

HWB COURSE FOR SCOUT MASTER / LADY SCOUT MASTER

SELF LEARNING MODULES

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CONSERVATION

Introduction:

Poverty, lack of ecological knowledge, lack of alternative possibilities, political conflicts and war have contributed led to erosion which in turn has resulted in the deterioration of land, lower productivity and death. The destruction of land, together with the population explosion is leading to an increase in the number of starving people in the world.

Various forms of pollution (Water, Air and Sound) and depletion of resources is threatening the survival of humanity throughout the globe. The environment concern rank a today's —Global Issued No. I|| problems such as destruction of the ozone layer pollution of the seas and extinction of wild life affects us all whether we live in a the North of in the South or indeed in the East of the West of the solutions to these issues will be found only by a concerted and co-operative effort involving young and old across national, political and cultural borders. Scouting has to play an active role in responding to these concerns, what we can do? Perhaps it would be better to ask What Can't We Do?

Objectives: At the end of the SLM participants will be able to:

- Define conservation.
- Identify some of the outdoor activities that are possible in each participant's area.
- Organize and conduct a summer nature rambling and expedition.
- Identify major ecological problems in the world.
- Explain how human behavior & work affecting the nature.
- List out the scouting activities useful in the conservation field.

Thought for Reflection:

"The abuse of environment is not local or national but global. Air currents waft poisonous gases around the world. Sewage and oil pollution of the seas and oceans touch many shores and the international rivers carrying harmful wastes and poisons across natural boundaries. Protecting man's environment is therefore, a global problem"

- P.R.Gupta , India Ecologist

Conservation Definition:

Conservation is an ethic of resource use, allocation, and protection. Its primary focus is upon maintaining the health of the natural world, its fisheries, habitats, and biological diversity. Secondary focus is on materials conservation, including non-renewable resources such as metals, minerals and fossil fuels, and energy conservation, which is important to protect the natural world. Those who follow the conservation ethic and, especially, those who advocate or work toward conservation goals are termed conservationists.

The terms *conservation* and *preservation* are frequently conflated outside of the academic, scientific, and professional literature.

"Conservation and preservation are closely linked and may indeed seem to mean the same thing. Both terms involve a degree of protection, but how that is protection is carried out is the key difference. Conservation is generally associated with the protection of natural resources, while preservation is associated with the protection of buildings, objects, and landscapes. Put simply, *conservation seeks the proper use of nature, while preservation seeks protection of nature from use.*

“Conservation means keeping our environment safe for the future”.

The World Conservation Strategy:

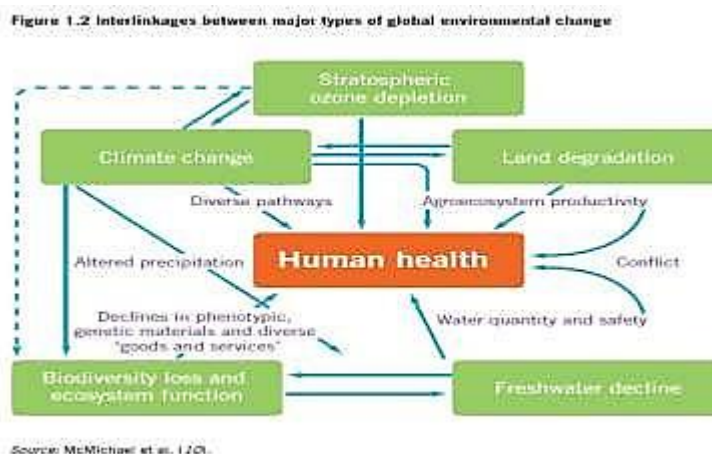
The world is approaching an ecological collapse. The Government, Non-governmental organization and experts throughout the world have been involved in preparing a global plan, The World Conservation Strategy.



The Strategy says:

- Only by working with nature can man survive,
- Conservation is in the mainstream of human progress,
- We must recognize that we are part of nature, and
- We must resolve that all our actions take this in to account.

Our work:



1. To conserve habitat in terrestrial eco-regions and to stop deforestation is a goal widely shared by many groups with a wide variety of motivations.
2. To protect sea life from extinction due to overfishing or climate change is another commonly stated goal of conservation — ensuring that "some will be available for future generations" to continue a way of life.
3. The consumer conservation ethic is sometimes expressed by the **four R's**: "**Rethink, Reduce, Recycle, Repair**". This social ethic primarily relates to local purchasing, moral purchasing, the sustained, and efficient use of renewable resources, the moderation of destructive use of finite resources, and the prevention of harm to common resources such as air and water quality, the natural functions of a living earth, and cultural values in a built environment.
4. The principal value underlying most expressions of the conservation ethic is that the natural world has intrinsic and intangible worth along with utilitarian value — a view carried forward by the scientific conservation movement and some of the older Romantic schools of ecology movement.

EARTH TRIBE :

World Scouting has launched the Earth Tribe, a new educational initiative that unites young people in a global youth movement for environmental action. The new initiative focuses on developing the key competencies needed to enable young people to become environmental leaders.

The Earth Tribe offers as a complementary component of Scouting's Youth Programme, replacing the long-standing World Scout Environment Programme, and is part of a wider collective mobilization through Scouts for SDGs to engage young people in making the world's largest youth contribution towards the Sustainable Development Goals (SDGs).



As members of the Earth Tribe, young people can develop the skills and leadership to better understand their personal impact on the environment, and take action in their communities to tackle climate change, promote sustainable consumption, and connect with nature.

In the spirit of urgency and global citizenship, the Earth Tribe initiative recognises the critical impact that human activity has on nature, and how young people as global citizens can play an active role in being champions and advocates for environmental action.

The Earth Tribe offers a self-progressive educational journey that young people can experience through a series of exciting Earth Tribe Challenges that address how to reverse the loss of nature and biodiversity, change personal consumption habits, fight plastic pollution, advocate for clean energy solutions, and more. Among the first Challenges to be featured as part of the Earth Tribe are the **Champions for Nature Challenge** designed in partnership with WWF, the **Tide Turners Plastic Challenge** designed in partnership with UN Environment, and the **Scouts Go Solar Challenge** designed in partnership with Solafrica.

As the Earth Tribe continues to grow as a platform for environmental action, more Challenges and gamification elements involving partners will be featured in the initiative, providing even more opportunities for young people to earn recognition badges and become champions for sustainability.

The Earth Tribe unites young people in a global community to become champions for preserving and protecting our planet.

Your Earth Tribe journey will take you through a series of Challenges that will inspire you to care about the environment and become:

Advocate for better choices :

Young people understand Challenges connected to this learning path focus on making Better Choices and responsible habits towards consumption in relation to the environment.

Champion for nature and biodiversity :

Young people understand Biodiversity and Nature in relation to good health and well-being.

Innovator for clean energy :

Young people understand how different options of energy production and consumption behaviours have an impact on climate change.

Healer for a healthy planet :

Young people engage in designing solutions and leading on actions to prevent pollution and recover water and land ecosystem

Champions for Nature - Designed in partnership with WWF

Tide Turners Plastic - Designed in partnership with UN Environment

Scouts Go Solar - Designed in partnership with Solafrica.

As the Earth Tribe continues to grow as a platform for environmental action, more Challenges and gamification elements involving partners will be added to the initiative, providing even more opportunities for young people to earn recognition badges and become champions for sustainability.

A series of new Earth Tribe implementation manuals and Challenge action kits have been developed by WOSM to enable NSOs and Adult Leaders to introduce the new initiative within their existing national Youth Programme. These tools, resources and materials, along with information about the Earth Tribe Challenges, are available at earthtribe.scout.org. After completing all the challenges you should submit your report to info@bsgindia.org.

An Attempt to Recollect:

Having gone through so far you can now try to test your memory by answering the following question:

1. What is definition of conservation?
2. What are the four R's?
3. In which campfire yarn BP discussed ecological problems?
4. What is Earth Tribe?

Fill in the blanks:

1. Conservation andclosely linked with same meaning.
2. can be as the practical knowledge of animals &nature.
3. Only by working with can man survive.
4. Scouting provides opportunities to experience and connect with.....

Suggested Activities:

1. Select an area of your village or town and do survey on problem related to pollution.
2. Help to plan and take part in a project of improve the greenery.

For Further Reading:

Scouting for Boys.

Romantic and Utilitarian conservation traditions in America.

The posthumous publication of Henry David Thoreau's *Walden* established the grandeur of unspoiled nature as a citadel to nourish the spirit of man.

From George Perkins Marsh a very different book, *Man and Nature*, later subtitled "The Earth as Modified by Human Action", catalogued his observations of man exhausting and altering the land from which his sustenance derives.

M. Sc. Environmental Science Books of Universities of India.

Scouts.scan.browse the website

How much have I got it right?

Here are the answers to your memory test:

1. What is definition of conservation?

Ans. **"Conservation means keeping our environment safe for the future"**.

2. What are the four R's? Ans. **"Rethink, Reduce, Recycle, Repair"**.

3. In which campfire yarn BP discussed ecological problems? Ans. **14, 15 & 16**

Fill in the blanks:

1. Conservation and **Preservation** closely linked with same meaning.
2. **Wood Craft** can be as the practical knowledge of animals & nature.
3. Only be working with **Nature** can man survive.
4. Scouting provides opportunities to experience and connect with **Nature**.

NEEDS OF THE YOUNG PEOPLE AND PERSONAL DEVELOPMENT

Introduction:

The boy of Scout age is an adolescent is in a turbulent stage. He is passing through a crisis resulting from physical change, psychological change and social change.

Our Movement deals with growing individuals i.e. developing individuals who have not yet reached maturity and adulthood.

The essential task of Scouting is to help such individuals complete the different stages of their development happily.

Objectives: At the end of the SLM participants will be able to:

1. List out the characteristics, needs and the interest of the young people of Scout age.
2. Recognize that these characteristics, needs and interests can develop the young people mentally, physically, socially and spiritually.
3. Explain how the social structure and the educational system affect these characteristics, needs and interests.
4. Identify the means of bringing about personal development in the young persons.

Thought for Reflection:

When you are acting as scout or guide for a party, move ahead of it and fix your whole attention and all your thought on what you are doing.

– Lord Baden Powell

Chapter:02, Camp Fire Yarn:05, Page:70

NEEDS OF YOUNG PEOPLE:

Our Youth are backbone for the development of our country, if youth are physically, mentally strong then the country will develop economically, physically, politically, socially and spiritually. So we should look after the youth or young people. The purpose of the scout / guide movement is to contribute to the development of young people in achieving their full physical, mental and spiritual development. Some needs of Young People are as under :

- Look for the future.
- Get Employments.
- Become a good citizen.
- Make a place in the society.
- Take perfect decision.
- Accommodate him accordingly to the situation.
- Adjust in the modern lifestyle.
- Create new source of income.
- Make good social lifestyle.
- Develop Skills
- Involvement in Voluntary Organizations.
- Become self-dependent.
- Keep self respect.
- Courage to face the difficulties in life
- Decision Maker.
- Behave like adult.
- To get love and; affection from others.
- Knowledge of good literature.
- Active participation in literacy, Polio, Sanitation Promotion, Blood Donation etc.
- Assured future.
- Development of personality
- No restriction.
- Freedom of movement
- No question.
- Daydreaming.
- Independence
- Appreciation & Recognition.



General Expectation from the Movement: (Needs of Young People)

- Wants Action – to do things.
- Wants adventure action.
- Needs achievement.
- Needs of a sense of belongings.
- Needs Fun.
- Chance for Service.



Aspiration of Young People:

Human life is full of ambition. Ambition makes strong motivation, it is fixed. Through ambition any person can reach at the target and feel happiness. It is closely related to the Qualification and Development. Some Aspirations are enlisted below:

- Achieve success in their own field.
- Good Employment.
- Present skills and crafts in society.
- Create good impression in society.
- To get power.
- High standard of Social and Economical lifestyle.
- Proceed in every field.
- An ideal representation or personality.
- Maintain good health.
- Represent him-self attractively in the society.
- Faith in the religion.
- Follow the Aim, Law, and Ideas of Dharma.
- Service.



Personal development:

Personal development is brought about through: Personal Contact, Personal Support, Encouragement, building self-confidence, building self esteem, proper guidance, Career guidance, creating leadership opportunities, developing communication skills, training in problem solving etc.

Personal development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations. Personal development takes place over the course of a person's entire life.^[1]Not limited to self-help, the concept involves formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, life coach or mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations.

Personal development may include the following activities:

- Improving self-awareness
- Improving self-knowledge
- Improving skills and/or learning new ones
- Building or renewing identity/self-esteem
- Developing strengths or talents
- Improving wealth
- Identifying or improving potential
- Building employability or (alternatively) human capital
- Enhancing lifestyle and/or the quality of life
- Improving health
- Fulfilling aspirations
- Initiating a life enterprise or (alternatively) personal autonomy
- Defining and executing personal development plans (PDPs)
- Improving social abilities

Personal development can also include developing other people. This may take place through roles such as those of a teacher or mentor, either through a personal competency or through a professional service (such as providing training, assessment or coaching).

Beyond improving oneself and developing others, "personal development" labels a field of practice and research. As a field of practice, it includes personal development methods, learning programs, assessment systems, tools, and techniques. As a field of research, personal development topics increasingly appear in scientific journals, higher education reviews, management journals and business books.

Any sort of development—whether economic, political, biological, organizational or personal—requires a framework if one wishes to know whether a change has actually occurred. In the case of personal development, an individual often functions as the primary judge of improvement or of regression, but validation of objective improvement requires assessment using standard criteria. Personal-development frameworks may include goals or benchmarks that define the end-points, strategies or plans for reaching goals, measurement, and assessment of progress, levels or stages that define milestones along a development path, and a feedback system to provide information on changes.

Psychology:

Psychology become linked to personal development. A young man has the developmental task of giving it greater definition and finding ways to live it out. It makes a great difference in his growth whether his initial life structure is consonant with and infused by the Dream, or opposed to it. If the Dream remains unconnected to his life it may simply die, and with it his sense of aliveness and purpose.

Self-confidence functions as a powerful predictor of success because:

- ✓ it makes you expect to succeed
- ✓ it allows you take risks and set challenging goals
- ✓ it helps you keep trying if at first you don't succeed
- ✓ it helps you control emotions and fears when the going gets rough

We have discovered that there is a set of human strengths that are the most likely buffers against mental illness: courage, optimism, interpersonal skill, work ethic, hope, honesty and perseverance. Much of the task of prevention will be to create a science of human strength whose mission will be to foster these virtues in young people.

Personal Development and Education:

Personal development has been at the heart of education. Seven vectors of personal development for young adults during their study age:

- Developing competence
- Managing emotions
- achieving autonomy and inter dependence
- developing mature interpersonal relationships
- establishing identity
- developing purpose
- developing integrity



a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development; # objectives related explicitly to student development; to improve the capacity of students to understand what and how they are learning, and to review, plan and take responsibility for their own learning.

An Attempt to Recollect:

Having gone through so far, you can now try to test your memory by answering the following question:

1. What makes strong motivation to human life?.
2. What are the Needs of Scout age boy?
3. How Scout Movement contribute to development of boys?.

Fill in the blanks:

- 1 became linked to personal development.
2. Personal development has been at the heart of.....
3. Personal Development frame work may include.....
4. Personal Development may also include developing.....

For Further Reading:

Aids to Scout mastership.

Scouting for Boys

Hand book for scout masters.

How much have I got it right?

Here are the answers to your memory test:

1. What makes strong motivation to human life?
Ans : Ambitions
2. What are the Needs of Scout age boys?
Ans : Become a good citizen, Make a place in the society, and Take perfect decision.
3. How Scout Movement contribute to development of boys?
Ans: Scout movement is to contribute to the development of young people in achieving their full physical, mental and spiritual development.

Fill in the blanks:

1. **Psychology** became linked to personal development.
2. Personal development has been at the heart of **education.**
3. Personal Development frame work may include **goals.**
4. Personal Development may also include developing **other people.**

PROFICIENCY BADGE ACTIVITIES.

Introduction:

Baden Powell instituted a badge system in scouting because of the basic human desire to achieve and to be recognized. The pattern for achieving —status in scouting is geared to the needs, the aspiration, the activities and interests that appeal to the youth of scouting age and to the nature of the group whose opinion is important to them. The plan involves a series of recognitions for achievement within the frame work of the programme (training the boy along the objectives of the scout movement). Badges then become the stimulus for a quality programme and the symbols of achievement for participating in it. This true learning experience highlights the values and attitudes of scouting’s fundamental principles. Badges should not be achieved for the sake of quantity alone or becoming —ends rather than means||. The recognition Plan (or badge Scheme) helps to attract the youth to the scout movement and stimulate participation in a well-rounded scouting experience by appealing to this natural desire to achieve and to be recognized. It caters to individual tasks by providing incentive (recognition through badges) for progressing along the lines suggested by the scout’s particular interest and abilities. The emphasis should be on individual accomplishment or achievement and /or participation in ground task/projects/work. It measures the extent to which the youth have been helpfully guided and motivated through the successive stages of a scouting experience. It also measures the success of scout unit in stimulating youth interest and encouraging progressive participation in the programme.

Objectives: At the end of the SLM participants will be able to:

- List out the types of Proficiency Badges of scouts.
- Explain the purpose of the Proficiency Badge Scheme.
- Write Categories of Proficiency Badges.
- Explain difference between Interest Badges & Pursuit Badges.

Thought for Reflection:

—Boys gaining extra Proficiency in other activities scout craft felt the desire to show their ability with a distinguishing mark

- Baden Powell

Proficiency Badge:

When someone is Proficient means that he is an expert on a subject or can do something well. Proficiency Badges mean special proficiency or merit badges and not efficiency badges like Pratham Sopan, Dwitiya Sopan, Tritiya Sopan.

The system of proficiency Badges was in Baden Powell’s original scheme and has always been distinctive feature of scouting.

Proficiency Badges are aids to character training and to develop qualities of good citizenship and to help to remedy defects and to develop character and physical health.

They offer the boys incentives for progressing along with the lines suggested by his own tastes and abilities. Working for Proficiency badges helps the scout to widen his interest, to explore and develop new skills. They should not, however, be regarded in the same way as the Sopan tests.



Three Main functions of Proficiency Badges are as follows:

- The Badge acts as an incentive to extend boy's knowledge in any of the subjects that interest him- Aids to the enjoyment throughout his life and leads towards the career.
- The Badges provide a ready means of encouraging the dull or backward boy. In such a wide range of subjects even dullard can choose some subjects to retain his self respect and gain self-confidence.
- Higher awards for groups of Proficiency Badges like Rajayapuraskar Award, President's Scout Award etc. will contribute for the continued and progressive training scouts.

The more interesting points are:

- They help the Scout Master in studying each and every scout of his troop to find out his desire and inclination in choosing the badges.
- They also keep the intelligent boy occupied in the useful trades and skills.
- Scouts make good use of their leisure time to promote higher and broader-based scouting.

Thus they have a very definite function to awaken and stimulate the boys interest in their own orbits, yet in the general work of scout programmes.

Some useful Tips on:

A) Motivation to Proficiency Badge Work:

- 1) Charts on Proficiency Badges can be hung in the Troop Den.
- 2) Syllabus of different Badges can be made available to scouts (available in APRO-II).
- 3) Books on different badge subjects can be made available in Troop / Patrol Libraries.
- 4) Close study of individual scouts is essential for finding their inclination.
- 5) Active assistance of ASMs, PLs and other sources like the Rover Crew, old Scouts may give good co-operation.

B) Instruction to Proficiency Badge Work:

- 1) Badge work can conveniently be dealt with in Troop meeting in a general way.
- 2) Troop as a whole, acquiring considerable knowledge of some essential badge subjects will be wonderful.
- 3) Barring Pratham Sopan scout from such instruction is a mistake- No water-tight compartment please.
- 4) No objection to have special badge instruction meetings to a selected few or the interest groups.
- 5) But make sure that knowledge in the subject is primary and badge is incidental.
- 6) Organized field trips to places of special interest, e.g. Workshops, exhibition etc, will be helpful.
- 7) Talks or demonstration by experts.
- 8) Rover Instructors and other internal public.
- 9) Old scout who gained the badges previously can inspire well.
- 10) Parents will willingly help.
- 11) All other possible sources are to be trapped.

C) Examination of Proficiency Badge:

- 1) When the Scout Master is confident that a scout is ready for test and immediate arrangement for the examiner is to be made-it is his responsibility.
- 2) Keep in touch with the District Association/Local Association for the deputation of an examiner.
- 3) If there is no appointed Examiner for a subject to be tested, he can suggest or recommend (if he knows anybody qualified) for appointment.
- 4) The Examiner must be made to understand that:
 - i. He should first discuss about the badge system (if he is new) in general and about the boys in particular with the scout master. Remember that a Scout Master is the liaison between the scout and the Examiner.
 - ii. Effort of the boy is equally important to achievement for assessment.
 - iii. Same method of testing may not work in all cases.
 - iv. Practical efficiency in case of Public Service badges is more important.
 - v. They should create right atmosphere for the boy to express himself freely and thoroughly.
 - vi. Mass testing is neither effective nor inspiring. – Many times confusing.
 - vii. He must be frank in telling the reasons of a scout's failure and be able to suggest ways and means of further attempts.

D) Presentation of Proficiency Badges:

- 1) It is again the duty of the Scout Master. Wasting any time after qualifying, is a source of disappointment to the scouts.
- 2) Keep in touch with the Badge Secretary.
- 3) Make an impressive ceremony of the presentation.

E) Standards of Proficiency Badge:

- A Badge worn at the right place on uniform indicates that the wearer has sound knowledge of the subject according to his age and capability and not that he is a Master or an Expert.
- The wearer must know that he has to wear it so long as he is thorough and updates his knowledge time to time, and the District Commissioner can test him any time.

How to write a Proficiency Badge notebook?

- 1) The proficiency badge book should be covered (white/brown)
- 2) The emblem of the proficiency badge should be drawn / pasted on the cover
- 3) There should be a bio-data page
- 4) First Court of Honor giving you the permission to start working on the proficiency badge.
- 5) Syllabus of the proficiency badge (as per APRO Part-II)
- 6) Follow-up(notes)
- 7) Second Court of Honor certifying that you have completed the work
- 8) Proficiency badge certificate signed by the independent examiner in the prescribed format.

(Let the pictures get pasted on the left side pages of the proficiency badge note book)

Suggestions for the Trainer:

1. As this is the most neglected part of Scout Training, try to make the Session as lively as possible.
2. Prepare good aids including the chart of Proficiency Badges or Badges stitched on a cloth.
3. Have a copy of the APRO Part-II with you and read out the syllabus of some of the very easy badges which the boys can gain very quickly without strain to the scout master and appeal to them to take this part of training very seriously.
4. See reaction – ask for doubts and questions, try to answer them confidently, convince them about the importance of badge system.
5. Make them understand the correct place of various badges on uniform.
6. Tell them to make a note of all relevant rules of APRO pertaining to the subjects.

Importance of Proficiency Badges:

The general scheme of training in the scout troop covers a very wide range of subjects. Many of which require progressively higher standards of skill and knowledge at various stages of the scheme. It is clearly impracticable, however, for the scheme to embrace every subject in which boys of scout age may find an interest, or to give training in all subjects to the highest standard that a boy may be capable of reaching.

For some boys, the training offered by the scout progress scheme is all that they can reasonably assimilate in their time with the troop. Others are well able to cope both with their normal scout training and with additional interests and pursuits that are not specifically catered for in the general training scheme. Many more find their interest in some subject interest by acquiring more knowledge or skill than the scout progress scheme requires.

The Proficiency scheme is designed to cater for these individual tastes by providing, separately from the progress scheme but within the frame work of the troop, incentives for progressing along the lines suggested by the scout's particular interests and abilities. Properly used, the scheme provides a valuable adjunct to the general pattern of training offered in the scout troop, not only by encouraging scouts to make good use of their leisure time but also by promoting a generally higher and broader based standard of scouting and by leading them on to higher standards of achievement relative to their age and capability.

Scouts may enter for Proficiency Badges at any stage in their scout training. Some badges are clearly intended for the young scout, while other are designed to meet the needs of boys who have reached a fairly advanced stage of scout training. But age alone should provide no bar to the scout's entry for a particular badge-the important factors are his interest in the subject, the effort that acquiring the badge demands of him, and his ability to satisfy the badge requirements. The badges are so grouped, however, the requirements so drafted that boys normally tend to enter for the particular types of badges that are best suited to their age and development.

Categories of Badges:

There are four categories of Proficiency Badges, each of which is aimed primarily at a different level of attainment and at scouts of different ages and different stage of level of attainment and at scouts of different ages and different stages of development.

Interest badges:

The first group contains a limited number of badges, that are designed to appeal to the younger scout. The subjects covered are generally those in which young boys may find a passing interest or which may attract them as hobbies requiring only an elementary standard of skill. For these badges the requirements are simple and straight forward, and in most cases the knowledge necessary can be acquired readily in the normal practice of the particular subject. Entry for the badge can often have the desirable effect of co-ordinating the scouts thoughts and actions in a purposeful direction.

Example: Artist, Cook, Florist, Games Leader, Poultry Farmer.

Pursuit Badges:

Aimed generally at scouts of 13 to 14 years of age, Pursuit badges form the main stream of the proficiency scheme. The requirements are intended to extend the boy's knowledge and skill in sport, Technical and Scout craft subjects, his interest in many of which may follow the training he has received under the scout progress scheme. The standard required for Pursuit Badges is generally higher than for the individual parts of the President's Scout Award in the particular pursuit concerned in certain subjects, entry for a Pursuit Badge may be concurrent with the Scout's progress in the general training scheme, the gaining of the badge being acceptable as qualification in that subject in the scout progress scheme.

Example: Ambulance Man, Athlete, Carpenter, Camper, Electronics, Computer Awareness, Map Maker.



Service Badges:

To encourage older scouts in carrying out worthwhile forms of service both to the movement and to the public, this special group of practical badges has been devised. In the requirements for the badges emphasis is laid on carrying out actual service using the knowledge acquired in gaining the badge. Service badges are particularly suitable for scouts of 14 years of age and above, and, where appropriate requirements are in line with the recognized standards of specialist bodies outside the Movement.

Example: Community Worker, Civil Defense, Rural Worker, Sanitation Promoter.



Instructor Badges:

This group of badges carries forward the principle of service to the movement by offering scouts opportunities for qualifying as instructors in subjects that are within the teaching ability of boy of 14 to 16 years of age.

Each badge requires a high standard in its particular subject, and in his progress towards gaining the badge the scout must be given instruction in training methods and is expected to use the skill he has acquired by undertaking the training of other scouts in that skill.

The subject covered by the Instructor Badges are those in which young men up to 16 years of age are capable of reaching such advanced standards of knowledge and experience that the instruction they give to younger members of the Troop can be expected to be thorough, practical and worthwhile.

It is important to note, however, that none of the subjects involves the degree of personal risk demanded by such pursuits as rock-climbing or mountaineering, for it would clearly be wrong to expect the candidate for an Instructor Badge to assume direct responsibility for the safety of scouts under instruction in pursuits of this nature, and wrong to expose the scouts themselves to anyone but an acknowledged specialist in such pursuits.

Example: Literacy, Games Leader.



Badge Requirements:

The individual requirements for all proficiency badges are given in full in APRO Part-II. The following general notes however, serve as a useful guide to the typical make-up badge requirements and show the distinctions between the four groups.

Interest Badges: typical requirements

- ✓ Elementary theoretical and practical knowledge of the subject.
- ✓ Reasonable knowledge of materials, tools or other appropriate equipment.
- ✓ Simple demonstration of practical ability in the subject at the time of examination.

Pursuit Badges: typical requirements

- ✓ Good working knowledge on the use and maintenance of appropriate equipment.
- ✓ Understanding of safety precautions of appropriate equipment.
- ✓ Sound ability in a reasonably comprehensive range of practical aspects of the subject.
- ✓ Appropriate demonstration of skill in collaboration with other scouts.

Service Badges: typical requirements

- ✓ Demonstration of high standard of practical ability in the subject.
- ✓ Use of practical ability in the service of the Movement or community over a period of time.

Instructor Badges: typical requirements

- ✓ Hold the Proficiency Badge in the same subject.
- ✓ Attendance is recognized course of training in technical skill and training methods.
- ✓ Good working knowledge on basic principles of the particular skill, including good knowledge and understanding of safety precautions where appropriate.
- ✓ Demonstration of practical ability at a more advanced level than that required for the corresponding proficiency badge.
- ✓ Assist the training of scouts in the subject over a period of at least 3 months.

Standards of Qualification:

It is impractical to assume that in every case the holder of a Proficiency Badge is an expert in the particular subject covered by the badge. It is, nevertheless, important that the standard of knowledge he possesses should be in accordance with his age and capabilities. And there is no merit in awarding a badge to a candidate who, by lack of sufficient effort or through reasons of age and development, cannot meet the requirements.

For badges in the Interest group it is usually unnecessary to define fixed standards. The prime purpose of these badges is to encourage progress on sound lines and clearly the scouts who enter for them will have reached varying stages of advancement and skill. What is important is that the standard demanded should involve some effort on the part of individual boy in order that he may sense real achievement in gaining the badge and feel encouraged to proceed further with his interest. To pitch the standard impossibly high defeats the object of the badge and could, in some cases, kill the boy's enthusiasm for his subject or deter him from attempting other badges at later stage of his scout training.

Pursuit badges require the scout to show a more definite standard of technical knowledge or skill, but in assessing the boy's achievement there must be some latitude to cater for individual circumstances. Among the factors that should be taken into account are the scout's age and level of intelligence, the effort he has applied in working for the badge, and the opportunity he has had of gaining practical experience. More difficult to assess than these factors, but nevertheless an important consideration, is the Scout's genuine interest in the subject covered by the badge—there is little point in him gaining the badge unless his interest in it extends to a real desire to make use of the knowledge he has acquired.

For badges in the service section the conditions must be strictly adhered to, for it is highly important that the scout's knowledge of any subject in the group should be practical and thorough. A major feature of badge in the service group is the requirement of actual service to the movement or to the public. Such service cannot properly be carried out unless the scout is fully competent in the entire badge requirements, and it is right to expect high standards from the holder of this type of badge.

Similarly, a high level of attainment must be expected from scouts who enter for Instructor badges. Here the requirement is for thorough, practical knowledge of the subject coupled with the ability and desire to instruct other scout to a reasonably high standard. Instructor badges are primarily intended for the older scout who wishes to specialize in a particular subject, and the standard is such that, if effective and worthwhile use is to be made of the candidate in carrying out his instructional role, it is unreasonable to expect any young man to qualify for more than two badges in the group.

Badge Instruction:

Certain badge in each of the four groups cover typical scout craft pursuits. For these subjects necessary instruction can usefully form part of the troop's normal programme.

Instruction in the subjects covered by some other badges may demand technical knowledge for which the services of lay instructors may be required. Such Instructors can sometimes be found among the parents or friends of scouts in the troop, or may form part of a panel of Instructors recruited by the District Council. As a means of using the service of Instructors to the best advantage it is usually advisable to form small special instruction groups composed of scouts with similar interest either from scouts in the same Troop, or from scouts drawn from several troops in the District.

For subjects involving advanced specialist knowledge or the use of special equipment or facilities that cannot be provided within the scout frame work, sometimes the best service that scout master can give the scout is to put him in touch with and help him to join a local club or other organization that specializes in the subject. For example, scouts who are interested in specializing in photography would find their interest well served by a photographic club. While those who are keen on marksmanship could obtain the practice they require as member of the junior section of a rifle club.

Whenever the services of outside Instructors are used in the training of Scouts, it is of prime importance that such Instructors are fully acquainted with the conditions and purpose of the badge for which their instruction is intended. In this way they can plan their instruction to cover the badge requirements fully to the set standard and can include such further instruction as the scouts may require or be capable of accepting. It is not enough that their public should be presented merely with sufficient information and practice to gain the badge. Rather the aim of the Instructor should be to arouse such interest in the subject that the scouts are encouraged to progress eventually to a more advanced standard of attainment that the badge demands.

Examination:

Proficiency badges in the Pursuit, Service and Instructor groups are awarded by the District Council on the recommendation of an Independent Examiner – One of a panel of recognized Examiner appointed by the District. The scouter is, however, responsible for arranging for the examination of his scouts in the Interest group of Proficiency Badges.

Before a scout presents himself for examination in any proficiency badge, the Scoutmaster should ensure that the scout has reached a sufficiently high standard for a reasonable expectation of success, It is clearly discourteous to the Examiner, and waste of his time, to expect him to deal with scouts who are ill prepared to meet the badge requirements.

The boy himself must have a full appreciation of the scope for the test and must be briefed in whatever condition applies locally for its conduct. This too, is the scoutmaster's responsibility.

Having satisfied himself on these important preliminaries, the scoutmaster should arrange for the scout to enter for the badge at the earliest opportunity. The actual procedure to be adopted for *making* badge examination arrangement is largely a matter of District organization and the scout master should acquaint himself with the particular procedure that applies locally.

Proficiency Badges in APRO Part-II:

Scout can learn about sports, crafts, science, trades, business, and future careers as Scout earn Proficiency badges. There are 100 Proficiency badges in the APRO Part-II, and any Scout Boy may earn any of these at any time. The syllabus for these badges is as given in the APRO Part-II.

The Proficiency Badges are issued on the basis of certificates issued by qualified and independent examiners appointed by the Local/District Association. These certificates are issued when a Scout successfully completes the test to their satisfaction.

All Proficiency Badges unless otherwise stated, shall be worn on the right-arm in parallel rows. The Ambulance man Badges are worn one each on both arms just below shoulder badges on right and left shoulders. These badges can be worn by scouts only. All Proficiency Badges of the scout section will be in green on grey background with exception of Ambulance Man Badge.

Holder of a Proficiency Badge should always keep his knowledge up- to-date. If not found so the badge can be withdrawn by an appropriate authority.

An Attempt to Recollect

Having gone through so far, you can now try to test your memory by answering the following question:

1. What are the main functions of Proficiency Badge work?
2. Who award the Proficiency Badges to Scouts?
3. Who appointed the Independent Badge Examiner?
4. Give some example to Pursuit Badges?
5. Give some example to instructor Badges?
6. What should be drawn/pasted on the cover page of PB notebook/
7. Artist is Badge.
8. Service badge examples.....

For Further Reading:

Books published by the Bharat Scouts and Guides, National head quarter, NewDelhi.
APRO Part-II

How much have I got it right?

Here are the answers to your memory test:

1. What are the main functions of Proficiency Badge work?
Ans: Incentive to extend boys knowledge, provide a ready means of encouraging, contribute for the continued and progressive training.
2. Who award the Proficiency Badges to Scouts?
Ans: District Association
3. Who appointed the Independent Badge examiner?
Ans: District Association.
4. Give some example to Pursuit Badges?
Ans: Ambulance man, Map maker, Carpenter.
5. Give some example to instructor Badges?
Ans: Games leader, Literacy
6. What should be drawn/pasted on the cover page of PB note book
Ans: Emblem of Proficiency Badge.
7. Artist is **Interest** Badge.
8. Service badge examples: **Community Worker, Sanitation promoter.**

The World Organization of the Scout Movement (WOSM)

Headquarters: **World Scout Bureau : Geneva, Switzerland**

Secretary General's Office: **Kuala Lumpur, Malaysia**

Country : **Worldwide**

Founded :**1922**

Membership : **172 organisations - Over 54 million participants (2020)**

Secretary General : **Ahmad Alhendawi**

World Scout Committee Chairman : **Craig Turpie**

Website : **<http://www.scout.org>**

World Organization of the Scout Movement



Objectives : By the end of SLM the participants will be able to tell:

- What is WOSM.
- History of the World Organisation of Scout Movement.
- Organisation Setup at World level.
- Function of the WOSM.

The **World Organization of the Scout Movement (WOSM)** is the largest international Scouting organization. WOSM has 172 members. These members are recognized national Scout organizations, which collectively have over 54 million members (2020 Census). WOSM was established in 1922, and has its operational headquarters at Kuala Lumpur, Malaysia and its legal seat in Geneva, Switzerland. It is the counterpart of the World Association of Girl Guides and Girl Scouts (WAGGGS).

The WOSM's current stated mission is "to contribute to the education of young people, through a value system based on the Scout Promise and Scout Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society". WOSM is organized into regions and operates with a conference, committee and bureau.

The WOSM is associated with three World Scout Centres. The World Scout Jamboree is held roughly every four years under the auspices of the WOSM, with members of WAGGGS also invited. WOSM also organises the World Scout Moot, a Jamboree for 17- to 26-year-olds, and has organised the World Scout Indaba, a gathering for Scout leaders. The World Scout Foundation is a perpetual fund governed by a separate Board of Governors and supported by donations for the development of WOSM associated Scouting programs throughout the world. WOSM is a non-governmental organization with General Consultative Status to the United Nations Economic and Social Council (ECOSOC).

HISTORY:

As a result of an international conference held during the first World Scout Jamboree at Olympia, London in 1920, leaders there agreed to create a **Boy Scouts International Bureau (BSIB)**. An office was established at 25, Buckingham Palace Road, London, and the then International Commissioner of The Boy Scouts Association of the United Kingdom, Hubert S. Martin, was appointed as Honorary Director. The first task of the bureau was to co-ordinate the discussions and to prepare a second International conference in Paris in 1922. At the 1922 Paris conference The International Conference of the Boy Scout Movement, its committee and BSIB were constituted by the founding member organizations. In 1961 The International Conference of the Boy Scout Movement reconstituted the organization introducing the name **World Organization of the Scout Movement (WOSM)**. The International Conference of the Boy Scout Movement

became the WOSM's World Scout Conference, its International Committee became the World Scout Committee and the Boy Scouts International Bureau became the WOSM's World Scout Bureau.

The World Scout Conference:

The World Scout Conference (WSC) is the governing body and meets every three years, preceded by the World Scout Youth Forum. The World Scout Conference is the general assembly of Scouting and is composed of six delegates from each of the member Scout associations. If a country has more than one association, the associations form a federation for coordination and world representation. The basis for recognition and membership in the World Scout Conference includes adherence to the aims and principles of the World Organization of the Scout Movement, and independence from political involvement on the part of each member association.

The Conference meets every three years and is hosted by a member association. At the World Scout Conference basic cooperative efforts are agreed upon and a plan of mutual coordination is adopted.

The World Scout Committee:

The World Scout Committee is the executive body of the World Scout Conference and is composed of elected volunteers and one appointed Secretary General. The World Scout Committee represents World Scout Conference between the meetings of the full conference. The World Scout Committee is responsible for the implementation of the resolutions of the World Scout Conference and for acting on its behalf between its meetings. The Committee meets twice a year, usually in Geneva. It's Steering Committee, consisting of the Chairman, two Vice-Chairmen, a Youth Advisor and the Secretary General, meet as needed.

The committee has 21 members. Twelve, each from a different country, are elected for three-year terms by the World Scout Conference. The members, elected without regard to their nationality, represent the interests of the movement as a whole, not those of their country. The Secretary General, the Treasurer of WOSM and a representative member of the board of the World Scout Foundation and the chairmen of the regional Scout committees are *ex-officio* members of the committee. The six Youth Advisors to the WSC are elected by the World Scout Youth Forum are participating in all of the WSC meetings and are also part of the governing structure between the meetings.

The World Scout Committee has set up work streams to address the top strategic priorities, as defined by the World Scout Conference, which at present include:

Youth involvement,
Volunteers in Scouting
Scouting's profile (communications, partnerships, resources)

The World Scout Bureau:

The World Scout Bureau (WSB, formerly the **International Bureau**) is the secretariat that carries out the instructions of the World Scout Conference and the World Scout Committee. The WSB is administered by the secretary general, who is supported by a small staff of technical resource personnel. The bureau staff helps associations improve and broaden their Scouting by training professionals and volunteers, establishing finance policies and money-raising techniques, improving community facilities and procedures, and assisting in marshaling the national

resources of each country behind Scouting.

The staff also helps arrange global events such as the World Scout Jamborees, encourages regional events, and acts as a liaison between the Scouting Movement and other international organizations. A major effort in the emerging nations is the extension of the universal Good Turn into an organization-wide effort for community development.

Present Leadership:

Secretary General : Mr. Ahmad Alhendawi
World Scout Committee Chairman: Mr. Andy Chapman

For More details: Log in to WOSM **Website:** <http://www.scout.org>

Asia-Pacific Scout Region (World Organization of the Scout Movement)

Map of members or potential members of the Asia-Pacific Scout Region; the three countries with no Scouting organization, and those outside the Region, are in grey.

Owner : **World Organization of the Scout Movement**

Headquarters : **Makati, Philippines**

Location : **Asia Pacific**

Membership: **30 million**

APRSC Chairman : **Ahmad Rusdi**

Regional Director : **Jose Rizal Pangilinan**

Website : <https://www.scout.org/asia-pacific>

The **Asia-Pacific Scout Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Makati, Philippines, with satellite offices in Australia and Japan. The Asia-Pacific Region services Scouting in the land area of Asia south of Siberia and east of Central Asia, and the bulk of the Pacific Basin, with the exception of the Federated States of Micronesia, the Marshall Islands and Palau, which are under the Inter american Region by way of the Aloha Council of the Boy Scouts of America.



Widely separated by uneven resources, cultures, ethnic groups and technological resources, Scouting in the Asia-Pacific Region generally enjoys the respect of the public and by governments, a wide array of volunteers encompassing public and private sectors, and is powered by a small but committed group of professionals in the Scouting service.

The current Regional Chairman is Ahmad Rusdi of Indonesia, and the current Regional Director is Jose Rizal Pangilinan of the Philippines.

This region is the counterpart of the Asia Pacific Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

For further reading

Visit website www.scout.org

www.bsgindia.org

An attempt to recollect:

Having read through so far you can now try to test your memory by answering the following questions

1. What is the full form of WOSM?
2. When was WOSM established?
3. When was the first World Scout Jamboree held?
4. What is the World Scout Conference?
5. What is the World Scout Bureau?

How much have I got it right :

1) What is the full form of WOSM?

Ans : World Organisation of Scout Movement

2) When was WOSM established?

Ans : WOSM was established in 1922

3) When was the first World Scout Jamboree held ?

Ans: First World Scout Jamboree held at Olympia London in 1920

4) What is the World Scout Conference?

Ans: World Scout Conference is the Governing Body of World Organisation of Scout Movement

5) What is the World Scout Bureau?

Ans: World Scout Bureau is the Secretariat that carries out the Instructions of the World Scout Conference and the World Scout Committee.

EXTENSION SCOUTING

Introduction:

Extension Scouting is a programme within Scouting which caters for young people with special needs. Extension scouting for young people with special needs was originally called *Scouts Malgré Tout*, which is French for "Scouts despite Everything". It aims to meet the mandate from the founder of Scouting Robert Baden-Powell that the programme be made "open to all".

Many young people with special needs join with Scout Groups on a regular basis, but some organizations provide a parallel programme specifically tailored to these members. The extension scout programme is especially for scouts, both boys and girls, with disabilities.

A boy may have a handicap which prevents him from taking part in all the activities of a Scout Troop. He may be blind or deaf, spastic or delicate, or be without an arm or a leg. A handicap does not stop boy from joining the Scouts. A Scout with a handicap may not be able to play all the games, but where he may not take part he might be able to help the Leaders to run them instead. He might be unable to do every troop project. But some things he may do better than the other scouts. Because the scout programme contains a lot of choice, leaders will be able to help him pick projects which will develop his own skills and interests.

Objectives: At the end of the SLM participants will be able to:

- State what is meant by Extension Scouting.
- Explain the need for Extension Scouting.
- Suggest some alternate activities for the handicapped boys.
- List out other agencies and resources that are helpful in running an extension Scout Group.

Thought for Reflection:

Scouting rises within you and inspires you to put forth
your best

- Juliette Gordon

The following are the Special Branches of Scouting:

- Extension Scouting.
- Sea Scouting Branch.
- Air Scouting Branch.
- Venture Club of BSG.
- Grameen Rover

A) Extension Scouting:

Extension Scouting is a branch of Scouting (The word Scout shall include a Cub as well as Rover) for boys who suffer from physical or mental handicaps such as blindness, deafness, dumbness, physical deformation or mental deficiency.

Here they need activities that suit them. Their activities should help them to mingle with other boys of their age and taste.



A Group of Extension Scouts may be formed in a Hospital, Institution, Colony or School. An Extension Scout may also become a member of a regular Scout Group. A group of Extension Scouts shall function under the jurisdiction of a Local or District Association as the case may be.

(Explanation: The word Scout shall include a Cub as well as Rover)



Extension Scouting Suggested Activities:

OUR CHALLENGES IN THE PROGRAMME

The programme has had many successes, but it also has its own challenges. The following are some of the challenges that have been encountered:

- 1) Lack of enough and committed unit leaders. Need for training more unit leaders.
- 2) Lack of sufficient funds to run the programme.
- 3) Most of the units concentrating too much on income generating activities and eventually forgetting our core function of providing the Scouts Programme.

HOW WE ARE WORKING TO OVERCOME THE CHALLENGES

As an Association we are trying to overcome the challenges by:

- 1) Formulating a Policy Guidelines for those involved in the Extension Scouting Programme. The policy is due to be printed and disseminated
- 2) Have a committee that is in-charge of the programme
- 3) Have a full time officer at the Scouts HQs that deals with the programme
- 4) Encouraging units to participate in joint Scouting activities
- 5) Working with other partners and well wishers in the programme.

B) Sea Scouting Branch:

Sea Scouts are members of the international Scouting movement, with a particular emphasis on boating and water-based activities. These activities can be on the sea, rivers or lakes. Sea Scouts can provide a chance to sail, cruise on boats, learn navigation, learn how to work on engines and compete in regattas. Sea Scouts often have distinctive uniforms. In some countries or scout organizations, Sea Scouting is a program just for older Scouts.



Sea Scouting has the same purpose and goals as any other Scout Troop, however the main difference lays in the method of delivery.

This is because in Sea Scouting, water and nautical activities are used as the basis of delivering the Balanced Programme. Although most of the Scouts have the opportunity for boating activities, such as sailing and canoeing, the Sea Scout programme puts considerable emphasis on water activities and also incorporates many aspects of naval and nautical traditions.

Sea Scout and Sea Rover:

1. Sea Scouts shall form a Sea Scout Troop. Sea Rovers shall form a Sea Rover Crew.
2. There shall be separate Groups for Sea Scouts and Sea Rovers.
3. Ordinarily, Sea Scout Troop and the Sea Rover Crew shall form part of the Local or the District Association, as the case may be. Provided, however, with the approval of the State Chief Commissioner, a separate local or District Association, as the case may be, may be formed of Sea Scout Troops and Sea Rover Crews with a view to impart special instructions in water Craft.
4. Sea Scout Troop or Sea Rover Crew or Local or District Associations, as the case may be, shall forward to the State Association, through proper channel rules in regard to:
 - i. Inspection of boats or boat used by Sea Scouts and Sea Rovers.
 - ii. Restriction of said area and the number of persons such boat may carry.
 - iii. Provision of air tanks, life belts and other safety devices.
 - iv. Competent person being placed in charge of such vessels.
 - v. Care and maintenance of the vessels.
5. Instructor in watercraft shall be a person qualified for the purpose.
6. A current valid certificate about seaworthiness of the vessel is necessary.
7. A Charge Certificate is equally necessary.

C) Air Scouting Branch:

Air Scouts are members of the international Scouting movement with a particular emphasis on an aviation themed programme and/or flying-based activities. Air Scouts follow the same basic Scouting programme as normal Scouts, but they devote certain amounts of time focused on their air activities.



Air Scouting has the same purpose and goals as any other Scout Troop; however the main difference lies in the method of delivery. This is because in Air Scouting, air and aeronautical activities are used as the basis of delivering the Balanced Programme.

Air Scouts often wear a slightly different uniform from the rest of the Scouting movement and/or may have additional badges/insignia.

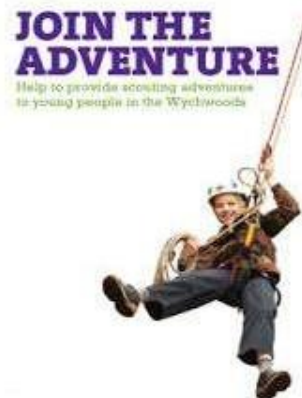
Most air activities are ground based like visits to airports and air museums, radio controlled model flight, aero modeling and camping on airfields. Depending on age group, country and Scout group the activities can also include parachuting or flights in light aircraft, helicopters, gliders or hot air balloons.

Air Scout and Air Rover:

1. Air Scout or Air Rover shall be instructed in air activities. Air Scouts and Air Rovers shall form a separate Air Scout Troop and Air Rover Crew.
2. Ordinarily Air Scout Troop and Air Rover Crew shall function under the jurisdiction of Local or District Association as the case may be. Provided, however with the approval of the State Chief Commissioner a separate Local or District Association may be formed for Air Scout Troops and Air Rover Crews with a view to impart special instructions in air activities. Air Scout Troop and Air Rover Crew shall confine to special regulations issued by the Chief National Commissioner in this behalf.

D) VENTURE CLUB OF BSG:

A large number of youth in the rural and urban areas are interested in undertaking adventure activities organized by the youth organizations. There is no such youth organization at the grass root level to promote adventure activities. Proposed Venture Club induct to fill up this gap and also to expand the membership of Bharat Scouts and Guides by retaining the youth members leaving the units on attaining the maximum age limit. This is to attract more young people from community to scouting who are eligible for Rover-in-training stage for age facts.



E) GRAMEEN ROVER :

To promote Rovering in rural areas special provisions are made in the APRO to include Grameen Rovering with syllabus to suit the local needs. Please see the provisions made in uniform, stages of advancement for Grameen Rovers in APRO part – II.

**But the real way to
get happiness is by
giving out happiness
to other people**
from Baden-Powell's Last Message



An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

1. What is the meaning of Extension Scouting?.
2. What are the Needs of Extension Scouting branches?
3. What are the Problems of Handicapped Children?.
4. How the disabilities affect the boys in the activities at different Soplan levels?.

Fill in the blanks:

1. Extension Scouting is a branch of Scouting for.....
2. A handicapped person is eligible to become.....

Suggested Activities:

Suppose you are having a lame boy and a blind boy in your Unit, how will you help them to participate in your Troop activities? Suggest some alternate activities you wish to include in the Pratham Sopan for them.

For Further Reading:

- Aids to Scoutmaster ship
- Scouting for Boys.
- Alternate Tests for the Visually Handicapped- NHQ publication.
- Handbook for Scoutmasters.

How much have I got it right?

Here are the answers to your memory test:

1) What is the meaning of Extension Scouting?.

Ans. Extension Scouting is a programme within Scouting which caters for people with special needs

2) What are the Needs of Extension Scouting branches?

Ans: Extension Scouting is a branch of Scouting for boys who suffer from physical or mental handicaps such as blindness, deafness, dumbness, physical deformation or mental deficiency.

3) What are the Problems of Handicapped Children?.

Ans: Handicapped Children are unable to do all activities like normal scout boy.

4) How the disabilities affect the boys in the activities at different Sopan levels?.

Ans: Handicapped Children should be exempted from the activities which they are unable to do due to their handicap. For example, a blind boy not be able to participate in seeing Kim's game. Like this, a lame boy can participate in all activities except foot drill or vigorous running events.

Fill in the blanks:

1. Extension Scouting is a branch of Scouting for differently abled children.
2. A handicapped person is eligible to become a Scout

HISTORY OF WOOD BADGE

Introduction:

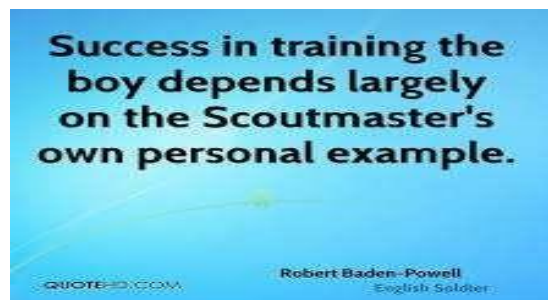
The ultimate purpose of Wood Badge Course is to help adult leaders deliver the highest quality scouting programme to young people to help them achieve their highest potential. It models the best techniques for developing leadership and teamwork among both young people and adults.

Wood Badge is a Scouting leadership programme and the related award for adult leaders in the programmes of Scout Associations throughout the world. Wood Badge courses aim to make scouters better leaders by teaching advanced leadership skills, and by creating a bond and commitment to the Scout movement. Courses generally have a combined classroom and practical outdoor based phase followed by the project phase. By "working the Project Phase", participants put their newly gained experience into practice to attain ticket goals aiding the Scouting movement.

Objectives: At the end of the SLM participants will be able to:

- Narrate the history of the Wood Badge.
- List out the presented items after completion of Wood Badge.
- Explain importance of Wood Badge Beads and thong.
- Write the story of DiniZulu.
- Explain early HWB courses conducted in India.

Thought for Reflection



History of Wood Badge :

On completion of the Wood Badge Course, participants are awarded the Wood Badge beads to recognize significant achievement in leadership and direct service to young people. The pair of small wooden beads, one on each end of a leather thong (string), is worn around the neck as part of the Scout uniform. The beads are presented together with a Scarf bearing a tartan patch of the Maclaren clan, honoring William de Bois Maclaren, The Scarf with the braided leather woggle denotes the membership of the *1st Gilwell Scout Group* or *Gilwell Troop 1*. Recipients of the Wood Badge are known as *Wood Badgers* or *Gilwellians*.

The First Wood Badge Course:



Baden Powell founded scouting early in the 20th century, and just in a few years, the movement exploded. Baden Powell quickly recognized the need for adult leaders to complete training in a hands-on outdoor environment.

The first Scoutmaster's training course was held at Gilwell field near London from 8th September, 1919 to 19th September, 1919. Total 19 Scout Masters participated in the camp. It followed the pattern. B.P had used with boys on Browne Sea twelve years before. The Patrol system was again put to test with the nineteen participants divided into patrols and living a patrol life. Each day a new subject was introduced and covered in demonstrations, practices and game. The Kudu Horn that had called the boys into action on Browne Sea was used for all signals.

Baden Powell's *Scouting for Boys* and *Aids to Scoutmaster ship* were textbooks' for this outdoor class room, and during the 11 day course, the scouters learned the skills to pass on to their eager scouts. Troop organization, camp craft, pioneering, woodcraft, sign craft, games, field work, study circle work and path finding were completed during the course.

The first Wood Badge training was organized by Francis "Skipper" Gidney and lectured by Robert Baden-Powell and others at Gilwell Park (United Kingdom) in September 1919. Wood Badge training has since spread across the world with international variations.

What should these men be given as a token of having finished their training camp? The usual and obvious thing would be some kind of certificate but B.P. did not care for certificate.

Baden Powell awarded each of the scouters a hand carved bead tied to a leather thong, the Beads a prize he collected from Zulu Chief Dinizulu during the British Ashanti campaign in 1888.

Dini Zulu's Story:

Cetchwayo|| the Chief of the Zulu Nation divided the whole Nation into 8-tribes, each under a separate Chief. One of these tribes was under Dini Zulu, son of Cetchwayo.

In 1888, Dini Zulu raised a rebellion among the tribes against the British. Two of the Tribes however, elected to side the British force. B.P's uncle General Sir Henry Smyth took out a force against Dini Zulu. Baden Powell acted as Military Secretary and Intelligence Officer.



Dini Zulu after a few engagements took refuge in a mountain strong hold called the — Ceza Bush, just on the border of Transvaal. B.P reconnoitered the place with a few scouts. Just before attacking, B.P went into position with his scouts at early dawn, and found that the enemy had just hurriedly evacuated (Vacated) it leaving most of their food and kit behind and had crossed the border into Transvaal, where of course they could not follow them. In the hut which had been put up for Dini Zulu to live in, Baden Powell found his necklace of Wooden Beads among his other belongings.

B.P had in his possession a photograph of Dini Zulu taken a few month before hand, in which he was shown wearing the necklace around his neck and one shoulder.

These simple wooden Beads signifying the completion of the training course soon became one of the most highly prized possessions a Scoutmaster could want. The beads gave the training it name of Wood Badge Course.

As the number of courses all over the world increased, and as the stock of these beads in the necklace of Dinizulu exhausted, the Gilwell park started preparing own beads for presentation to the Scouters.

Gilwell Field:

Baden Powell held the first wood badge course at Gilwell park near London. Till date, Gilwell is considered the international home of Wood Badge. Wherever on the globe a course is organized, the main assembly area is known as Gilwell Field.

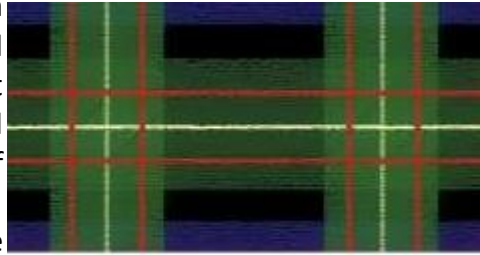
Axe and Log:

The axe and log is the totem(Sign) of Gilwell Park. The axe and log logo was conceived by the first Camp Chief, Francis Gidney, in the early 1920s to distinguish Gilwell Park from the Scout Headquarters. Gidney wanted to associate Gilwell Park with the outdoors and Scout craft rather than the business or administrative Headquarters offices. Scouters present at the original Wood Badge courses regularly saw axe blades masked for safety by being buried in a log. Seeing this, Gidney chose the axe and log as the totem of Gilwell Park.



MacLaren tartan:

In 1919, a scouts man named W.F.de Bois MacLaren, a district commissioner for scouting in Scotland, purchased Gilwell Park and presented it to the British Boy Scout Association. He donated the £7000 to purchase Gilwell Park in 1919 plus an additional £3000 for renovation of the house that was in the estate. In perpetual appreciation for his generosity to scouting, Wood Badge adopted the tartan of the MacLaren clan. It is this tartan that appears on the Wood Badge Scarf.



Wood Badge Beads:

The origins of Wood Badge beads can be traced back to 1888, when Baden-Powell was on a military campaign in Zululand (now part of South Africa). He pursued Dinuzulu, son of Cetshwayo, a Zulu king, for some time, but never managed to catch up with him. Dinuzulu was said to have had a 12-feet (4 m) long necklace with more than a thousand acacia beads. Baden-Powell is claimed to have found the necklace when he came to Dinuzulu's deserted mountain stronghold. Such necklaces were known as *-iziQu* in Zulu and were presented to brave warrior leaders.



Much later, Baden-Powell sought a distinctive award for the participants in the first Gilwell course. He constructed the first award using the beads from the necklace he had recovered, and threaded them onto a leather thong given by an elderly South African in Mafeking, calling it the *Wood Badge*.

While no official knot exists for tying the two ends of the thong together, the decorative diamond knot has become the most common.

Kudu Horn:

The kudu horn is another Wood Badge symbol. Baden-Powell first encountered the kudu horn at the Battle of Shangani, where he discovered how the Matabele warriors used it to quickly spread a signal of alarm.

He brought a kudu horn back to England with him, and in the summer of 1907, when he held his first



experimental camp on Brown Sea Island, Baden Powell sounded the horn to assemble his campers. The same horn was entrusted to Gilwell Park in 1920 for use in scout training courses. It is used from the early Wood Badge courses to signal the beginning of the course or an activity, and to inspire Scouters to always do better. Since then, the Kudu Horn has been a symbol of the Wood Badge Courses throughout the world.

Leather Thong:

Scouters who qualify for the Wood Badge receive, two replicas of the original Beads strung on the ends of a Leather Lace.

The story of thong (leather lace) is also closely connected with the defense of Mafeking. One early morning during the last days of the siege of Mafeking, B.P. was returning from one of the dawn tours of the defenses and for once looking a bit down cast. An old native who was employed as scavenger came up to him and asked him why he was not whistling as usual. B.P. admitted that he was rather worried. The native at once took off a leather thong he was wearing round his neck and gave it to B.P. saying —Wear this, my mother put in on to me for luck, now it will bring you luck 'B.P. took the thong and placed it in the pocket of his uniform with a word of thanks and smiled as usual. Luckily that day the news came, that a relieving column was reaching Mafeking. What else a fitting memento of Good Luck could have been to the scouters?

Scarf and Woggle:

The Scarf is a universal symbol of Scouting and its Maclaren tartan represents Wood Badge's ties to Gilwell Park. The Scarf, is a standard triangular scarf made of cotton or wool twill with a taupe face and red back; a patch of ClanMaclaren tartan is affixed near the point. The pattern was adopted in honor of a British Scout commissioner who, as a descendant of the Scottish Maclaren clan, donated money for the purchase and development of Gilwell Park on which the first Wood Badge program was held. A Special Woggle made up of leather cord known as Gilwell Woggle is exclusively worn by the Wood Badge holder.



Training Ground & Gilwell Oak:

The grass fields at the back of the White House at Gilwell Park are known as the Training Ground and The Orchard (ground with fruit trees). A large oak, known as the *Gilwell Oak*, separates the two fields. The Gilwell Oak symbol is associated with Wood Badge, although the beads for the Wood Badge have never been made of this oak.

Gilwell Song:

The Gilwell Song has been sung by generations of wood badge participants—always energetically, but with wildly varying degrees of harmonic success.



Wood Badge in Cubing:

Wolf Cub Leaders briefly followed a separate training system beginning in 1922, in which they were awarded the **Akela Badge** on completion the course. The badge was a single fang (a long pointed tooth or tusk) on a leather thong. Wolf Cub Leader Trainers wore two fangs. The Akela Badge was discontinued in 1925, and all leaders were awarded the Wood Badge on completion of their training. Very few of the fangs issued as Akela Badges can now be found.



Wood Badge Courses in India:

The First Gilwell Wood Badge Course in India was held at Calcutta in Tolly Gunj from 03.02.1922 to 12.02.1922. Sir Alfred Pickford, Dy.Camp Chief acted as the Scoutmaster and Mr. J.S.Wilson, Dy. Camp Chief as Asst Scoutmaster and Rev. Earle as the Troop Leader.

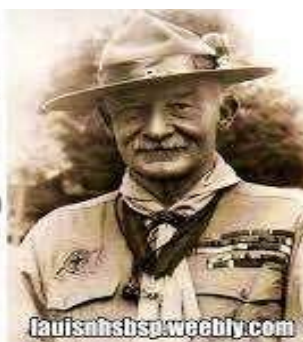
The Second Gilwell Wood Badge Course was also held again at Tolly Gunj, Culcutta from 19.01.1923 to 30.01.1923 with Mr. J. S. Wilson, Dy. Camp Chief as the Scoutmaster and Mr. J. A. Krishnan, Dy. Camp Chief as Asst Scoutmaster and Rev. Earle and N. N. Bose acted as the Troop Leader.

Later Sardar Hardiyal Singh a Scouter of World fame was appointed as the camp Chief and the Akela Leader for the Punjab. He was also running the Training Centre as well as the Camping Center for Punjab at Tara Devi (near Simla) on the same pattern of Gilwell and many more leaders were also authorized to conduct the Gilwell Wood Badge Course before the formation of the Bharat Scouts & Guides.

It is also happy sign that in our country also after the formation of the Bharat Scouts & Guides in 1950. The wood badge (now named as the Himalaya Wood Badge) was retained as insignia for completion of Adult Leader Training. Our National Training Centre situated at Pachmarhi, Madhya Pradesh, prepare and issue the beads from the wood available at the centre itself.

Three courses Cub, Scout and Rover were held at Pachmarhi on the bank of the Lake near Pachmarhi Bazaar and in 1956, the Madhya Pradesh Government made a grant of land in Pachmarhi for the establishment of the National Training Centre. This provided a most suitable place for Wood Badge Courses for the country.

**"Leadership is the keynote to success- but leadership is difficult to define, and leaders are difficult to find. I have frequently stated that "any ass can be a commander, and a trained man may often make an instructor; but a leader is more like the poet- born, not manufactured."
Baden-Powell**



An Attempt to Recollect:

Having gone through so far, you can now try to test your memory by answering the following question:

1. What is the ultimate purpose of wood badge?
2. How could it be modeled to young and adults?
3. Why are wood badge awarded?
4. Who and when organized the first wood badge training?
5. What is the significance of Gilwell park?
6. What is the importance of axe and log?
7. When and how wood badge beads were found by B.P?
8. What is diamond Knot? Where could the Diamond knot be tied?
9. What is the Universal symbol of scouting?
10. In which year first Wood Badge camp conducted in India?

For Further Reading:

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How much have I got it right?

Here are the answers to your memory test:

1) What is the ultimate purpose of wood badge?

Ans: To help adult leaders deliver the highest quality scouting programme to young people to help them achieve their high potential.

2) How could it be modeled to young and adults?

Ans: It models the best techniques for developing leadership and teamwork among both young people and adults.

3) Why are wood badge awarded?

Ans: To recognize significant achievement in leadership and direct service to young people.

4) Who and When organized the first wood badgetraining?

Ans: It was organized by Francis Skipper Gindey at Gilwell park in Sep 1919.

5) What is the significance of Gilwell park?

Ans: Gilwell is considered the Inter National home of wood badge wherever on the globe a course taken place the main assembly area is known as Gilwell field.

6) What is the importance of axe and log?

Ans: In Gilwell Park the scouters present at the original wood badges courses regularly saw axe blades masked for safety by being buried in a log. Axe and log is the totem of Gilwell park.

7) When and how wood badge beads were found by B.P?

Ans: It can be traced back to 1888 B.P found a necklace of Dinzulu. The beads were first presented at the first leadership course in September 1919 at Gilwell park.

8) What is diamond Knot? Where could the Diamond knot be tied?

Ans: To tie the two ends of the thong it was diamond knot used and had become the most common.

9) What is the Universal symbol of scouting?

Ans: The scarf.

10) In which year first Wood Badge camp conducted in India?

Ans: Tollygunj in Calcutta from 03-02-1922 to12-02-1922.