

# To the Scouter Team:

Thanks for volunteering to join the formal pilot test of this document. It's been a work-in-progress for several years, but I've finally got the attention of the National Program Support team, so a more organised testing approach seemed to be called for!

This document is intended to supplement the existing Canadian Path, as it's described in the Scouter Manual and throughout scouts.ca, and adapted some parts of the new Venturer Scout Handbook. I've done my best not to contradict anything that's officially documented, but rather to give Scouts a single reference for how the Canadian Path program should work, and how they can best progress within it. It's reasonably up-to-date as of July 2024, and really only "adds" to what's already documented about the Canadian Path in a couple of places:

- Most of the "Welcome to Scouting" stuff from previous iterations of the handbook is back... though I don't have the famous butterfly map in here.
- Ceremonies are pulled from the Scouter Manual, and that section really shows off the origins of this document—a "survival guide" of sorts for new Scouts in my Troop, so that we wouldn't have to have a Scouter teach every batch of new Scouts how to participate in meetings! Your Troop might do ceremonies differently. That's fine; I've tried to be clear that the ceremony scripts are descriptive, rather than prescriptive.

So how to introduce this to your Troop? That's your call. I recommend distributing print copies. In an ideal world, there would be enough for every Scout in the Troop to take home, but you may have to have a lending library of guidebooks. Please share knowledge about this with the parents too. I wouldn't expect anyone to memorize it, chapter and verse; it's meant to be a reference. And read through it yourself!

Keep an eye on how your Scouts engage with the guidebook and program. National wants to know how a book like this will affect youth engagement with the Canadian Path, with more than just anecdotes about a few individual youth. To that end, I'll be sending around a link to a Google Form asking about if, and how, youth engagement changed after they got access to the book.

I'll also be asking for feedback about the guidebook itself. Again, this is meant to be a collection of the Canadian Path, so I can't do much with changes you recommend to the program I, but if there are things missing, or unclear, or that can otherwise be improved, I'd love to hear about it!

Together, we'll improve how we put on the program!

Yours in Scouting,

Matthew Coe  
Contact Troop Scouter, Kingston Centre -  
1<sup>st</sup> Pittsburgh Scouts



# Troop Guidebook

## Important Contact Information

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My Name

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My Patrol

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Patrol Leader

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Assistant Patrol Leader

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Patrol Member

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Patrol Member

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Patrol Member

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Troop Leader

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Scouter

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Scouter

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Scouter

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Scouter



# Table of Contents

<b>CHAPTER 1: WELCOME TO SCOUTS.....</b>	<b>1</b>
What do you want from Scouting?.....	1
Sea Scouting.....	2
Jamborees.....	2
Scoutrees and Scout Seeds.....	4
Scout Symbols.....	4
Becoming A Scout.....	5
<b>CHAPTER 2: THE CANADIAN PATH.....</b>	<b>12</b>
Four Elements.....	12
The Scout Method.....	14
<b>CHAPTER 3: TROOP MEETINGS.....</b>	<b>21</b>
The Patrol and the Troop in Action.....	21
Before the Meeting.....	23
Ceremonies.....	24
<b>CHAPTER 4: BADGES AND AWARDS.....</b>	<b>29</b>
Outdoor Adventure Skills.....	29
Personal Achievement Badges.....	30
Scouting and Spirituality.....	31
Language Strip.....	32
Scouts for Sustainability.....	33
Messengers of Peace Award.....	36
Duke of Edinburgh Award.....	36
Youth Leadership Training.....	37
Outstanding Service and Awards for Valour.....	38
The Scout Uniform.....	40
<b>CHAPTER 5: SAFETY PERMITS.....</b>	<b>41</b>
<b>CHAPTER 6: CODE OF CONDUCT.....</b>	<b>42</b>
Example: 403 <sup>rd</sup> Toronto Sea Scouts.....	42
<b>CHAPTER 7: THANKS!.....</b>	<b>43</b>
<b>APPENDIX A: OUTDOOR ADVENTURE SKILLS.....</b>	<b>44</b>
Camping Skills.....	44
Scoutcraft Skills.....	47
Trail Skills.....	51
Winter Skills.....	55
Emergency Skills.....	58
Vertical Skills.....	62
Aquatic Skills.....	65
Paddling Skills.....	67
Sailing Skills.....	72



# Chapter I: Welcome to Scouts

## What do you want from Scouting?

Before you look at any other part of this book, take a few moments to make a list of the kinds of things you'd like to do while you're a Scout. Since this is your list, there are no limits on what you can put in it.


What kinds of activities did you write down? Perhaps a lot of the ideas you listed were about things you wanted to do outdoors—activities like camping, hiking, canoeing, sailing, or snowshoeing. You might have thought about sports such as archery, fishing, cross-country skiing, or orienteering. Maybe you wanted to play games or learn how to do new things such as camp cooking. And maybe your wishes included

finding some other kids who share your hobbies or other interests.

As a Scout, you will have opportunities to do all these things, and more! What's most exciting about being a Scout is that you will constantly discover new activities you hadn't even thought of trying.

Fun is likely something you want from Scouting, and you'll get plenty of it in different forms. You'll have noisy fun doing things like playing wide games or building and flying kites. Activities such as swimming, tobogganing, or horseback riding will offer lots of physical fun. You'll have mental fun figuring out how to do a new skill like making a rope or cooking without pots and pans. Sometimes you'll have quiet fun, such as when you're sitting by yourself next to a lake and you hear the lonely cry of a loon, or when you're winter camping and a Canadian Blue Jay noiselessly glides into a nearby tree to keep you company.

Friendship will come in different ways, too. To begin with, you may already know several kids who are Scouts. Doing things with other Scouts will help you make new friends. When you spend several hours in a canoe with someone you don't know very well, you get to know each other a lot better, especially if the two of you have to portage the canoe any distance. Camporees and jamborees give you chances to meet more people who may become friends. Sometimes you won't get to meet other Scouts face-to-face, but you can talk to them by Ham radio, over the internet, or become pen pals—friends by mail. You'll also meet adults in Scouting who will become your friends.

Adventure is a constant part of Scouting. The out-of-doors is where a lot of Scouting happens, and it offers many opportunities for adventure. Whether you're building a snow hut, stalking animals in a forest, running through an orienteering course, or practising



how to search for a lost person in the woods, you'll find adventures of many kinds waiting for you. You may have the opportunity to board a plane and fly off to a jamboree adventure in another province or country. You could be part of a wilderness canoe expedition, a camping/cycling tour, or an extended canoe cruise through a series of lakes.

Challenge will face you whenever you try something you haven't done before. Challenges are both physical and mental. If you don't know how to swim, the challenge lies both in the learning and perhaps in getting over your fear of the water. If you're a good summer camper, challenge comes when you take your skill and add to it by moving on to winter camping. Accepting a challenge is an important way for you to grow as a person. And having good Scouting friends makes taking on a new challenge just a little bit easier.

Achievement is what you will feel when you've successfully tackled an adventure or mastered new knowledge or a new skill. A sense of achievement makes you feel good about yourself. Perhaps you just learned a new swimming stroke or a new water rescue method, or you completed a 25 km hike. Maybe you took part in a Scoutrees project and can look with pride at what you've done. Before you started, you stood on the edge of a bare field. Now it is dotted with seedlings which, in a few years, will grow into a tall forest. The various badges and awards in the Scout program are ways of visibly recognizing your achievements in many areas of your life, both physical and mental.

## Sea Scouting

Sea Scouts practice all the same Scouting skills as other Scouts, but try to keep a focus on the water, and get out on the waterways as much as they can. As a result, they tend to use a lot of nautical and naval terms and traditions! Some Sea Scouts sections refer to themselves as *ship's companies*. Instead of patrols,

they might have *boat's crews*, who are led by a *coxswain* (pronounced cox-un) and a *leading sailor*, instead of a PL and APL. Their Troop Leader might be the *boatswain* (pronounced boze-un). If you have the chance to go Scouting with a Sea Scout Troop, don't be surprised if they do some things a little differently!

## Jamborees

A jamboree is an international, national, or regional gathering of Scouts. It was while B.-P. was attending the Imperial Scout Exhibition in England in 1913 that he got the idea for jamborees. The exhibition was Scouting's first full-fledged rally; Scouts from a dozen countries in the British Empire attended. As B.-P. watched the events, he thought, "why not stage an international encampment that would promote friendship, encourage outdoors skills, and build citizenship?"

Earlier Scout gatherings had been called rallies and exhibitions, but B.-P. wanted a new name for this new idea. The name he came up with for such a gathering was jamboree. He didn't know exactly what the word meant, but he liked its sound. It had the flavour of the Australian Aboriginal word coroboree, which meant a gathering, and it captures the idea of Scouts "jammed together" at a large gathering.



### WORLD JAMBOREE

The first World Jamboree was to be held in 1918 to celebrate Scouting's 10<sup>th</sup> birthday, but World War I delayed it until 1920. More than 6000 Scouts from 27 countries attended that premiere jamboree, which was held indoors for the first and last time at the Olympia exhibition hall in London, England. There, Scouts put on displays of such things as fire-lighting, gymnastics, and tent pitching. They also held competitions in obstacle races, tug-of-wars, and trek cart racing. At this jamboree, they invited B.-P. to become "Chief Scout of the World."

Since then, there have been 25 World Jamborees. Canada has hosted three of them: the eighth in 1955 at Niagara-on-the-Lake, Ontario, the 15th in 1983 at Kananaskis, Alberta, and the 24th, jointly with Scouting America and the Asociación de Scouts de México, in 2019, at Glen Jean, West Virginia.

We hope that, during your Scouting adventures, you will have the chance to attend a World Jamboree. To get a taste of what a jamboree can be like, talk to a Scouter about seeing a video or film that features a world or national jamboree.

### CANADIAN NATIONAL SCOUT JAMBOREE

The first Canadian Jamboree was held July 16-24, 1949, at the Connaught Ranges near Ottawa. The second and third Canadian Jamborees were also held in Ottawa in 1953 and 1961. There wasn't another Canadian Jamboree until 1977.

Since then, national jamborees, often called CJs, have been in different locations across Canada. The fourth, seventh, and tenth CJs were in Prince Edward Island in 1977, 1989, and 2001. Guelph, Ontario was the site of CJ'85, while the Kananaskis Valley in Alberta welcomed CJ'81 and CJ'93. In 1997, Thunder Bay,

Ontario hosted the jamboree. In 2007 Tamaracouta Scout Reserve in Quebec hosted the Canadian Jamboree. Alberta hosted CJ'13, in Sylvan Lake, and the most recent Canadian Jamboree was held in 2017 in Halifax, Nova Scotia.

Scouting councils often hold large camps called "camporees." While you're a Scout, you'll have several opportunities to attend jamborees and camporees, and go camping with a lot of Scouts from all over!

### JAMBOREE ON THE AIR / INTERNET / TRAILJAM

Over the years, a number of "remote" jamborees have been created: JOTA (Jamboree on the Air), JOTI (Jamboree on the Internet), and Trailjam.

JOTA is held the third weekend of October. Since 1958, Scouts around the world have been using JOTA to talk to each other through the use of amateur radio.

If you and your Patrol haven't been involved in a JOTA before, why not start making plans now? You don't have to be a Ham—an amateur radio operator—to do it. The first step is to contact one of your local amateur radio operators. The easiest way to find one is to reach out to the Radio Amateurs of Canada (RAC); there may be a club near you!

Perhaps you can combine JOTA with a weekend camp. With a Scouter's assistance, ask a Ham operator to bring their mobile station to your campsite. That way, one of your Patrol's projects could involve building a tall tower or flagpole for the radio's antenna. Bring along a world map or globe so you can "see" the countries you're talking to.

After the fun of talking to Scouts in other countries during JOTA, you can have fun exchanging QSL cards with the stations you contact. What is a QSL card? It's just a postcard each station sends to other stations it



contacts. One side of a JOTA-QSL card usually carries a design linked to JOTA or Scouting, while the other side provides details of the contact, including the station's call sign. Perhaps, as part of your Arts Badge, you can design your own special JOTA-QSL cards!

A useful starting point in your JOTA planning is the booklet, *Jamboree on the Air: How Canadians Can Participate*. You can find it on the Canadian JOTA-JOTI website, [www.jota-joti.ca](http://www.jota-joti.ca).

Jamboree on the Internet is run in a similar manner, and details are available on the same website.

Trailjam is a more recent development, starting right here in Canada, at the Blue Springs Scout Reserve in Guelph, Ontario, in 1999. Taking place on the second Saturday in May, Trailjam is an opportunity for Scouts around the world to explore their local environments together. Participants can receive a crest for that year's Trailjam, that they can sew on their campfire blanket. Tell your Scouters if you'd like to participate in Trailjam!

### Scoutrees and Scout Seeds

Since 1973, Canadian Scouts have planted more than 80 million tree seedlings as part of the Scoutrees program. To understand how many trees that is, if they had planted all of these 80 million trees along the Trans-Canada Highway's 7821 km length, you would find a tree approximately every 9 cm coast to coast! Scoutrees helps reforest Canada and reclaim waste area.

By calling door-to-door in their communities, Scouts across Canada collect pledges from people who want to see trees planted in their local reforestation area. The money they collect is used in a variety of ways. Historically, a portion of Scoutrees donations were directed to the Canadian Scout Brotherhood Fund.

Money that goes to the Brotherhood Fund helps support world Scout community development projects. For example, in 1991, the Brotherhood Fund supported Scouts Canada volunteers travelling to Kenya with the goal of building a small health centre for a rural community. The clinic now treats 250 people a day, and Scouts Canada returned in 2012 to help upgrade and expand the facility.

Scout Seeds is a related fundraiser, coordinated nationally every winter. Troops can participate by reaching out to neighbours, selling seed kits for different aims, allowing everyone to enjoy fresh-grown flowers or vegetables! A portion of the proceeds of your Troop's sales stay within your Scouting Group, and a portion of all sales support the No One Left Behind fund, which helps subsidise registration and camping fees for families facing economic barriers that would otherwise keep them from being part of Scouts.

### Scout Symbols

For Scouting's emblem, B.-P. chose the sign for the North Point which is "universally shown on maps, carts, and compass cards" because "it points in the right direction (and upwards), turning neither to the right nor left, since they lead backward again." Lady Olave Baden-Powell later added the further explanation, "it shows the true way to go."

But how did the sign for the North Point get to be a fleur-de-lis (pronounced flur-de-lee) in the first place? According to B.-P., in the Middle Ages, mariner Flavio Gioja made the seaman's compass into a more practical and reliable instrument. In Italian, "north" is *tramontana*. Gioja used the capital T on the compass card, but to show respect to King Charles of Naples, whose crest was the fleur-de-lis, Gioja combined the letter with that emblem. Fittingly, the fleur-de-lis is also a symbol of peace and purity.





To explain further the meaning of fleur-de-lys as the Scout emblem, B.-P. said, "The two stars on the side arms stand for the two eyes of the Wolf Cub having been opened before he became a Scout. The three points of the fleur-de-lys remind the Scout of the three parts of the Scout Promise: duty to God, obedience to the Scout Law, and service to others." The ring holding the emblem together represents the bond of brotherhood among Scouts all over the world.

### THE WORLD SCOUT EMBLEM

Did you know that Scouting goes from A to Z? That's right. Scouting is found around the world in more than 225 countries and territories from Algeria to Zimbabwe. One badge that each of the 40 million Scout members around the world can wear is the World Scout Emblem.

The World Scout Emblem has two parts: a fleur-de-lys, and a circle of rope tied with a reef knot. The fleur-de-lys represents the Scouting Movement. The rope circle, joined with a reef knot, symbolizes the strength and unity of the World Organization of Scouting Movements. Why do you think B.-P. selected the reef knot to join together the two ends of the rope?

The World Scout Emblem is white on a royal purple background. B.-P. chose these colours because in heraldry, white stands for purity, and purple for leadership and helping others.

Since Scouting began in 1907, over 200 million Scouts have worn the Scout symbol.



### Becoming A Scout

In order to be invested as a Scout, you have to show that you've learned some important things:

- ☐ Scout Promise and Law
- ☐ Scout Motto

- ☐ Scout Handshake, Sign, and Scout Salute, and the reasons Scouts use them.
- ☐ You'll also need to participate in at least one Scouting adventure!

Did you notice the boxes in front of each of the four things you need to know or do to become a Scout? If you've looked ahead in this book, you've seen the same kind of boxes in front of various badge requirements. Why are they there?

As you complete each requirement, a Scouter or a resource person, such as a teacher, will initial that requirement. In this way, your Troop Guidebook can become your own personal record of your achievements in the Troop.

You can also track your achievements with ScoutsTracker, an online resource that helps you to track your progress, and more. You can find ScoutsTracker at [www.scoutstracker.ca/scouts](http://www.scoutstracker.ca/scouts). A combination of both may be useful, if you have a resource person initial requirements, so that you can show a Scouter the resource person's confirmation that you've demonstrated the skill.

After you have completed the four requirements to become a Scout, you will be invested into the Troop as a Pioneer Scout. At that ceremony, you'll receive the Scout woggle that will identify you as a member of Scouting.

### SCOUT PROMISE

All Scouts make one of two Scout Promises when they're invested, and often at the beginning of every meeting. These promises remind us of our duty to ourselves, our duty to others, and our duty to our beliefs. Which one you choose to make is up to you:

*On my honour,  
I promise that I will do my best,*





*To do my duty to God and the King,  
To help other people at all times,  
And to carry out the spirit of the Scout Law.*

*On my honour,  
I promise that I will do my best,  
To respect my country and my beliefs,  
To help other people at all times,  
And to carry out the spirit of the Scout Law.*

Before you're invested, be sure to tell your Troop Leader which promise you intend to make! After all, it's your Scout Promise, and it needs to mean something to you, personally.

Knowing the Scout Promise and Law means more than just being able to repeat the words from memory. A promise is a statement of something you intend to do. By making the Scout Promise, you tell your fellow Scouts, your Patrol, and the Troop, that you intend to do certain things as a Scout.

What do you think each part of the Scout Promise means? Write down your thoughts before you read what's written below the lines.

On my honour, I promise


Of the five words in the first part of the promise, did you notice that two of the words ("I" and "my") refer directly to you? You are the one who is voluntarily making the Scout Promise. By doing so, you "own" what's in the Promise. At your investiture ceremony, you will make the Scout Promise in front of your fellow

Scouts and Scouters. Each of them will expect you to live up to what you say you are promising to do.

What does it mean to make a promise "on your honour?" What does it mean to you have honour? You're probably at least a little familiar with the reputation that Scouts have around the world. Being a Scout brings that reputation to you! Staking your promise on your honour—on that reputation—means that you're put that reputation on the line that you'll keep it.

That I will do my best


There's that word "my" again. How fast can you run the 100m dash? Right now, the world record is just less than 10 seconds. Can you run that fast? Probably not, and your fellow Scouts and Scouters wouldn't expect you to. But, suppose your time was 30 seconds. Would the other Scouts and Scouters be satisfied with your effort? The answer is "yes", if that effort was really the best effort you could give. Throughout your Scouting experience, the main expectation and standard of your performance will be that you are putting your best effort into everything you do.

To do my duty to God,  
To respect ... my beliefs




How do you do your duty to God? How do you respect your beliefs? It might start with attending a regular religious service, but you may find yourself wanting to express your beliefs in a more direct, more personal way. In Scouting, we hope you'll feel a connection between yourself, the world around you, and the people in it. It's why we practice Leave No Trace camping as much as we can, and why we serve our community, and why badges like the Scouts for Sustainability Badges exist.

So how do you do your duty to that? The way you live often shows others what you believe, much more than what you say. For example, your efforts in conserving the natural world show that you feel a connection to the world, and want to take care of it. Making the best use of your talents and abilities also shows that connection you have to yourself. How will you respect your beliefs in Scouts?

## And the King, To respect my country

Canada is our country. The First Nations were certainly the first citizens in this land, and the rest of Canada's citizens either came here from other countries, or are the children of people who moved here. The King is the head of the Commonwealth of Nations, of which Canada is a part. In Canada, the King is represented by the Governor General.

We can do our duty to the King, and respect our country, by acting in ways that show we are good citizens. The flag ceremonies that open and close our Scout meetings are one way to demonstrate respect for our country. In fact, something as simple as stopping our bikes at a stop sign shows it, because we are obeying its laws. We also show love for our country by not littering, or, better yet, by cleaning up trash in our neighbourhoods.

## To help other people at all times

What does "other people" mean? To begin with, it includes adults and children. It doesn't mean just people who live in Canada, but everyone who shares this planet. We can help them in many ways. Scouting will give you opportunities to help others, but you don't need to wait to be asked. Just look around your home and neighbourhood for things that need doing, and then do them.

## And to carry out the spirit of the Scout Law

If you say you are going "to carry out the spirit of the Scout Law," it means you are going to use what the Scout Law says as a guide to your actions. It describes



what a Scout *is*, rather than what a Scout *does*, and promising to do your best to carry out its spirit means that when you slip up, you should forgive yourself, and try to do better next time. It also means that you'd do this in your own way. A Scout strives to be each of these things, but everyone will do this in a way that reflects who they are.

## SCOUT LAW

*A Scout is Helpful and Trustworthy,  
Kind and Cheerful,  
Considerate and Clean,  
And Wise in the use of all resources.*

What does each part of the Scout Law mean to you? Write down your own thoughts before you look at the comments that follow.

### A Scout is Helpful


Every day, from the moment you wake up, until the time you go to bed, you have unlimited opportunities to help others. Just getting up in the morning on your own, without needing someone to nag you out of bed, is being helpful. More active ways of being helpful in the morning are to make your bed, prepare breakfast, set the table, do the dishes, and make bag lunches for those who take them to school or work. Look at how helpful you've been, and you've only been up an hour!

You can also be helpful outside the home. Perhaps your community has a "Pitch-In" clean-up campaign you can take part in. Or you might support a recycling

program. Maybe you can help an elderly neighbour with the heavy parts of the yard work.

In Scouts, you will also have opportunities to learn things like first aid or water rescues that will enable you to give one of the greatest acts of help: saving a life.

### A Scout is Trustworthy


To be trustworthy means that you are worthy of other people's trust. Think of the kinds of trust you can be given. If you say you are going to do something, people believe that you will do what you say. If you are trustworthy and you can't complete the job you said you would do, people will know, without being told, that there was a good reason you didn't finish it. To be trustworthy means that parents who ask you to babysit feel secure in knowing they can entrust their child's safety and well-being to you. A trustworthy person is someone other people have confidence in.

### A Scout is Kind


To be kind means (in part) to act toward others as you would like them to act toward you. Think of words and



actions that hurt you, and try not to say or do those things to others. Similarly, think of words and actions that make you feel good, and try to say and do similar things for others.

### A Scout is Cheerful


Being cheerful doesn't mean you always have to walk around with a smile plastered on your face. Not everything you do will be fun, but how you look at what seems to be an unpleasant situation or job may affect exactly how unpleasant it really is.

Let's just suppose you don't like homework. Being grouchy and complaining about the homework and the teacher who gave it to you doesn't help you get it done. Probably you won't laugh while you're doing your homework, but tackling it a little more cheerfully might make it seem just a bit lighter.

And not every hike, camp, canoe trip, or cruise you and your Patrol take will have clear skies and warm sunshine. Being cheerful and looking for the fun parts in a situation will make you, and others around you, feel much better.

### A Scout is Considerate


When you're being considerate, you're looking at things through someone else's eyes. For example, suppose you throw your clothes every-which-way around your room when you take them off to get ready for bed at night. Are you being considerate?

If you look at your action through someone else's eyes, you'll have the answer. You're expecting someone else to pick up your discarded clothes and either hang them up or put them wherever dirty clothes are supposed to go. Being considerate is putting them away right away.

Perhaps every morning, you and somebody else arrive at the bathroom at just about the same time and argue about who got there first and who uses all the hot water. To remedy the situation, you could be considerate and change your showering time. Consideration is something to practise within your family and with all people you meet.

### A Scout is Clean


This Scout Law refers to at least two types of "clean": an outer clean and an inner clean. The outer cleanliness applies to the real physical things around you. To obey this Scout Law, a Scout keeps their body and possessions (such as clothes and personal living space) clean.

To live up to the inner cleanliness part of this law, a Scout keeps their body clean by not using tobacco, alcohol, or other drugs, and not using foul language.



## A Scout is Wise in the Use of All Resources


What are your resources? Probably the first thing you thought about was the money you get as an allowance, or earn from odd jobs. But you have other resources as well. Anything we can use and anything that helps us do something is a resource.

This book is a resource because you can use it to help you reach your goals as a Scout. Your family members and friends are resources to you. Your abilities and talents are also resources.

To be wise in the use of all resources means that you don't squander them or use them in ways that are wasteful or harmful to others. For example, if you want a drink of water and let the tap run for five minutes before you fill your glass, you are not wisely using your resources. The water you let go down the drain is no longer available to others. In addition, now other resources have to be used to handle and treat the waste water you created. All of us must do our part to use the world's renewable and nonrenewable resources wisely.

## SCOUT MOTTO

*Be Prepared.*

This motto encompasses everything we try to do in Scouting. In learning Scoutcraft skills, you become prepared for camp. In developing your Outdoor Adventure Skills, you become prepared for many

situations that may arise, whether sailing on the lake, climbing a mountain, or performing first aid.

But in Scouts, we learn to be prepared for more than just the worst. The skills we practice as we undertake Scouting—planning before doing, and reviewing afterwards; thoughtfully serving our community; and fulfilling our promise—prepare us for life beyond the Scout hall, and beyond our years in Scouts. They allow us to always *Be Prepared*, no matter what might come up.

## SCOUT HANDSHAKE

The Scout handshake is made with the left hand, instead of the customary right hand. This isn't just a secret handshake, to let the other know that you're in on the game (though it does that, too!). It comes from an Ashanti tradition that B.-P. learned in his Army service in West Africa. Rather than set down their weapons to shake hands with their right hand, "only the bravest of the brave shake hands with the left hand, because to do so we must drop our shields and our protection."

This demonstrated the trust that the Ashanti warriors offered, when meeting in peace, and we continue it to show our trust in our fellow Scouts.

## SCOUT SIGN AND SCOUT SALUTE

The Scout Sign is a simple gesture. Raise your index, middle, and ring fingers of your right hand, and touch your thumb to your little finger. Raise that hand head-high, with your forearm straight up-and-down, and your palm facing out.

To turn your Scout Sign into the Scout Salute, bend your elbow in so that your index finger touches your temple.



Keep your palm facing out, so it's still clear that you're making the Scout Sign with your hand.

The three fingers in the Scout Sign and Salute remind you of the three parts of the Scout Promise. Do you remember what they are? The meeting of your thumb and little finger represents the ties of friendship in Scouting.

This is a sign recognized throughout the world by members of the Scout movement, and can be an excellent shorthand for identifying yourself to a fellow Scout, if you can see that they're a Scout. If they are, they will likely flash the sign back to you.

You use the Scout sign, rather than the Salute, on four occasions:

1. When you are making your Scout Promise,
2. When you are attending the investiture of another Scout,
3. When you are anywhere the Scout Promise is being recited, and
4. When you are not in your full uniform.

The Scout Salute is used, for example, while raising the flag, and during the playing of the National Anthem. It's also exchanged when handing off the flag at the end of the night. The Scout Salute should only be made while in full uniform. If you are not in full uniform, make the Scout Sign instead. When finished your salute (e.g. you've been ordered "as you were" in the opening ceremony), return your hand to your side quickly and quietly, without slapping your leg.

## GETTING INVESTED

Once you've satisfied your Patrol Leader and your Scouters that you have satisfied all four requirements necessary to become a Scout, you'll be invested as a Scout. Your parents or guardians, and other members

or your family, may be invited to your investiture ceremony.

During the ceremony, the Troop Leader will ask you to make the Scout Promise in front of your fellow Scouts. Your Troop Leader will also remind you of the seven parts of the Scout Law, which you will use to guide your actions both as a Scout, and in life, in general.

At the end of the ceremony, your Scouters will present you with your Scout neckerchief slide (or, as it's more commonly known, your "woggle")—your identification as a member of the worldwide Scout movement. You will also receive a number of other badges that show you belong to a particular Patrol, Scout group, and council. You will also get your neckerchief. If you leapt up from Cub Scouts, you'll already have many of these, and as long as they still fit and are suitable to wear, you're entitled to move them right away from your Cub Scout shirt to your formal Scout shirt.

### Congratulations. You're now a Scout!

I was invested in the

\_\_\_\_\_ Troop

on (Date) \_\_\_\_\_ by Troop Leader

\_\_\_\_\_.





# Chapter 2: The Canadian Path

The Canadian Path is the name of the Scouting program in Canada. It's a continuous program from Beaver Scouts through Rover Scouts. Every stage of the Canadian Path relies on informal learning, the Four Elements (Youth-Led, Plan-Do-Review, Adventure, and SPICES), the Scout Method, personal growth, and a balanced program in six areas. In Scouts, those six areas are called the Canadian Trails, and each is named after a different trail or geographic area in Canada.

## Four Elements

The Canadian Path has four core elements. These elements drive everything you do in Scouts: what you do (Adventure), how you do it (Youth-Led), what you learn from it (Plan-Do-Review), and how you grow (SPICES).

## ADVENTURE

Scouts is all about going on adventures! But what is an adventure? Adventure is all about exploring new things, sharing new ideas, learning new skills, and creating new paths. It's about unique opportunities to explore one's self and the world.

What adventure means for you is entirely personal. It's about what will be exciting, interesting, and fun for you. As you work with your Patrol to plan and review your adventures, you'll see that what made them adventurous to each Scout was entirely unique, even though you all went on the same adventure.

## YOUTH-LED

From the origins of Scouting, B.-P. has meant for Scouts to take certain responsibilities for their activities and adventures. This starts with talking about what you'd like to do as a Patrol, through collaborating with the Patrols in your Troop in the Leadership Team, and keeps right on going as you devise your own Chief Scout's Award project before moving on to Venturer Scouts!

This doesn't mean that your Scouters just sit back. Scouters are there to help you learn the skills you need to go on your adventures, and to make sure nothing gets missed as you get ready for a big adventure. Developing all the camping skills you need for a week-long tramp through Algonquin Park is great, but if no one remembers to raise the funds needed to get there, and keep yourselves fed, all that preparation will be for nothing.

Leadership in Scouting goes beyond being the Patrol Leader or the Troop Leader. Everyone should get different opportunities for leadership as a Scout. The Scout who teaches their fellows a new skill is being a leader. Another Scout who volunteers to look after the kitchen area during camp, even if they aren't the cook for that meal, is being a leader. When you run activities for visiting Beaver Scouts, or drop in to help out in a Cub Scout event, you're being a leader, even if you aren't in charge. You'll have opportunities to learn how to be an effective leader in Scouts, both by taking the initiative, and if you participate in the Youth Leadership Training program, and earn the SCYLT badge!

## PLAN-DO-REVIEW

On the Canadian Path, we follow a cycle of planning, doing, then reviewing for all our activities. The review doesn't need to be a formal, sit-down process every





time, but it is important to revisit what we've done and how it's gone. This process should be used not just for each adventure we go on, but for more long-term planning as well. When you plan ahead for each adventure, season, and the year, with your Patrol and the Troop, you should look back on previous adventures, seasons and years, to see what went well, and what skills can be built upon.

As you plan, think about the Canadian Trails, and what adventures you'd like to go on in each of the Trails. By taking adventures on as many Trails as you can in a season, you'll create a balanced Scouting year for yourselves.

After each season, you should sit down with your Patrol and review what you've done. Talk about the adventures you went on, the skills you developed, what went well, and what could have gone better. This is a chance to recognize each other's accomplishments, too. Your Troop may award Personal Progression Badges at the end of a season, to mark the progress you've made. These usually follow a personal review of your own progress as a Scout.

The best part about reviewing is you'll probably get ideas about what to do next, whether it's new adventures, new opportunities to build your skills, or to try something again.

### SPICES

They say "variety is the spice of life", and in Scouts, you should be going on a wide variety of adventures! The SPICES of Scouts are six aspects of your day-to-day life where you'll find that you've grown, as you go on your adventures. Think about these when you're reviewing activities, and seasons, and particularly your own progress. You'll see just how much you've grown as a Scout!

Scouting is a team sport; that's why we work together in Patrols! How you develop in your *esprit de corps* is part of your **social** growth in Scouts.



In Scouts, we get outdoors as much as we can. That means you'll be getting physical. Learning what your body can do, and how to take care of it, is part of your **physical** growth in Scouts.



Beyond the Scouting skills you learn, practising the plan-do-review cycle, and coming up with creative solutions to problems, are all part of your **intellectual** growth as a Scout.



The Scout Promise and Law guide the growth of your **character**. Keep them in mind on your adventures. When you review your own adventures, think about how the Promise and the Law helped you along the way.



As a Scout, your body and your brain are changing, and the emotions you and your fellow Scouts experience are changing too. How you learn to recognize and respect both your own feelings and the feelings of others are big parts of your **emotional** growth as a Scout, and you'll have lots of opportunities as you carry out all your adventures.



You'll have lots of opportunity to explore your beliefs as a Scout. What's important to you? What's important to your community? How do your beliefs, and the beliefs of others, connect you together? To the world? How does what you do as a Scout come in to play? These questions might be hard to answer, but keep them in mind as you consider how you grow, **spiritually**, as a Scout.



### The Scout Method

The Scout Method is a way to give your adventures direction. It's the "how" of Scouting. It has seven equally important parts:



As you go on your Scouting adventures, try to remember to check in on the Scout Method, and how it can support your plans!

### NATURE

It is important for Scouts to pursue adventures in the natural world. Getting outside will help you to become comfortable in a range of natural conditions. For example, it can be a little harder to enjoy yourself camping when it's raining, but most Scouts learn that it's still possible, with good preparation for the rain, and contingency plans—if the rain has washed out your plan to go on a paddling adventure, how can you have fun on land, or even under your dining shelter? Adventures in the elements build adaptability and confidence, and help you to appreciate our natural world.

### THE PATROL SYSTEM

For over a hundred years, Scouting has been based on a Patrol System: small, self-organizing teams of 4–6 Scouts who are largely responsible for their own fate, with the guidance of a Scouter. The Scouter is there to make sure that the patrol's plans are consistent with Scouting's philosophy and rules, to facilitate anything that needs adult involvement, and make sure nothing gets forgotten, but otherwise, the whole process of planning, doing, and reviewing your adventures should be handled by your patrol.

Not every adventure you go on in Scouts will be just with your Patrol. Often, the whole Troop gets involved, but the Patrols vote on what to suggest, the Patrol Leaders determine what to plan, and in what order, again, with some guidance from the Scouters.

Each Patrol is led by a **Patrol Leader** (PL) and, often, an **Assistant Patrol Leader** (APL). These are typically older Scouts, usually in their third or fourth year. These leaders aren't there to tell people what to do, but to make sure that everyone in the Patrol is able to contribute to the success of the activity. The Patrol normally chooses its own PL. When choosing a PL, it's important to think about who will provide the best leadership. Just standing around giving orders isn't really leadership, after all.

How long they hold that position is also up to the Patrol as a whole. Some Patrols change PL at the beginning of the Scouting year, and some will change more frequently than that. A PL may even decide for themselves that it's time to step down. The important thing is that it's a decision made as a team.

As with the PL, the selection of APL is also made as a Patrol. The APL takes over the PL's role if the PL isn't present, so it's important to choose someone who will be a good leader in the PL's place.



Leadership of the Patrol's activities shouldn't only fall to the PL and APL. If the Patrol is working on their Paddling Outdoor Adventure Skills, it wouldn't do for the PL to lead the activity if there is a more experienced canoeist in the Patrol! A Patrol that uses each of its members' skills and abilities to the fullest, and for the success of the Patrol, will have good *esprit de corps*, or team spirit.

### The Patrol Emblem

When our founder, The Lord Robert Stephenson Smyth Baden-Powell (or B.-P., as he was known to his friends), held the first Scout camp, in 1907, he organized 22 boys into four patrols: the Wolves, the Bulls, the Curlews, and the Ravens. When you join a Patrol, your Patrol may already have a name and emblem, or you'll be able to choose one for a new Patrol. You can pick any name you wish, but you should pick one that tells others what kind of Scouts you want to be.

You'll also wear an emblem on your uniform to show others what Patrol you belong to. Scouts Canada offers a wide selection of animal crests for this purpose. These animals are mostly seasonal or permanent residents of Canada. Your Patrol might take a bird's name, such as owl, hawk, or eagle. You might be the fox, wolf, or polar bear Patrol. Thinking of the qualities associated with different birds and mammals may help you select a name. For example, when you hear the words "grizzly" or "Canada goose", what qualities come to mind?

My Patrol is called the \_\_\_\_\_.

This is a good name for us because \_\_\_\_\_.

## CANADIAN TRAILS

The SPICES show how you grow, when you review your activities. When we plan our activities, Scouts look to the Canadian Trails as a symbolic framework.

Each of the Canadian Trails represents a different area of the program where Scouts can have adventures and develop skills. You'll find that most of your adventures can fit into at least one of these trails, if not two or three! Which trail you focus on for an adventure will depend on how your Patrol is approaching the adventure, and your role within it.

### Cabot Trail (Creative Expression)

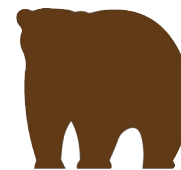
The Cabot Trail runs in a loop along the northern part of Cape Breton, in Nova Scotia. Exploring the highlands, the windswept Gulf coast, and the lush interior, the Cabot Trail shows off just what the original European settlers discovered in Canada. They had to be creative to survive, and to cooperate with the First Nations peoples who lived on the East Coast. Today, Canada's East Coast has a rich culture of artists, creative thinkers, and inventors.



Adventures for the Cabot Trail emphasize creativity, and can include the performing arts, writing, and visual arts.

### Mackenzie River (Environment and the Outdoors)

This river runs from Great Slave Lake in the Northwest Territories to the Beaufort Sea in the Arctic Ocean.



The life that can be found along the river is vulnerable to the effects of climate change. For example, polar bears depend on a long season of reliable ice on the ocean to hunt for food. Their home



on mainland tundra at the delta of the Mackenzie River in the summer can only be a temporary one.

Program activities for the Mackenzie River include shoreline, park and roadside clean-ups, and developing outdoor skills, such as hiking, orienteering, camping, paddling, lighting campfires and identifying wild edible foods.

### Rideau Trail (Citizenship)

This trail parallels the Rideau Canal, which connects Ottawa and Kingston. After the War of 1812, the Rideau Canal was built as part of a safe travel route between Montreal and Kingston. Adventures for the Rideau Trail focus on citizenship and may include getting to know your public servants and services in the local community through visits and guest speakers. A Patrol may visit a library or a fire hall, or invite a politician to talk about the community's plans for a local park. Scouts can also roll up their sleeves to contribute to their community in a variety of ways, such as painting park benches or performing trail maintenance at a conservation area.



### Bruce Trail (Active and Healthy Living)

The Bruce Trail runs across the Niagara Escarpment. The trail provides people with the opportunity to explore a variety of ecosystems over a 900 kilometre path across southwestern Ontario, from Tobermory on the shores of Lake Huron, to Queenston near Niagara Falls. The trail and its surrounding wilderness offer opportunities for dozens of activities in all seasons: hiking, mountain biking, climbing, snowshoeing, skiing, sailing, kayaking and canoeing—just to name a few! In short, the Bruce Trail is the perfect symbol of the healthy activities that Scouts love!



### Red Coat Trail (Leadership)

In 1874, the Northwest Mounted Police set out on the March West from Fort Dufferin, Manitoba for Fort Whoop-up in Alberta with the aim of bringing law and order to the Prairies. Sam Steele, the famous Northwest Mounted Police Commissioner, can be regarded as the embodiment of strong leadership. He was one of the officers on the March West, and later managed customs at the Chilkoot Pass during the Klondike Gold Rush.



The Red Coat Trail offers planning and leading adventures for other members of the Troop than the Leadership Team.

### West Coast Trail (Beliefs and Values)

This trail was chosen because of the strong cultural traditions of the West Coast aboriginal peoples and the tenacious environmental activism of many Vancouver Islanders. Just as the East Coast once represented a new frontier for Europeans, the setting sun and the Pacific Ocean are symbols of distant horizons and vast potential. This trail is made up of adventures that can foster social awareness, such as exploring one's faith, encountering other faiths, and wrestling with political issues that are relevant to Scouts. Activities may include visiting a place of worship, planning a Scouts' Own or inviting a guest speaker to a meeting.



## PERSONAL PROGRESSION IN SCOUTS

As you go on adventures in Scouting, you'll find that you've developed as a Scout and as a person. This progression is broken into four levels in Scouts: Pioneer Scout, Voyageur Scout, Pathfinder Scout, and Trailblazer Scout. As you complete each level, you'll



earn a badge to wear on your uniform. At each level, you should try to push yourself farther, taking opportunities to lead your fellow Scouts in different ways.

In each level of your personal progression, you should participate in at least one adventure on each of the Canadian Trails. Review each adventure with your Patrol or your Troop. Remember, an adventure in one trail for you could be in a different trail for another member of your Patrol, so keep an eye out for chances to explore each of the trails on all your adventures! Adventures should be challenging, so expect to take some time planning each one.

During your adventures, you'll probably learn new Outdoor Adventure Skills as a matter of course. See what other skills you can develop on your adventures, and you'll see just how much you progress in Scouts!

Throughout the year, you should create some adventures for yourself, in the different Personal Achievement Badges that interest you.

Periodically through the year, you'll sit down with your Patrol, and the Troop, and review all the adventures you went on that season, and over the whole year. You'll talk with your Patrol Leader or your Assistant Patrol Leader about how you have progressed, how your skills have improved, and how you've developed in the SPICES, over the past year. You'll go on lots of adventures in each of the Canadian Trails!

### Pioneer Scout

Although Canada's first true pioneers were the First Nations who lived in this land, a "pioneer" usually refers to those who followed the European explorers and settled in Canada. The people who came to Canada as pioneers couldn't bring many possessions with them. Because they had no stores or mail-order catalogues where



they could buy the things they wanted or needed, pioneers had to be as self-sufficient and self-reliant as possible.

Pioneers had to learn to make many of the things they needed. To survive, they needed to have some basics, such as food, shelter, clothing, furniture, and fuel. That meant, for example, they had to know which wood types were good for fires, for building homes, or for making furniture. Cooperation among pioneers was also very important for their survival. Pioneer families often got together to help each other build houses and barns, clear fields for planting, and harvest crops.

In what ways might you and your Patrol be like pioneers?

As Pioneer Scouts, you'll learn a lot about how to be a member of a Patrol and a Troop. You'll also learn the Scout Promise, Law, and Motto—all the things you learned before you were invested!

I received my **Pioneer Scout** Badge from

on (Date) \_\_\_\_\_.

### Voyageur Scout

*Voyageur* was a term given in the 17<sup>th</sup> and 18<sup>th</sup> centuries to the adventurous men who journeyed long distances by canoe from Montreal to western and northern Canada to trade for furs. It was a very demanding life. A voyageur had to have good canoeing skills and be able to paddle long distances. A good voyageur paddled 40 strokes a minute from dawn to dusk. You also had to be strong, because rapids and waterfalls meant sometimes portaging your canoe and its load long distances over rough ground. And you had to be able to camp and cook using local foods.





The large fur trading canoes, called Montreal Canoes, were about 11 metres long, two metres abeam, and needed a crew of six to twelve voyageurs. The smaller North Canoe was eight metres long, and over a metre abeam. It carried a crew of four to eight voyageurs. Everyone on the crew had to work as part of the team to paddle and portage the canoe, and each voyageur had to do their job. Sometimes as they paddled, the voyageurs sang songs to keep up their spirits and help them maintain their paddling rhythm.

How was a North Canoe and its crew of voyageurs like you and your Patrol?

While you become a Voyageur Scout, ask your Troop Leader, Patrol Leader, Assistant Patrol Leader, and Scouters about how you can help lead an activity that builds up to one of your adventures. Use the Plan-Do-Review cycle to help guide your success!

I received my **Voyageur Scout** Badge from

on (Date) \_\_\_\_\_.

### Pathfinder Scout

Pathfinders are explorers who find new paths. Using their skill and courage, they travel into previously unexplored areas and mark out routes so others may follow. Like the first pioneers, Canada's first pathfinders were the First Nations. Unfortunately, their names are lost, and the Canadian pathfinders who are remembered were European explorers, like Pierre Radisson and Médard Groseilliers, Pierre de la Verendrye, Alexander Mackenzie, Henry Kelsey, David Thompson, Henry Hudson, Anthony Henday, and Samuel Hearne.

Perhaps you think pathfinders are just people of the past. But you can be a pathfinder in today's world:



simply go where no one has gone before. Where you go might even be out of this world, like Canada's first astronaut, Commander Marc Garneau. Or you could be a pathfinder like mountaineer Laurie Skreslet, the first Canadian ever to climb Mount Everest, the world's highest mountain. Other pathfinders don't go anywhere but, like Alexander Graham Bell, they invent things such as the telephone. Who knows, you might become another Jonas Salk and discover a vaccine that will prevent a harmful disease like polio.

There are limitless opportunities for becoming a pathfinder. What kind of pathfinder will you be?

If they're not already a PL or APL, Pathfinder Scouts should find opportunities to take the lead on activities building up to a larger adventure. Just like you did as a Voyageur Scout, use the Plan-Do-Review cycle to help.

I received my **Pathfinder Scout** Badge from

on (Date) \_\_\_\_\_.

### Trailblazer Scout

Blazing a trail goes a little further than finding a path. In both cases, you have an idea where you'd like to be, but where the pathfinder looks for the clear path from point A to point B, the trailblazer recognizes that a brand new path needs to be made, and does what needs to be done to make that happen.

Most of the pathfinders mentioned above built on the successes of others. This doesn't diminish their accomplishment any less! They did things no one else had done before. But who might be a trailblazer you know of? Sir John Franklin, a 19<sup>th</sup> century Royal Navy officer, attempted to find the Northwest Passage through the Arctic Ocean. Though the expedition failed



(and Sir John paid for it with his life), he exhibited that trailblazing spirit—he made up his mind to find the fabled Northwest Passage.

In Scouts, it's important to know when to turn back, and how to blaze your trails safely, but Trailblazer Scouts set out on a path they create for themselves, particularly when they set out to earn the Chief Scout's Award in their final year of Scouts.

You should also look for activities where you can link up with a Venturer Scout Company or Rover Scout Crew. The Company or Crew may come to you—many Outdoor Adventure Skills at the Company and Crew level require leading activities for younger Scouts! This will be an excellent opportunity to see what Scouting is like at that higher level you'll be a part of.

Trailblazer Scouts should already have lots of experience leading activities. Use the skills you've learned to lead, or co-lead, an entire adventure, using the Plan-Do-Review cycle. You should definitely link up with a Venturer Scout Company this year, to get to know the Venturer Scouts you'll join.

I received my **Trailblazer Scout** Badge from

on (Date) \_\_\_\_\_.

### Chief Scout's Award

The Chief Scout's Award was created in September 1973 by Governor General Roland Michener, who was then Chief Scout of Canada. You will receive the award when you complete the following requirements:



- ☐ Successfully complete 18 Outdoor Adventure Skills stages.

- ☐ Review your personal progression throughout Scouts.
- ☐ Lead your Patrol on an adventure, taking responsibility for the complete Plan-Do-Review cycle for the adventure.
- ☐ Complete 30 volunteer service hours. These hours can be completed outside of Scouts, and should be done doing something important to you.
- ☐ With the oversight of a Scouter, design and undertake a Chief Scout Project that will benefit a community (local, national, or international). This project can be completed as part of another project for another organization, such as your school, the Duke of Edinburgh's International Award, or the Scouts for Sustainability Badges. You must make regular reports to your Troop Leadership Team, fellow Trailblazer Scouts, and Scouters as you design and carry out the project, and present the results to the Troop. You'll review not only the result of the project, but how you grew as a person and a Scout in the process.

The Chief Scout's Award will be yours when you have completed these requirements, as judged by your Troop Leadership Team. Once you've completed it, the badge, and a certificate signed by the Chief Scout of Canada, will be presented to you.

You will continue to wear the Chief Scout's Award as a Venturer Scout and Rover Scout, and will be entitled to wear the Adult Recognition Award on your uniform if you decide to become a Scouter. If you have already received the North Star Award in Beaver Scouts, or the Seeonee Award in Cub Scouts, you'll add a small version of those awards to your uniform, and replace the larger one with the Chief Scout's Award.

I received my **Chief Scout's Award** from

on (Date) \_\_\_\_\_.





### SCOUT LAW AND PROMISE

In Chapter 1, you explored the Scout Law and the Promise. Scouts should try to remember these not only whenever they're part of a Scouting activity, but throughout their day-to-day lives. After all, you're still a student of your school on weekends—so you're still a Scout, even when your uniform's hanging up in the closet.

### ADULT SUPPORT

Some adventures feel pretty clear. But there will be other that you'll realize might just need an adult's guidance. Over the course of your time in Scouts, you'll be taking more and more ownership over your adventures, to a point where, at the end of your time in Scouts, you're presenting your plans to the Scouter Team! Adult Scouters are part of Troop life to help your PLs and Troop Leader make sure their plans are what's best for the Troop, and can help make sure that everyone learns the skills they need to be successful. Your Scouters are there to support your adventures!

### LEARNING BY DOING

The best way to develop a skill is to practise it. This is why your Scouters will encourage you at every opportunity to take personal responsibility, and it's why Patrols put skills to practical use on outings. After all, it's more fun to be out on an adventure than inside talking about one!

At the same time, don't be afraid to make mistakes. There's a saying that "experience is the best teacher," though it's too bad the test comes before the lesson! In Scouts, we have that cycle of Plan-Do-Review, and it's in the review part where we learn about what to do differently next time to achieve better success. Whether that's a better strategy for the wide night-time games, or a better way of organizing who's doing what at mealtime so that the work is shared fairly, we

always seem to learn what works best through experimenting, and finding out what doesn't work, first!



## Chapter 3: Troop Meetings

### The Patrol and the Troop in Action

Your Patrol and Troop will have two main kinds of meetings: planning meetings and activity meetings. When the Patrol gets together to discuss plans for future activities, the meetings are called Patrol meetings. Your Patrol can hold these meetings apart from your regular Troop meeting time, in the home of one of the Patrol members. Perhaps your Patrol has even created or built its own special meeting place. Terrific!

#### PATROL MEETINGS

Usually there are specific reasons for calling a Patrol meeting. Perhaps the Patrol want to work on a badge together, and need everyone to have a say in making the decision. Once you've all chosen a badge, the Patrol will want to decide what adventures to go on to achieve the badge requirements. Some inspiration for adventures to go on are available in the Activity Finder, part of the Canadian Path. This website helps Scouts of any age find things to do throughout the Canadian Path, and can be a great jumping-off point for your Patrol to find an adventure to go on. The Activity Finder is available on the Scouts Canada website, at <https://www.scouts.ca/programs/activity-finder.html>.

Maybe you have a camp or hike coming up, and the Patrol has to draw up a menu, decide who is going to buy the food, and who is going to prepare the Patrol's equipment.

Maybe the Patrol just wants to do some long-range planning, and needs members to say what they would like to see the Patrol do in the next three to six months. The Patrol's job is then to take everyone's ideas and work out a plan that gives each member at least some preferred activities. The PL's job in the Patrol meeting is to coordinate the meeting. Someone needs to make a written record of the major decisions the Patrol makes so you all can keep track of who has agreed to do what.

Patrol meetings don't always have to be formal. They can be called whenever a Patrol has a problem to solve. Suppose you're on a bike hike. You'd planned to go 50 km, but strong headwinds slowed you down. The PL might quickly call a Patrol meeting to decide whether or not the Patrol wants to change its original plan, because of the unexpected circumstances.

A Patrol meeting is a time for everyone's opinions to be heard. Be prepared to volunteer your own thoughts. If you notice that some of your Patrol members aren't contributing, encourage them to give their ideas. The more ideas you have, the better decisions you can make.

Patrol meetings are also a time to share feelings. Perhaps you aren't happy being in your Patrol. Share this information with other Patrol members. Perhaps the Patrol needs to begin to behave in a different way towards you, or possibly you might be happier if you were a member of another Patrol.

Patrol meetings are fun times. Almost anywhere can be a Patrol meeting place. Here's what you'll find: the more often your Patrol meets, the better you'll get to know everyone, the more fun you'll have, and the greater your *esprit de corps* will be.

You can use Patrol meetings to practise skills like foil cooking, or to work on projects. Patrol meetings also



give you extra opportunities to work on badges. You can also use Patrol meetings just to get together and spend time with each other. Some Patrols plan and hold outdoor activities or events in addition to those conducted by the Troop.

Scouters don't need to be present to hold a Patrol meeting. If you'd like to have a Scouter keep things running smoothly, you might want to talk to your Troop Leadership Team about making time during a Troop meeting for the Patrols to meet individually.

### THE LEADERSHIP TEAM

This doesn't refer to the Scouters! In fact, the **Troop Leadership Team** (TLT) is made up of all the PLs, the APLs, often all the final-year Scouts, and one other Scout: the **Troop Leader** (TL). Much like the PLs, the TL is usually a Scout in their third or fourth year, but they aren't a PL in their own right. In fact, the TL is usually a regular member of their Patrol, most of the time. The times they act as the TL are during Troop Leadership Team Meetings and ceremonies. The Troop Leadership Team is sometimes also called the Court of Honour.

Troop Leadership Team meetings coordinate the plans of the Patrols and also make short- and long-term plans for the entire Troop. For example, the TLT might decide when and where the next Troop camp will be held, and what its theme will be. As well, the TLT could say which Patrols will serve as the Duty Patrol at Troop meetings, to take care of such tasks as preparing the flags, and cleaning up after the meeting.

A Scouter is usually the TLT's resource person. Your PL is responsible for taking your Patrol's ideas to the TLT.

A good PL represents the interests of the entire Patrol at the TLT, not just their own interests. Suppose all the Patrols in the Troop agreed they want to go bowling, but couldn't decide if it should be five or ten pin. In your Patrol meeting, your Patrol decided they

preferred five pin bowling, but your PL wanted ten pin. At the Leadership Team, the PL's responsibility is to report the Patrol's preference for five pin.

The PL not only takes information to the TLT, but also reports back to the Patrol meeting any TLT decisions that affect the Patrol.

The TL is responsible for keeping the TLT meetings moving, and making sure the program the entire Troop come up with meets Scouts Canada's standards, with the guidance of the Scouters. In these meetings, the TL doesn't speak to their own interests, but the good of the entire Troop. When no TL is available, a Scouter takes on these responsibilities.

It is the responsibility of each member of the TLT to:

1. Set a good example in living the Scout Promise and Law,
2. Uphold the honour and traditions of this Troop,
3. Consider the wishes of their Patrol before personal wishes,
4. Be fair and just when making all judgments,
5. Abide cheerfully by the decisions of the majority,
6. Help the Scouters with the operation of the Troop, and
7. Respect the secrecy of TLT discussions when appropriate.

### ACTIVITY MEETINGS

Activity meetings happen both at the Patrol and Troop level. Troops vary in how often they meet as a whole Troop. Some Troops hold evening Troop meetings every week in an outdoor setting, such as a park or campground. Other Troops meet indoors in a large meeting space, like a school gym or community club, and then hold part of their meetings outside. As well as a time to play games and learn new things, Troop



meetings offer occasions for ceremonies to recognize Scouts for earning various Scout badges and awards.

Through the planning of the Patrols and the TLT, many Troops hold at least some form of major outdoor expedition, such as a camp, hike, cruise, or canoe trip, every month of the year. Some Troops also hold a long-term camp, hike, cruise, or canoe trip during the summer. Your activity meetings will also provide opportunities to prepare for these events.

### THE DUTY PATROL

Each meeting should have a Duty Patrol. This is a Patrol who is responsible for making sure everything is ready to run smoothly, and that the meeting space is cleaned up after your Troop has used it. They ensure that anything taken out or moved for the meeting is put back where it came from. This Patrol names a Colour Bearer who handles the Flag of Canada, but all members of the Duty Patrol should have something to do. The Colour Bearer role should rotate, with the PL or APL ensuring that the evening's colour bearer knows all the parts of the role.

The Duty Patrol should rotate from meeting to meeting, so that everyone has an opportunity in this role. The DPL holds the title of Duty Patrol Leader for the meeting. If the PL isn't present, the APL steps in, and in both of their absences, the remaining Scouts need to decide for themselves who will be their Duty Patrol Leader.

### Before the Meeting

In addition to the Duty Patrol's role, every Scout has one important thing to do before every meeting: make sure you're in your full uniform! Neckerchief on, over your collar, and woggle'd properly. Formal shirts should be tucked in and buttoned all the way up. If there's anything you need to present for the meeting,

or to demonstrate a skill for a badge, get that ready to go. Once you're all ready, find your way to the horseshoe.

The Duty Patrol should decide on their roles for ceremonies and the end of the meeting. The Duty Patrol Leader should make sure the signalman knows their role (securing the halyards and leading the Troop in the Scout Promise). If there's only one member of the Duty Patrol in uniform, they become the ceremonial Duty Patrol Leader by default, and should ask for a signalman from another Patrol, since you should be in full uniform to have a ceremonial role. If none of the Duty Patrol are in uniform, they should ask another Patrol to fill the roles for ceremonies. They otherwise have their normal responsibilities.

The Duty Patrol should also set up the meeting hall. Your Troop will have its own things to do every night, but your Duty Patrol's routine might look like this:

1. Flagpole brought into place
2. Flag of Canada tied onto the halyards, carefully raised, and ready to break, secured with a cleat hitch.
3. Set up any other flags you use. If an odd number of flags are flown, the Flag of Canada should be in the middle. If an even number are used, the Flag of Canada should be on the left.

### CLEAT HITCH

To tie a flag halyard to the cleat on the flagpole, use a cleat hitch.

1. Turn both lines of the halyard around the lower post.
2. Cross over the cleat, then come around the upper post. Cross over the cleat again, and repeat for at least four crossings.
3. Tuck the working end under the last crossing to secure the line.



## Ceremonies

All your Scout ceremonies should start with the Troop in the same position. Most Troops use the traditional horseshoe formation, and Scouts should stand **at ease** (feet shoulder-width apart, with their hands clasped behind their back), about one arm's length apart.

Scouts who need to enter the horseshoe, whether for a ceremonial duty, or to be awarded something, take one step back from their spot, then turn before walking smartly around the outside. From here, it's a little different in every Troop. In some Troops, you might enter in between the two Scouts in the middle (who turn to face the entering Scout, and to make room for them). When leaving, exit the same way you came. In other Troops, you might enter from the nine-o'clock position (on the right side of the diagram below), and exit through the three-o'clock position.

In the diagram below, the Troop Leader, Patrol Leaders, and Assistant Patrol Leaders of three Patrols are each marked with the number of stripes on their woggles. Usually, Patrol Leaders stand at the right end

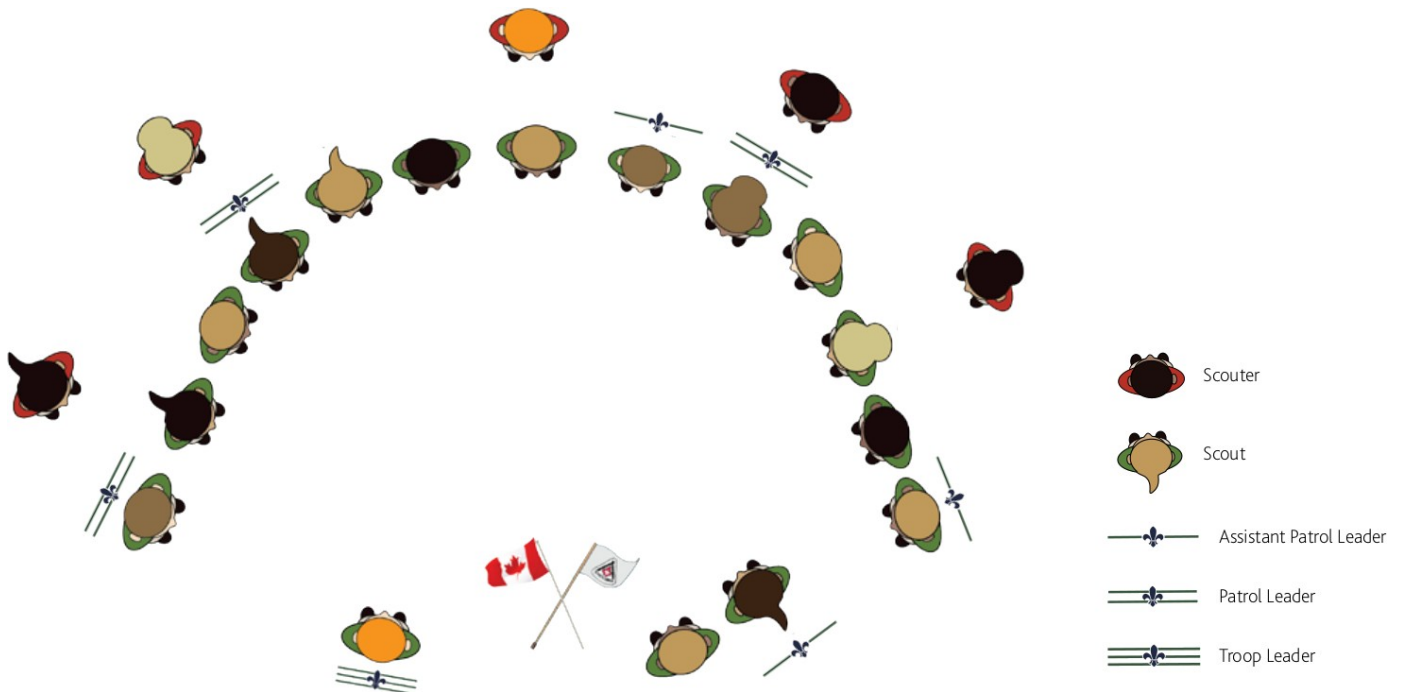
of their Patrol, and Assistant Patrol Leaders on the left end. The Patrol on the left side of the diagram has sent their APL and another Scout as the Colour Party. The Scouters stand outside of the horseshoe, either behind the Scouts, like you see in the diagram, or across the opening. After all, Scout meetings ought to be youth-led!

## OPENING CEREMONY

Every meeting starts with the **Opening Ceremony**. Once all are assembled, properly in uniform, the Troop Leader (or a Scouter, in the Troop Leader's absence) will take charge of the meeting and begin the Opening Ceremony. Everything said during ceremonies should be said loudly and clearly, so that everyone in the room can understand you. Here's an example of an opening ceremony (yours might change in a few places):

**TL:** Troop! *[This gets the attention of Scouts and Scouters alike, but they don't move yet.]* Troop, alert!

*[The Troop snap to **alert**—hands at your sides, feet together.]*



**TL:** Colour Party, post.

*[The Colour Party, made of a **colour bearer** and the Duty Patrol's PL or APL as **colour guard**, approach the flagpole. If they're in the horseshoe, enter using the proper way. Upon reaching the flagpole, they come back to attention.]*

**CG:** Clear the halyards.

*[After making sure the halyard isn't fouled in itself, the colour bearer holds the halyard attached to the outside of the flag fast in their hand.]*

**CB:** Halyards all clear, aye!

**CG:** Break the flag.

**TL:** Troop, salute!

*[The colour bearer pulls down on the halyard smartly, in one smooth motion, allowing the flag to unfurl, as the rest of the Troop raise their right hand in the Scout Salute. Scouts out of full uniform instead raise their right hand in the Scout Sign. Once the flag has completely unfurled:]*

**TL:** Troop, as you were.

*[The Troop return to alert.]*

**DPL:** Colour Party, dismiss.

*[The Colour Party return to their positions. On arriving, the colour bearer might raise their right hand in a Scout Sign, and the Troop does likewise, to recite the Scout Promise, led by the colour bearer. Other Troops might sing O Canada. At the end, all return to alert.]*

**TL:** Troop, at ease.

*[At this point, the Troop Leader should give the plan of the day. Afterwards, the Scouter Team may have*

*announcements. They'll tell the Troop Leader to "carry on" when they've finished.]*

**TL:** Troop, alert! Turning right, *[The Troop face right.]*  
BREAK OFF!

At this point, the Opening Ceremony is complete, and the first planned activity can proceed.

## CLOSING CEREMONY

The Closing Ceremony is usually similar. Just before the end of the meeting, the Troop Leader will call the Troop to the horseshoe. Any badges earned recently should be awarded by the Troop Leader, and any closing announcements or notes will be given. In the closing ceremony, the colour bearer is ordered to "lower the flag", but no order to salute is given. The colour bearer lowers the flag quickly and carefully, without allowing it to touch the floor, and waits at alert for the order to "secure the halyards." Upon returning to the horseshoe, the colour bearer does not lead the Troop in the Scout Promise. Instead, the Troop Leader gives the final order for the night, "Troop, turning right, DISMISS!"

After the Troop Leader has dismissed the Troop, the Duty Patrol has to put away everything that was brought out for the meeting. The Flag of Canada should be carefully folded and prepared for the next meeting. Upon finishing folding the Flag of Canada, it's customary for the Scout handing off the flag to give the Scout Salute to the other (and for the salute to be returned, since all salutes should be returned). The floor should be swept and the flagpole returned to its place.

## Folding the Flag of Canada

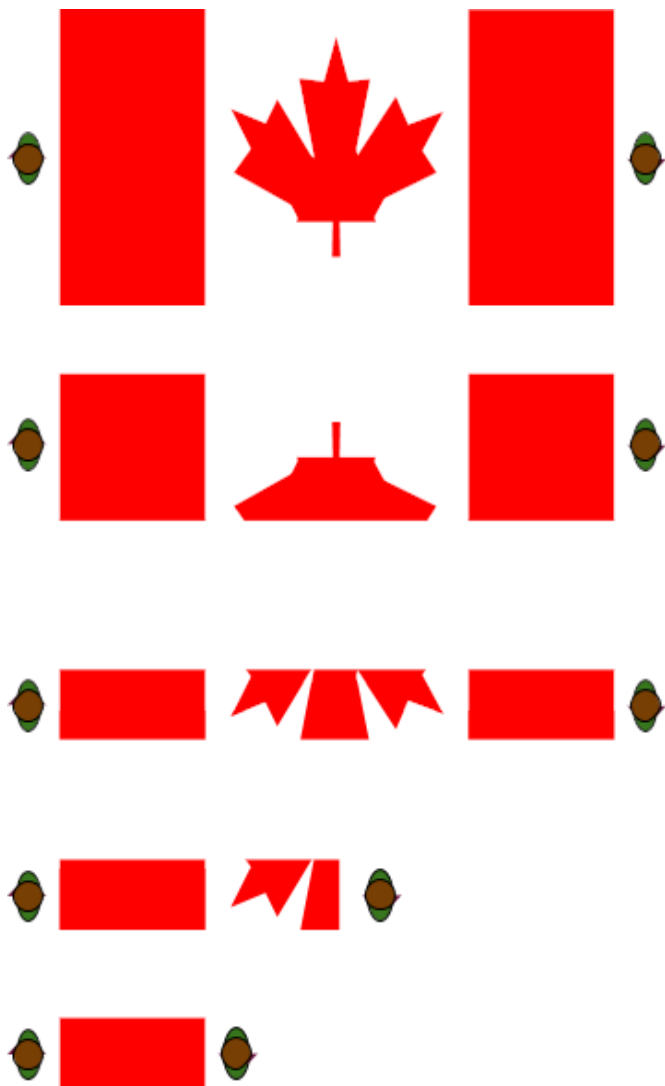
Folding up the flag after a meeting can be a bit of a serious thing. The flag comes with some rules about how to take care of it, and many Scout Troops have





borrowed a rule from the military—don't ever let it touch the ground! After all, a dirty, ragged flag isn't fit to fly, and if the flag never touches the ground, it's unlikely to get dirty. Folding the flag well means that it won't touch the floor in the process.

The colour bearer holds the "fly" end of the flag—the end that is away from the flagpole—with the colour guard holding the other. Stretching the flag taut, they fold the flag lengthwise (bring your hands together,



without moving your feet), then turn it so that the top-left corner of the flag (the canton) is at the bottom.

Fold the flag lengthwise again, and turn it again so the canton is outside, at the bottom.

Next, the Colour Party walk toward each other until the flag is folded. The colour bearer lets go, and picks up the end of the flag (which is really the middle). They step back, bring the flag taut again, and repeat.

Finally, while the colour guard holds it, the colour bearer rolls up the flag tightly, until it's completely rolled. Take the short rope, and make a round turn around the flag, tucking a bight in near the standing end. Now the flag has been folded, and is ready for the next opening ceremony!

This flag folding is ideal for breaking the flag, because once the bight slips, the whole flag unfurls itself. Folding it this way also makes sure it takes up only a little bit of space, and can be easily tied onto the halcyon.

## INVESTITURE

Investing a new Scout is an important occasion. When you participate in an investiture, it's important to know what roles there are, and what to do.

Investitures might happen in the regular meeting hall, during a camp, at a nearby park, or any other meaningful location to the new Scouts and to the Troop.

The Troop report to the horseshoe, and the Troop Leader stands in the centre, two steps in front of a Scouter. That Scouter stands by, to the right of the Troop Leader, holding the new Scout's neckerchief and other new badges. One Scout, usually the colour bearer, stands just outside the horseshoe, to the Troop Leader's left side, holding the Scout flag, ready to bring it in.

It might be meaningful to have a sibling or friend of the newly-invested Scout take this role, if they're also in Scouting. This person is referred to as the Colour Party. Since each new Scout should make their promise





separately, the Colour Party can retire and hand off the flag to the next Colour Party in turn, as need be. As well, if a new Scout's parent is also a Scouter, they should be the Scouter holding the neckerchief. The new Scout's Patrol Leader should keep the Patrol's emblem ready in their pocket.

One last thing to prepare before the investiture: the Troop Leader should privately ask the new Scout if they'd prefer to repeat the Scout Promise, or say it freely themselves, as well as which variation of the promise the new Scout would like to make. Patrol Leaders should remind the tenderfeet (uninvested Scouts) that, during the investiture, they should not use the Scout Sign or Scout Salute until they're invested (with the obvious exception of their own investiture!)

Once the Troop are in the horseshoe, the Troop Leader should call them to alert, and the ceremony proceeds, probably something like this:

**TL:** Colour Party, present the colours.

*[The invested members of the Troop salute, and the Colour Party enters with the Scout flag, and stands one pace to the left of the Troop Leader, facing the horseshoe. Once the Colour Party is in place, the Scouts return to alert at the same time as the Scouters.]*

*[The new Scout's Patrol Leader now brings the new Scout into the horseshoe, and stands off to the side, one pace ahead of the Scouter.]*

**PL:** I present (tenderfoot's full name), who wishes to be invested as a Scout.

**TL:** Thank you.

*[The Patrol Leader takes one step back.]*

**TL:** (Tenderfoot's name), do you know the Scout Promise and Law?

**TF:** I do.

**TL:** Can I trust you, on your honour, to do your best to live up to the Scout Promise?

**TF:** You can.

**TL:** Can I trust you, on your honour, to be helpful, trustworthy, kind, cheerful, considerate, clean, and wise in the use of your resources?

**TF:** You can.

**TL:** Troop, Scout Sign!

*[Other than the Colour Party, all invested Scouts hold up the sign. Tenderfeet stand fast. The Colour Party steps forward and turns to the right, so that they look at the Patrol Leader, past the Troop Leader and tenderfoot. Keeping the flag gathered, they lower the Scout flag between the Troop Leader and the tenderfoot, until it's held out horizontal.]*

**TL:** (Tenderfoot's name), place your left hand on the flag, and raise your right hand in the Scout Sign. *[The Troop Leader does the same.]*

*[If the tenderfoot would like to say the Scout Promise themselves, the Troop Leader says the next line.]*

**TL:** (Tenderfoot's name), make the Scout Promise.

*[If the tenderfoot would prefer to repeat the Scout Promise:]*

**TL:** (Tenderfoot's name), say after me...

**TL+TF:** On my honour,

**TL+TF:** I promise that I will do my best



**TL+TF:** To do my duty to God and the King, [or] To respect my country and my beliefs,

**TL+TF:** To help other people at all times,

**TL+TF:** And to carry out the spirit of the Scout Law.

*[When the new Scout has completed the promise, they and the Troop Leader release the flag. The Colour Party raises the flag and returns to their previous position. At the same time, the Troop returns to the alert.]*

*[The Troop Leader shakes hands with the new Scout using the Scout Handshake, and says:]*

**TL:** (New Scout's full name), you are now a Scout in the worldwide Scout Movement. I trust you, as a Scout, to keep this promise.

*[The Scouter standing by steps forward and places the new Scout's neckerchief around their neck, attaching the neckerchief slide. If the new Scout was a Cub Scout in the same group, they keep their previous neckerchief, and the Scouter will add the new neckerchief slide before removing the old one. If the new Scout is joining the Troop from another Scouting Group, the new neckerchief should be added before removing the old one.]*

**Scouter:** With this neckerchief and woggle, I make you a member of the \_\_\_\_\_ Scout group. [or "Troop," if the new Scout was previously a Cub or Beaver Scout. The Scouter might then explain the significance of the Group's neckerchief colours or point badge. The Scouter hands the new Scout their group and council badges, and shakes their hand with the Scout Handshake.]

*[The Patrol Leader steps forward and hands the new Scout their Patrol emblem, saying:]*

**PL:** (New Scout's name), with this emblem, I welcome you to the (name) Patrol.

*[They shake hands using the Scout Handshake, then the Patrol Leader falls in next to the new Scout, on their left.]*

**TL:** (New Scout's name), about face!

*[The new Scout and their Patrol Leader turn around in place at the same time.]*

**TL:** Salute the Troop. Troop, to our new Scout, salute!

*[After exchanging salutes, the Patrol Leader escorts the new Scout back to their Patrol. They may exchange handshakes with Scouters on the way.]*

If there are additional Scouts to invest, their Patrol Leader(s) should bring them forward in turn, and the ceremony repeats. If needed, Colour Parties should carefully hand off the Scout flag.

Once all the new Scouts have been invested, the Troop Leader says, "Troop, alert! Colour Party, dismiss." At this point the colour party turns to their left and marches off as the Troop salutes.



## Chapter 4: Badges and Awards

The badges and awards you earn in Scouts aren't the end of the journey, they're just the beginning! Wearing them on your uniform shows other Scouts that you've developed a certain set of skills, and that you're interested in certain things. But just because you've earned your Winter Fitness Badge doesn't mean you stop skating, any more than earning your Hobby Badge should mean that you, say, put away your camera, just because you satisfied a few badge requirements.

The adventures you plan, do, and review in the course of earning badges in Scouts should hopefully inspire you to keep exploring these parts of your life. You'll do things you never realized you were capable of, and you'll have a lot of time in your life to continue exploring!

### Outdoor Adventure Skills

The Outdoor Adventure Skills are a badge system that spans from Beaver Scouts through Rover Scouts. The Outdoor Adventure Skills can be used to drive and inspire new adventures you go on, because there's always a new skill to build.

Badges you earn in the Outdoor Adventure Skills are called "stages". Each of the nine OAS skill sets have nine stages, and you wear the highest-stage badge you've earned in each skill set on your uniform. When you move from Scouts to Venturer Scouts, your OAS badges will move with you, so that you can continue developing those skills the whole time you're in Scouting!

You'll probably find that you complete OAS requirements without planning to. Many of the skills

are naturally part of Scouting, and your Scouters might slide these skills into a camp plan, or review a meeting and see that everyone satisfied some set of these requirements. If you see something in OAS you'd like to pursue by yourself, or as a Patrol, you should! Have a Scouter, or someone who already has the skill, watch, to determine whether you've demonstrated the skill and initial the page, then show your Patrol Leader for approval! For instance, certain skills in the Aquatics skills are also covered if you've taken formal swimming lessons, so a parent could initial the matching skills between Aquatics Skills and your swimming lessons.

Your fellow Scouts can do this if they have the OAS badge two stages above what you're doing. That means any Scout with Scoutcraft Stage 3 can sign off that you can "gather dry burnable wood for a fire", a Scoutcraft Stage 1 skill.

If it's included, Appendix A has the requirements for each OAS badge. You can also find them online at <https://www.scouts.ca/programs/sections/outdoor-adventure-skills.html>.



## Personal Achievement Badges

The Personal Achievement Badges are a way for you to explore your own interests, and how they intersect with Scouting. After all, Scouts is much more than camping, hiking, and learning to make campfires!

Unlike other badges in Scouting, the Personal Achievement Badges are, at their core, all about **achieving** something that's important to you, **personally**. You'll create a plan to explore some area of your own interest, where you'll go on five new adventures of your own choosing.

You have to come up with your plan before you start (so, computer wizards: you can't use that giant Minecraft computer you built last summer for a new Technology badge!), but an adventure for a Personal Achievement Badge could be part of another project at the same time. If you have a school project coming up that lines up with one of these badges, for instance, it would be okay for that project to be included in your badge adventures.

The other big reason that Personal Achievement Badges need to be planned ahead, is that you and your Scouter need to agree that the adventures you've chosen are the right level of challenge. Not too easy, but not impossible. After all, it wouldn't be fair to expect a Scout pursuing the Summer Fitness Badge to run the 100-metre dash in ten seconds—that's a benchmark of a world-class professional sprinter!

As you work through the Plan-Do-Review cycle for your Personal Achievement Badges, you'll go through each of these tasks:

- ☐ With a Scouter, plan **five** adventures that explore the area of Scouting you chose. Think about what you hope to learn or achieve. What skills do you need to learn? What supplies do you need? Set a target date to finish all five.
- ☐ Do each of your five adventures. Make sure you can be safe in your adventures!
- ☐ Review your adventures with a Scouter and your Patrol:
  - ☐ What did you learn?
  - ☐ What worked well and what didn't?
  - ☐ What would you do differently next time?
  - ☐ How can you use and share what you've learned in Scouts and the rest of your life?
  - ☐ How have you demonstrated the Scout Promise, Law, and Motto in doing this adventure?
  - ☐ How did you grow in the SPICES?

The sixteen Personal Achievement badges in the Canadian Path are:

- **Air:** Anything connecting with the atmosphere, including exploration, environment, leisure pursuits, experiments, etc.
- **Arts:** Exploring your own creative expression and the creative output of others.
- **Canada:** Exploring what it means to be a citizen who makes positive contributions to the country.
- **Community:** Exploring what it means to be an active, contributing member of your neighbourhood and the city.



- **Earth:** Anything connecting with our planet's soil and geology, including exploration, environment, leisure pursuits, experiments, etc.
- **Engineering:** Conceiving, planning, and constructing functional items in a calculated, hands-on way.
- **Hobby:** An opportunity to develop one specific interest or to explore new interests.
- **Home:** Exploring what it means to be a contributing member in a household.
- **Science:** Learning and experimenting critically and empirically.
- **Space:** Anything connecting with outer space, including exploration, leisure pursuits, experiments, etc.
- **Summer Fitness:** Anything related to active and healthy fitness and the summer season.
- **Technology:** Exploring how to use digital technology effectively and responsibly.
- **Water:** Anything connecting with water, including exploration, environment, leisure pursuits, experiments, etc.
- **Winter Fitness:** Anything related to active and healthy fitness and the winter season.
- **World:** Exploring what it means to be a contributing global citizen.
- **Year-Round Fitness:** Anything related to active and healthy fitness that can be pursued year-round.

You might get an idea for one of these badges after an adventure you go on with your Patrol or Troop. If you're looking for other inspiration for your Personal

Achievement Badges, you'll probably find some ideas in the Activity Finder on [scouts.ca](http://scouts.ca). There's also a great tool on the Scouts Canada website to help you plan out your badge, with other ideas! You can also talk to your Scouters, who will be able help you narrow down some good adventures.

## Scouting and Spirituality



When may Scouts make your Scout Promise, they say they'll do their duty to God. Your relationship with your beliefs is your own, and how you demonstrate that can take many forms. Many faiths connect individuals to each other, and their environment, through formal worship and prayer. Other faiths expect their adherents to make their practice personal. Many Scouts and Scouters profess no faith at all! But they still feel that connection to the rest of the world, and Scouting can offer many opportunities to explore your own spirituality.



A Scouts' Own is the usual way that Scouts and Scouters have their beliefs play a part in their Scouting. A Scouts' Own is a simple practice, usually taken at camp, on the day you leave for home, when everything's all packed up and you have some time to think about what's happened, and how you feel about it. It's a quiet, contemplative time, where Scouts think about, and sometimes share their thoughts about that connection to each other, to all their fellow Scouts, and the world. If a prayer in your faith comes to mind during a Scouts' Own, feel free to share it with your fellow Scouts. After all, it's about you. That's why it's a "Scouts' Own!"



One way you might reflect on your beliefs is to make the Internal Compass part of your Scouting, and your Scouts program. It has four simple parts, which you can





remember by thinking of the four cardinal directions:

- Naming Gratitude
- Experiencing Service
- Stopping for Reflection
- Welcoming Wonder



Look for opportunities to strengthen your spiritual life in your Scouting with this

compass. These opportunities might include a few moments of silence at the beginning or ending of a meeting to give thanks for friendships, a time of reflection on a quiet trail to give thanks for this beautiful world we must take care of, a simple grace said together at mealtimes at camp, or a chance to ponder life, next to a crackling campfire.

## RELIGION IN LIFE AND SPIRITUALITY AWARDS



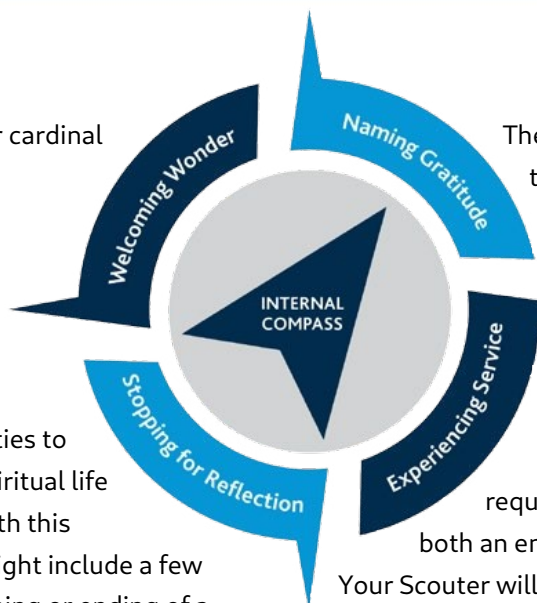
Another way that you might explore and demonstrate that connection is by pursuing the Religion in Life or Spirituality Awards. Scouts Canada has

worked with many religious groups in Canada to create a range of Religion in Life Awards, but these don't describe the range of faiths practised by Scouts. If we don't have a specific program for your faith, an individual exploration of your own beliefs can earn a Spirituality Award.

For the Religion in Life Award, you need to get a pamphlet outlining the requirements for your faith from the Scouts Canada website. You may want to ask



a Scouter, or a parent or guardian, to help you find it. Usually an adult from your faith community will be appointed to help you with the requirements.



The Spirituality Award, like the Personal Achievement Badges, requires you to explore your own



spirituality. Guidelines are available on the Scouts Canada website.

Once you have completed the requirements, you will be presented with both an emblem and a certificate.

Your Scouter will probably arrange for a spiritual leader of your faith to present them to you at an appropriate occasion—perhaps at a religious service.



These Awards have five stages. The emblem's outside border colour (yellow, green, blue, red, and purple—Scouters only) shows which stage you have earned. You may have earned the yellow stage as a Cub Scout. If you did, you may continue to wear the emblem until you earn a higher level emblem as a Scout. You should only wear the highest stage you've earned. You wear the Religion in Life or Spirituality Award on your uniform, on the left chest pocket.



I received my **Religion in Life** or **Spirituality Award** from

\_\_\_\_\_ on  
(Date) \_\_\_\_\_.

## Language Strip



As a Scout, particularly when you participate in jamborees, you may find yourself in a situation where you need to speak a language other than English, either to communicate for yourself, or to help someone get by who doesn't speak the local language.

Scouts who can carry on a fifteen-minute conversation, in a language other than what's spoken in the area you live in, to the satisfaction of a Scouter, are awarded an appropriate Language Strip, to wear on their uniform.

I received my **Language Strip** from

on (Date) \_\_\_\_\_.

### Scouts for Sustainability

The Scouts for Sustainability Badges bring the UN's Sustainable Development Goals into your progression in Scouts. These badges group the 17 SDGs into three topics: the **environment**, **society**, and **innovation**. You, your Patrol, and your Troop can take on projects meant to improve sustainability in the goals, and the more projects you take on, the higher the tier of badge you'll be awarded to wear on your uniform shirt!

When you've completed projects taking on **two** goals in a group, you'll earn the Bronze tier for that group. After **four** goals, you earn the Silver tier, and after you've taken on every SDG in a group, you earn Gold. Like the OAS badges, these move from one uniform to the next, so if you've completed the Bronze or Silver tier in Cubs, you can bring the badge straight on to your Scout shirt, and along to Venturer Scouts as well!

Let's say your Troop is concerned about how much plastic you use in your lives. You all decide to go home and survey all the single-use plastic in your homes. Then, you decide to learn about how they can use less plastic and make their own reusable bags to take to the grocery store with them. One of the Scouts is working on their Chief Scout's Award and decides to plan a zero-waste camp for the Troop. These are great projects that explore sustainability, and how they relate to not only your daily life, but also your life in

Scouting. These projects in particular work toward SDG #12, **Responsible Consumption and Production**.

You can also work on these badges alongside other badges. You might set yourself an adventure exploring SDG #9, **Industry, Innovation, and Infrastructure**, as part of your Engineering or Technology Personal Achievement Badge, or use your Chief Scout's Award project to take on SDG #10, **Reduced Inequalities**. As long as you decide ahead of time that the adventure goes toward both badges, you're good to go!

### THE ENVIRONMENT

Keep track of what goals you've taken on that affect sustainability of the environment:



My **Clean Water and Sanitation (#6)** project was

\_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.

My **Affordable and Clean Energy (#7)** project was

\_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.

My **Sustainable Communities (#11)** project was

\_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.

My **Climate Action (#13)** project was

\_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.





My **Life Below Water (#14)** project was

I completed this project on (Date) \_\_\_\_\_.

My **Life On Land (#15)** project was

I completed this project on (Date) \_\_\_\_\_.

I received my **Bronze** Environment Sustainability

Badge from \_\_\_\_\_

on (Date) \_\_\_\_\_.

I received my **Silver** Environment Sustainability Badge

from \_\_\_\_\_

on (Date) \_\_\_\_\_.

I received my **Gold** Environment Sustainability Badge

from \_\_\_\_\_

on (Date) \_\_\_\_\_.

### SOCIETY

Keep track of what goals you've taken on that affect sustainability of our society:



My **Good Health and Well-Being (#3)** project was

I completed this project on (Date) \_\_\_\_\_.

My **Quality Education (#4)** project was

I completed this project on (Date) \_\_\_\_\_.

My **Gender Equality (#5)** project was

I completed this project on (Date) \_\_\_\_\_.

My **Reduced Inequalities (#10)** project was

I completed this project on (Date) \_\_\_\_\_.

My **Peace, Justice, and Strong Institutions (#16)**

project was \_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.

My **Partnerships for the Goals (#17)** project was

I completed this project on (Date) \_\_\_\_\_.

I received my **Bronze** Environment Sustainability

Badge from \_\_\_\_\_

on (Date) \_\_\_\_\_.



I received my **Silver** Environment Sustainability Badge  
from \_\_\_\_\_  
on (Date) \_\_\_\_\_.

I received my **Gold** Environment Sustainability Badge  
from \_\_\_\_\_  
on (Date) \_\_\_\_\_.

## INNOVATION

Keep track of what goals you've taken on  
that affect sustainability through  
innovation:



My **No Poverty (#1)** project was  
\_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.

My **Zero Hunger (#2)** project was  
\_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.

My **Decent Work and Economic Growth (#8)** project  
was \_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.

My **Industry, Innovation, and Infrastructure (#9)**  
project was \_\_\_\_\_.

I completed this project on (Date) \_\_\_\_\_.

My **Responsible Consumption and Production (#12)**  
project was \_\_\_\_\_.  
I completed this project on (Date) \_\_\_\_\_.

I received my **Bronze** Innovation Sustainability Badge  
from \_\_\_\_\_  
on (Date) \_\_\_\_\_.

I received my **Silver** Innovation Sustainability Badge  
from \_\_\_\_\_  
on (Date) \_\_\_\_\_.

I received my **Gold** Innovation Sustainability Badge  
from \_\_\_\_\_  
on (Date) \_\_\_\_\_.

## Messengers of Peace Award

The Messengers of Peace Award is a WOSM-based award, also related to the UN Sustainable Development Goals. Messengers of Peace takes Scouts for Sustainability to a much higher level of achievement. As you get more experience taking on these projects, try to expand your focus. Sustainability at home, and on one camping trip, is a great start, but how you can you make a lasting change in your community, and beyond?



A Scouting member who becomes a Messenger of Peace takes on the plan-do-review process, either by



themselves, or as part of a team (this could be your Patrol, your Troop, or even just a small, passionate group of your fellow Scouts) for a project tackling one of the SDGs. The way that it builds on the Scouts for Sustainability Badges is that your Messengers of Peace project should work to create lasting change in the community you're working to improve sustainability. You might explore SDG #12 (Responsible Consumption and Production) toward your SSBs by helping your family build and maintain a vegetable garden. You might build on your success at home by taking on an extended project in your community to create a community vegetable garden, which would create a broader, more lasting change!

Kayla Bernard, a Rover Scout and Colony Scouter from Halifax, Nova Scotia, was awarded the Messengers of Peace Hero Award in 2021, for creating the HeART in a Box project, which sends out art and mindfulness kits to youth across Nova Scotia, to help them navigate stressful situations. While Kayla was already a Rover Scout when she conceived of this project, what contributions can you make to your community, that will improve its sustainability?

Because Messengers of Peace is a WOSM award, there is a global hub to track your project. With your parents, or your Scouters, create a personal (or Patrol, or Troop) profile on [sdgs.scout.org/youth](https://sdgs.scout.org/youth), and you'll join the worldwide network of Scouts and Scouters working on the Sustainable Development Goals, and their Messengers of Peace Awards!

Recipients of the Messengers of Peace Award receive a badge that rings the World Scout Emblem on your uniform shirt. Once you're a Messenger of Peace, you can wear the badge on every uniform shirt you wear as a member of Scouting, worldwide!

## Duke of Edinburgh Award



The Duke of Edinburgh's International Award scheme was launched in Canada in 1963. This award scheme is open to everyone between the ages of fourteen and twenty-five.

The Duke of Edinburgh's International Award has three levels: Bronze, Silver, and Gold. The three levels are geared to different age groups—bronze for those over fourteen years, silver for those over fifteen, and gold for those over sixteen. The different levels of the award correspond to increased levels of challenge, as well as how long you should expect to work on the award.

The program has four sections: Service, Physical Fitness, Skills, and an Adventurous Journey. Your Adventurous Journey might be an Expedition—a journey with a purpose—or an Exploration—a purpose with a journey. When earning the Gold Award, you'll also work on a Gold Project, where you will challenge yourself to work with new people toward a common goal in an unfamiliar setting.

Often, officials from different levels of government make the award presentations. When available, a member of the Royal Family traditionally presents the Duke of Edinburgh's Gold Award.

If you are coming up to your 14<sup>th</sup> birthday and think you might be interested in the Duke of Edinburgh's International Award, explore <https://www.scouts.ca/programs/youth-leadership/duke-of-edinburghs-international-award.html> for the latest information, and ask your Scouter to help you get a hold of an award leader near you!

## Youth Leadership Training

Learning to lead your fellow Scouts shouldn't be case of "trial by fire", where you learn as you go. Instead, the



Youth Leadership Training program helps you learn to lead by completing some self-selected training exercises in a larger group of other Scouts, usually facilitated by a Venturer Scout or Rover Scout. Ask a Scouter when the next SCYLT program will run near you.

Together with the other trainee leaders, you'll discuss what leadership skills you'd like to learn and improve upon, and choose two Trail Cards in each of five aspects of leadership: **Becoming a Leader, Communication, Teamwork, Problem Solving, and Project Management.** Which cards you choose will depend on you—what do you think you need to learn in order to become a better leader of your peers? As you make your plan to become better leaders, you should be given a worksheet to help to plan, do, and review your progress.

After you complete the Trail Cards, you'll review the whole process. What did you learn about being a leader? Do you feel like you've improved? How can you be a leader in the Troop, your Patrol, at home, at school, and with friends?

At the end of the review process, you'll receive the Scout Youth Leadership Training badge, which you'll wear on your uniform, just below your Group badge.

I received my **Youth Leadership Training** badge from

on (Date) \_\_\_\_\_.

### Canadian Path Link Badges

If you were a member of a Cub Scout pack before you joined the Troop, toward the end of your Howler year, you would have linked up with the Scouts for some activities, and been awarded a Link Badge when you

leapt up, with a wolf's paw print on it. This badge shows that you were a Cub Scout before being a Scout, and you wear it on your Scout, Venturer Scout, and Rover Scout uniforms! If you swam up from Beaver Scouts to Cub Scouts, you should already have a Link Badge with a beaver paw on it. You should move this badge from your Cub Scout uniform to your Scout uniform.

In your last year as a Scout, you might link up with a Venturer Scout company for some activities, just like you did as a Howler. You might join in Venturer Scout camps, or help out at a Kub Kar rally, as a Venturer Scout would. At the advancement ceremony, you'll be awarded a Link Badge with a barefoot footprint on it, to commemorate your time and adventures in Scouts. You'll wear it on your Venturer Scout and Rover Scout uniforms.



Venturer Scouts are largely responsible for planning and running their own programs and activities. The Venturer Scout motto, *Challenge*, should give you some idea of the Venturer Scout program's focus and nature.

### Outstanding Service and Awards for Valour

Probably no one sets out to be a hero and receive a medal, but the Scout Motto is *Be Prepared*. By using the skills you learn as a Scout, you may save someone's life, or otherwise demonstrate extraordinary Scouting spirit, whether through some adverse conditions, or on an ongoing, heartfelt basis. Scouts who set themselves out from the crowd in these ways may be eligible for a special medal. These medals are adjudicated by the National Recognition Network, and require someone to nominate the Scout they think is deserving. If you think a fellow Scout is deserving of one of these



awards, talk to your Scouter. They'll help you fill out the nomination paperwork.

Medals should only be worn for ceremonial occasions, but the emblems—the figure-eight knot uniform flashes, or the Jack Cornwell emblem—should be sewn on your formal uniform shirt. While the Medal of the Maple is worn around the neck, the others should be pinned on the right side chest pocket of your uniform shirt when they're worn.

### THE MEDAL OF THE MAPLE



The Medal of the Maple is awarded for distinguished youth and excellence within the Scouting movement. It's intended to honour those youth who have significantly contributed to the Scouting movement and the spirit of Scouting through community service, extraordinary Scouting participation, and a solid system of personal values.



### AWARD FOR FORTITUDE

The Award for Fortitude is for Scouts Canada members who carry on Scouting, to the best of their ability, despite being challenged in some respect as a result of some considerable physical or mental health condition, injury, or disease, and continue to contribute to the movement. Someone who continues to attend regular meetings and events, while undergoing treatment for cancer, would be a worthy recipient of this award.



### THE JACK CORNWELL DECORATION

This decoration is named for Jack Cornwell, VC, a former Scout and Royal Navy sailor who, at only sixteen, served aboard HMS *Chester* as a sight-setter for one of the forward guns on the ship. His ship was attacked in battle, and Jack



was the only member of his gun's crew still alive afterwards. When medics arrived on deck after the battle, they found Jack, grievously wounded but awaiting orders. In the end, Jack died from his wounds, but he was recognised with the Victoria Cross, and has been commemorated by both Scouts and Cadets around the world.

While we hope no one in Scouting passes away while doing their duty, B.-P. created the Jack Cornwell decoration to recognise Scouts who demonstrate high character and great physical courage, or undergo great suffering in an heroic manner. The emblem for this decoration could be worn on the heart-side chest pocket.

### AWARDS FOR MERITORIOUS CONDUCT



The Awards for Meritorious Conduct take the form of a certificate, or a medal, in recognition of distinguished conduct, worthy of commendation, but not involving heroism or risk of life. A Certificate for Meritorious Conduct might be awarded to a Scout who assists in a first aid situation, calling for aiding and keeping the casualty calm, or for someone acting as a primary caregiver for a person needing medical support, while continuing their service to Scouting.



Someone who demonstrates such meritorious conduct might be awarded a bar to their medal. This shows that they've done something worthy of the medal several times!

### AWARDS FOR GALLANTRY



The Awards for Gallantry recognise Scouts who, in the course of taking some action worth of commendation, put themselves in harm's way for the sake of doing the right thing. We don't expect anyone to ever wake up in the morning, thinking, "I'm going to earn a medal for



gallantry!" If you find yourself in a situation where you have to put yourself at risk to do the right thing, **be careful**. Don't create a second emergency.

These awards take the form of a certificate and flash, and three medals: the Bronze Cross, Silver Cross, and Gold Cross. Each involves considerably more risk to self than the last. Below are some citations that have been read when Scouts were presented medals by the Governor General of Canada:



Scout Colin Puetz, 12, of Rose Valley, Saskatchewan, received the Silver Cross for Gallantry with considerable risk. When his brother Jason, 2, was attacked by the family dog, Colin took quick and courageous action to save the badly mauled youngster from further injury or death. The Scout crawled under the patio on his stomach and elbows, moved slowly towards the child and dog, grabbed his little brother, and dragged him to safety.



Wakened by a fire in the house, Scout Barkley Skeates-Hill, 13, of Warner, Alberta, roused 11 sleeping people and probably saved their lives. After alerting his parents upstairs, he returned to the basement to help seven children, including a 3-year-old, escape. For his actions, Barkley was awarded the Bronze Cross.



Scout Douglas Pettigrew of Devon, Alberta, rescued his 6-year-old brother when he fell into a fast-flowing creek. Drawing on his knowledge and skill, Douglas crouched down beside the creek, waited until his brother surfaced, and grabbed him by the arms to pull him to safety. His quick action saved his brother's life, and Douglas was awarded the Medal for Meritorious Conduct.





## The Scout Uniform

Scouts generally have two uniform options, the formal uniform and activity uniform. The activity uniform can be used for any uniform event, but the formal uniform should be worn for formal occasions (award ceremonies, Remembrance Day ceremonies, and civic meetings where you're out in public).

### FORMAL UNIFORM

- Green long-sleeve Scouts Canada shirt
- Neckerchief

### ACTIVITY UNIFORM

- Green short-sleeved Tech Tee with Scouts Canada logo, or any other shirt designated by your Troop
- Neckerchief

If your Troop has its own neckerchief, the tan or red National neckerchiefs should only be worn when outside of Canada at Scouting events (such as the World Jamboree). In these cases, group neckerchiefs should not be worn.

Badges are to be worn according to the diagram below. Try to add your badges to your uniform as soon as you can after you've earned them.



# Chapter 5: Safety Permits

From time to time, Scouts handle things that, in untrained hands, could end up hurting someone. But these are parts of Scouting—using pocket knives, chopping wood, lighting campfires and camp stoves—so Scouters make sure that Scouts learn how to do these things safely, with or without a Scouter present.

As a Cub Scout, you may have learned to light a small campfire already. As a Scout, you'll practice the whole life cycle of a campfire, from preparing your fire area and lighting it, through keeping it going, to making sure it's completely out, and no longer a hazard.

Similarly, you've probably helped chop food to prepare a meal before, under an adult's close supervision. In Scouts, you'll learn how to properly maintain that knife, and how to keep yourself and others safe from it, at all times.

Scouts Canada issues safety permits for four types of hazardous activities: the Knife Permit, the Axe and Saw Permit, the Stove and Lantern Permit, and the Match and Fire Permit. Without these permits, you can still perform these activities, but only under the close supervision of a Scouter.

But once you've earned the permit, you're trusted, on your honour, to carry out these activities safely, without supervision. You will probably have opportunities to camp without a Scouter on your campsite, and it'll be important for each of these permits to be held by at least one or two members of your Patrol, but ideally everyone.

Think of the permit as a letter from one Scouter to another, that you know what you're doing. If you show a Scouter that you've forgotten the rules, you may get that letter—the permit—taken away, until you can take

your training again. Once you have your permit, make sure you have it in your pocket before you start doing something the permit covers. If you can't show your permit, you'll have to stop what you're doing, and you may even be sent home from the event.

Scouters will ensure that the training happens at an appropriate time, for you to have the skills needed for the adventures you choose.

## A Note About Knives

All knives used at a Scouts Canada event must have a blade no longer than 10cm. Any knife, including those in the kitchen, that doesn't fit that description needs special permission from your Group Commissioner to bring to camp. If you have earned your Knife Permit, when you carry your personal knife, most Scouters prefer a folding knife with a blade that locks, and needs to be opened with both hands. Ask your Scouters to help you get this permission if your camping knife is longer than 10cm. If you're unsure if you should get a particular knife, ask your Scouter before you buy!



# Chapter 6: Code of Conduct

Every Troop should revisit their Code of Conduct every year. Everyone gets the chance to make suggestions, and everyone agrees, together, to follow it. The Scout Promise and Law should be your guide in Scouts, and your Troop's Code of Conduct will allow you to get a little more specific about how the Troop expects its members to behave. How you do this is up to you, and your Scouters will help guide the conversation along.

## Example: 403<sup>rd</sup> Toronto Sea Scouts

Below is an example Code of Conduct that your Troop might take for inspiration.

### A SCOUT IS HELPFUL AND TRUSTWORTHY

Members shall keep their freely given word. If a member assures another that they will do something, that person can expect they will do so to the best of their ability. Members shall give assistance to others to the best of their ability.

Members shall use the buddy system when leaving the larger group. Scouters may not be a Scout's buddy.

### A SCOUT IS KIND AND CHEERFUL

Members shall refrain from harassment of all kinds.

Members shall refrain from inappropriate physical contact and language. "Inappropriate" physical contact includes, but is not limited to, assault, excessive force in games, and any kind of sexual contact. Inappropriate language includes, but is not limited to, comments of racist, sexist, ableist, and threatening natures.

### A SCOUT IS CONSIDERATE AND CLEAN

Members shall follow the Scouts Canada uniform policy. All issued uniform badges shall be attached to the formal uniform at the member's first chance. Unless otherwise noted, uniform is not required at camps.

Members shall attend all Scouts meetings and fundraising events, or inform the Leadership Team of their expected absence. Allowances shall be made at the discretion of the Troop Leadership Team and Scouters.

When participating in a discussion, members shall listen attentively to the person speaking.

### A SCOUT IS WISE IN THE USE OF ALL RESOURCES

Members shall endeavour to minimize their general environmental impact by use of the Three R's: Reduce (purchasing less, and with less packaging when available), Reuse (finding novel uses of objects after use), Recycle (proper disposal)

Members shall adhere to the principles of Leave No Trace in their Scouting activities.

### CONSEQUENCES

Members that break this Code of Conduct should expect an escalating chain of consequences. The first three offences will incur warnings, either verbal or written. Following this will be three removals from the current, or a future, activity. After six offences, the Ship's Company Leadership Team shall meet court to determine the most appropriate response to the member's ongoing offences.



# Chapter 7: Thanks!

This guidebook could not have been possible without the collaboration of several Scouters from across Canada. Based on past Scout Handbooks, and integrating changes since those handbooks from the Canadian Path in the Scouter's Manual, this guide to Scouts and Scouting in Canada is entirely a volunteer effort, to supplement the existing material available on [scouts.ca](http://scouts.ca) and at the Scout Shop to help new Scouts find their way in the program. The following Scouters and Scout Troops have acted as early adopters, editors, and contributors:

- Matthew Coe
- Ihab Sunbati
- Tamer Youakim
- David Walker
- Chuck Fraser
- Vanessa MacFarlane
- Andrée Fabry
- Tanya Spradbrow
- Remi Strauss
- 403<sup>rd</sup> Toronto Sea Scouts
- 18<sup>th</sup> Willowdale Scouts
- Kingston Centre Scouts
- 1<sup>st</sup> Bayridge Scouts
- South Frontenac Scouts
- 1<sup>st</sup> North Grimsby Scouts



# Appendix A: Outdoor Adventure Skills

## Camping Skills

### CAMPING SKILLS – STAGE 1

- ☐ I can collect small sticks for a campfire.
- ☐ I can follow directions while at camp.
- ☐ I can help pack a bag for camp.
- ☐ I can keep my camping gear neat and tidy.
- ☐ I can care for my basic personal gear on an overnight camp.
- ☐ I can explain the use of the buddy system at camp.
- ☐ I can describe the different emergency services in the camp area and how to call them.
- ☐ I can set out my sleeping area for good night's sleep at camp.
- ☐ I have spent one night at camp.



I received **Stage 1 Camping Skills** from

on (Date) \_\_\_\_\_.

### CAMPING SKILLS – STAGE 2

- ☐ I can explain the importance of following directions at camp.
- ☐ I can list what personal gear to bring on an overnight camp.
- ☐ I can look after all my personal gear while at camp.
- ☐ I can explain what clothing to bring on an overnight camp.



- ☐ I can explain how to use Canada's food guide at camp and help to plan a nutritious meal.
- ☐ I can describe safe food handling and hygiene at camp.
- ☐ I can help prepare food for cooking at camp and be safe while cooking at camp.
- ☐ I can get help if someone is hurt while at camp.
- ☐ I can identify the major parts of a tent.
- ☐ I can help pitch a tent at camp.
- ☐ I behave safely around fires at camp.
- ☐ I can identify and explain the elements of the fire triangle at camp.
- ☐ I have spent two nights in a tent at camp.

I received **Stage 2 Camping Skills** from

on (Date) \_\_\_\_\_.

### CAMPING SKILLS – STAGE 3

- ☐ I can help others learn about camping.
- ☐ I can audit my personal gear for camp.
- ☐ I can pack a bag for camp.
- ☐ I can help plan a basic balanced meal for camp.
- ☐ I can demonstrate how to store food at camp.
- ☐ I can assist in cooking a meal at camp.
- ☐ I can be safe while cooking at camp.
- ☐ I can demonstrate first aid treatment for a minor cut or scratch at camp and explain how to prevent infection and describe the signs of infections.
- ☐ I can get a weather forecast for a camp.
- ☐ I can describe how weather can affect our camp.
- ☐ I can discuss the 7 principles of Leave No Trace applied to a camp.
- ☐ I can show how to pitch a tent with help of others.
- ☐ I can make a hot drink using a campfire at camp.
- ☐ I can clean up a fire area after camp.



- ☐ I have spent seven nights at camp.

I received **Stage 3 Camping Skills** from

on (Date) \_\_\_\_\_.

## CAMPING SKILLS – STAGE 4

- ☐ I can demonstrate teamwork while at camp.
- ☐ I can list the personal gear for standing camp.
- ☐ I can show how to use group gear safely at camp.
- ☐ I can show proper use, care and maintenance of group gear during and in between camps.
- ☐ I can use basic camp tools safely.
- ☐ I can store and cook food safely at camp.
- ☐ I can demonstrate how to treat cuts and minor burns and prevent infection at camp.
- ☐ I can explain and demonstrate the 7 principles of Leave No Trace while at camp.
- ☐ I can find the best place to pitch a tent at camp and explain my reason.
- ☐ I can assist pitching tent with my team at camp.
- ☐ I can demonstrate safe practices around fires and cooking equipment to minimize the risk of burns, scalds and other injuries at camp.
- ☐ I have spent 12 nights at camp.



I received **Stage 4 Camping Skills** from

on (Date) \_\_\_\_\_.

## CAMPING SKILLS – STAGE 5

- ☐ I have assisted in the organization of two camps for my team or others.



- ☐ I can assist in planning a camp program of activities.
- ☐ I can show the personal gear needed for an overnight lightweight camp.
- ☐ I can explain how the type of camp affects the choice of equipment needed.
- ☐ I can use, maintain and store tools safely at camp.
- ☐ I can teach a Scout what to pack for a camp.
- ☐ I can plan a balanced menu for camp with a team.
- ☐ I can demonstrate how to use different cooking methods with different fuel types at camp.
- ☐ I can prepare for and help prevent heat-, cold- and sun-related injuries at camp.
- ☐ I can describe the weather forecast and record the weather for the duration of camp.
- ☐ I can demonstrate the appropriate measures for minimizing and dealing with food waste, solid waste and human waste, in keeping with Leave No Trace principles at camp.
- ☐ I can pitch a variety of tents and shelters at camp.
- ☐ I can demonstrate measures to secure tents for inclement weather at camp.
- ☐ I can select a suitable location for standing/lightweight camp.
- ☐ I can show best layout for a campsite and explain my reasons.
- ☐ I can light, maintain and use a fire to cook a balanced meal at camp.
- ☐ I have spent 18 nights at camp.

I received **Stage 5 Camping Skills** from

on (Date) \_\_\_\_\_.

## CAMPING SKILLS – STAGE 6

- ☐ I can teach camping skills with my team at camp.
- ☐ I can plan and lead a weekend camp.





- ☐ I can plan a program of activities for camp.
- ☐ I can assist with the organization of transportation to camp.
- ☐ I can explain group emergency equipment for a camp.
- ☐ I can demonstrate to others how to care for, store and maintain group gear for camp.
- ☐ I can prepare a list of personal and group gear required for a standing camp.
- ☐ I can help plan a menu and purchase food for a weekend camp.
- ☐ I can demonstrate to others how to use a variety of cooking stoves at camp and explain to others when each type is most effective.
- ☐ I can teach another youth to prepare a meal to be cooked on a fire or improvised stove at camp.
- ☐ I can demonstrate treatment of heat-, cold- and sun-related injuries at camp.
- ☐ I demonstrate responsibility for myself at camp.
- ☐ I can recognize weather signs and prepare for their impact on camp activities.
- ☐ I can travel while following 7 principles of Leave No Trace.
- ☐ I can describe how to choose the best tent for a specific camp.
- ☐ I can teach how to pitch a tent at camp.
- ☐ I can help organize campsite setup and takedown.
- ☐ I can help research proposed camping area and locate services.
- ☐ I have spent 24 nights at camp.
  - ☐ including a week-long camp.
- ☐ I have spent two consecutive nights lightweight camping.
- ☐ I have camped three nights in at least three seasons:
  - ☐ Spring
  - ☐ Summer
  - ☐ Fall
  - ☐ Winter

I received **Stage 6 Camping Skills** from

on (Date) \_\_\_\_\_.

## CAMPING SKILLS – STAGE 7



- ☐ I can plan and lead a two-night backcountry camp.
- ☐ I can plan activities for at least two different types of camps.
- ☐ I can organize required transportation for camp.
- ☐ I have helped plan and lead a backcountry camp of a minimum of two consecutive nights.
- ☐ I can audit group emergency equipment for camp.
- ☐ I can teach another youth how to care for, store and maintain group gear needed for camps.
- ☐ I can create personal and group gear lists for lightweight camping excursions.
- ☐ I can teach the use of various stoves and their effective use to another youth at camp.
- ☐ I can help prepare and describe an emergency plan for expected risks and hazards at camp.
- ☐ I can take responsibility for myself and my team while at camp.
- ☐ I can demonstrate how to plan for and adapt to changing weather patterns at camp.
- ☐ I can teach the 7 principles of Leave No Trace as they apply to a camp.
- ☐ I can teach another youth tent selection by camp type.
- ☐ I can organize campsite setup and takedown.
- ☐ I have spent 30 nights at camp.
  - ☐ including two nights without a Scouter.
- ☐ I have camped in all four seasons while completing this stage:
  - ☐ Spring
  - ☐ Summer
  - ☐ Fall
  - ☐ Winter



I received **Stage 7 Camping Skills** from

on (Date) \_\_\_\_\_.

## CAMPING SKILLS – STAGE 8

- ☐ I have mentored someone else who was responsible for planning and leading a camp.
- ☐ I can source, compare and organize transportation options for local and foreign locations.
- ☐ I can describe an expedition plan and how the needs of participants have been met in its planning and preparation.
- ☐ I can prepare for a specialized expedition.
- ☐ I can make recommendations to improve group equipment for various camp types.
- ☐ I can determine if specialized training is required for camp activities.
- ☐ I can use knowledge of weather patterns to change activities as required at camp.
- ☐ I have spent 36 nights on various types of camps.



I received **Stage 8 Camping Skills** from

on (Date) \_\_\_\_\_.

## CAMPING SKILLS – STAGE 9

- ☐ I can source amenities and local places of interest for various camp types.
- ☐ I can budget, prepare and manage every aspect of a camping expedition.
- ☐ I have acted as the outing leader on at least two camping expeditions.



- ☐ I can plan and execute camping expeditions in all types of locations and regions, including internationally.
- ☐ I am able to source local training required for the specific camp or activity.
- ☐ I have spent 42 nights on various types of camps.

I received **Stage 9 Camping Skills** from

on (Date) \_\_\_\_\_.

## Scoutcraft Skills

### SCOUTCRAFT SKILLS – STAGE 1

- ☐ I can hang a drying/gear line at camp with a half hitch or other knot.
- ☐ I can keep my mess kit clean at camp.
- ☐ When outdoors or at camp, I know what is drinkable (safe) and not drinkable (unsafe) water and to check with a Scouter when I am unsure.
- ☐ I know why it is important to stick to trails when outdoors.
- ☐ I know three reasons for having a shelter when sleeping outdoors.
- ☐ I can name three wildflowers by direct observation in a wild field, bush or forest.
- ☐ I can gather dry burnable wood for a fire.
- ☐ I know to tell adults where I am going when outdoors.
- ☐ I know how to keep a camp clean.



I received **Stage 1 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.



## SCOUTCRAFT SKILLS – STAGE 2

- ☐ I can tie a reef knot.
- ☐ I can tie a round turn and two half-hitch knot.
- ☐ I can cook a foil-wrapped meal in a fire.
- ☐ I know how much water I should carry when on a hike or taking part in an outdoor activity, and I know how to carry the water.
- ☐ I know what natural shelter materials or locations are to keep out of the wind, rain, sun and snow and where these may be found.
- ☐ I can identify four trees by direct observation in a wild field, bush or forest.
- ☐ I have helped light a fire using only natural fire starter materials found in the forest, and I know the safety rules for when around a campfire.
- ☐ I know why it is important to use a buddy system when traveling in the forest.
- ☐ I know the rules for hygiene at camp (for eating and preparing food).



I received **Stage 2 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.

## SCOUTCRAFT SKILLS – STAGE 3

- ☐ I can tie:
  - ☐ Half hitch
  - ☐ Clove hitch
  - ☐ Fisherman's knot
- ☐ I can cook a meal on a camp stove.
- ☐ I can use a shovel to build a camp greywater sump pit and close the pit when finished.
- ☐ I have boiled water over a campfire and know the safety precautions around fires and hot pots.
- ☐ I know the first aid treatment for burns from hot water, grease and food.



- ☐ I have used a compass to walk on a bearing.
- ☐ I can make a personal shelter out of plastic sheeting and rope.
- ☐ I can identify three wild animal tracks.
- ☐ I can lay and start a fire with only matches and materials found in the forest.
- ☐ I have put together a personal outdoor survival kit.
- ☐ I know what makes a comfortable and safe place for a sleeping shelter/site.

I received **Stage 3 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.

## SCOUTCRAFT SKILLS – STAGE 4

- ☐ I have completed a Scoutcraft project with my Scout team using at least a square lashing to join two poles at right angles.
- ☐ I can tie:
  - ☐ Figure eight knot.
  - ☐ Bowline.
  - ☐ Trucker's hitch.
  - ☐ Sheet bend.
- ☐ I can whip the end of a rope.
- ☐ I can cook over a fire to roast and bake food.
- ☐ I can use a knife safely (opening, closing, passing, cleaning, caring for) and have earned my knife permit.
- ☐ I know how to disinfect water for drinking.
- ☐ I can establish the four cardinal directions (north, south, east, west) without a magnetic compass or any electronic means.
- ☐ I can build a personal sleeping shelter out of snow or any other natural materials.
- ☐ I can safely identify three edible wild plants. (Note: Scouters must approve all plants before they are consumed by Scouts.)



- ☐ I can quickly (under five minutes) build an emergency warming fire for a group of three people without using tools (only matches).
- ☐ I know what to do if lost and alone outdoors with no constructed shelter available.
- ☐ I can set up a tree food hang to protect my food from animals.

I received **Stage 4 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.

- ☐ I have laid and lit a teepee fire, pyramid fire, star fire and reflector fire.
- ☐ I have built an improvised stretcher out of rope, overnight backpacking camping equipment and natural materials found outdoors.
- ☐ I have dehydrated 1000 calories of food and taken it on a camping trip as my trail snack for two days.

I received **Stage 5 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.

### SCOUTCRAFT SKILLS – STAGE 5

- ☐ I have built a lean-to shelter and an A-frame sleeping tripod shelter using wood, tied with four lashing knots: square, diagonal, tripod and shear lashings.
- ☐ I have cooked with cast iron cookware (or substitute cookware) by placing cookware in the fire/coals, as well as on top of the fire/coals.
- ☐ I know how to use a camp axe and camp folding or bow saw safely (opening, closing, passing, cleaning, caring for, sharpening, cutting) and have obtained the appropriate permits for these.
- ☐ I have maintained and used a commercial backpacking portable water treatment device and know the limitations, advantages and disadvantages of the device.
- ☐ I have navigated using a magnetic compass bearing (all off trail) 3 km to a predetermined fixed point in a wilderness area.
- ☐ I have built a shelter big enough for three, made of only natural materials found outdoors and rope, and I have slept out in it for at least two nights.
- ☐ I have caught, cleaned and cooked a fish over a campfire (check local regulations for species, size and season prohibitions).



### SCOUTCRAFT SKILLS – STAGE 6

- ☐ I have built a usable Burma/Monkey bridge.
- ☐ I have built and cooked on a personal-sized stove only made out of tin cans, wax, candle wicks and cardboard (a buddy stove).
- ☐ Using a knife and axe, I have prepared a 10-person campfire with tinder, kindling and fuel logs gathered from a forest floor. The fire burned for five hours with all wood gathered before the fire was lit (no gathering additional fire wood once the fire is lit and burning).
- ☐ I have built a solar still and collected at least one cup of drinking water from the still.
- ☐ I have navigated to and found 10 geocache locations.
- ☐ I have built and slept two nights in an igloo, quinzhee or trench snow shelter capable of sleeping three people.
- ☐ I have identified 15 bird species in the wild, recording my identifications in a written birding record journal that includes information such as species name, habitat, weather, date/time, appearance, behaviour, flock size, etc.



- ☐ I can light a fire using only mechanical means (flint and steel, ferrocerium striker or friction, i.e. bow and drill).
- ☐ I know how to send a signal for help (without any electronic means) in four different ways that can be observed by air searchers.
- ☐ From wood I have not harvested from a live source, I have carved and used my own hiking staff on a trail hike.

I received **Stage 6 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.

### SCOUTCRAFT SKILLS – STAGE 7

- ☐ Using spars (poles) and rope, I have constructed a 3m-high tower or a bridge over a 3m span.
- ☐ I have taught five knots to younger Scouts.
- ☐ I have made a vagabond/tin can stove and cooked a personal camp meal on it.
- ☐ I can construct a 2:1, 3:1 and 4:1 rope pulley system to raise or move loads or tension lines.
- ☐ I have made newspaper fire logs and bricks, sufficient to have a three-hour warming fire indoors in a stove or fireplace, or outside with a campfire.
- ☐ I can identify the poisonous living organisms, animals and plants in Canada.
- ☐ I have made and used a solar snow melt reflector or absorber to melt enough snow to generate two litres of drinking water.
- ☐ Using a topographic map and magnetic compass, I have taught younger Scouts to determine their location on a map and to make their way to another location on a map.



- ☐ I have led a Scout group and participated in 5 days of trail or tent campsite construction/maintenance/cleanup work
- ☐ I can make a marine rescue Mayday radio call using the required procedures and voice script.
- ☐ I have constructed and used an improvised solar shower at camp or on a camping trip.

I received **Stage 7 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.

### SCOUTCRAFT SKILLS – STAGE 8



- ☐ I can backsplice, short splice and eye splice a three-strand rope.
- ☐ I can cook a complete campout meal using only improvised natural cooking surfaces and devices (cooking only using flat stones, wood planks, cooking cranes/hooks, spits, covered pits/trenches).
- ☐ I have made cooking and eating spoons and a bowl with a knife/carving tools and wood.
- ☐ I have given a lesson to Scout youth on obtaining drinkable water in the wilderness all year round.
- ☐ I can find the North Star and identify four of the constellations in the northern sky.
- ☐ With only materials found in the forest, rope and plastic sheeting, I have built a 10-person campout dining shelter, protected on all sides from the weather.
- ☐ I have observed (and photographed as proof) a total of 15 North American mammals, reptiles and/or amphibians in the wild.
- ☐ Using only natural materials, I can light and maintain a fire in falling rain or falling snow conditions.
- ☐ I know how to set up and lead a ground search exercise for a missing person using a hasty search

and a grid search, all in an area of a minimum of 2 square km in size.

- ☐ I have made 4 metres of 3-strand cordage from only natural plant products found outdoors.

I received **Stage 8 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.

## SCOUTCRAFT SKILLS – STAGE 9



- ☐ I have built a large temporary pole and lashing (with flag pole) "gateway" entrance for a jamboree or campout activity site.
- ☐ Using only wood as a heat source, I have built a reflector camp oven and cooked a meal for five people, including both roasted and baked food preparation.
- ☐ I have built and used an improvised potable water filter.
- ☐ Using GPS devices, I have set up and facilitated a ten-station outdoor orienteering course activity for Scouts.
- ☐ I have planted a minimum of 100 new trees.
- ☐ I have built and used a Leave No Trace warming fire for 10 persons for three hours. No markings or signs of a fire were left on the ground once the fire is out and disassembled.
- ☐ I have led a team on an evacuation simulation exercise of a victim being carried out on at the minimum 3 km of trail using only an improvised stretcher. (Note: It is expected youth have training in wilderness first aid before undertaking this activity.)
- ☐ I have run a field camp kitchen for two days or more, for a Cub Scout (or younger) group.

I received **Stage 9 Scoutcraft Skills** from

on (Date) \_\_\_\_\_.

## Trail Skills

### TRAIL SKILLS – STAGE 1



- ☐ I can help pack a backpack for a day hike.
- ☐ I can dress myself for a day hike.
- ☐ I can list what food to bring on a day hike.
- ☐ I can follow directions on a day hike.
- ☐ I can identify the main parts of a compass.
- ☐ I can behave safely while hiking.
- ☐ I can be responsible for myself while hiking.
- ☐ I can explain the Buddy system.
- ☐ I can recognize the main distress signals.
- ☐ I have attended at least two hikes.

I received **Stage 1 Trail Skills** from

on (Date) \_\_\_\_\_.

### TRAIL SKILLS – STAGE 2



- ☐ I know what gear to bring depending on the weather.
- ☐ I can show how to take care of all personal gear needed for a day hike.
- ☐ I can read a simple map.
- ☐ I can use a compass to find basic directions.
- ☐ I can obtain a weather forecast.
- ☐ I can be a responsible member of my team while we are hiking.
- ☐ I can get help if someone is hurt.
- ☐ I have attended at least five hikes.



- ☐ I can explain why you bring certain foods and drinks on hikes.

I received **Stage 2 Trail Skills** from \_\_\_\_\_

on (Date) \_\_\_\_\_.

## TRAIL SKILLS – STAGE 3



- ☐ I can pack a backpack for a day hike.
- ☐ I can explain what clothes to bring for a day hike depending on the weather.
- ☐ I can follow a route on an orienteering map.
- ☐ I can identify the features of a topographical map.
- ☐ I can demonstrate the basic use of a GPS unit.
- ☐ I can teach a scout how to find direction by using a compass.
- ☐ I can explain the effect of weather on hiking activities.
- ☐ I can be responsible for myself and aware of my surroundings while hiking.
- ☐ I can explain the principles of Leave No Trace.
- ☐ I can treat simple cuts and scratches.
- ☐ I know how to prevent becoming lost and what to do if I get lost.
- ☐ I have attended at least eight hiking activities, one of which involves hiking on hilly trails.

I received **Stage 3 Trail Skills** from \_\_\_\_\_

on (Date) \_\_\_\_\_.

## TRAIL SKILLS – STAGE 4



- ☐ I can teach another Scout what to pack for a day hike.
- ☐ I can pack a backpack for a weekend

- ☐ I can show how to care for all my personal hiking equipment needed for a weekend hike.
- ☐ I know how to plan for and avoid food allergies in a group hike.
- ☐ I can use a map and compass together for navigation.
- ☐ I can teach a scout how to follow a route on an orienteering map.
- ☐ I can keep a map dry and safe from the elements.
- ☐ I can locate a waypoint that has been preprogrammed into a GPS unit.
- ☐ I can plan and bring appropriate personal gear to use on a hike based on expected weather forecasts for the hiking area.
- ☐ I can cross various terrains such as bogs/marsh or wet ground.
- ☐ I can apply the Leave No Trace principles while hiking.
- ☐ I can minimize trail hazards for myself and others that are encountered (trip hazards on the trail, minimizing branch whip while moving them out of the way, etc.) (trail etiquette).
- ☐ I can be responsible for younger members of my team while we are hiking.
- ☐ I can treat simple sprains and blisters.
- ☐ I can identify the different emergency services that are available and how and when to call them.
- ☐ I can build or find an emergency shelter.
- ☐ I have attended at least eleven hikes, including an overnight.
- ☐ I have led a leg of a hike.
- ☐ I can help plan a day hike.

I received **Stage 4 Trail Skills** from \_\_\_\_\_

on (Date) \_\_\_\_\_.



## TRAIL SKILLS – STAGE 5



- ☐ I can explain how the weather affects the equipment I bring on a weekend hike.
- ☐ I can show what group equipment to bring on a weekend hike and explain why each item is needed.
- ☐ I can show how to use group equipment correctly.
- ☐ I can select appropriate footwear for various hikes.
- ☐ I can demonstrate how to use different types of lightweight stoves to prepare a meal.
- ☐ I can keep food and food preparation materials hygienic.
- ☐ I can use a map and compass to find my position on the ground.
- ☐ I can plot a proposed hike route on a map and obtain the required compass bearings.
- ☐ I can input a given waypoint into a GPS and then find it.
- ☐ I can teach a scout the basic use of a GPS unit.
- ☐ I can find directions without a compass.
- ☐ I can describe the dangers of weather on hikes.
- ☐ I can plan effectively and recommend appropriate gear to take for my group based on weather forecasts for the hike area.
- ☐ I know when and how to cross a river.
- ☐ I can show how and explain when to use the main distress signals.
- ☐ I can be an active member of my team while hiking.
- ☐ I can recognize and respond to hazards from flora and fauna.
- ☐ I have attended at least fourteen hikes
  - ☐ including an overnight.
- ☐ I have written a log for at least two of these activities.
- ☐ I can help plan an overnight hike.
- ☐ I can help choose a suitable hiking destination.
- ☐ I can hike on steep trails safely, using appropriate gear as required.

I received **Stage 5 Trail Skills** from

on (Date) \_\_\_\_\_.

## TRAIL SKILLS – STAGE 6



- ☐ I can teach a Scout what to pack for a weekend hike.
- ☐ I can show what group emergency equipment we can carry on a weekend hike, and how to use each item.
- ☐ I can teach a scout how to care for, store and maintain the group equipment.
- ☐ I can look after my hiking footwear.
- ☐ I can select and maintain my pack for various hiking adventures.
- ☐ I know how much water intake is needed and the effects and treatment of dehydration.
- ☐ I know how to use different purification methods to treat water.
- ☐ I can avoid hyponatraemia by ensuring proper planning for the hike.
- ☐ I can obtain coordinates from a point of interest on a topographical map so that it can be input into a GPS unit.
- ☐ I can demonstrate the limitations of the compass and other navigation tools.
- ☐ I can teach a scout how to find their position on the ground using a map and compass.
- ☐ I can recognize changing weather patterns while hiking.
- ☐ I can show different methods for crossing rivers or streams.
- ☐ I can teach the principles of Leave no Trace.
- ☐ I can recognize unstable or elevated risk areas (e.g. slick trails, icy terrain) and either avoid them or minimize the risk in crossing the area with accepted use of gear and technique.



- ☐ I can recognize and treat hypothermia, hyperthermia, sunstroke, dehydration, asthma, or medical conditions relevant to my team.
- ☐ I can be responsible for myself and my team while hiking.
- ☐ I can describe the limitations of my team.
- ☐ I have taken part in at least twenty hiking activities,
  - ☐ and at least one is a two-night hike.
- ☐ I have written logs for all of these activities.
- ☐ I can plan and lead a day hike.
- ☐ I can help organize the transportation required for an activity.

I received **Stage 6 Trail Skills** from

on (Date) \_\_\_\_\_.

## TRAIL SKILLS – STAGE 7



- ☐ I can pack a backpack for a hiking expedition of more than two nights.
- ☐ I can audit group emergency equipment for a hiking expedition of more than two nights.
- ☐ I can show what group equipment to bring on a hiking expedition of more than two nights and explain why each item is needed.
- ☐ I can choose appropriate lightweight hiking equipment.
- ☐ I can plan and cook a variety of meals on a hiking expedition of more than two nights.
- ☐ I can explain how much food is needed on hiking expeditions of various lengths.
- ☐ I can navigate at night or in poor visibility.
- ☐ I can use a topographical map to plan a hike in unfamiliar territory.
- ☐ I can predict weather changes around them without the use of weather forecasts.

- ☐ I can make changes to my group's outing for safety reasons based on changing weather patterns that can occur during the activity.
- ☐ I can teach trail travel techniques for various trail types.
- ☐ I can teach appropriate trail etiquette to other Scouts.
- ☐ I can assess risk and be aware of group safety.
- ☐ I can plan escape routes.
- ☐ I have participated in at least twenty five hikes of various lengths.
- ☐ I have taken, planned and led one hike without a Scouter.
- ☐ I have taken part in an unaccompanied but supervised two-night hike.
- ☐ I have written logs for all of these activities.
- ☐ I can plan and lead an overnight hike.
- ☐ I can organize the transport required for an activity.
- ☐ I can research and find information about the hiking destination.
- ☐ I can create a budget a for a hiking trip for my group.

I received **Stage 7 Trail Skills** from

on (Date) \_\_\_\_\_.

## TRAIL SKILLS – STAGE 8



- ☐ I can teach a scout how to pack for a hiking expedition.
- ☐ I can make recommendations to improve group equipment.
- ☐ I can navigate accurately and safely over rough terrain in any type of weather, and at night.
- ☐ I can teach a scout how to plan a hike in unfamiliar territory using the appropriate tools.
- ☐ I can teach how to read weather patterns outdoors without the use of weather forecasts.



- ☐ I have completed an wilderness first aid course.
- ☐ I can follow the procedures in the event of an accident.
- ☐ I have taken part in at least thirty one hiking adventures of various lengths,
  - ☐ two of which include overnight components.
- ☐ I can lead a hiking expedition of several nights.
- ☐ I can take responsibility for our group on a hiking adventure.
- ☐ I have written logs for all of these activities.
- ☐ I can follow Scouts Canada procedures for a hiking trip.

I received **Stage 8 Trail Skills** from

on (Date) \_\_\_\_\_.

## TRAIL SKILLS – STAGE 9



- ☐ I know what equipment is required for various hiking expeditions and the correct use and care of this equipment.
- ☐ I can be responsible for others in various situations on hiking expeditions longer than two nights.
- ☐ I can assess risk and take appropriate action to ensure safety.
- ☐ Where possible I have taken part in and contributed to the planning of an expedition to 3250 m.
- ☐ I can practice basic winter hiking skills.
- ☐ I have a logbook detailing at least 20 hikes and expeditions that I have undertaken since Stage 7.
- ☐ I can create an exciting expedition while catering for everyone's needs.
- ☐ I can budget, prepare and manage every aspect of the expedition without input from Scouters.

I received **Stage 9 Trail Skills** from

on (Date) \_\_\_\_\_.

## Winter Skills

### WINTER SKILLS – STAGE 1



- ☐ I have built something out of snow.
- ☐ I have prepared a good snack for a winter outing.
- ☐ I always carry a water bottle when going on a winter outing.
- ☐ I can keep my water bottle from freezing on a winter outing.
- ☐ I have participated in a winter sports day (Beaverree, Cuboree, winter challenge).
- ☐ I know how to dress to when I go outside in winter.
- ☐ I know how to stay dry or change to dry clothes when I am outside in winter.
- ☐ I know about the buddy system and why it is used when participating in outdoor activities.
- ☐ I know to follow the instructions of the activity leader when at an outdoor event.
- ☐ I have hiked at least 1 km in winter.
- ☐ I know that I should not touch cold metal with bare skin, especially my lips or tongue.

I received **Stage 1 Winter Skills** from

on (Date) \_\_\_\_\_.

### WINTER SKILLS – STAGE 2



- ☐ I have gone sledding or tobogganing.
- ☐ I have packed a proper lunch for a winter outing.

- ☐ I have participated in two winter sports days (Beaveree, Cuboree, winter challenge).
- ☐ I know how to pack extra clothes for winter outings.
- ☐ I know how to keep my feet dry while I am outside in the winter.
- ☐ When I come inside, I know how to put away my outdoor clothing so that it will dry quickly.
- ☐ I can help less-experienced Scouts to get dressed to go outside.
- ☐ I have attended one overnight winter camp/sleepover.
- ☐ I have completed two winter hikes of at least 1 km.
- ☐ I know to avoid ice or open water without an adult present.
- ☐ I have made a piece of simple winter gear or clothing (wristlet or neck warmer).

I received **Stage 2 Winter Skills** from

on (Date) \_\_\_\_\_.

## WINTER SKILLS – STAGE 3

- ☐ I have participated in a winter sport (alpine skiing, cross-country-skiing, snowshoeing, snowboarding, skating, hockey, tobogganing, sledding, curling).
- ☐ I can light a small fire.
- ☐ I have helped plan a menu for a winter camp.
- ☐ I have cooked a lunch over an open fire.
- ☐ I understand the layering principle when dressing for winter activities and apply it to all activities.
- ☐ With a small group, I have built an emergency shelter in winter.
- ☐ I know how to find shelter from the wind on a cold day.
- ☐ I can pack a day pack for a winter outing.



- ☐ I know how to watch my fellow Scouts for signs of exposure to the cold.
- ☐ I have spent a total of two nights at winter camp in a cabin or heated tent (including requirements for previous stages).
- ☐ I can identify the North Star and three other features in the winter night sky.
- ☐ I have completed a winter hike of at least 3 km.
- ☐ I have made a winter survival kit that I take with me on all winter activities.
- ☐ In addition to previous stages, I have made a piece of winter gear or clothing.

I received **Stage 3 Winter Skills** from

on (Date) \_\_\_\_\_.

## WINTER SKILLS – STAGE 4

- ☐ I have participated in a winter sport (different from the sport done in earlier stages).
- ☐ I have helped purchase food for a winter outing.
- ☐ I have helped cook meals at winter camp.
- ☐ I have attended a winter campfire.
- ☐ I have put up a tent in winter to sleep in.
- ☐ I can properly set up my sleeping area to stay warm through the night at winter camp.
- ☐ I have used a toboggan or sled to transport equipment.
- ☐ I have taught a winter skill to a less-experienced Scout.
- ☐ I have spent two consecutive nights at winter camp (in addition to requirements for previous stages).
- ☐ I have traveled in snow using snowshoes or nordic skis.
- ☐ I have participated in two 3 km hikes.
- ☐ I know how to help someone who has fallen through the ice.



- ☐ I know how to prevent and treat hypothermia and frostbite.
- ☐ I know how to avoid and treat snow blindness.

I received **Stage 4 Winter Skills** from

on (Date) \_\_\_\_\_.

## WINTER SKILLS – STAGE 5

- ☐ I have played an outdoor game in winter at least six Scout meetings.
- ☐ I have led my Patrol in planning and purchasing meals for a winter camp.
- ☐ I have been chief cook for at least one meal at winter camp.
- ☐ I have helped to run a campfire at a winter camp.
- ☐ I am able to pack the appropriate clothing and equipment for a two-night winter camp.
- ☐ I have built and slept in a temporary winter shelter such as a quinzhee, snow trench or a lean-to.
- ☐ I can lay and light a fire in winter conditions for warmth and cooking.
- ☐ I can use a liquid fuel stove in winter conditions and understand why it is important not to get fuel on clothing and skin.
- ☐ I have helped lead a winter sports day.
- ☐ I have slept outside for two consecutive nights, twice, in winter (including the requirements for previous stages).
- ☐ I have participated in a winter hike lasting at least six hours and covering at least 6 km.
- ☐ I have hiked a minimum of 5 km in winter conditions following compass bearings.
- ☐ I know how to avoid, recognize and treat carbon monoxide poisoning (which can occur in winter shelters).



- ☐ I have a first aid qualification equivalent to St John's Ambulance or Canadian Red Cross Standard First Aid.
- ☐ I can execute a ladder rescue, chain assist and reaching assist for someone who has fallen through the ice.

I received **Stage 5 Winter Skills** from

on (Date) \_\_\_\_\_.

## WINTER SKILLS – STAGE 6

- ☐ I have led an outdoor winter game for a younger Section.
- ☐ I know how to obtain and keep a supply of safe drinking water for a winter camp.
- ☐ I know how to store water overnight so that it will not freeze.
- ☐ I have baked bread or a dessert at a winter camp.
- ☐ I have taught a less-experienced Scout how to dress for winter activities.
- ☐ I have taught a less-experienced Scout how to build a winter shelter.
- ☐ I can do simple repairs on liquid fuel stoves.
- ☐ I have led a cooking team for a winter camp.
- ☐ I have assisted at a winter sports day in a leadership role.
- ☐ I have slept outside for 6 nights in a lightweight shelter in winter (including the requirements for previous stages).
- ☐ I have practised a winter evacuation of a simulated casualty.



I received **Stage 6 Winter Skills** from

on (Date) \_\_\_\_\_.





## WINTER SKILLS – STAGE 7

- ☐ I know how to plan and implement a simple but nutritious menu for a mobile winter camp.
- ☐ I know how to select an appropriate tent for winter camping.
- ☐ I have made a piece of winter camping or winter safety equipment.
- ☐ I have participated in a winter mobile expedition of at least three days (two nights).
- ☐ I have maintained my first aid certification.



I received **Stage 7 Winter Skills** from

on (Date) \_\_\_\_\_.

## WINTER SKILLS – STAGE 8

- ☐ I can carry out repairs on gas-fuelled stoves in winter conditions.
- ☐ With a team, I have provided leadership for a one- or two-night activity.
- ☐ I have participated in a five-day (four-night) mobile winter expedition.
- ☐ I understand the risks and am able to implement appropriate safety procedures for camping in heated tents.
- ☐ I have wilderness first aid certifications appropriate for the areas in which I am traveling and the activities I am doing.



I received **Stage 8 Winter Skills** from

on (Date) \_\_\_\_\_.

## WINTER SKILLS – STAGE 9

- ☐ I have led a winter campfire.
- ☐ I have led a mobile winter expedition of three to five days.
- ☐ I have slept outside at least 20 nights (including nights from previous stages) in winter conditions.



I received **Stage 9 Winter Skills** from

on (Date) \_\_\_\_\_.

## Emergency Skills

### EMERGENCY SKILLS – STAGE 1

- ☐ I have made my own personal first aid kit.
- ☐ I can demonstrate the basic approach to first aid.
- ☐ I can treat minor cuts or scrapes.
- ☐ I can be responsible for my own health.
- ☐ I can be responsible for my own safety.
- ☐ I know my address and location in an emergency.
- ☐ I know not to play with matches and lighters.
- ☐ I know how to spot things in my home that are not safe.
- ☐ I know the different emergency services that are available and how and when to call them and what to say.
- ☐ I use the "buddy system" when outdoors.
- ☐ I can signal for help if needed when outdoors.
- ☐ I always tell an adult where I am going.
- ☐ I carry a whistle and visible signal covering when I go out in the bush.
- ☐ I know to "hug a tree" if lost, or to stay in one place if there are no trees.



I received **Stage 1 Emergency Skills** from

on (Date) \_\_\_\_\_.

## EMERGENCY SKILLS – STAGE 2



- ☐ I know how to be safe around a campfire.
- ☐ I know how to behave around wildlife.
- ☐ I have added items to my own personal first aid kit, and I know how and when to use it.
- ☐ I can keep myself safe in emergency situations.
- ☐ I can care for someone who has a minor burn.
- ☐ I have made a home escape plan with my family.
- ☐ I know where the list of emergency telephone numbers is located in my home and how to call them.
- ☐ I know how to Stop, Drop and Roll if my clothes are on fire.
- ☐ I can recognize a warning label on a product and know to leave the product alone.
- ☐ I can check for dangers at an emergency situation.
- ☐ I always follow directions from a Scouter.
- ☐ I can direct a responder to a location where help is needed.
- ☐ I know the hazards of water sources in my local area.
- ☐ I wear my helmet when using my bicycle, skateboard or scooter.
- ☐ I can dress myself appropriately for the weather.
- ☐ I know some of the wild animals in my area and how to be safe around them.
- ☐ I can find a safe place in bad weather.

I received **Stage 2 Emergency Skills** from

on (Date) \_\_\_\_\_.

## EMERGENCY SKILLS – STAGE 3



- ☐ I can perform first aid for large wounds.
- ☐ I can perform first aid for nosebleeds.
- ☐ I can perform first aid for someone who is choking.
- ☐ I know the signs and symptoms of shock and how to treat shock.
- ☐ I can comfort someone who is ill or injured.
- ☐ I can show how to lock, unlock and secure all windows, doors and other entryways into my home.
- ☐ I know the dangers of playing on or near train tracks, trestles, crossings and train yards.
- ☐ I know the dangers of touching power lines with a stick or ladder, climbing on electrical power poles, towers and substations, and poking electrical outlets.
- ☐ I know the dangers of playing around storm sewers, construction sites, garbage dumps or dumpsters, ice-covered water or water areas, dams, vacant buildings, farm machinery, quarries, old wells and/or unfriendly animals.
- ☐ I have made a list of emergency numbers, such as: police, fire, ambulance, poison control, etc., and posted it by a telephone in my home.
- ☐ I know how to help create an escape plan for a building or activity location in case of fire.
- ☐ I know the "Rules of the Road" for safe bicycling.
- ☐ I can identify some of the poisonous/hazardous plants in my area, and those I may encounter when travelling in Canada.
- ☐ I know some of the international distress signals and when to use these.
- ☐ I can treat bee stings and reactions to some local plants (such as stinging nettle).



I received **Stage 3 Emergency Skills** from

on (Date) \_\_\_\_\_.

## EMERGENCY SKILLS – STAGE 4

- ☐ I can place someone into the recovery (safe airway) position.
- ☐ I can provide care for someone who is poisoned.
- ☐ I know the first aid treatment for dirt in an eye.
- ☐ I know what goes into our home first aid kit.
- ☐ I can help reduce the risk of fire and burns in the home.
- ☐ I can show how to test and care for a smoke alarm.
- ☐ I can manage a home emergency situation.
- ☐ I know where my local community emergency shelter is located or how to find out where a community emergency shelter is located if one is needed.
- ☐ I know what is in our Group first aid kit and know how to use the kit.
- ☐ I can care for my feet while outdoors.
- ☐ I can explain how to prevent and treat heat and cold injuries.
- ☐ I know how to treat and report (if appropriate) insect and animal bites.



I received **Stage 4 Emergency Skills** from

on (Date) \_\_\_\_\_.

## EMERGENCY SKILLS – STAGE 5

- ☐ I have successfully completed an Emergency First Aid and CPR (Level A) course from a recognized provider.



- ☐ I can correctly record everything that has happened at the scene of the accident.
- ☐ I know the rules and why they are important for a home pool, community pool or a body of water used for swimming.
- ☐ I can demonstrate how to safely use and care for a barbecue.
- ☐ I have assisted in providing training to others in aspects of emergency aid.
- ☐ I know how to deal with an incident, injury or illness in a remote outdoor location and how to summon help.
- ☐ I know how and when to use flares, mirrors, horns and other long-distance signalling devices.
- ☐ I know how to build a stretcher from improvised materials.
- ☐ I can use a compass and/or a GPS device to find direction and travel to a desired location.

I received **Stage 5 Emergency Skills** from

on (Date) \_\_\_\_\_.

## EMERGENCY SKILLS – STAGE 6

- ☐ I have participated in and successfully completed a Standard First Aid with CPR (Level C) course or a Marine Basic First Aid with CPR (Level C) from a recognized provider.
- ☐ I have acted as an emergency response/preparedness resource on at least one Scouting activity.
- ☐ I can explain the different classes of fires and how to use different types of fire extinguishers.
- ☐ I have met with a member of a community-based emergency response team and discussed his or her role and responsibilities in my community (e.g.



search and rescue, police, fire, ambulance, coast guard, etc.).

- ☐ I can identify common poisonous plants in my area and know how to treat exposure and symptoms.
- ☐ I have acted as a member of a first aid team on at least one outdoor activity.

I received **Stage 6 Emergency Skills** from

on (Date) \_\_\_\_\_.

### EMERGENCY SKILLS – STAGE 7

- ☐ I have successfully completed an outdoor curriculum first aid course.
- ☐ I respond to emergency situations and follow best practices for first aid, as I was trained as per whatever first Aid certification I hold.
- ☐ I have prepared and maintain a 72-96 hour home emergency kit.
- ☐ I have filled out Scouts Canada Outdoor Activity application for at least three Scout group events.
- ☐ I have acted as a first aider on either four occasions during a single-day group outing or two standard weekend camps
- ☐ I have acted as an emergency preparedness and management support for either one weekend standing camp or two area events
- ☐ I can use a variety of communication devices effectively in an emergency situation. I have participated in a session on correct use of radio communications and protocols (ARES).
- ☐ I have met with a member of a community-based search and rescue emergency response team and discussed his or her role and responsibilities in my community.
- ☐ I have participated in a wilderness search and rescue operation (training or real).



- ☐ I know what specialized equipment is required in my field first aid kit based upon my activities, skill level, certification and how to use and care for the equipment.

I received **Stage 7 Emergency Skills** from

on (Date) \_\_\_\_\_.

### EMERGENCY SKILLS – STAGE 8

- ☐ I have successfully completed an advanced first aid course.
- ☐ I have successfully completed a non-first aid certification course in an area of my personal interest within emergency aid.
- ☐ As part of taking a non-first aid certification course, I can improve my risk management skills.
- ☐ I can safely perform basic emergency repairs on an automobile, such as changing a flat tire or jump-starting a car.
- ☐ I can start and maintain a consumer emergency generator.
- ☐ I have taught a group of people the importance of, and what should be in, a 72-hr home preparedness kit.
- ☐ I know and can describe the steps required to triage in a mass casualty incident (MCI).
- ☐ I have met with a member of underwater community-based emergency response search team and discussed his or her role and responsibilities in my community.
- ☐ I can create a trip plan with detailed risk management strategies for an activity with my group.
- ☐ I know what equipment needs to be in a first aid kit for an activity of at least one weekend in length in the wilderness.



- ☐ I have been the responsible first aider for an outdoor expedition of at least three nights.
- ☐ I can purify water in a safe manner.
- ☐ I have built an emergency shelter in the wilderness with minimal equipment, and I have slept in it overnight.
- ☐ I can lead a team at least 100 m over wilderness terrain in transporting a patient with an injury who cannot walk by his or her own power.
- ☐ I know the limitations in a wilderness setting when calling for medical evacuation transport.
- ☐ I know what preparations should be made when calling a medical helicopter.
- ☐ I can describe and demonstrate proper use of fire extinguishers or other tools/methods for extinguishing fires.

I received **Stage 8 Emergency Skills** from

on (Date) \_\_\_\_\_.

- ☐ I have provided Emergency Skills mentorship to a Stage 7 or Stage 8 Emergency Skills Scout.
- ☐ I have met with a member of community-based emergency air search response team and discussed his or her role and responsibilities in my community.
- ☐ I can assemble, display and describe winter and summer survival kits and explain how to use them.
- ☐ I can explain to another group (for example, Wood Badge participants) what to do if you become lost in the wilderness.
- ☐ I have participated in a multi-casualty emergency exercise.
- ☐ I know the health risks, and possible ways to mitigate the risks, when travelling to a part of the world I have not before visited.

I received **Stage 9 Emergency Skills** from

on (Date) \_\_\_\_\_.

## EMERGENCY SKILLS – STAGE 9

- ☐ I have successfully completed Instructor training in the area of my personal interest within emergency aid.
- ☐ I have used my instructor qualification to teach Scouts or another community group the course's curriculum as permitted by my instructor certificate.
- ☐ I can provide immediate treatment and deal with complicated emergency situations.
- ☐ I have completed a minimum of 75 hours of volunteer first aid service in addition to those hours already used to complete an earlier stage.
- ☐ I have participated in the preparation and implementation of an Emergency Response Plan for an Area event/camp lasting five days or involving 400 or more participants



## Vertical Skills

### VERTICAL SKILLS – STAGE 1

- ☐ I know the safety rules for climbing on rocks, trees, fences and man-made structures.
- ☐ I have been to a jungle gym playground and know how to play safely and cooperatively with others.



I received **Stage 1 Vertical Skills** from

on (Date) \_\_\_\_\_.



## VERTICAL SKILLS – STAGE 2

- ☐ I have been climbing on an artificial wall or natural rock formation.
- ☐ I know the safety rules for being at the top of or the bottom of a cliff face.
- ☐ I can properly put on a climbing helmet.
- ☐ I can identify and name the parts of a carabiner.



I received **Stage 2 Vertical Skills** from

on (Date) \_\_\_\_\_.

## VERTICAL SKILLS – STAGE 3

- ☐ I have correctly tied a figure-8 follow-through knot.
- ☐ I know when and where I should have a climbing helmet on.
- ☐ I know the safety rules for climbing/rappelling at an artificial climbing wall.
- ☐ I know how to care for, handle and store a climbing rope, harness, helmet and climbing webbing.
- ☐ I know the basic outdoor Leave No Trace rules for an outdoor climbing site.
- ☐ I have completed a climb to the top of an artificial climbing wall.
- ☐ I can put on and adjust a climbing harness.
- ☐ I know the safety rules for participating on an aerial/ropes challenge course.
- ☐ I know the difference between the following climbing methods: single-pitch, multi-pitch, top-rope, lead, seconding



I received **Stage 3 Vertical Skills** from

on (Date) \_\_\_\_\_.

## VERTICAL SKILLS – STAGE 4

- ☐ I have tied a climbing rope into my climbing harness.
- ☐ I know the main safety rules for climbing or rappelling at an outdoor natural climbing site.
- ☐ I know how to perform an equipment safety check of myself, my climbing partner and anchor and belay systems.
- ☐ I know the communication calls and script to follow between a climber and belayer.
- ☐ I have coiled a climbing rope (any method).
- ☐ I know what makes a safe and unsafe climbing site.
- ☐ I can belay using an auto-locking belay device.
- ☐ I can name and identify the use of three types of locking carabiners and three types of non-locking carabiners.



I received **Stage 4 Vertical Skills** from

on (Date) \_\_\_\_\_.

## VERTICAL SKILLS – STAGE 5

- ☐ I can tie:
  - ☐ a water knot in tape or webbing.
  - ☐ a double fisherman's knot.
  - ☐ a Prusik knot.
  - ☐ a clove hitch.
  - ☐ a bowline.
- ☐ I can coil a climbing rope using a butterfly and a mountaineer method.
- ☐ I can perform a safety inspection of a climbing helmet, harness, rope and carabiners.
- ☐ I can belay using a friction, (non-moving part) belay device such as a tube or auto-blocking device.
- ☐ I have attached a friction (non-moving part) rappel device to a rope and harness and used the device to rappel.





- ☐ I can lower a climber on a top rope down to the ground.
- ☐ I have constructed and climbed in a "Swiss seat" improvised climbing harness made with tubular or tape webbing.
- ☐ I know the safety rules for "bouldering" climbing.
- ☐ I can set and use passive and natural climbing protection to build both top and bottom climbing pitch anchor point systems.
- ☐ I know the climbing-specific principles of Leave No Trace.
- ☐ I have set up a 3:1 (or greater) rope pulley system.
- ☐ I understand the concepts, principles, physics and consequences of shock loading in climbing.

I received **Stage 5 Vertical Skills** from

on (Date) \_\_\_\_\_.

### VERTICAL SKILLS – STAGE 6

- ☐ I have tied and used a Munter hitch knot (also known as an Italian hitch) as a belay method.
- ☐ I have constructed and used an improvised Parisian Baudrier Chest Harness.
- ☐ I can maintain the correct foot, body and hand positioning for rappelling.
- ☐ I know the Yosemite Decimal climbing grading system and how to use it.
- ☐ I have belayed a rappeller from above a rappel site.
- ☐ I have set up climbing anchor systems using active protection.
- ☐ I know how to assess and use in-place climbing bolt anchors and systems.
- ☐ I have completed a mock lead climb on an artificial climbing wall.
- ☐ I have set up and used a tube, auto locking, and auto blocking belay device.



- ☐ I know the different types of climbing webbing/slides and their uses.
- ☐ I understand the concept, principle, physics and consequences of fall factor in climbing.
- ☐ I know how to identify what is an approved rope for climbing and what sizes of rope are available.

I received **Stage 6 Vertical Skills** from

on (Date) \_\_\_\_\_.

### VERTICAL SKILLS – STAGE 7

- ☐ I have completed a climbing route over a 30° incline, either on an ice climb, glacier or frozen snow field.
- ☐ I have constructed and used a highline (also called Tyrolean Travers or Aerial Runway).
- ☐ I have been caving or on a via ferrata.
- ☐ I have completed a single pitch mock lead climb on a natural (not constructed) climbing site.
- ☐ I have used utility cord and a friction knot/system as protection on a rappel.
- ☐ I know the difference between a dynamic and static climbing rope, and where and when these rope types are used.



I received **Stage 7 Vertical Skills** from

on (Date) \_\_\_\_\_.

### VERTICAL SKILLS – STAGE 8

- ☐ I have climbed at a natural (not constructed) top rope climbing site where I set up all the anchor and belay systems for the routes I climbed or rappelled on.



- ☐ I have seconded on a multi pitch rock climb of grade or higher.
- ☐ I have seconded on an ice climb of WI3 or higher.
- ☐ I have assisted with setting up a top rope climbing site and assisted with managing beginner climbers learning to climb at that site.
- ☐ I have assisted with setting up a rappel site with a belay from above, and assisted with managing beginners learning to rappel at that site.
- ☐ I have taught younger Scouts to tie:
  - ☐ a follow-through figure-8
  - ☐ a double fisherman's knot
  - ☐ a water knot.
  - ☐ a bowline.
  - ☐ a Munter hitch.
  - ☐ a Prusik knot.
  - ☐ a clove hitch.

I received **Stage 8 Vertical Skills** from

on (Date) \_\_\_\_\_.

## VERTICAL SKILLS – STAGE 9

- ☐ I have set up a top rope climbing site and managed/instructed beginner climbers learning to climb at that site.
- ☐ I have set up a rappel site with a belay from above and managed/instructed beginners leaning to rappel at that site.
- ☐ I have completed a lead climb on one of the following multi pitch climbs:
  - ☐ rock climb grade 5.7 or above,
  - ☐ ice climb grade WI3 or above,
  - ☐ mountain alpine climb grade III or above, or
  - ☐ caving that to be carried out requires climbing ropes and harness.



- ☐ I have set up and used a Munter mule combination hitch to facilitate the rescue of beginners learning to rappel.

I received **Stage 9 Vertical Skills** from

on (Date) \_\_\_\_\_.

## Aquatic Skills

### AQUATIC SKILLS – STAGE 1

- ☐ I know when to use a PFD (Personal Floatation Device).
- ☐ I can float for five seconds and glide for five metres on my front and back without assistance.
- ☐ I can put my face in the water and blow bubbles.
- ☐ I understand the importance of the buddy system and how it works for swimming and water activities.
- ☐ I know how to stay safe while playing around water.
- ☐ I can get an object off the bottom in chest-deep water.
- ☐ I know three different animals that live in the ocean.



I received **Stage 1 Aquatic Skills** from

on (Date) \_\_\_\_\_.

### AQUATIC SKILLS – STAGE 2

- ☐ I can swim with my head in the water.
- ☐ I can swim 10 metres (any stroke) without assistance.



- ☐ I know how to put on a PFD by myself.
- ☐ I know how snorkel gear works.
- ☐ I have snorkeled in a pool or open water (such as a lake).

I received **Stage 2 Aquatic Skills** from

on (Date) \_\_\_\_\_.

## AQUATIC SKILLS – STAGE 3

- ☐ I can explain common water safety risks and how to avoid them.
- ☐ I can use a snorkel and adjust my mask to fit comfortably.
- ☐ I know how to remove a cramp in my leg with a buddy's help.
- ☐ I can put on a PFD while in the water and use the HELP and Huddle positions.
- ☐ I can swim 25 metres in a pool (using any stroke).
- ☐ I can recognize the signs of a panicked snorkeler/diver and know how to call for help.



I received **Stage 3 Aquatic Skills** from

on (Date) \_\_\_\_\_.

## AQUATIC SKILLS – STAGE 4

- ☐ I have achieved Aquaquest Stage 6, YMCA Swimmer Level, Red Cross Swim Kids Stage 5, or I can demonstrate equivalent skills.
- ☐ I can free dive with snorkel and mask to 1.5 metres and fetch an item from the bottom, and clear my snorkel upon surfacing—without lifting my head out of the water.
- ☐ I can explain the hazards of shallow water blackout.



- ☐ I know what gear is necessary for a water-based snorkel adventure, including protective clothing, masks and sunscreen.
- ☐ I know how to select a safe place to snorkel.
- ☐ I have snorkeled in open water and observed at least one marine/aquatic creature.
- ☐ I know why ear equalization is necessary when snorkelling/diving at depth.

I received **Stage 4 Aquatic Skills** from

on (Date) \_\_\_\_\_.

## AQUATIC SKILLS – STAGE 5

- ☐ I have tried an introductory Scuba experience in a pool (Bubblemaker/SEAL Team/Discover Scuba Diving).
- ☐ I can identify five species in my local aquatic environment (either on the surface or underwater), including hazardous species.
- ☐ I can achieve the "Swim to Survive" standard.



I received **Stage 5 Aquatic Skills** from

on (Date) \_\_\_\_\_.

## AQUATIC SKILLS – STAGE 6

- ☐ I have completed at least Emergency First Aid, or an equivalent course.
- ☐ I have completed the Open Water Diver Certification.
- ☐ I have gone for two additional dives after the Open Water Diver certification dive.
- ☐ I have talked with a younger Section about my diving experience.



- ☐ I have assisted with Scouts (who are at Stage 3 or Stage 4) learning to snorkel in open water.

I received **Stage 6 Aquatic Skills** from

on (Date) \_\_\_\_\_.

## AQUATIC SKILLS – STAGE 7

- ☐ I have logged at least five open water dives and assisted in the planning.
- ☐ I can navigate with a compass underwater and understand the specific challenges of underwater navigation (currents, lack of landmarks, etc.).
- ☐ I have participated in a marine environmental service project, cleaning up a body of water.
- ☐ I have two of the following experiences:
  - ☐ I can shoot an underwater photo/video and understand the impacts of water on light
  - ☐ I have either found or placed an underwater geocache
  - ☐ I have used a dry suit (in cooler waters)
  - ☐ I have performed basic repairs on my gear (replacing a mouthpiece with a spare etc.)
  - ☐ I have taken part in a non-penetration wreck dive or any other specialty dive course
  - ☐ I have helped a younger Scout at Stage 4 or Stage 5 learn how to...(Scout's choice)



I received **Stage 7 Aquatic Skills** from

on (Date) \_\_\_\_\_.

## AQUATIC SKILLS – STAGE 8

- ☐ I have completed an Advanced Open Water Certification.



- ☐ I have led a less experienced buddy on a dive through a site that is new to the buddy.
- ☐ I have drawn a rough map of a dive site.
- ☐ I have assisted Scouts with their dives at Stage 5 or Stage 6.

I received **Stage 8 Aquatic Skills** from

on (Date) \_\_\_\_\_.

## AQUATIC SKILLS – STAGE 9

- ☐ I have organized a dive trip for a Rover Crew.
- ☐ I have completed a Rescue Diver certification course or have learned and mastered the curriculum to demonstrate the equivalent skills.
- ☐ I have assisted Scouts at Stage 6 or Stage 7 with learning dive navigation or other advanced dive skills.
- ☐ I have completed one of the following dives:
  - ☐ A "deep dive" to more than 80 feet/24.36m
  - ☐ An altitude dive
  - ☐ A dive on nitrox
  - ☐ A DPV dive
  - ☐ A search and recovery dive



I received **Stage 9 Aquatic Skills** from

on (Date) \_\_\_\_\_.

## Paddling Skills

### PADDLING SKILLS – STAGE 1

- ☐ I can jump into chest-deep water with my Personal Flotation Device (PFD) on.



- ☐ I can blow bubbles in the water for 10 seconds.
- ☐ I can explain what a PFD is for.
- ☐ I can put on my PFD and know how it should fit.
- ☐ I can show where the bow and stern are in a canoe or kayak.
- ☐ I can demonstrate the correct way to hold my paddle.
- ☐ I have demonstrated how to behave safely in my canoe or kayak.
- ☐ I can explain why I should care for my PFD.
- ☐ I can explain the risks of cold water.
- ☐ I know how to contact the emergency services.
- ☐ I can get in and out of my watercraft safely.
- ☐ I have taken part in a short paddling adventure of at least one hour.

I received **Stage 1 Paddling Skills** from

on (Date) \_\_\_\_\_.

## PADDLING SKILLS – STAGE 2

- ☐ I can swim 25 metres with my PFD on.
- ☐ I can explain the difference between a PFD and a life jacket.
- ☐ Before I launch my watercraft, I can show where I am allowed to go canoeing or kayaking.
- ☐ I can explain why I should not drink the water from the lake or river I am paddling on until it has been filtered or treated.
- ☐ I can identify the equipment Transport Canada requires me to have in my canoe or kayak.
- ☐ I can explain the safety rules for being near water.
- ☐ I can list the appropriate action I should take if I capsize in a canoe or kayak.
- ☐ I have explained some of the ways that paddling a canoe or kayak can have a negative impact on the environment where I am paddling.



- ☐ I can get help if I see somebody in difficulty on the water.
- ☐ I am familiar with common whistle signals and when they would be used.
- ☐ I have used a throw bag.
- ☐ I can identify the parts of my watercraft and my paddle.
- ☐ I am familiar with the signs and symptoms of mild hypothermia.
- ☐ I have taken part in at least two paddling activities of at least one-hour duration.

I received **Stage 2 Paddling Skills** from

on (Date) \_\_\_\_\_.

## PADDLING SKILLS – STAGE 3

- ☐ I can swim 100 metres with my PFD on using any stroke.
- ☐ I know how to choose a paddle that is the correct size.
- ☐ With help from my team or my Scouter, I can paddle my canoe or kayak forward a short way.
- ☐ I have swamped a canoe while sitting in it.
- ☐ I can get back into my canoe or kayak with help from someone in another watercraft if my watercraft capsizes.
- ☐ I know how and where to get the latest weather forecast for the area where I will be paddling.
- ☐ I know what the risks are for paddling in different weather conditions.
- ☐ I can make a recognized distress signal.
- ☐ I can throw a throw bag.
- ☐ I have helped a Stage 1 paddler learn to put their PFD on.
- ☐ I have taken part in two paddling activities of at least two-hours duration.



I received **Stage 3 Paddling Skills** from

on (Date) \_\_\_\_\_.

## PADDLING SKILLS – STAGE 4

- ☐ I can demonstrate the HELP and Huddle positions while in the water wearing a PFD.
- ☐ I can explain what clothing should be worn while canoe tripping.
- ☐ I can assist in launching and landing a canoe or kayak.
- ☐ I can trade places with my paddling partner while on the water.
- ☐ I have helped a Stage 2 paddler to explain the basic safety rules for being near water.
- ☐ I can explain the seven principles of Leave No Trace.
- ☐ I have taken part in a canoe or kayak raft-up and can explain its uses.
- ☐ By myself or with a paddling partner, I can paddle a canoe or kayak in a straight line going forward for at least 50 metres.
- ☐ I can make my canoe or kayak turn in the direction I want it to turn.
- ☐ I can demonstrate basic canoe strokes (forward, reverse, draw, pry, stop, j, sweep).
- ☐ I can explain why my watercraft needs a painter and can attach one so that it is secure and readily available when I need it.
- ☐ I can describe water and weather conditions that make paddling unsafe and can explain what to do if I encounter them while I am on the water.
- ☐ I can explain why canoes and kayaks are important to Canadian aboriginal people and the history of Canada.



- ☐ I can identify three methods for helping someone in the water to reach safety, and have demonstrated how to use them.
- ☐ I can throw a throw bag so that someone in the water can reach it.
- ☐ I have taken part in and logged at least four paddling activities.
- ☐ I can explain what a float plan is.
- ☐ I have participated in at least one paddling activity of at least eight hours duration that includes making and eating a meal.

I received **Stage 4 Paddling Skills** from

on (Date) \_\_\_\_\_.

## PADDLING SKILLS – STAGE 5

- ☐ I have participated in at least two two-day paddling trips.
- ☐ I have helped prepare an emergency plan and a float plan with a more-experienced paddler for one of the trips.
- ☐ I have participated in creating a menu for an overnight trip.
- ☐ I can recognize the symptoms of weather-related injuries and know how to treat them.
- ☐ I can demonstrate a self-rescue with my canoe or kayak.
- ☐ I can demonstrate how to pack my personal gear so that it will stay dry.
- ☐ I have participated in a canoe-over-canoe rescue as both the rescuer and the one being rescued.
- ☐ I can light a fire using no more than three matches.
- ☐ I have made a personal survival kit.
- ☐ I can explain Scouts Canada's guidelines for paddle sports.
- ☐ I can assist Stage 3 paddlers to get back into their swamped watercraft.





- ☐ I can help paddlers at Stage 1 identify the parts of their paddle and their canoe or kayak.
- ☐ I have completed and logged at least six days of backcountry paddling.
- ☐ I have attained at least the Paddle Canada Canoe Basics level of paddling certification.

I received **Stage 5 Paddling Skills** from

on (Date) \_\_\_\_\_.

### PADDLING SKILLS – STAGE 6

- ☐ I can load my canoe with personal and group gear for a multi-day trip.
- ☐ I have demonstrated several methods for ensuring that water is safe to drink.
- ☐ I know how to do rescue breathing with a victim who is in the water while I am in my canoe or kayak.
- ☐ I have attained at least Paddle Canada Lake Introductory Tandem certification.
- ☐ I can create a gear list for the personal and group gear required on a four-day trip.
- ☐ I can explain the features of a good campsite on a waterway.
- ☐ I know how to find out the backcountry camping regulations in the area where I will be travelling.
- ☐ I can explain how to deal with waste while traveling in the backcountry, including greywater, solid waste, food scraps and human waste.
- ☐ I can read and understand a topographical map and can use it and a compass to tell where I am and where I am going while on a canoe trip.
- ☐ I can recognize conditions that may precede bad weather.
- ☐ I know the limits of weather that are safe to paddle in.



- ☐ I have completed and logged at least eight days of backcountry canoe tripping.
- ☐ I have taught at least one of each of the following to paddlers working on Stage 1, Stage 2, Stage 3 or Stage 4:
  - ☐ a paddling skill
  - ☐ a paddling safety element
  - ☐ a paddling knowledge item
- ☐ I have helped a Stage 4 paddler by explaining the seven principles of Leave No Trace.
- ☐ I have kept a journal of my canoe excursions that includes both details of the trip and my personal reflections.
- ☐ With my paddling team, I can plan a healthy menu for our canoe adventure and help prepare the meals we have planned.
- ☐ I can explain how I can access emergency assistance while in the backcountry.
- ☐ I have completed at least one paddling trip that is four days, 50 km, has a minimum of three different campsites and includes portages.

I received **Stage 6 Paddling Skills** from

on (Date) \_\_\_\_\_.

### PADDLING SKILLS – STAGE 7

- ☐ I can efficiently and safely carry my canoe and my gear across a portage of a least 700 metres.
- ☐ I have attained a minimum of Paddle Canada Lake Intermediate Tandem certification.
- ☐ I have attained a minimum of Paddle Canada Moving Water Introductory Tandem certification.
- ☐ I always wear an approved paddling helmet when I paddle in rapids.
- ☐ I can explain the relative benefits of various types of canoe materials and designs.



- ☐ I know how to outfit a canoe for safety and comfort.
- ☐ I know how to use basic tripping technology and understand the pros and cons of the devices I use.
- ☐ I can show how and why the way I load my canoe will be different for different water conditions.
- ☐ I understand the food requirements for canoe trippers and have prepared a nutritious and delicious menu for a multiday canoe trip.
- ☐ I can use several different methods for cooking.
- ☐ I have taught at least one of each of the following to paddlers working on Stage 4 or Stage 5:
  - ☐ a paddling skill
  - ☐ a safety element
  - ☐ a knowledge element
- ☐ I have participated in 12 days of canoe tripping at Stage 7 and recorded the information in my log.
- ☐ I have completed at least one canoe trip of at least six days in duration, 100 km distance and a minimum of four camp sites. The trip includes portages and/or Class 1 or 2 moving water.
- ☐ With my team, I have developed a hazard assessment and risk control plan detailing how we will deal with injuries, illness, loss of equipment and other potential emergencies on our trip.
- ☐ With my team, I have developed a float plan for my canoe trip.
- ☐ I know what items should be in a first aid kit for backcountry travel as per Transport Canada regulations.
- ☐ I have attained a minimum of standard level first aid training from an accredited agency. Standard level wilderness first aid is strongly recommended, but an urban course is acceptable.
- ☐ I have helped to lead a stage five overnight canoe expedition.
- ☐ With my team, I can plan all the details for an overnight canoe trip (minimum two days) and have evaluated the trip afterwards to ensure that our planning was complete and appropriate.

I received **Stage 7 Paddling Skills** from

on (Date) \_\_\_\_\_.

## PADDLING SKILLS – STAGE 8

- ☐ I can plan and carry out a backcountry canoe trip with my team of at least 14 days, 250 km, and a minimum of 11 different camp sites.
- ☐ I can inspect a rapid to determine the best lines for running it.
- ☐ I can recognize a rapid that is beyond my skill level to run.
- ☐ I have attained Paddle Canada Intermediate Moving Water certification.
- ☐ I have completed and logged at least 25 days of canoe tripping at Stage 8.
- ☐ I have successfully completed a Paddle Canada Waterfront Instructor course.
- ☐ While on my extended trip, I have been the designated trip leader for at least one day. Two Scouts--but not more than two--may share the trip leader role.
- ☐ I can rescue a capsized loaded canoe and get the swimmers to safety.
- ☐ I can explain the responsibilities of a trip leader.
- ☐ I have successfully completed an advanced wilderness first aid course of at least 40 hours duration (80 hours preferred) with a certified accreditation agency (St. John Ambulance, Red Cross or equivalent).
- ☐ I have assisted in teaching a paddling course to Stage 5 or Stage 6 paddlers.



I received **Stage 8 Paddling Skills** from

on (Date) \_\_\_\_\_.

## PADDLING SKILLS – STAGE 9

- ☐ I have completed instructor-level certification in at least one Paddle Canada discipline.
- ☐ I have completed and logged at least 25 days of backcountry canoe tripping (which may include time spent leading trips for less-experienced paddlers).
- ☐ I know and follow the Transport Canada requirements for guided canoe trips.
- ☐ I have completed all necessary paperwork for leading a trip, including float plan, emergency plan and Scouts Canada requirements.
- ☐ I have successfully completed a swift water rescue course.
- ☐ I can lead a group of Stage 6 or Stage 7 paddlers on a multi-day excursion.
- ☐ I have taught at least two sanctioned Paddle Canada courses to Scouts working at Stage 5, Stage 6, Stage 7 or Stage 8.



I received **Stage 9 Paddling Skills** from \_\_\_\_\_

on (Date) \_\_\_\_\_.

## Sailing Skills

### SAILING SKILLS – STAGE 1

- ☐ I can explain the risks of cold water.
- ☐ I can explain what a Personal Flotation Device (PFD) is for.
- ☐ I can put on my PFD and know how it should fit.
- ☐ I can show how to avoid sunburns.
- ☐ I can show how to contact the emergency services.
- ☐ I can show where the bow and stern are in a sailboat.



- ☐ I can jump into chest-deep water wearing my PFD.
- ☐ I can blow bubbles in the water for ten seconds.
- ☐ I can explain and have demonstrated how to behave safely in my sailboat.
- ☐ I have taken part in a short sailing adventure of at least an hour.
- ☐ I have participated in a fun physical fitness program designed for sailing.

I received **Stage 1 Sailing Skills** from \_\_\_\_\_

on (Date) \_\_\_\_\_.

### SAILING SKILLS – STAGE 2



- ☐ I can explain the safety rules for being near water.
- ☐ I am familiar with the signs and symptoms of mild hypothermia.
- ☐ I can explain how I should care for my PFD.
- ☐ I can explain the difference between a PFD and a life jacket.
- ☐ I am familiar with the three common whistle signals and when they would be used.
- ☐ I can describe five appropriate actions I should take if I capsize in a sailboat.
- ☐ I can demonstrate how to tie reef knot, sheet bend and figure-eight.
- ☐ I can identify twelve key parts of my sailboat.
- ☐ I have used a throw bag.
- ☐ I can lift a boat with help from others, rig a sailboat, and practise getting into and out of my boat safely.
- ☐ Before I launch my boat, I can show where I am allowed to go sailing.
- ☐ I can swim 50 metres wearing my PFD.
- ☐ I can sail away from dock, hold the tiller, pull in the mainsheet, ease the sheets, and sail straight for one minute.



- ☐ I have taken part in at least two daysails of four hours each, or four daysails of two hours each.

I received **Stage 2 Sailing Skills** from

on (Date) \_\_\_\_\_.

### SAILING SKILLS – STAGE 3

- ☐ I can get help if I see somebody in difficulty on the water.
- ☐ I can explain why I should not drink the water from the lake, river or ocean I am sailing on.
- ☐ I am familiar with common hand signals and when they would be used.
- ☐ I can identify the equipment Transport Canada requires me to have in my sailboat.
- ☐ I can explain what impact I have on the environment while sailing.
- ☐ I can identify six types of sailcraft. Scouts should be able to identify or draw the rigging of six types of sailcraft.
- ☐ I can identify the signs of dangerous weather and water conditions.
- ☐ I can tie the reef knot, sheet bend, figure-eight and bowline used by Scouts when sailing or when camping.
- ☐ I can rig my boat and then practise getting into and out of my boat safely.
- ☐ I can tack, gybe, sit on gunwale, hike, slow down, speed up, bail the boat and balance the boat.
- ☐ I can de-rig a sailboat, dry the sails and store all the parts properly.
- ☐ I have taken part in at least
  - ☐ three daysails of four hours each, or
  - ☐ six daysails of two hours each.
- ☐ I know how and where to get the latest weather forecast for the area where I will be sailing.



- ☐ While fully clothed and with a properly fitted PFD, I can tread water for five minutes, then swim 100 metres using any stroke.

I received **Stage 3 Sailing Skills** from

on (Date) \_\_\_\_\_.

### SAILING SKILLS – STAGE 4

- ☐ I know how to find an appropriate PFD that is the right size and fit for me.
- ☐ I am aware that everyone must wear properly fitted PFD while in a boat.
- ☐ I am familiar with the signs and symptoms of severe hypothermia.
- ☐ I can describe and demonstrate safety in and on the water.
- ☐ I know how to properly secure a towline to my sailboat.
- ☐ I know the hazards for sailing in different weather conditions.
- ☐ I understand balance in the sailboat and know how to sail the boat flat.
- ☐ I understand how to trim my sail to get the best performance from the sailboat.
- ☐ I can tie eight knots that are useful when sailing, canoeing or camping.
- ☐ Under the direction of the Skipper, I have sailed my sailboat forward for 200 metres.
- ☐ I can demonstrate how to steer a sailboat going upwind or downwind.
- ☐ I can demonstrate how to balance my sailboat and can sail the boat flat.
- ☐ I have capsized the sailboat and recovered to an upright position.
- ☐ I can get back into the sail boat solo, or with help from the Skipper, if my boat capsizes.



- ☐ I can help my Skipper to return the sailboat to the dock or to the beach safely.
- ☐ I can de-rig a sailboat, dry the sails and store all the parts properly.
- ☐ I have taken part in at least four daysails of four hours each, or eight daysails of at least two hours each, on safe, familiar waters.
- ☐ I can toss a throw bag so that someone in the water can reach it.
- ☐ I can swim and demonstrate the HELP and huddle positions while in the water wearing a PFD.
- ☐ I have been introduced to self-help procedures and can explain how to perform the HELP position by myself and the huddle position with others.

I received **Stage 4 Sailing Skills** from

on (Date) \_\_\_\_\_.

### SAILING SKILLS – STAGE 5

- ☐ I know when and how to follow the Sail Coach's commands.
- ☐ I can identify mild symptoms of hyperthermia.
- ☐ I can identify three reaching assists that could be used to help someone in the water to reach safety and have demonstrated how to use one of them.
- ☐ I know how to create and use a float plan.
- ☐ I can explain why my boat needs a painter.
- ☐ I know games youth can play to promote flexibility prior to going sailing.
- ☐ I can explain what clothing should be worn while sailing.
- ☐ As the Skipper of my sailcraft, I can identify the equipment Transport Canada requires to be on the sailboat and demonstrate its proper use.
- ☐ I can describe the basic Transport Canada navigational aids on the water.



- ☐ I can explain the rules established to avoid collision.
- ☐ I can inspect a rigged sailboat and identify faulty boat parts.
- ☐ I can launch a boat from the dock or the shore.
- ☐ I can trade places with my sailing crew while on the water in winds less than 9 knots.
- ☐ I have demonstrated steering a sailboat heading upwind, or bearing off and going downwind, depending on wind conditions and direction.
- ☐ I can demonstrate a self-rescue with my sailboat.
- ☐ I have demonstrated proper Man Over Board (MOB) procedures while on the water.
- ☐ I have demonstrated making a sail raft and can explain its uses.
- ☐ I can work as part of a team to sail in a straight line going forward for at least 200 metres.
- ☐ I can effectively steer the sailboat while sailing flat, identify wind direction while sailing, make the boat turn and head up / bear off within one boat length of the mark.
- ☐ I have demonstrated how to trim the sail while sailing at all points of sail, including adjusting the sails for wind shifts, and adjusting the sails for puffs/lulls.
- ☐ I can manoeuvre the sailboat properly while giving the proper commands to my crew.
- ☐ I can safely dock or beach a sailboat.
- ☐ I can lift the boat from the water to dry storage, de-rig the boat, and store the sails and foils correctly in the boat storage.
- ☐ I have participated in one daysail of at least six hours duration which includes sailing to and landing at a beach, making and eating a meal, and returning safely.
- ☐ I have taken part in at least
  - ☐ five daysails of six hours each, or
  - ☐ ten daysails of three hours each, on safe, familiar waters.



- ☐ I have helped a Sailing Skills Stage 2 or Sailing Skills Stage 3 sailor explain the basic safety rules for being near water.

I received **Stage 5 Sailing Skills** from

on (Date) \_\_\_\_\_.

### SAILING SKILLS – STAGE 6

- ☐ I can identify signs of moderate levels of hyperthermia.
- ☐ I understand and have taken the appropriate actions to maintain hydration.
- ☐ I understand, and can explain, air dynamics on a sail.
- ☐ I can evaluate local sailing hazards.
- ☐ I have, and can demonstrate, a full understanding of the local racing rules.
- ☐ I can clearly communicate with my crew to synchronize the helm to sail trim and to boat balance.
- ☐ I have demonstrated proper steering techniques including smooth mark roundings, sailing by the lee and match sheeting to the turn.
- ☐ I can properly trim the sail of the sailboat and the crew should identify the point and speed nodes for the helm upwind.
- ☐ I can manoeuvre the sailboat.
- ☐ I have participated in a local club race.
- ☐ I have participated in a sailing rescue as both the rescuer and the one being rescued and I have experienced a simulated capsized to acquire the knowledge to recover the boat properly.
- ☐ I can sail a single / double-handed boat to CANSail 3 skills standards.
- ☐ I have participated in at least six daysail outings.
- ☐ I have maintained a logbook of my training.



- ☐ I have assisted the sail coach in delivering one safety element, one knowledge item and one on-the-water skill to sailors working on Sailing Skills Stage 2, Stage 3 or Stage 4.

I received **Stage 6 Sailing Skills** from

on (Date) \_\_\_\_\_.

### SAILING SKILLS – STAGE 7

- ☐ I can recognize and treat severe hyperthermia and hypothermia.
- ☐ I can evaluate geographical and tidal effects of a sailing venue.
- ☐ I can describe common seamanship knowledge.
- ☐ I can describe common racing strategies.
- ☐ I can describe the mechanics of air flow over the sail.
- ☐ I can describe how to tune a boat.
- ☐ I know and can describe the intent of the current ISAF racing rules 1–7.
- ☐ I have demonstrated an understanding of sail rigging.
- ☐ I have demonstrated the skills to balance the sailboat while underway on the water.
- ☐ I can demonstrate Intermediate sailing skills:
- ☐ I have demonstrated the skills to steer the sailboat while underway.
- ☐ I have demonstrated the skills to trim the sails while underway.
- ☐ I have successfully shown how to manoeuvre while sailing.
- ☐ I have demonstrated down-speed opportunities.
- ☐ I have demonstrated tactical manoeuvres while racing.
- ☐ I have participated in a 1- to 2-day local regatta.
- ☐ I can sail a single / double-handed boat to CANSail 4 standards.





- ☐ I have participated in at least seven daysail outings.

I received **Stage 7 Sailing Skills** from

on (Date) \_\_\_\_\_.

### SAILING SKILLS – STAGE 8

- ☐ I know the Collision Regulations and proper etiquette for using a marine radio on the water.
- ☐ I know how to properly prepare my boat for safe travel.
- ☐ I can evaluate geographical and tidal effects of a new sailing venue.
- ☐ I know and can describe the current racing rules.
- ☐ I have demonstrated how to tune a boat.
- ☐ I have demonstrated optimal body position at all times when sailing.
- ☐ I have demonstrated tacking/gybe manoeuvres.
- ☐ I have demonstrated the skills to fly a spinnaker/kite on the water.
- ☐ I can demonstrate the skill to gybe while flying a spinnaker/kite.
- ☐ I can demonstrate tactics while racing.
- ☐ I have demonstrated the racing strategies.
- ☐ I can sail a single-handed boat to CANSail 5 skills standards.
- ☐ I have participated in at least eight daysail outings.
- ☐ I have participated in a regional training camp and a regional regatta.
- ☐ I have successfully completed the equivalent requirements for a CANSail 1–2 Fundamental Sailing Instructor course, from Sail Canada or its member provincial association, or internationally recognized equivalent.



I received **Stage 8 Sailing Skills** from

on (Date) \_\_\_\_\_.

### SAILING SKILLS – STAGE 9

- ☐ I have prepared the vehicle and/or trailer with the boat that I am responsible for prior to travelling to any events.
- ☐ I have used precautionary driving skills while travelling safely to events carrying passengers and/or transporting sailboats.
- ☐ I have developed strategic and tactical plans prior to a race, based on wind, geography, tides and currents.
- ☐ I can describe the implications of the I, P, Z and black flags used in racing with full understanding of their intent in accordance with the current CANSail / ISAF Racing Rules.
- ☐ I have the knowledge to effectively evaluate and adjust both standing and running rigging prior to a race with the intent of achieving maximum performance.
- ☐ I have a full understanding of air flow over the sails, and can explain the implications of changing laminar flow on sail trim.
- ☐ I can demonstrate at least six steering skills.
- ☐ I have successfully demonstrated at least two tactical sailing manoeuvres.
- ☐ I have demonstrated at least four optimal body positions while sailing on a double-handed boat.
- ☐ I have demonstrated at least four skills to steer the sailboat while underway on the water.
- ☐ I have successfully shown at least three manoeuvres a boat with trapeze.
- ☐ I have prepared for competition.



- ☐ I have participated in a provincial regatta where all the skills that I have learned are consolidated into performance in order to excel during the regatta.
- ☐ I have successfully completed the equivalent requirements for an Intermediate CANSail 3–4 Sailing Instructor course from Sail Canada or its provincial association, or internationally recognized equivalent.
- ☐ I can sail a double-handed boat to CANSail 5 skills standards including CANSail 5 chute skill sets.

I received **Stage 9 Sailing Skills** from

on (Date) \_\_\_\_\_.

