty of cleaning and tidying the whole block and restocking as necessary.
Other Campers

Either:

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

2. Keep a record of what your Patrol did at camp and use this to show the tester what was good about the camp.

Environment

Either:

1. Suggest two ways you can take care of the environment at camp.
   Or

2. Find something in nature that inspires you and talk to the tester about it.

Download the clipart image of this badge at www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=198
Chocolate Badge

Complete clauses 1 to 3 and then two others.

1. Find out about the history of chocolate, including how it first came to this country and how it was first used. Act out this story with your Patrol.

2. Find out as much as you can about where chocolate comes from and what journey a cocoa bean undergoes from picking to ending up as a bar of chocolate. What is fair trade chocolate? Which companies produce it? Compare the cost of a bar of fair trade chocolate with other well-known bars of an equivalent size.

3. Do a Patrol or family survey. Get everyone to keep a record of the chocolate they eat over a week. How do your results compare? What brands and varieties of chocolate are most popular? Use the Internet or visit your local library to find out what are the most popular brands of chocolate in the UK.

4. Design a wrapper for a 21st Century chocolate bar. Consider the name as well as the design. Do a drawing or painting of your wrapper or mock up a chocolate bar.

5. Set up a tasting session with your Patrol to try a variety of different chocolate products, e.g. chocolate drinks, Easter eggs, chocolate mousses chocolate biscuits.

6. Make at least two of the following using chocolate:
   - Ribbons
   - Curls
   - Leaves
   - Baskets
   - Writing
   - Boxes
   - Cut-outs
   - Ganache

7. Make up your own drink recipe using cocoa powder, drinking chocolate or a bar of chocolate. Prepare it and ask your Patrol to taste test it.

8. Make up a game using chocolates and play it with your Patrol.

9. Write a suitable story about a cartoon chocolate character. Read it to a young child.

10. Make a selection of sweets using melted chocolate. Work out how much they cost to make and compare this with similar bought chocolates.
Circus Skills Badge

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

2. Do three of the following:
   - Make a set of juggling balls
   - Demonstrate your skill to an audience of more than ten people
   - Try one skill from the list across
   - Teach three people one of your circus skills
   - Devise a worksheet to demonstrate one of your skill
   - Find out some interesting facts about one of your skills, e.g. its origin, a world record, its history
   - Set yourself a target to complete a trick that you cannot yet do. Keep a record of your progress as you learn the trick.

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

Skills:
   - Acrobatics
   - Balloon modelling
   - Contact juggling
   - Cigar boxes
   - Club swinging with two clubs
   - Diabolo
   - Devilstick
   - Juggling with three or more items (scarves, rings, balls, clubs)
   - Lasso
   - Plate spinning
   - Stilt walking
   - Tumbling
   - Unicycling
   - Yo-yo

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=201
Communicator Badge

To gain this badge you should complete five clauses - if you do another five clauses you can another badge.

1. Think of 2 things you enjoy at Guides and communicate in 2 different ways e.g. Foreign Language, Morse, Cartoon, Signing, Mime, Braille, Email, Text message

2. Consider how messages are communicated differently by 3 different types of media e.g. TV, Radio, magazines. You could do this by devising an advert for one product using two different media.

3. Many organisations have a logo. Make a collection of as many as possible and use them to run a game for your Patrol. Are organisations recognisable just by their logo. Do they portray the meaning of the organisations? Design a logo for your Guide Unit or District

4. For a week, keep a diary of how many times you use electronic communication versus personal communication. On balance which do you use more and why? Is this good or bad? List 3 advantages of each.

5. Visit a Radio / TV / Amateur Radio / Newspaper and tell the other members of your Unit all about it, or take part in On The Air, Thinking Day on the Internet.

6. Make a survey of different types of computer games. Play at least three different computer games and write a brief review of your opinions of each. Include in your review, comments on the objective of the game, skills required, quality of the graphics, interest level and educational value. Is the game more suited to a male or female audience? Why?

7. There are various ways that you can communicate in writing - including - special card, letter by post, e-mail, information sheet. Consider the examples below and decide which would be the best way to communicate this information

- Arrangements for a patrol meeting at one your houses
- World Thinking Day greetings to friends abroad
- Say thank you to a speaker or guest at a Unit Meeting
- Details of a forthcoming camp or holiday

Produce examples for at least two of the above scenarios

8. Be able to describe to somebody else the problems that a person with a hearing or sight impairment may encounter in everyday life when trying to communicate. Undertake one of the following:-

- Using sign language show that you can introduce yourself to a deaf person and tell that person something about your home and yourself
- Be able to sign a simple story, poem or song
- Make a collage or sculpture which a blind or partially sighted person can handle which will feel interesting
- Learn “Sighted Guide” skills and be able to guide a blind or partially sighted person around a route having chosen appropriate strategies to overcome any problems
9. Prepare and deliver a presentation on your favourite hobby - you could think about using power point, OHPs etc to illustrate what you want to talk about. Remember to think about having a good introduction to captivate your audience, and an interesting ending. Think about how many people you will be talking to.

10. Devise and make up a secret code. Use it to run a game for your Patrol or Unit

11. Produce a newsletter / leaflet or poster all about your Patrol or Unit which can be used in a recruitment campaign

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

13. Portray one of the following in an interesting way:

   - Positive and negative forms of communication e.g. what helps / prevents communication between people?
   - The importance of communicating e.g. situations where it is important to get the correct message conveyed, accurate facts etc
   - Verbal and non-verbal communication e.g. body language, gestures, tone of voice, accent

14. Compile a list of Internet sites that could be useful for another Guide to help them with a GFI or a badge

   Or

   Design a poster for a younger person giving some safety Guidelines for using the internet


**Community Action Badge**

1. Explore your chosen community and discuss with your Patrol how you can make a difference. You could illustrate the issues you identify by using photographs, a video, tape recordings, a poster or a graffiti wall.

2. Find out about the opportunities to help with these issues. Discuss these with your Patrol.

3. Plan your Community Action. This could be as an individual or as a Patrol. You will need to think about the following:

   (a) What you plan to do

   (b) Who will be involved? e.g. Guides, members of your faith community, school friends, community organisations

   (c) What personal safety issues do you need to consider?

   (d) What permission do you need and from whom?

   (e) How long will your Action take? Will it be a weekly commitment, over a weekend or for a few hours over several weeks.

   (f) How will you measure its success?

These plans must be discussed and agreed with your Guider before you start.
Your Community Action should be a minimum of 12 hours over three months. Your investigation and planning time can be included.

You, your Patrol and Guider should evaluate your Community Action. Community members who have helped you may want to contribute to your evaluation. This evaluation should be enjoyable and show the difference you have made in your community. You could do this by using photographs, painting, performing a rap or writing a poem.

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=202
Confectioner Badge

1. Know how to make three different icings and what each is suitable for.

2. Using two different icings, including one you have coloured yourself, and piping, decorate either:
   
   (a) a cake suitable for a celebration; or
   
   (b) small biscuits.

3. Make a selection of cooked and uncooked sweets. Describe to an interested adult how you made the sweets.

4. Know how to melt chocolate successfully. Use melted chocolate to either:
   
   (a) make sweets or truffles; or
   
   (b) decorate a cake or biscuits

Download the clipart image of this badge at www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=203
Cooks Badge

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

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

2. Talk to an interested adult about what you understand by the term ‘healthy eating’. Draw up a week’s healthy eating menu for your family. Show it as a wall chart or similar and highlight the number of portions from each food group.

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

4. Cook a dish that is a favourite of your family.

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

6. For a group of friends or your family, make a main course using convenience foods and then make the same dish entirely from fresh ingredients. For example, Spaghetti Bolognese can be made using a ready-mix or jar of sauce or from fresh ingredients like tomatoes, garlic and basil - you could even try using fresh pasta. Discuss which tastes better and why? How does the cost compare?

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

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

9. Be prepared to show the correct and safe use of equipment, such as a chopping board, knives etc, by making two dishes that show your basic skills at cooking e.g. salad, fruit salad, and ratatouille.

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&iid=205
Craft Badge

NOTE: You should have made only one of the items at school. For every further four items completed you may have another Craft Badge.

Complete four of the following clauses:

1. Make a decorative ornament using paper or card, e.g. origami, mosaics.

2. Use one of the following techniques to decorate paper: calligraphy, rubber-stamping, quilling, stencilling, or marbling.

3. Make a picture or design, decorate an item or produce a three-dimensional piece of work using any of the following techniques:
   - Embroidery (by hand or machine)
   - Tapestry
   - Patchwork
   - Quilting
   - Beading
   - Lace-making

4. Using weaving skills to produce a functional article such as a mat, friendship bracelet, small bag or a wall hanging

5. Using an appropriate medium e.g. wood, clay etc carve or sculpt a figure, pot or group of animals. The work may be decorated and glazed or fired if appropriate.

6. Make three prints, either decorative or pictorial, using any of the following techniques:
   - Potato print
   - Lino print
   - Polystyrene prints
   - String prints
   - Etching
   - Screen printing

   OR

   - A combination of these methods

7. Produce a print for decorating clothing or a soft furnishing using one or more of the following methods:
   - Block printing
   - Screen printing
   - Tie-dyeing
   - Painting
8. Decorate a medium other than paper, such as glass, silk, fabric or ceramic, using an appropriate technique.

9. Engrave a picture on a glass object or panel.

10. Make and decorate an object from salt dough.

11. Make a corn dolly, flower arrangement or an item showing a craft that is traditional to your area (e.g. Dorset Buttons).

12. Make and decorate a candle.

13. Make an article using another craft

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=207
Culture Badge

Complete five of the following clauses, at least two of them from each section:

Local

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

2. Interview a member of your community who can tell you about life in your area, and record it on tape or video.

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

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

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

6. Visit a place of historical interest, e.g. a museum, famous building or archaeological site, with your Patrol then make a presentation to the unit.

7. Find out which local/national youth councils, parliaments or forums give young people an opportunity to have a voice in current issues affecting them.
Other Cultures

Choose a culture other than your own and then:

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

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

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

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

5. Find out about the daily life of girls or young women in your chosen culture and then share it with your Guiders.

6. Organise an arts activity, e.g. dance, music, drama etc, for your Patrol based on your chosen culture.

Download the clipart image of this badge at
Faith Awareness Badge

NOTE: This badge may be taken with the support of a member of the worshipping community to which you belong or from where you would like to develop your understanding of faith.

1. Attend a place of worship regularly.

2. Undertake a service or responsibility within your worshipping community.

3. Use some form of art or craftwork, e.g. collage, to explain the basics of your beliefs to your Guider or your Patrol.

4. Find three passages in your holy book, which relate to current everyday situations. Explain to an adult why you chose them.

5. With other Guides, help to plan and carry out a creative act of worship in your unit or within your community.

6. Read a book, watch a video or listen to a story about someone whose faith plays an important part in her/his life. Talk to an adult leader about your chosen person, who may be someone from the past or present.

7. Explain the meaning of the Promise to another member of Girlguiding UK. Choose or write a prayer which helps understanding of the Promise.

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=212
Film Lover Badge

1. Choose five of the categories from the following list and watch one film from each. At least one film should be in black and white. Talk to an interested adult or Guider about your choices. Where possible, at least one of the films should be viewed in a cinema.

   - romance
   - western
   - science fiction
   - musical
   - true life
   - comedy
   - silent
   - animation
   - foreign language
   - mystery or detective
   - period drama

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

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

4. Understand the meaning of these words:
   - Studio system
   - Storyboard
   - Cinematography

5. Know what these people would do:
   - Producer
   - Best boy
   - Animal handle

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

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

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

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&tid=213
Finding your way Badge

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

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

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

4. Be able to give clear directions to a given place within your locality, e.g. local shops, telephone box, place of worship, bus stop etc.

5. Explain how to obtain information to help you plan a journey, e.g. train or bus times. Show how to read a timetable.

6. Plan two journeys using different methods, e.g.:
   - A walk using an Ordnance Survey map.
   - Travelling to camp using a road map.
   - A city walk using a tourist map.
   - Visiting a tourist attraction using public transport.

7. With a small group (your unit, Patrol or family), undertake one of the journeys. Explain your plans before you go and remember to include:
   - The route you will follow.
   - The approximate time it will take.
   - Who you are travelling with.
   - How you and your group will keep safe.

8. Once you have been on your journey, tell your Patrol or Guider all about your visit.

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=214
Fire Safety Badge

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

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

3. Know how to raise the alarm in the event of a fire and how to warn occupants and others as necessary. Know how a fire call is passed to the local fire station. Know the subsequent actions to be taken by you after calling the fire brigade.

4. Know how to correctly deal with the following fires:
   - A fat or chip pan fire.
   - When a person’s clothes are on fire.
   - When grass/bushes are on fire.
   - An electrical fire.

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

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

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

8. Know how to deal with burns/scalds and shock
9. Either:

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

Or

- Design a fire safety poster relating to a particular group or special time of year, e.g. Guy Fawkes Night, Diwali, Christmas or other festival.

Or

- Take part in the National Fire Safety Quiz.

Download the clipart image of this badge at www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=216
First Aid (biennial) Badge

**NOTE:** If you pass the St John Ambulance Young Lifesaver Award Scheme, Key Stage 2 (Junior), or an equivalent, and in addition complete clauses 15-20, you can gain this Badge.

1. Demonstrate how to assess an emergency situation and make for safe for everybody before trying to help.

2. Demonstrate how to assess a casualty, check for response, open an airway, and check for breathing and circulation and place into the recovery position.

3. On a manikin, demonstrate mouth-to-mouth ventilations and cardio-pulmonary resuscitation and know when to use these techniques.

4. Demonstrate how to make an emergency phone call.

5. Recognise the symptoms of choking and demonstrate how to treat a choking person.

6. Recognise the problems of asthma and demonstrate how to help someone who is having an asthma attack.

7. Demonstrate the treatment of a minor cut and a graze.

8. Demonstrate the treatment for a casualty with severe external bleeding.

9. Explain the importance of hygiene when dealing with blood and body fluids.

10. Recognise and demonstrate the treatment of shock.

11. Recognise the features of a fracture and demonstrate how to treat fractures to prevent the injury getting worse.

12. Demonstrate how to treat burns and recognise when someone who has been burned should go to hospital.

13. Demonstrate the treatment for someone who has been poisoned.

14. Recognise the features of a heart attack and demonstrate how to treat a casualty who is having a heart attack.

15. Have a brief understanding of how to treat a diabetic emergency.
16. Have a brief understanding of epilepsy and the difference between minor and major seizures.

17. Know how to treat a casualty having a seizure.

18. Recognise the features of the effects of the extremes of temperature and know how to treat hypothermia, heat stroke and heat exhaustion.

19. Know how to treat insect bites and stings.

20. Know how to treat objects in the eye and ear.

21. Assemble a simple first aid kit and know how to use the contents.

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=217
Healthy Lifestyles

* Do four of the following clauses

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

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

3. With your Patrol, visit and take part in a fitness trail or circuit exercise course, then design a course that could be used by younger children.

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

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

6. Watch several hours of children’s TV. Count the number of food commercials that teach good or poor eating habits. Which of the advertised products are nutritious and which are not? Present your findings to your Patrol.

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

8. Study a variety of magazines, newspapers or TV programmes over a period of a week. What are the current issues in the news that could affect your health or what you eat? For instance, genetically modified food, organic food, CFCs, pollution, battery-farming etc. Mount a display for your unit on one issue and organise a debate on it.

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

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

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=218
Hobbies Badge

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

2. For your chosen hobby think about the following questions:
   - Is this hobby fun?
   - Can I afford it?
   - Do I have the space for it?
   - Do I have the time for it?

   Discuss your answers with your tester

3. Describe your hobby and how long you have been interested in it to your Patrol. If possible, show examples of a collection, things you have made or demonstrate what is involved.

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

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

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=220
Holiday Badge

To complete this badge your stay must be for two nights or longer.

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

2. Plan and agree:
   - A suitable venue for the holiday. A member of the local Outdoor Activities Team must approve this.
   - A programme for the holiday, including activities and places to visit.
   - Duties and responsibilities for all group members.

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

4. Be able to use simple first aid for treating cuts, stings, bruises and minor burns.

5. Take an active part in the holiday and fulfil duties and responsibilities as agreed.

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=221
Independent Living Badge

To gain this badge you should complete five clauses - if you do another five clauses you can gain another badge.

1. Find out all you can about what facilities / Services and organisations are available in your local area for the elderly or disabled e.g. clubs, day centres, meals services, places to hire equipment. Compile this information into a leaflet that might be displayed at your local library or similar.

2. Visit and make a survey of your local park or play area. What facilities are available for people to use. Are there any problems associated with the area? What could be done to solve them? Present your findings in a poster.

3. List items, which might be in a tool kit, which you could use for basic home repairs.

   Demonstrate the correct use of three of these tools. When using tools, be sure to wear protective equipment as appropriate and follow safety guidelines.

   Undertake a project using wood such as:
   - Put together a “flat pack” item of furniture
   - Use a saw to cut animal shapes or to make a Noah’s Ark.
   - Make a shelf with ends
   - Carve, using a knife and or chisel, an object or animal

4. Find out about different ways of protecting your property (such as items in your home or a bicycle) from theft. Also find out about the Neighbourhood Watch Scheme. Share the information that you have learnt with the rest of your Patrol in an interesting way.

5. Make a game based on the Highway Code. Include any issues that are relevant to you such as cycling or as a pedestrian. Play it with some friends.

6. Effective time management can help you make sure that you fit everything into a busy life and to help you plan your time well. Time management can also help to eliminate some stressful situations. Draw up a plan of how you expect to fill your time for one week. Include all the activities that you hope to do in the week - but make sure that you include some free time and some time to relax. Did your plan help you achieve everything that you wanted to - did it help reduce stress?

7. Undertake a project to enhance the look of a room such as:
   - Create your own cushion, wall hanging, or similar.
   - Brighten up a room using paint - you could use stencils etc.
   - Recondition / cover a piece of furniture

8. Know ways of saving energy and natural resources for example, electricity, gas, oil, water wood and find out about the facilities for recycling waste in your local area. Make a new item of clothing or an accessory from an old one.

9. Put together a booklet to help parents / teachers, and other adults to gain a better understanding of what it means to be a young person today. Use cartoons, photographs, poems, stories etc.
10. Peer pressure can be a powerful influence on a young person’s life. With some friends work out together a play, or mime that demonstrates the positive and negative effects of peer pressure.

11. Successfully cultivate and keep tidy a piece of ground, raised bed or window box for at least 3 months. Keep a pictorial record of what you have grown.

12. Find out what household items and objects can be dangerous for a young child. Make a list of these items and either make a safety check in your home or a home where there is a young child or go through a toy catalogue and decide which items would be dangerous for a child under 3 years old. Share your findings with your Patrol.

13. Undertake one of the following projects
   - Put together a collection of recipes for some one with special dietary needs e.g. low fat, low salt, low sugar, lactose intolerant. Show that you can cook at least one of the recipes
   - Choose a food, which is not native to the UK. Find out where it comes from and how it is produced. Use this food as an ingredient in the preparation of a recipe. *Make some jam, chutney or pickles*

14. Complete two of the following tasks
   - Show that you can lay a table for a three course meal and that you can fold a serviette in at least two different ways
   - Make a table decoration
     - Make a serviette ring - possibly out of recycled materials.

15. Complete two of the following
   - Know and understand the current International Textile Care Labelling Code
   - Understand how to use, care for and maintain the laundry equipment you use at home
   - Design a poster / information leaflet giving hints on how to treat common stains
   - Understand the difference between biological and non biological detergent. Explain the need for care in their use in relation to skin conditions.
Interpreter Badge

Choose a country that has a language you do not know then:

1. Learn to say something about two of the following:
   - Your life and family.
   - Your hopes for the future.
   - Your hobbies.
   - Guiding in the UK

2. In your chosen language, help the tester to get around your city or town by teaching them useful phrases for shopping, travel (by train or bus), changing money or traveller’s cheques and sightseeing.

3. Research and tell the tester about the country’s capital, leader, location, currency, weather and other issues.

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

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

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

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&tid=223
**Music Group Badge**

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

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

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

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

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

5. Explain how the music you play can be written down. This should cover:
   - Stave, alphabetical or numerical written music.
   - Note values
   - Time and key signatures
   - Simple Italian terms and their meanings

Download the clipart image of this badge at
Music Zone Badge

Complete five of the following clauses. If you complete a further five clauses you will get a second badge.

1 With your Patrol or some friends, choose three pieces of music and listen to them. Each put the three in order of preference. Do you all agree? Can you explain why you think what you do? If you play an instrument, you could do this with three pieces you play. If you play in a group it could be pieces your group play and you could discuss it with other members of the group.

2 Make a tape of a piece of your own 'music' and listen to it with your Patrol. You could do this in various ways, for example you could compose and perform a tune or song, collect sounds which hold some meaning for you (such as birdsong, traffic, etc) or make up a sound story using everyday sounds.

3 Use a favourite piece of music in an interesting way. This could be making up a dance or aerobics routine to it or something more unusual like painting a picture of what you see when you listen to the music.

4 Help organise a unit campfire or a show for parents or others or take part in a District, Division or County campfire.

5 Make and play your own instrument.

6 Go to a concert or musical performance. This could be with family, friends, your Patrol or your unit. Afterwards tell an interested adult about it.

7 Investigate the history or use in other countries of some of the music and songs used at Guides such as Taps. Learn Taps in another language or learn to sign it.

8 Make your own campfire song book.

9 Make up a musical quiz for other members of your unit or perhaps for Brownies and Rainbows. Be as imaginative as you can about what sorts of questions you use.

10 Find out and explain to somebody else the importance of doing breathing exercises before you sing or play a musical instrument, or show somebody else what you do to combat nerves before a performance.

11 Learn or find out about a song or piece of music from three different cultures and create an illustration for one of them to go into a songbook or music book.

12 Learn how to DJ using the kind of record decks and mixing decks that professional DJs use. In front of your friends, family or Patrol, show them that you can mix two records or CDs together to form one continuous beat (so that the beat of the two tracks forms one continuous noise). Make a tape of yourself doing this to play to your unit, or if you can borrow some equipment for a long enough time and feel confident enough, arrange to DJ at a party for your Patrol or unit.
Outdoor Pursuits Badge

1. Participate in at least two sessions each in any three of the following:
   - Abseiling
   - Archery
   - Canoeing
   - Dry slope skiing
   - Orienteering
   - Pioneering
   - Rafting
   - Rock climbing
   - Sailing
   - Boardsailing
   - Rowing
   - Skiing or similar activities
   - Wayfaring

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

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

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

4. Find out about any qualifications available and how you could take it further.

**Note:** The activities do not have to be all be carried out at the same event - they could be done over a series of events.
Outdoor Cook Badge

Choose a heat source from one of the following: a camp altar fire a barbecue, a portable stove, a camp oven, sawdust boiler or haybox, a hike fire and use it complete clauses 1 to 3.

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

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

3. Clear away and wash up after the meal. Dispose and recycle all rubbish appropriately and clear up the fire correctly, if appropriate.

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

Download the clipart image of this badge at
www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=225
Party Planner Badge

NOTE: Before the party, discuss all the plans and preparations with the leader. Keep a record of everything and, if possible, take some photos at your party. Afterwards, talk with the tester about the whole experience.

1. Make a chart showing the dates and titles of at least ten different festivals. There should be a mix of at least three different religions, faiths or cultures.

2. Either on your own or with a group of other Guides doing this badge organise and throw a party. Decide on a festival that you would like to celebrate or choose a party theme. Of the following clauses, five may be completed as a group, but three must be done individually to show the tester that you are capable.

   • Produce a budget and a breakdown of how much money you will need to spend on the party. How will you raise the money?
   • Write a letter to invite a special guest to give a talk or show you and your friends something new at your party. Who will it be?
   • Write a letter asking permission to use (or hire) your Guide hall, home, or wherever you decide to hold your party.
   • Produce invitations in keeping with the theme of your party.
   • Produce some sample decorations to show the tester.
   • Create a menu and cook one dish to show the tester.
   • Think of three activities that you could use at your party and explain them to your tester.
   • Write a letter thanking your special guest for coming to your party

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www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=226
Performing Arts Badge

1 Do four of the following:

* Make someone up using stage make-up or face paints.
* Design and make a costume, suitable for a play or pantomime, using recycled materials.
* Make a prop suitable for a play or pantomime.
* Prepare a poster or programme for a performance.
* Make a tape of at least 12 sound effects and use it to hold a quiz with your Patrol.
* Paint a back cloth or some scenery for a play or pantomime.
* Make a puppet and use it to put on a performance for others.
* Help to organise and run a storytelling session. This could be for Rainbows or Brownies, or a local library or nursery.
* Make up or learn a dance and teach it to your Patrol.
* Learn to juggle successfully with at least three objects.
* Write a short drama or play.
* Make up and run a game for your Patrol or unit which uses mime.

2 Take part in a performance as a member of the cast or of the back stage crew.

3 Go and watch a performance and tell an interested adult or your Patrol about it.
Personal Safety Badge

At home, in the unit or with friends do three of the following:

1. Be able to identify four types of substance that can be poisonous and are in the kitchen, bathroom or garden.

2. Draw a plan of your bedroom/living room/unit meeting place and mark off potential hazards for someone with a physical disability, an older person and a small child. Make suggestions for reducing the danger.

3. Create a drama/poster on how to resist peer pressure and say no to cigarettes, drugs or alcohol. Following necessary safety precautions be able to:
   - Use a disposable barbecue
   - Turn off the main utilities in your home/meeting place, e.g. gas, electricity and water
   - Take action if you are being bullied or if you suspect someone else is being bullied.

Out and about

Do three of the following:

1. Draw a map of your local area or your route to school and mark the areas where there are potential hazards. For example, where there is waste ground, canals/lakes, alleyways, bad street lighting, parked cars, building sites etc. Note where there are phone boxes, the police station, or shops where you could get help if you needed it.

2. Be able to read a street map and give directions.

3. Know the Water Safety Code and show an understanding of safety signs and flags at the beach.

4. Design a poster or leaflet for a road safety campaign, e.g. about being seen by night and day.

5. Take a course in cycle proficiency such as ‘Get Started’ or ‘Improve’, organised by the British Cycling Foundation.

6. Know the Highway Code as it relates to pedestrians and cyclists.

7. Create a ten-point checklist of safety precautions for travelling abroad.

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www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=227
Sports Badge

For your chosen sport please complete all clauses. You may gain a second badge if you complete all clauses by focusing on another sport.

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

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

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

4. Talk to the tester about your sport. Know about the top sportsmen and women in your chosen sport and its major competitions. Try to attend an event or watch one on TV. Find out about the governing body that oversees your sport and any schemes it may have for young people.

5. Actively participate in your chosen sport on at least six occasions. Before you do this, with the help of your instructor, Guider or Young Leader, set yourself a target for improvement (e.g. to gain a new skill, to develop an existing skill to gain a qualification). Work out an action plan for the six sessions to help you to meet your target. Discuss with the tester how successfully you met the target.
Survival Badge

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

2. Demonstrate one way of collecting water.

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

4. Describe early signs of extreme weather conditions.

5. From the following list, select two activities and demonstrate them to your tester
   - Show one way of finding north without using a compass
   - Light a fire and cook a two-course meal without utensils
   - Recognise three edible and three non-edible plants (you may use pictures). Tell the tester how you could use the edible plants in a menu.
   - Prepare an emergency survival kit either for an urban area or for a rural area. Explain to the tester why you have chosen each item.

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

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

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www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=229
Team Player Badge

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

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

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

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

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

6. Do one of the following:
   - Be a good member of a sports team
   - Be a good member of a team other than your Patrol
   - Take part in another team activity
   - As a Patrol, take part in a co-operation game.

7. Take part in an activity to demonstrate two of the following skills:
   - Active listening
   - Different types of questions
   - Giving feedback
   - Dealing with conflict
   - Problem-solving
   - Decision-making

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www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&tid=230
Team Leader Badge

Complete Clauses 1 to 5 and then 2 others

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

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

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

4. Do one of the following:
   - Take an active part in your Patrol Leaders’ Council.
   - Undertake a regular leadership commitment in your unit for one term.
   - Captain a sports team for a season.
   - Undertake another type of regular leadership commitment

5. Use role-play or activities to demonstrate two communication skills from the following examples:
   - Active listening
   - Different types of questioning
   - Giving feedback
   - Problem-solving
   - Decision-making
   - Dealing with conflict.

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

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

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

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

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

11. Lead a co-operation game with your Patrol.

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Traditions of Guiding

Do five of the following (for every further five clauses completed you may gain a second badge):

1. Know how to fold a flag and hoist colours. Demonstrate your skills to your Patrol.
2. Demonstrate how to carry and present unit colours. Show how to roll, store and care for unit colours.
3. Use and explain four whistle and hand signals.
4. Tie a Reef Knot and a Packer’s Knot. Demonstrate their use on a parcel or bedding roll.
5. Traditionally Guides march formally into a horseshoe. Find out how this is done and try it.
6. Lay or follow a trail using woodcraft signs.
7. Strike a match correctly and light a candle.
8. Use Scout’s pace to cover 1.6 km or 1 mile and remember a verbal message.
9. Use semaphore to send and read a simple message.
10. Know the first two verses of your national anthem.
11. Know ten significant facts about the history of Guiding. Share this information with your Patrol in the form of a quiz, game, poster etc.
12. Lay a table for a three course meal. Use a centrepiece and fold the napkins in an interesting way.
13. Set a map with a compass and walk on a bearing.
14. Whip the end of a rope to stop it from fraying.
15. Do an activity that shows a camping skill, e.g. pitch and strike a tent, make a gadget, light a fire.
16. Explain and, where possible, demonstrate how to turf before lighting a fire.
17. With your Patrol plan and do a pioneering activity, e.g. a rope ladder, hay maker bridge or swing.
18. Make and use a buddy burner.
19. Learn the words of the World Song and sing with members of your Patrol.
20. At a campfire prepare and cook dampers.
21. Find out what Guides did for a ‘first class’ award.

22. Make a lanyard to wear at camp.

23. Learn two graces and teach them to your Patrol.

24. Demonstrate the international symbol of recognition when meeting another Guide.

25. Know what the Union flag is made up of and draw it correctly.

26. Research a Guiding tradition in another section.

Download the clipart image of this badge at
Water Safety Badge

All parts of this badge may take place on dry land

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

2. Either:
   (a) Design a poster or leaflet about safety at one of the above places. Or
   (b) Illustrate the Water Safety Code.

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

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

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

Note: If you are interested in undertaking a Water Safety or Lifesaving qualification contact one of the following for ideas: Amateur Swimming Association (ASA) Royal Life Saving Society (RLSS) Swimming Teachers Association (STA). Your local swimming pool will be able to tell you what courses are available.
World Cultures Badge

Complete five of the following clauses. For every further five clauses completed you may gain a second badge.

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

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

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

4. Listen to, go to see, or share in making music from another culture, e.g. a ceilidh band, calypso band, steel band, world music etc. What makes it special and appropriate to its country or origin?

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

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

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

8. Play a traditional board game from another country.

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

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

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

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World Guiding Badge

Complete five of the following clauses. For every further five clauses completed you may gain a second badge.

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

2. Ask your Guider about corresponding with a Guide abroad.

3. Girl Scouts in the United States of America sell cookies every year to raise money. Make some cookies or sweets, sell them and send the proceeds to The Guide Friendship Fund.

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

5. In some countries in the past, Guiding was suppressed for political reasons and Guides had to hide their uniforms etc. What six items would you choose to hide to keep the Guiding spirit alive and why?

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

7. Invite someone who has visited a World Centre or an international camp to come and talk to your unit or Patrol about their trip

8. Either:
   
   (a) Dress yourself or a friend in the uniform of a Guide from another WAGGGS region other than Europe. You could adapt your own clothes or use paper etc.

   Or

   (b) Find out the Law and Promise of five overseas Guide Associations, one from each of the five WAGGGS regions.

9. Either:

   (a) With your Patrol or unit, celebrate Thinking Day in an unusual place

   Or

   (b) Take part in Thinking Day on the Air or Jamboree on the Air.
10. Give or send a Friendship Badge to someone who lives abroad and tell them what it means.

11. Either:

   (a) Take part in an international camp in the UK or abroad.

   Or

   (b) Host or entertain a Guide from another country.

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

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www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&tid=235
World Issues Badge

Complete five of the following clauses. For every further five clauses completed you may gain a second badge.

1. Many paper products are now made from recycled paper. Find and show three different products to the tester and:
   
   Either:
   
   Make your own recycled paper;
   
   Or
   
   Make a birthday card for one of your friends using recycled paper and materials.

2. Keep a diary of journeys you make during a week. What are the most environmentally friendly methods of transport?

3. Fill a container with as much water as you can safely manage and carry it for at least 20 metres. In many parts of the world women carry water every day. In your Patrol, discuss ways this task could be made easier.

4. In a group, play a co-operative game. How do co-operative games differ from competitive ones? Why is it important to co-operate? How can you apply this to situations between different countries?

5. Imagine that you are one of the first people to visit the inhabitants of a distant planet. As your ship is so small, you can only take ten things with you that would be typical of the people on earth. Collect the ten things and explain why you have chosen them.

6. Choose three different newspapers and cut out all the articles that mention other countries. Compare how much information is given in each paper. Are the different countries represented in different ways?

7. Find out about as many peace symbols as you can. Why were things like the olive branch and the dove chosen? Design and make a mobile using peace symbols.

8. Try out three different forms of non-verbal communication and send a message using one of them.

9. Find out about two simple ways that the health of people in developing countries can be improved or lives saved.
10. Play a game about international justice or fairness, such as the Trading Game, the Paper Bag Game etc.

11. Identify several rights that you feel everyone in the world should be entitled to, e.g. the right to enough food. Choose three of these rights and make a poster to illustrate them.

12. Watch a TV programme, film or video about the work of an international organisation like WWF or UNICEF. If possible, do something to help them.

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www.girlguiding.org.uk/info/resources/resource.asp?sectionid=178&id=237
World Traveller Badge

Complete five of the following clauses. For every further five clauses completed you may gain a second badge.

1. Find out what £1 sterling is worth in six different countries. Find out how you can change money into a foreign currency and how traveller’s cheques work.

2. Design a welcome poster in languages other than your own to make international visitors feel at home.

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

4. Know when you need to have a passport and how to get one. What is a Guide Introduction Card and how do you use it?

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

6. Either:
   (a) Cook an international dish on a lightweight stove, such as you would use if you were travelling.
   
   Or
   
   (b) Make a packed lunch using foods from another country.

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

8. Make a list of all the things you would need to pack when travelling to a tropical country.

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

10. Record in sound, or scents, the story of a journey.

11. Find an item representative of your local area that could be sent abroad as a gift. Package it and find out how it could be sent safely.

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

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