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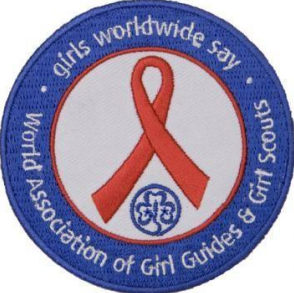

Key Notes



1. This document provides the descriptors to achieve the respective Guide proficiency badges. The descriptors need not be completed in a single day.
2. The Extension Section refers to the descriptors to be completed by the Guides in Special Schools.
3. A Guide should inform their Guider when the Guide wishes to start on a badge.


Legend



- P Proficiency Badge
I Interest Badge
W WAGGGS Badge



Badges	Description
<p data-bbox="172 235 427 264">1-Star Kayaking [P1]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 235 1171 264">1. Know the basic equipment including features of kayak <li data-bbox="480 271 991 300">2. Know the safety issues of using a kayak <li data-bbox="480 306 1433 584">3. Using a single seat closed cockpit kayak, demonstrate the following technical skills: lifting and carrying, launching and coming ashore, disembarking and embarking, forward paddle a circuit of 100 m with directional control, reverse paddle a circuit of 25 m with directional control, stopping, forward and reverse sweep strokes, planned capsize followed by swimming ashore with retention of kayak and paddle, emptying of water, simple beginnings of moving sideways ('J' draw), simple beginnings of stern rudder (going in a straight line), simple beginnings of low recovery and rafted 'X' rescue <p data-bbox="480 629 1433 689"><i>The guide is expected to complete the 1-star Kayaking by the Singapore Canoe Federation to achieve this badge.</i></p>
<p data-bbox="150 734 451 763">Accident Prevention [P2]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 734 1433 831">1. Know and where possible, demonstrate how to guard against accidents and when using gas electrical appliances, kerosene stoves, naked lights and open fires. <li data-bbox="480 837 1198 943">2. Know what special precautions to take in the house with: <ol style="list-style-type: none"> <li data-bbox="528 875 687 904">2.1. Children <li data-bbox="528 911 671 940">2.2. Elderly <li data-bbox="480 949 1326 1160">3. Know of at least three different ways of preventing accidents when: <ol style="list-style-type: none"> <li data-bbox="528 987 735 1016">3.1. in the toilet; <li data-bbox="528 1023 991 1052">3.2. using any form of public transport <li data-bbox="528 1059 879 1088">3.3. interacting with animals; <li data-bbox="528 1095 831 1124">3.4. in high-rise buildings. <li data-bbox="528 1131 991 1160">3.5. in kitchen (not repeating clause 1) <li data-bbox="480 1167 1433 1263">4. Know what special precautions to take outdoors with regard to wire mesh during gadget-making, poisonous plants, storms, flash floods and other hazards from animals, e.g. wasps, jelly-fish etc. <p data-bbox="480 1308 1433 1368"><i>The Guide should be prepared to put her knowledge to the test in a given situation.</i></p>
<p data-bbox="197 1413 405 1473">Action on Body Confidence [W1]</p> 	<p data-bbox="480 1413 1433 1473">The Action on Body Confidence Badge is earned by completing the Action Project.</p> <p data-bbox="480 1525 1294 1585">See website for details: https://free-being-me.com/wp/wp-content/media/AoBC_11-25.pdf</p>



Badges	Description
<p data-bbox="228 235 371 264">Agility [P3]</p> 	<ol style="list-style-type: none"> 1. Completed one of the following clauses: <ol style="list-style-type: none"> 1.1. cycled 3km; 1.2. swam 25m; 1.3. run or jog for 2km. 2. Do the following: <ol style="list-style-type: none"> 2.1 cover 3km at Scout's pace. 2.2 skip forward continuously for 1min with a rope and demonstrate two other skipping techniques e.g. backwards skipping or cross skipping. 3. Complete 4 of the following clauses: <ol style="list-style-type: none"> 3.1 complete a shuttle run course under 10.5s 3.2 complete a fitness trail under 15s running zig zag across 4 cones, each placed 10m apart from another. 3.3 demonstrate an aerobic dance using at least three different steps. 3.4 throw and catch a handball with a partner over 6m. This should include quick short throws and high throws. 3.5 using a tennis ball, from a distance of 6m, hit a target 0.5m square 3.6 perform any three varieties of gymnastic moves, e.g. forward roll, backward roll and cartwheel. 3.7 demonstrate two simple yoga techniques
<p data-bbox="161 947 438 976">AIDS Awareness [W2]</p> 	<p data-bbox="483 947 1430 1048">The AIDS Awareness Badge is earned by completing 5 out of 11 activities. Activities must include at least one activity from each of the three areas: Prevention, Care & Support and Human Rights – Changing Attitudes.</p> <p data-bbox="483 1093 1334 1160">See website for details: https://www.waggs.org/documents/310/AIDS_Badge_Curriculum.pdf</p>
<p data-bbox="172 1310 427 1339">Anti-Drug Abuse [I1]</p> 	<ol style="list-style-type: none"> 1. Attend the SANA course conducted at Girl Guides Singapore Headquarters. The course covers information on illegal drugs, the harmful consequences of drug abuse and how to lead healthy lifestyles without relying on substances. 2. Complete the Online Assessment




Badges	Description
<p data-bbox="220 237 381 264">Aquarist [P4]</p> 	<ol style="list-style-type: none"> 1. Own, or part-own, an aquarium of not less than three fishes. Be responsible for the care of the fishes, including feeding and cleaning, for at least six months or the Guide may take care of an aquarium in her school (if she does not own one herself). She should bring a letter from her teacher-in-charge and/or parent to show that she has taken care of the aquarium for 6 months. The tester should ensure that the aquarium is correctly maintained. 2. Know the general requirements for setting up an aquarium such as the equipment and appliances required, site of aquarium, water level, suitability of fish, etc. 3. Recognise six varieties of tropical fishes. 4. Identify the external visible features of fishes. 5. Choose four of the following aquarium appliances and show that she understands their uses: feeding rings; thermometers; filters; heaters; siphons; aerators; thermostats.
<p data-bbox="236 808 365 835">Artist [P5]</p> 	<p data-bbox="475 808 1431 875">Drawings should be made on proper art paper not less than 25cm by 17.5cm and should be of a good size and be well-placed.</p> <ol style="list-style-type: none"> 1. Draw in charcoal, pastel or soft pencil, an object provided by the tester; add other objects and a background, to make a pleasing composition. 2. Make an illustration of a subject chosen by the tester. 3. Bring one of the following, to be drawn in colour. <ol style="list-style-type: none"> 3.1 An imaginative drawing; 3.2 A landscape; 3.3 A figure drawing; 3.4 A still life drawing; 3.5 A plant drawing. 4. Bring one of the following: <ol style="list-style-type: none"> 4.1 A design of simple pattern suitable for wall-paper, embroidery, or curtain material, indicating method of repetition. 4.2 A drawing in pen and ink depicting a scene from the history of the Guide Company. 4.3 A coloured design for a poster, or book cover. 4.4 A notice written in pen and ink for a Guide event. 4.5 A batik painting. 4.6 A piece of work in metal relief. 5. Be able to discuss the different media used in art. <p data-bbox="475 1630 692 1657"><u>Extension Section</u></p> <ol style="list-style-type: none"> 1. Draw an imaginative drawing on paper not less than 25cm by 17.5cm, in two different media and talk about it. 2. Bring a design of simple pattern suitable for place-mat, wrapping paper or greeting cards, indicating method of repetition.


Badges	Description
<p data-bbox="228 237 373 264">Athlete [P6]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 237 1434 300">1. Discuss with tester the importance of physical endurance in athletic training and the correct attire of an athlete in a competition. <li data-bbox="480 309 1158 336">2. Demonstrate the correct technique in starting a race <li data-bbox="480 344 919 371">3. Complete three of the following: <ol style="list-style-type: none"> <li data-bbox="528 380 828 407">3.1 run 100m in 15.4s; <li data-bbox="528 416 828 443">3.2 run 400m in 72.5s; <li data-bbox="528 452 1238 479">3.3 complete a cross country run of 3km in under 20min; <li data-bbox="528 488 815 515">3.4 long jump 3.90m; <li data-bbox="528 524 799 551">3.5 high jump 1.2m; <li data-bbox="528 560 935 586">3.6 throw discus (1.0kg) 15.0m; <li data-bbox="528 595 954 622">3.7 throw a javelin (600g) 15.0m; <li data-bbox="528 631 959 658">3.8 throw a shot put (4kg) 6.30m. <p data-bbox="480 703 692 730"><u>Extension Section</u></p> <ol style="list-style-type: none"> <li data-bbox="480 739 1054 766">1. Run 100 metres in 1 minute without resting. <li data-bbox="480 775 1066 801">2. Run 400 metres in 5 minutes without resting. <li data-bbox="480 810 1289 837">3. Dribble a basketball in and out of 5 cones spaced 1 metre apart. <li data-bbox="480 846 1182 873">4. Kick a ball into a goal post from a distance of 5 metres. <li data-bbox="480 882 1434 909">5. Throw a beanbag over a 1.5 metres high barrier from a distance of 2 metres.


Badges	Description
<p data-bbox="220 237 384 271">Baker [P7]</p> 	<ol style="list-style-type: none"> 1. Using different baking techniques, bake at least two of the following: <ol style="list-style-type: none"> 1.1 Focaccia 1.2 Flat bread 1.3 Brioche 1.4 Croissant 1.5 Sandwich bread 1.6 Country loaf <p>Share with your tester how you used different baking techniques (scaling, proofing, laminating, shaping, rising, scoring) in your bread.</p> 2. Using the appropriate pastry and from scratch, make at least two of the following: <ol style="list-style-type: none"> 2.1. Cupcakes 2.2. Chiffon cake 2.3. Chocolate cake 2.4. Swiss roll 2.5. Scones 2.6. Tiramisu 2.7. Carrot cake 2.8. Brownies 2.9. Cream puff (with fillings) 3. Know how to melt chocolate successfully. Using melted chocolate to make chocolate truffles, or chocolate salami or to decorate a cake. 4. Share with your unit with the use of a visual on any two of the following: <ol style="list-style-type: none"> 4.1. the history of baking and pastry and the work on some of the world's best pastry chefs and bakers 4.2. talk about how bread or cake is made and the process of making it 4.3. the importance of healthy eating and the inclusion of bread/cake in the diet. 4.4. the importance of good hygiene when baking e.g. clean as you go 4.5. the correct way of using kitchen equipment when baking e.g. the microwave, hand/stand mixer, bread knife and chef's knife 5. Hold a tea session as part of patrol program sharing the bread/cake you made.
<p data-bbox="188 1449 413 1482">Basket-Maker [P8]</p> 	<ol style="list-style-type: none"> 1. Make two of the following, each in a different type of basket-work, such as cane, raffia, straw or recycled paper. The base of one of the articles must be woven. <ol style="list-style-type: none"> 1. Work basket; 2. Mat; 3. Hand-carry basket; 4. Waste-paper basket. 2. Have a general knowledge of the raw material employed, how it is obtained, and how it is prepared for working.



Badges	Description
<p data-bbox="164 237 440 297">Biodiversity Challenge [W3]</p> 	<p data-bbox="480 237 1433 297">The WAGGGS badge curriculum is divided into four categories – Air, Water, Land, and the World.</p> <p data-bbox="480 309 1433 409">Guides must complete two activities from each category. The first or second activity listed in each category must be completed by everyone as it provides an overview to the topics. These compulsory activities are best done in a group.</p> <p data-bbox="480 421 1433 481">Individuals can then choose from the list of optional activities the ones that are most interesting to them.</p> <p data-bbox="480 521 1198 551">See website for details: http://www.fao.org/3/a-i1885e.pdf</p>
<p data-bbox="193 629 408 658">Bird Watcher [P9]</p> 	<ol data-bbox="480 629 1433 1088" style="list-style-type: none"> 1. Be familiar with the work of the Nature Society of Singapore or any similar organisation. 2. Join one of the Bird Watching sessions conducted by the Nature Society of Singapore or any similar organisation. List the skills expected during bird-watching and observations made on that trip. 3. Show your own field notebook, recording detailed observation of six species of birds, including plumage, flight, song and food. 4. Discuss one of the following subjects with the tester: <ol data-bbox="536 913 954 1088" style="list-style-type: none"> (a) migration; (b) territory; (c) the feet and beaks of birds; (d) shore birds; or (e) seasonal variation in plumage.



Badges	Description
<p data-bbox="199 235 400 264">Boatswain [P10]</p> 	<ol style="list-style-type: none"> 1. Swim 50 m and keep afloat for 5min fully clothed. 2. Demonstrate and explain the use of the following knots: reef, bowline, clove-hitch, sheet-bend, round turn and half-hitches in relation to any one of the boating activities (refer to Point 4). 3. Throw an unweighted line 10m. 4. Do one of the following sections: <ol style="list-style-type: none"> 4.1. Rowing <ol style="list-style-type: none"> (i) Manage a dinghy single-handed, in response to instructions, to include getting under way, turning, backing, bringing alongside, and making fast. (ii) Row a boat with others. (iii) Know the common terms used in connection with rowing boats. 4.2. Sailing (<i>A life jacket must be worn</i>) <ol style="list-style-type: none"> (i) Sail a dinghy single-handed and know how to manage it under varying conditions. (ii) Demonstrate making and shortening sail, tacking, reaching and running. (iii) Pick up moorings and come alongside. (iv) Manage a dinghy under oars. (v) Know the common terms used in connection with rowing and sailing dinghies 4.3. Canoeing (<i>A life jacket must be worn</i>) <ol style="list-style-type: none"> (i) Show knowledge of general handling canoes. (ii) Get in and out from shallow water, from landing stage, or from other craft in deep water. (iii) Be able to paddle as single or as partner in doubles. (iv) Demonstrate: <ol style="list-style-type: none"> a. padding with feathered paddles; b. how to use a paddle as stabilizer. (v) Capsize a canoe, bring ashore with paddles, and empty.
<p data-bbox="148 1305 451 1335">Camper (Beginner) [P11]</p> 	<ol style="list-style-type: none"> 1. Attend an outdoor camp for at least 2D1N and sleep in tent throughout the camp. 2. Pack all necessary belongings (including a personal meal bag without disposable utensils and a shower bag) into a backpack for the camp. 3. Know how to: <ol style="list-style-type: none"> 3.1 pitch, air and clean a tent 3.2 strike and pack up a tent 4. Cook at least 1 meal during the camp (excluding breakfast and supper). 5. Keep a record of the 2D1N camp.


Badges	Description
<p>Camper (Intermediate) [P12]</p> 	<ol style="list-style-type: none"> 1. Attain the Beginner Camper badge 2. Attend an outdoor camp for at least 3D2N and sleep in a canvas tent throughout the camp. 3. Pack all necessary belongings (including a personal meal bag without disposable utensils and a shower bag) into a backpack for the camp. 4. Complete all patrol duties, orderlies, cooks, wood & water and health. 5. Know how to: <ol style="list-style-type: none"> 5.1 pitch, air and clean a canvas tent 5.2 strike and pack up a canvas tent 6. Construct a shoe rack, clothes line and baggage rack for the patrol tent. 7. Cook at least 2 meals in the kitchen shelter (allow portable stove). 8. Cook a complete meal using outdoor cooking method. 9. Keep a record the 3D2N camp.
<p>Camper (Advanced) [P13]</p> 	<ol style="list-style-type: none"> 1. Attain the Intermediate Camper badge. 2. Take up a camp staff role e.g. Camp Commandant, QM or FA. Plan and execute a 3D2N outdoor camp for a patrol / unit. 3. Conduct at least 1 pre-camp training session to teach basic camp craft skills: <ol style="list-style-type: none"> 3.1 gadget making 3.2 axemanship 3.3 firelighting 3.4 tent pitching 4. Incorporate at least 3 principles of Leave No Trace in the camp. 5. Record and share your reflections with your company.
<p>Carpenter [P14]</p> 	<ol style="list-style-type: none"> 1. Make a simple wooden article, e.g., patrol box, table, bookshelf, or stool. 2. Complete one of the following clauses: <ol style="list-style-type: none"> 2.1 set up a wooden shelf (Metal brackets may be used); 2.2 make a simple door or gate fastener. Self-constructed metal latch will be acceptable. 2.3 repair a piece of furniture strongly and neatly. 3. Show that she can use the following tools and keep them in good working order: hammer, screw-driver, saws, chisel, brace and bit, plane, ruler and set square. 4. Do the following: <ol style="list-style-type: none"> 4.1 identify and know the use of four kinds of nails, e.g. wrought nail, round wire nail, oval wire nail, lost head nail, panel pin, cloth nail. 4.2 demonstrate: driving in nails correctly; inserting screws (using countersinking technique) and the use of sandpaper. 5. Recognise different types of joint, e.g. halved, mortise and tenon, housing, dovetail etc. Know for what each type is suitable for. 6. Distinguish between hard and soft woods, plywood and hardboard. Know their appropriate uses and the different treatment and methods of finishing each.



Badges	Description
<p data-bbox="188 237 411 264">Child Nurse [P15]</p> 	<p data-bbox="480 237 1134 264">The test applies throughout to children of 3 to 5 years.</p> <p data-bbox="480 271 1430 405">The candidate must have a sense of responsibility and a high standard of personal cleanliness; she must understand that when dealing with a child, she must carry out whatever she has said that she will do and must never resort to bribery.</p> <p data-bbox="480 412 1430 546">A Guide who holds this badge should be capable of taking care of a child of the age group for any part of the day and should realize the importance of reporting to the mother any irregularity in routine. The test may be taken in two parts, and the tester may delegate the testing of Part II if necessary.</p> <p data-bbox="480 591 1430 658">Part I may be tested by Guide personnel. The test may be taken at a nursery school, children's hospital or at a private residence or children's home.</p> <p data-bbox="480 703 544 730"><u>Part I</u></p> <ol data-bbox="480 736 1366 976" style="list-style-type: none"> 1. Know how a child should be clothed in sunny and wet weather. 2. Know what food/drink/snack is suitable for the child. 3. Know what kind of play material should be given. 4. Plan a day, recognizing the importance of a regular routine. 5. Know how to prevent accidents in the house or garden. 6. Know how to take a child's temperature. 7. Know how to bring the child to the toilet and cleaning up thereafter. <p data-bbox="480 1021 552 1048"><u>Part II</u></p> <p data-bbox="480 1055 1430 1122">Take charge of a child or small group of children for a five hours under the supervision of the tester. This should include:</p> <ol data-bbox="480 1128 1430 1335" style="list-style-type: none"> 1. Helping to wash before a meal and serving a meal; or putting the child to bed. 2. Changing the clothes for the child 3. Setting out suitable material for play and watching the play (joining in if the child requires it). 4. Reading to the child a suitable story. A Guide may also tell her own story.




Badges	Description
<p data-bbox="196 237 405 264">Citizenship [P16]</p> 	<ol style="list-style-type: none"> <li data-bbox="483 237 938 264">1. Be able to explain the meaning of: <ol style="list-style-type: none"> <li data-bbox="539 271 746 297">1.1 <i>Democracy</i> <ul style="list-style-type: none"> <li data-bbox="611 304 890 331">- Meaning of the term; <li data-bbox="611 338 975 365">- The ballot-method of voting; <li data-bbox="611 371 951 398">- The franchise-votes for all; <li data-bbox="611 405 794 432">- Electoral List; <li data-bbox="611 439 858 465">- A General Election. <li data-bbox="539 472 884 499">1.2 <i>Prime Minister's Office</i> <ul style="list-style-type: none"> <li data-bbox="611 506 884 533">- functions and duties; <li data-bbox="611 539 879 566">- Community Centres; <li data-bbox="611 573 906 600">- Residents Committees; <li data-bbox="611 607 1046 633">- Citizen's Consultative Committees; <li data-bbox="611 640 1369 667">- Parliamentary Constituency i.e. the Guide's own constituency <li data-bbox="539 674 746 701">1.3 <i>Parliament</i> <ul style="list-style-type: none"> <li data-bbox="611 707 1193 734">- Growth of the Parliament System in Singapore; <li data-bbox="611 741 954 768">- The President and his Role; <li data-bbox="611 775 1225 801">- Number of Members and how they were elected; <li data-bbox="611 808 927 835">- Composition and set-up; <li data-bbox="611 842 868 869">- Work of Parliament <li data-bbox="611 875 1433 902">- Law-making, The Civil Service, Government Depts, Statutory Boards, Commissions, Passage of a Bill; <li data-bbox="611 909 1342 936">- Members of Parliament – Work, Privileges, Re-numeration; <li data-bbox="611 943 1433 969">- The Speaker's Duties, Assistants, The Speaker's Chair and Insignia of Office; <li data-bbox="611 976 1174 1003">- Question Time -- How it is conducted, its use; <li data-bbox="611 1010 1174 1037">- Parliamentary News – Reporting, Publication; <li data-bbox="611 1043 1206 1070">- Broadcasting and Televising – Speeches by MPs; <li data-bbox="611 1077 1433 1104">- Life of Parliament – Length of maximum life, dissolution, defeat and prorogation, vote of Censure; <li data-bbox="611 1111 1289 1137">- Commissions – Importance of Nature of Investigations. <li data-bbox="483 1279 1203 1305">2. Be able to discuss briefly on one of the following topics: <ol style="list-style-type: none"> <li data-bbox="539 1312 1305 1339">2.1 Features of a multi-racial society – the need for tolerance; <li data-bbox="539 1346 1114 1373">2.2 The rights and responsibilities of a citizen; <li data-bbox="539 1379 1267 1406">2.3 The Constitution of Singapore and how laws are made; <li data-bbox="539 1413 1007 1440">2.4 Law and Security in the Republic; <li data-bbox="539 1447 1433 1473">2.5 The Judiciary: Supreme Court, Magistrate's Court, Police Court, The Armed Forces & Singapore Law; <li data-bbox="539 1480 1209 1507">2.6 Relationship with ASEAN and the Commonwealth. <li data-bbox="483 1559 1433 1585">3. One Compulsory question to be asked will require the candidate to give an account of how she herself may be a good citizen.


Badges	Description
<p data-bbox="193 237 408 264">Civil Defence [I2]</p> 	<ol style="list-style-type: none"> 1. Complete the SCDF Community Emergency Preparedness Programme- 'RESPONSE READY' programme <ol style="list-style-type: none"> 1.1. Overview of SGSecure 1.2. Essential EP knowledge 1.3. First Aid: Roles of a First Aider and scene safety, contents of First Aid kit, burns, wounds and bleeding management, sprain management, choking 1.4. CPR – AED: application of D.A.R.E. concept, Save-a-Life initiative 1.5. Fire Fighting: Procedure of operating a fire extinguisher and a hose reel
<p data-bbox="209 629 392 656">Collector [P17]</p> 	<ol style="list-style-type: none"> 1. Show a collection, made over a period of at least six months, of one of the following: stamps, postcards, postmarks, crest or equivalent; the material is to be drawn from as many sources as possible. Discuss with the tester: <ol style="list-style-type: none"> 1.1 why she finds this hobby interesting; 1.2 what she has learnt from it; 1.3 how she can develop her interest. 2. Pass three of the following clauses: <ol style="list-style-type: none"> 2.1 Make a collection of pictures, cutting etc; to illustrate World Guiding (This can be either a soft or hard copy); 2.2 (i) Make at least six leaf prints; name and mount them; or (ii) Make six coloured plaster casts of leaves or twigs; or (iii) Mount and label a collection of twigs and fruits of at least six trees. 2.3 Make a collection of at least ten objects which would be of interest to a foreign Company or Pack, and descriptive catalogue to accompany it. 2.4 Collect and mount illustrations of six birds that the candidate has seen, together with information concerning each to include: <ol style="list-style-type: none"> (i) a description of the bird; a particular characteristic; where it is likely to be found; and what it feeds on. (ii) Its nest and eggs. 2.5 Make a collection of six local flowers with their leaves; press, mount and name them. 2.6 Make a collection of a set of 15 photographs on a subject of her choice and share about her choice of your subject <p data-bbox="480 1559 1433 1621"><i>Note: The collection is to judge on neatness and method in arrangement and on the interest shown in it by the candidate.</i></p>



Badges	Description
<p data-bbox="197 237 405 297">Commonwealth Knowledge [P18]</p> 	<ol style="list-style-type: none"> <li data-bbox="475 237 1430 479">1. Discuss with the tester the meaning of the term “The Commonwealth”. Using a non-Commonwealth bloc map, point out ten different Commonwealth countries, at least one from each of the following regions: <ol style="list-style-type: none"> <li data-bbox="523 344 911 371">1.1. North and South America; <li data-bbox="523 383 692 409">1.2. Europe; <li data-bbox="523 421 676 448">1.3. Africa; <li data-bbox="523 459 647 486">1.4. Asia <p data-bbox="523 490 1430 551">Explain how each country is represented in the World Association of Girl Guides and Girl Scouts.</p> <p data-bbox="523 562 1430 689">Choose one country from each region, state when it became independent and what form of independence it has. If it is not independent, indicate briefly how much self-government it has today and how it became part of the Commonwealth.</p> <li data-bbox="475 701 1430 801">2. Keep a record of three weeks of any happenings that she finds specially interesting in Commonwealth countries overseas. (This record can be in the form of an illustrated diary, press cuttings, pictorial map, etc). <li data-bbox="475 813 1430 1014">3. Choose a Commonwealth country other than her own and compile a book or hold exhibition to include pictures and notes etc on such subjects as race, religion, history, natural features, climate, products, ways of travelling, customs, songs, dances, etc. Find out about the everyday life of a girl in that country and tell the tester how the life contrasts with her own. Suggest possible reasons for such differences.
<p data-bbox="204 1055 395 1081">Computer [P19]</p> 	<ol style="list-style-type: none"> <li data-bbox="475 1061 1430 1122">1.1 Able to discuss with the examiner the development of the computer, its past history, present trends and future developments. <li data-bbox="475 1133 1430 1193">1.2 Draw a diagram of the key components of a computer system and explain their functions. <li data-bbox="475 1205 1430 1265">1.3 Explain what is an Operating System (OS), provide some examples and describe the main function of the OS. <li data-bbox="475 1276 1430 1377">1.4 Discuss the various applications and functions of a personal computer (Example: Word Processing, Multimedia Presentation, Interactive Media Computing, Spreadsheets, etc). <li data-bbox="475 1388 1430 1449">1.5 Able to illustrate 6 applications of use of computers in business, education, health and science <p data-bbox="485 1491 571 1518"><u>EITHER</u></p> <ol style="list-style-type: none"> <li data-bbox="475 1529 1430 1590">2.1 Create an animation to tell a story or to create a game using a programming software. <p data-bbox="478 1601 517 1628"><u>OR</u></p> <ol style="list-style-type: none"> <li data-bbox="475 1639 1302 1666">2.2 Create and edit a 3-minute video using a video editing software.


Badges	Description
<p data-bbox="231 235 368 264">Cook [P20]</p> 	<p data-bbox="485 235 592 264"><u>Practical</u></p> <ol data-bbox="485 271 1430 622" style="list-style-type: none"> 1. Prepare, cook and serve at the test, a balanced meal (including dessert) using at least two of the following cooking methods: <ol data-bbox="528 342 724 551" style="list-style-type: none"> 1.1 Boiling; 1.2 Baking; 1.3 Steaming; 1.4 Stewing; 1.5 Frying; 1.6 Grilling 2. Make a cup of hot beverage. 3. Wash up competently utensils, boards etc. used at the test. <p data-bbox="485 667 539 696"><u>Oral</u></p> <ol data-bbox="485 703 1430 835" style="list-style-type: none"> 4. Explain their choice of food and dishes. 5. Have knowledge of the prices and food values of the ingredients used. 6. Understand why special care is necessary when cooking vegetables and how their value may most easily be conserved. <p data-bbox="485 880 1185 909"><i>Note: The test need not be completed in the school kitchen.</i></p> <p data-bbox="485 954 692 983"><u>Extension Section</u></p> <p data-bbox="485 990 587 1019"><u>Practical</u></p> <ol data-bbox="485 1025 1394 1265" style="list-style-type: none"> 1. Boil 1 litre of water using an electric kettle. 2. Make a cup of instant beverage. 3. Wash and pluck vegetables. 4. Use a kitchen lighter to light a fire. 5. Cook instant noodles with vegetables over stove. 6. Wash up utensils and crockery used. 7. Lay a table by arranging cutlery and crockery e.g. fork, spoon, plate, cup. <p data-bbox="485 1272 539 1301"><u>Oral</u></p> <ol data-bbox="485 1308 1417 1480" style="list-style-type: none"> 8. Answer questions on the dishes just prepared. 9. Have knowledge of the ingredients used and tell whether they are healthy or not. 10. Understand safety aspects when cooking with fire and using sharp objects like scissors and knife.


Badges	Description
<p data-bbox="233 237 368 264">Craft [P21]</p> 	<ol style="list-style-type: none"> 1. Do three different types of craft, one of which must be made from recycled materials. The crafts made should be presentable as a gift. At least one craft should be made in front of the tester. Examples of types of craft that can be done, but not limited to this selection: <ol style="list-style-type: none"> 1.1 embroider an original design; 1.2 print a piece of material using lino-block, potato-cut, or screen or by tie-dying; 1.3 make a puppet; 1.4 model a figure, or an animal or bird, in plasticine or wax; 1.5 make a carving in a medium, soft enough to cut easily e.g. butter, soap, wax; 1.6 make a pot; 1.7 make a basket; 1.8 make a picture using metal relief e.g. copper, aluminium; 1.9 weave a rug or piece of material of a suitable size for some other article; 1.10 make a decorative floor covering in a suitable material e.g. remnant cloth, twine; 1.11 make a mosaic; 1.12 make an article using macramé; <p><u>Extension Section</u></p> <ol style="list-style-type: none"> 1. Print patterns using potato-cut and make into 3 craft work: table mat, greeting card and bookmark. 2. Make a basket by weaving raffia strings into a plastic basket with holes
<p data-bbox="169 1167 432 1193">Crime Prevention [I3]</p> 	<p>This badge is jointly organized by the GGS and the National Crime Prevention Council. Guiders must inform GGS HQ a name list of the Guides who will be participating before commencing on the badge.</p> <ol style="list-style-type: none"> 1. Read the <u>Crime Prevention Proficiency Handbook</u>. 2. Complete the online <u>Theory Test</u>. 3. Complete the Practical Test by: <ol style="list-style-type: none"> 3.1 attending a Crime Prevention Exhibition held at any public housing estates or visiting a Crime Prevention Display Room at the various Police Land Divisions; 3.2 carrying out one crime prevention activity decided by the Guider, thus allowing the students to apply the knowledge that they have learnt from the handbook. Examples of activities are: Students performing a crime prevention skit, setting up a crime prevention exhibition in school to spread the crime prevention message to the rest of the school or students designing crime prevention posters. 4. Disseminating crime prevention tips to a parent/guardian/adult family member. The Guide is expected to share at least three preventive measures of any three crimes mentioned in the handbook.


Badges	Description
<p data-bbox="220 237 379 264">Cyclist [P22]</p> 	<ol data-bbox="480 237 1433 622" style="list-style-type: none"> 1. Have the use and be able to ride and control a bicycle. 2. Know how to keep it clean and in good working order and what maintenance is necessary for the lights, chains, tyres, bells and brakes. 3. Be able to read a road map tell the tester about the dangers of dark, loose clothing, personal stereos, badly arranged loads and inadequate lighting when cycling. 4. Discuss with the tester the rules and code of conduct as stated in the Active Mobility Act by the Land Transport Authority 5. Explain how to mend a puncture. 6. Explain the dangers associated with cycling on hills, in city traffic and on open highway.
<p data-bbox="220 665 379 692">Dancer [P23]</p> 	<ol data-bbox="480 665 1433 907" style="list-style-type: none"> 1. Know at least three characteristics of the traditional dances of Singapore's ethnic communities. 2. Perform a sequence of movements showing one of the following: - ballet, modern dance, or natural movement technique. 3. Choreograph and perform a three-minute dance that shows sense of rhythm, grace of movement and vividness of expression. They should incorporate the characteristic of traditional dances. <p data-bbox="480 913 1197 943"><i>Note: Tester may be a teacher in the school's Dance Society.</i></p>
<p data-bbox="180 987 419 1014">Dental Health [P24]</p> 	<ol data-bbox="480 987 1433 1196" style="list-style-type: none"> 1. Know the structure and function of teeth. 2. Know the various oral hygiene aids and their correct use. 3. Know the importance of good nutrition for good dental health. 4. Name 6 foods which contain free sugars and how they affect dental health. 5. Demonstrate how a younger child can be taught to practice good oral hygiene. <p data-bbox="480 1202 1433 1267">Project: Do a dental health project e.g. scrapbook, essay, poster, class talk at school, Company, Pack etc.</p> <p data-bbox="480 1310 699 1339"><u>Extension section</u></p> <ol data-bbox="480 1346 1433 1444" style="list-style-type: none"> 1. Know the various oral hygiene aids and their correct use. 2. Know the importance of good nutrition for good dental health. 3. Name 6 foods which contain free sugars and how they affect dental health.



Badges	Description
<p data-bbox="172 241 427 304">Disability Awareness [P25]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 241 1433 405">1. Visit an agency that works with people with physical, mental , emotional or educational disabilities. Collect and read information about the agency’s activities. Learn about opportunities its members have for training, employment and education. Discuss what you have learned with your Guide unit. <li data-bbox="480 416 1433 551">2. Name five professions that provide services to people with disabilities. Pick one that interests you and find out the education, training and experience required for this profession. Explain what you have learned and tell why this profession interests you. <li data-bbox="480 562 1433 1626">3. Do any three of the following: <ol style="list-style-type: none"> <li data-bbox="544 595 1433 685">3.1. Talk with a Guide who has a disability and learn about her experiences taking part in Guiding activities and earning different merit badges. Present what you have learnt with your Guide unit. <li data-bbox="544 696 1433 786">3.2. Talk with an individual who has a disability and learn about this person’s experiences and the activities in which this person likes to participate. Present what you have learnt with your Guide unit. <li data-bbox="544 797 1433 909">3.3. Learn how people with disabilities take part in a particular adaptive sport or recreational activity. Present what you have learnt with your Guide unit. <li data-bbox="544 920 1433 1010">3.4. Learn about independent living aids such as service animals, canes and augmentative communication devices. Present what you have learnt with your Guide unit. <li data-bbox="544 1021 1433 1111">3.5. Plan or participate in an activity that helps others understand what a person with a visible or invisible disability experience. Present what you have learnt with your Guide unit. <li data-bbox="544 1122 1433 1368">3.6. Visit TWO of the following locations and take notes about the accessibility to people with disabilities. In your notes, give examples of five things that could be done to improve upon the site and five things about the site that make it friendly to people with disabilities. Discuss your observations with your Guider. The locations – your school, nearby mall, a Guiding event/campsite, a public exhibit or attraction such as theatre, museum or park) <li data-bbox="544 1379 1433 1559">3.7. Using resources from government agencies, the Internet, volunteer groups, learn about myths and misconceptions that influence the public’s understanding of people with disabilities. List 10 myths and misconception about people with disabilities and learn the fact s about each myth. Make a presentation to your Guide unit. <li data-bbox="544 1570 1433 1626">3.8. Volunteer for at least 3 hours at a Social Service Agency. Share your experience with your Guide Unit. <li data-bbox="480 1637 1433 1760">4. Make a commitment and describe what you would do to show a positive attitude about people with disabilities and to encourage positive attitude among others. Explain how your awareness has changed as a result of what you have learnt.


Badges	Description
<p data-bbox="153 237 448 264">Emergency Helper [P26]</p> 	<ol style="list-style-type: none"> 1. Pack up a first aid case suitable for hiking. 2. Demonstrate how to deal with the following injuries: <ol style="list-style-type: none"> 2.1 Bleeding from an external wound 2.2 Burns and scalds 2.3 Blisters 2.4 Insect bites 2.5 Sunburn/ Dehydration 2.6 Fractures 3. Know how to <ol style="list-style-type: none"> 3.1 take temperature and pulse; 3.2 clean and dress a wound; 3.3 deal with fire and electrical accidents; 3.4 deal with a person in shock; 3.5 treat a patient unconscious from fit; and 3.6 improvise a stretcher to carry a patient and demonstrate it to untrained helpers. 4. Understand the danger of moving and handling an unconscious person whose extent of injury is not known and know the steps taken to prevent further injury. 5. Using a manikin/ mask, demonstrate the procedure for artificial respiration (CPR) <p><i>Note:</i> <i>The instructor/trainer for the syllabus must have gained the badge on a teaching basis or hold some higher qualification.</i> <i>The tester MUST be a doctor or Registered Nurse or a First Aid Instructor to one of the following bodies:</i></p> <ul style="list-style-type: none"> • Red Cross Society; • St John Ambulance Brigade; or • Any other societies with similar accreditations
<p data-bbox="161 1308 440 1335">Energy Experience [I4]</p> 	<p data-bbox="480 1308 1433 1373">This Badge is conducted by the Energy Efficiency Centre at Singapore Power. The workshop can be booked online.</p> <p data-bbox="480 1413 1433 1478">This Badge is awarded by the Energy Efficiency Centre on completion of the Energy Efficiency Programme (EEP) Stage I.</p> <p data-bbox="480 1518 1433 1624">EEP Stage I is conducted in two half-day sessions and helps students to explore energy efficiency in their homes through a home electricity audit assignment and test. Students who pass the assignment and test will be awarded the badge.</p>




Badges	Description
<p data-bbox="197 237 403 264">Entertainer [P27]</p> 	<p data-bbox="480 237 1425 300">1. Entertain Guides or other guests with at least two types of performance, lasting at least five minutes in total.</p> <p data-bbox="523 309 1425 371">Examples of types of performance that can be done, but not limited to this selection:</p> <ul style="list-style-type: none"> <li data-bbox="523 380 699 407">1.1 dancing; <li data-bbox="523 416 699 443">1.2 singing; <li data-bbox="523 452 951 479">1.3 playing a musical instrument; <li data-bbox="523 488 699 515">1.4 reciting. <li data-bbox="523 524 735 551">1.5 magic acts; <li data-bbox="523 560 651 586">1.6 skit; <li data-bbox="523 595 699 622">1.7 rapping; <li data-bbox="523 631 751 658">1.8 beat boxing; <li data-bbox="523 667 746 694">1.9 pantomime; <p data-bbox="480 703 1241 730"><i>Note: The standard must be suitable for a public entertainment.</i></p> <p data-bbox="480 775 692 801"><u>Extension Section</u></p> <ul style="list-style-type: none"> <li data-bbox="480 810 1262 837">1. Perform at a Girl Guides event with more than 200 spectators




Badges	Description
<p data-bbox="161 237 440 264">Environmentalist [P28]</p> 	<p data-bbox="488 237 1433 297">Guides may work alone or in groups of not more than 4 to complete the following clauses:</p> <ol style="list-style-type: none"> <li data-bbox="488 309 1433 369">1. Complete one of the following items (Items 1.1 to 1.5 may be completed by making a Log Book, a short video/ animation or a slide presentation): <ol style="list-style-type: none"> <li data-bbox="523 380 1433 441">1.1 saving valuable resources (e.g. water, paper, fuel, electricity, metals, etc.) <li data-bbox="523 452 1433 512">1.2 list substances which are harmful to the environment (e.g. toxic wastes, ozone, etc.). Suggest ways to combat their consumption. <li data-bbox="523 524 1433 629">1.3 make a study of an animal which has been declared 'endangered' and show how Man was responsible for the cause of its near extinction. Suggest how Man may reverse his actions in an effort to protect it. <li data-bbox="523 640 1433 763">1.4 collect articles from newspapers and magazines illustrating how actions of people harm, or help, the environment. Study what a government, voluntary <u>or</u> commercial agency has done to help protect the environment. <li data-bbox="523 775 1433 880">1.5 make a list of government, and either voluntary or commercial agencies which have undertaken projects in relation to environmental protection. Study <u>one</u> of the projects, showing its contributions. <li data-bbox="523 891 1433 981">1.6 organise a 'Green' service project (e.g. tree planting). It may be an effort to increase the awareness of the community as well. (This clause may be done in a group of 2-8). <li data-bbox="488 992 1433 1052">2. Use scrap materials to make a practical and useful object (the craft should not be ornamental). <li data-bbox="488 1064 1433 1339">3. In line with the concept of zero waste, <ol style="list-style-type: none"> <li data-bbox="523 1093 1433 1216">3.1 complete a research into how garbage is disposed in Singapore and its problems. Understand how some of the wastes can be reduced, reused, or even recycled and share this information with 5 non-Guides. <li data-bbox="523 1227 1433 1339">3.2 collect everything you would throw away for a whole week and either take a picture or weigh it. Write a pledge card to track your waste and there should be a declining trend for a month. <p data-bbox="488 1384 694 1411"><u>Extension Section</u></p> <ol style="list-style-type: none"> <li data-bbox="488 1422 1433 1512">1. Understand the effects on environment if we do not conserve energy and save water by pointing to pictures that depict an environment that is not healthy for people to live in. <li data-bbox="488 1523 1433 1583">2. Bring recyclable materials from home and sort it out according to paper, plastic and metal before placing in respective recycling bins, for 1 month. <li data-bbox="488 1594 1433 1621">3. Make a simple puppet using recycled materials.



Badges	Description
<p data-bbox="193 237 408 264">Fire Fighter [P29]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 237 1433 300">1. Complete the SCDF Community Emergency Preparedness Programme- 'RESPONSE READY' programme <ol style="list-style-type: none"> <li data-bbox="533 309 863 336">1.1. Overview of SGSecure <li data-bbox="533 344 879 371">1.2. Essential EP knowledge <li data-bbox="533 380 1433 479">1.3. First Aid: Roles of a First Aider and scene safety, contents of First Aid kit, burns, wounds and bleeding management, sprain management, choking <li data-bbox="533 488 1366 515">1.4. CPR – AED: application of D.A.R.E. concept, Save-a-Life initiative <li data-bbox="533 524 1433 586">1.5. Fire Fighting: Procedure of operating a fire extinguisher and a hose reel <li data-bbox="480 595 1433 658">2. Complete the SCDF Community Emergency Preparedness Programme- 'LIFESAVER' programme. <ol style="list-style-type: none"> <li data-bbox="533 667 1433 730">2.1 First Aid (enhanced): Immobilising fractures, handling of fits, recognising the signs and symptoms of stroke <li data-bbox="533 739 1433 801">2.2 CPR-AED: 1-Man CPR-AED (including mouth-to-mouth resuscitation, 2-Man CPR) <li data-bbox="533 810 1433 981">2.3 Fire safety and evacuation procedures: triangle of combustion, classes of fire, refresher on fire extinguisher and hose-reel operating procedures, methods of casualty evacuation, evacuation procedures in typical HDB residential estates and super high-rise residential buildings <li data-bbox="533 990 1433 1052">2.4 Emergency procedures: in place protection procedures, knowledge on public warning system (PWS) sirens, decontamination procedures



Badges	Description
<p data-bbox="209 237 391 264">First Aid [P30]</p> 	<ol style="list-style-type: none"> 1. Be prepared to: <ol style="list-style-type: none"> 1.1 treat for shock following an accident; arrest bleeding; treat a patient unconscious from an accident, fit or fainting; resuscitate the apparently drowned using any approved method, using a manikin or mask, demonstrate artificial respiration; by the expired air mouth-to-nose method, and mouth-to-mouth method; Demonstrate the action to be taken in case of vomiting by the patient. 1.2 demonstrate one other method of artificial respiration on a patient. 1.3 know how to deal with fire and electrical accidents. 1.4 dress a wound. 2. Show positions of main arteries: know how to stop bleeding (without using a tourniquet) from veins, arteries and capillaries. 3. Know how to recognize fractures and prevent further injuries in case of fracture and dislocation; understand the danger of moving or handling a patient when the extent of the injury in case of fracture and dislocation; understand the danger of moving or handling a patient when the extent of the injury is not known. 4. <ol style="list-style-type: none"> 4.1 Improvise: a stretcher; splints; the padding of splints. 4.2 With assistance: carry an injured person; and a patient on the stretcher improvised in clause 4.1. 5. Telephone a message given verbally and in writing. 6. <ol style="list-style-type: none"> 6.1 Fit up a simple first aid case; or 6.2 Describe three occasions on which the candidate has given first aid. <p><i>Note:</i></p> <ol style="list-style-type: none"> (i) <i>The Tester must be a doctor, or State Registered Nurse, or an instructor in First Aid to one of the bodies listed in (iii).</i> (ii) <i>Instructors for the syllabus must have gained the badge on a teaching basis or hold some higher qualification.</i> (iii) <i>The holder of one of the following qualifies for the badge:</i> <ol style="list-style-type: none"> 1) <i>Red Cross Society Senior First Aid Certification</i> 2) <i>St. John Ambulance Association Essential First Aid</i>
<p data-bbox="188 1375 411 1473">Food Security and Climate Change Challenge [W4]</p> 	<p data-bbox="485 1375 1433 1442">The WAGGGS badge curriculum is divided into three categories – Climate, Food, and World.</p> <p data-bbox="485 1485 1201 1512">See website for details: http://www.fao.org/3/a-ax743e.pdf</p>



Badges	Description																																																															
<p data-bbox="209 237 389 264">Footdrill [P31]</p> 	<ol style="list-style-type: none"> 1. Be able to perform drill movements 2. Be able to teach a specific drill movement, step by step 3. Be able to lead a squad of at least 9 Guides in specific drill movements 4. A Guide will be assessed on her attire (full uniform including hats and marching boots). 5. A Guide must attain at least 70% of the total marks to pass the test. <p data-bbox="480 450 1401 517"><i>Note: The testers will be appointed by GGS HQ. Participation in SYFOC or NDP will exempt the Guide from Clause 1.</i></p> <p data-bbox="480 555 687 584">Drill Movements:</p> <table border="1" data-bbox="480 622 1273 1794"> <thead> <tr> <th>No</th> <th>English Command</th> <th>Malay Command</th> </tr> </thead> <tbody> <tr><td>i</td><td>stand at attention</td><td>Skwad Sedi-A</td></tr> <tr><td>ii</td><td>stand at ease</td><td>Senang di-RI</td></tr> <tr><td>iii</td><td>stand easy</td><td>Rehatkan DIRI</td></tr> <tr><td>iv</td><td>take dressing from the right</td><td>Ke-Kanan Lu-RUS</td></tr> <tr><td>v</td><td>eyes front</td><td>Pandang Ke-Hadapan Pan-DANG</td></tr> <tr><td>vi</td><td>stationary left turn</td><td>Ke-Kiri Pu-SING</td></tr> <tr><td>vii</td><td>stationary right turn</td><td>Ke-Kanan Pu-SING</td></tr> <tr><td>viii</td><td>stationary about turn</td><td>Ke-Belakang Pu-SING</td></tr> <tr><td>ix</td><td>stationary to quick march</td><td>Dari Kiri/Kanan/ Tengah Cepat Ja-LAN</td></tr> <tr><td>x</td><td>marking time from static position</td><td>Hentak Kaki Cepat Hen-TAK</td></tr> <tr><td>xi</td><td>forward march from marking time</td><td>Skwad Ma-JU</td></tr> <tr><td>xii</td><td>halting on mark time/on the march</td><td>Skwad Berhen-TI</td></tr> <tr><td>xiii</td><td>sizing</td><td></td></tr> <tr><td>xiv</td><td>eyes front/left/ right</td><td>Pandang Ke-Hadapan/Ke-Kiri/Ke-Kanan Pan-DANG</td></tr> <tr><td>xv</td><td>right/left wheeling</td><td>Dari Kiri/Kanan, Kiri/Kanan BELOK</td></tr> <tr><td>xvi</td><td>about turn on the march with long commands</td><td>Ke-Belakang Pu-SING</td></tr> <tr><td>xvii</td><td>left/right/front salute</td><td>Hormat Ke-Kiri/Ke-Kanan/Ke-Hadapan Hor-MAT</td></tr> <tr><td>xviii</td><td>falling out</td><td>Keluar-BARIS</td></tr> <tr><td>xix</td><td>dismissal</td><td>Bersu-RAI</td></tr> <tr><td>xx</td><td>Execute drill with long commands</td><td></td></tr> </tbody> </table>	No	English Command	Malay Command	i	stand at attention	Skwad Sedi-A	ii	stand at ease	Senang di-RI	iii	stand easy	Rehatkan DIRI	iv	take dressing from the right	Ke-Kanan Lu-RUS	v	eyes front	Pandang Ke-Hadapan Pan-DANG	vi	stationary left turn	Ke-Kiri Pu-SING	vii	stationary right turn	Ke-Kanan Pu-SING	viii	stationary about turn	Ke-Belakang Pu-SING	ix	stationary to quick march	Dari Kiri/Kanan/ Tengah Cepat Ja-LAN	x	marking time from static position	Hentak Kaki Cepat Hen-TAK	xi	forward march from marking time	Skwad Ma-JU	xii	halting on mark time/on the march	Skwad Berhen-TI	xiii	sizing		xiv	eyes front/left/ right	Pandang Ke-Hadapan/Ke-Kiri/Ke-Kanan Pan-DANG	xv	right/left wheeling	Dari Kiri/Kanan, Kiri/Kanan BELOK	xvi	about turn on the march with long commands	Ke-Belakang Pu-SING	xvii	left/right/front salute	Hormat Ke-Kiri/Ke-Kanan/Ke-Hadapan Hor-MAT	xviii	falling out	Keluar-BARIS	xix	dismissal	Bersu-RAI	xx	Execute drill with long commands	
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Badges	Description
<p data-bbox="172 235 427 264">Free Being Me [W5]</p> 	<p data-bbox="483 235 1430 300">The Free Being Me Badge is earned by completing 5 sessions of activities and complete a Take Action project.</p> <p data-bbox="483 342 1366 443">See website for details: https://free-being-me.com/wp/wp-content/media/Free-Being-Me-11-14-activity-pack.pdf</p>
<p data-bbox="164 566 437 631">Friends to the Animals [P32]</p> 	<p data-bbox="483 566 568 595"><u>EITHER</u></p> <ol data-bbox="483 600 1430 1061" style="list-style-type: none"> 1. Own/co-own an animal/bird 2. Know how to: <ol style="list-style-type: none"> 2.1 feed the animals; 2.2 keep it healthy; 2.3 give medicine; 2.4 obtain advice on sick animals from a veterinarian or other authority; and 2.5 clean up the cage/habitat of the animal 3. Explain the effects that all of the following have on your pet: <ol style="list-style-type: none"> 3.1 over feeding; 3.2 lack of discipline in training; 3.3 unsuitable living conditions; and 3.4 insufficient care in grooming. <p data-bbox="483 1066 517 1095"><u>OR</u></p> <ol data-bbox="483 1099 1382 1128" style="list-style-type: none"> 1. Volunteer at SPCA or ACRES or any animal shelter for at least 20 hours.
<p data-bbox="164 1176 437 1240">Friends to the Hearing Impaired [P33]</p> 	<ol data-bbox="483 1176 1430 1563" style="list-style-type: none"> 1. Demonstrate and use Manual Alphabet. 2. Demonstrate and use Total Communication Method. 3. Read/decipher 10 words and 3 sentences what is spelt slowly to her by another person 4. Demonstrate that you are able to communicate with the hearing-impaired person by being able to lip read a passage to another person and read out what was lip read to you and thus you are aware: <ol style="list-style-type: none"> 4.1. of the conditions when lip reading is possible and when it is not possible; and 4.2. of the right position to adopt in order to give the lip reader the best chance of reading the lip. <p data-bbox="483 1568 558 1597"><u>NOTE:</u></p> <p data-bbox="483 1601 1430 1742"><i>This badge is intended to equip hearing Guides with an elementary understanding of the methods of helping two kinds of deaf persons i.e. those who are accustomed to converse by lip reading and those who only use the finger alphabet.</i></p>



Badges	Description
<p data-bbox="164 235 435 297">Friends to the Visually Impaired [P34]</p> 	<ol style="list-style-type: none"> 1. Demonstrate the best ways of guiding and helping visually impaired people. 2. Transcribe from print three large sheets of Braille (Standard English Grade 1). 3. Read (by sight or touch), prose and poetry from Grade 1 Braille, interlined and written on both sides. 4. Identify three examples of how the visually impaired cope with their daily life (eg use of public transport, use of technology/phone/computer) 5. Go on a learning journey visit to Dining in the Dark/Dialogue in the Dark OR simulate the activity in a similar condition
<p data-bbox="173 593 426 656">Friends to the World [P35]</p> 	<ol style="list-style-type: none"> 1. Know the basic facts of WAGGGS and share to your company a current event/program of WAGGGS and how it has inspired them. The facts are that covered in the online handbook. 2. Talk in an interesting way about her own country's Guiding, to a visitor from abroad. (The tester may impersonate the visitor, if necessary). 3. Complete one of the following activities: <ol style="list-style-type: none"> 3.1. Organise a two-hour World Thinking Day activity that focusses on the current theme 3.2. Prepare and organise a two-hour activity to stimulate Company/Patrol's interest in Guiding in other countries 3.3. Participate in an overseas International Camp/local Guiding event (that involves interaction with overseas Guides)
<p data-bbox="185 1057 418 1120">Garden By the Bay Ambassadors [I5]</p> 	<p data-bbox="480 1057 1436 1120">This badge is a collaboration between Girl Guide Singapore and Garden by the Bay. The objectives are for the Guides to</p> <ol style="list-style-type: none"> 1. acquire the knowledge of Nature. 2. engage the community to play an active role in Singapore's natural heritage. <p data-bbox="480 1200 1436 1263">Guides need to complete all sections as required by Garden by the Bay within 6 months of starting date.</p> <p data-bbox="480 1308 1366 1339">The attendance for the projects will be monitored by Staff of GGS and GB.</p>




Badges	Description
<p data-bbox="181 237 419 297">Global Perspectives [P36]</p> 	<ol style="list-style-type: none"> 1. Discuss with the tester the meaning of the terms UN and ASEAN and their member countries. 2. Describe the reasons for the formation of UN and ASEAN, year of inception, as well as their roles and functions. 3. Show some commonalities and differences between the functions of the two organisations. 4. Describe an event that is held by the UN and ASEAN annually. 5. Choose one member country of the UN or ASEAN and explain why it joined the organisation and how it has benefitted from joining the organisation. 6. Describe the steps the country has to take to enrol as a member of UN and ASEAN. 7. Choose a problem that affected either one member country or a group of two or more UN or ASEAN country(s) in the last five years of any one of the following nature: accidents of a large magnitude (plane crash, capsizing of ship), food shortages, natural disasters, piracy, human health-related threats, refugees, terrorism, threats to the environment, trafficking of drugs, people or animals, war (internal or external). <ol style="list-style-type: none"> 7.1. Show how the country or group of countries has received support or aid from the organisation OR 7.2. If the situation has not improved despite the organisation's support, suggest reasons for the delay and think of possible solutions that she thinks could have been taken as the next course of action. 8. Keep a record for three weeks of any happenings that you find especially interesting in one UN and ASEAN country each. (This record can be in the form of an illustrated diary, press cuttings, pictorial map, etc.)
<p data-bbox="181 1167 419 1196">Green Fingers [P37]</p> 	<ol style="list-style-type: none"> 1. Cultivate, keep tidy and crop a piece of ground or outdoor planter from seed for at least six months. 2. Grow one kind of flowers and/or one kind of vegetable. 3. Grow ONE of the following indoor house plant: <ol style="list-style-type: none"> 3.1. a window box or flowers in pots for at least six months; 3.2. bulbs in fiber/soil; 3.3. two kinds of seedlings in fibre/moss/bottles; or 3.4. any other suitable plants <p data-bbox="480 1487 692 1516"><u>Extension Section</u></p> <ol style="list-style-type: none"> 1. Grow at least two types of plants from seed and take care of it by watering daily. 2. Identify 3 types of vegetables and 3 types of fruits. <p data-bbox="480 1664 1433 1727"><i>Note: The test should be spread over a term to enable tester to inspect the plants from time to time.</i></p>





Badges	Description
<p data-bbox="209 237 392 264">Gymnast [P38]</p> 	<p data-bbox="485 237 831 264"><i>Floor Exercise: Straight Mats</i></p> <ol style="list-style-type: none"> <li data-bbox="485 271 1433 405">1. 1.1 From a starting position, rise on tiptoe; 1 step forward on the right, thrusting left leg forward into lunge position (Arms are swung simultaneously upwards). Extend body and rise onto toes keeping left leg fully straightened and extended. <li data-bbox="533 412 1433 479">1.2 3 running steps to a dive forward roll. Execute a stretch jump after the roll to a standing position. <li data-bbox="485 486 1433 658">2. 2.1 3 running steps to a split jump. Land on the right. 2.2 Take 2 steps (L or R) to a ½ turn. 2.3 Take 1 step backwards on the right to a standing position. Lean backwards to a simple backward roll landing in a straddle position. <li data-bbox="485 665 1433 904">3. 3.1 Lean backwards; bring legs together to a „candle-stick“ position. Arms remain on the floor. 3.2 Lower body and legs to a sitting position. Transfer weight forward onto right knee. Arms move upward to a vertical position. 3.3 Lean forward and rise onto toes, back leg (R leg) fully extended and straightened. <li data-bbox="485 911 1433 1084">4. 4.1 Take 3 running steps forward to a cartwheel on the left. 4.2 Step forward on the left leg to a lunge position, left arm slightly rounded in front of the body and right arm laterally held. Execute a ½ turn to the left on toes – arm laterally held and left arm in a vertical position.
<p data-bbox="201 1128 400 1155">Handicraft [P39]</p> 	<ol style="list-style-type: none"> <li data-bbox="485 1128 1294 1330">1. Make a useful item involving at least one of the following skills: <ol style="list-style-type: none"> <li data-bbox="533 1167 703 1193">1.1. Knitting <li data-bbox="533 1200 740 1227">1.2. Crocheting <li data-bbox="533 1234 715 1261">1.3. Weaving <li data-bbox="533 1267 715 1294">1.4. Knotting <li data-bbox="533 1301 740 1328">1.5. Patchwork <li data-bbox="485 1337 1110 1509">2. Make 2 useful or ornamental articles involving: <ol style="list-style-type: none"> <li data-bbox="533 1375 683 1402">2.1. Wood <li data-bbox="533 1408 660 1435">2.2. Clay <li data-bbox="533 1442 699 1469">2.3. Plastics <li data-bbox="533 1476 986 1503">2.4. Leather or equivalent materials




Badges	Description
<p data-bbox="177 237 421 264">Handywoman [P40]</p> 	<ol style="list-style-type: none"> 1. Work a sewing-machine and understand cleaning, oiling, replacing needle etc. 2. Replace an electric bulb; 3. Know where in her own house to turn off at the main, the gas, electricity and water supplies (if any) 4. Thoroughly clean and repaint with at least two coats of the following: a chair, table, door, window frame, or equivalent. 5. Pass three of the following clauses: <ol style="list-style-type: none"> 5.1 clean paint brushes; 5.2 sharpen a knife on porcelain, granite or grindstone; 5.3 fit a new handle to a handbag or a shopping bag; 5.4 splice a rope; 5.5 repair a china ornament or equivalent; 5.6 repair a wooden article. 6. Complete three of the following clauses: <ol style="list-style-type: none"> 6.1 change a roller blind; or fix a curtain rail and hang curtains; 6.2 lay linoleum or linoleum tiles; 6.3 unblock a sink waste pipe; 6.4 clean and polish a parquet floor; 6.5 mend an electric fuse or plug; know what precautions to take; 6.6 repair a piece of furniture; 6.7 paint or colour-wash a room ceiling or walls; 6.8 make a useful article for the house or garden, showing correct use of screws and nails. <p data-bbox="475 1093 1433 1160"><i>Note: The test should be spread over a period of time and should be judged as far as possible on the actual household jobs carried out.</i></p>
<p data-bbox="220 1200 376 1227">Health [P41]</p> 	<ol style="list-style-type: none"> 1. Sleep at least 8 hours a day and complete one of the following weekly for a month: <ol style="list-style-type: none"> 1.1 prepare a fresh, organic meal for your family 1.2 prepare a healthy away-from-home snack 1.3 spend time with the nature 1.4 practise strengthening and balancing 2. Complete one of the following for a month: <ol style="list-style-type: none"> 2.1 learn a new skill such as read a book, take classes 2.2 volunteer your time and help others 2.3 practice good coping strategies 2.4 set realistic goals and achieve it 3. Complete one of the following activity: <ol style="list-style-type: none"> 3.1 practise daily self-meditation for two weeks 3.2 practise daily self-reflection for two weeks 3.3 think of ten things that you are grateful and demonstrate how you are grateful to it 3.4 identify one stress reliever and practice that for two weeks 4. Complete one of the following activity: <ol style="list-style-type: none"> 4.1 Actively communicate with a friend for two weeks. This friend should be someone whom you have not made contact for some time 4.2 Seek out an activity that you will make new friends 5. When you have completed clauses 1 to 4, share with your patrol/company on what you have done.



Badges	Description
<p>Hiker (Beginner) [P42]</p> 	<ol style="list-style-type: none"> 1. Hike at least 5 km using the park connectors in your neighbourhood which links to a park in another neighbourhood. Eg Pasir Ris to Tampines park connector, Punggol Waterway to Hougang. 2. List the personal equipment needed for the hike. 3. Pack a backpack with the list in (2) for the hike and show the way of water proofing. 4. Keep a record of the planning and pictures of your hike.
<p>Hiker (Intermediate) [P43]</p> 	<ol style="list-style-type: none"> 1. Complete the Beginner Hiker badge. 2. Hike on an unpaved trail e.g. Dairy Farm loop to Bukit Timah Nature Reserve / MacRitchie Reservoir. 3. List the personal equipment needed for the hike. 4. Pack a backpack with the list in (3) for the hike and show the way of water proofing. 5. Apply at least 3 of the Leave No Trace principles and document how you practise these 3 principles. 6. Keep a record of the planning and pictures of the hike.
<p>Hiker (Advanced) [P44]</p> 	<ol style="list-style-type: none"> 1. Complete the Intermediate Hiker badge. 2. Hike an overseas route of at least 10 km which consists of both paved and unpaved trail OR plan and lead a patrol of guides to complete the trail you have done for the intermediate badge. 3. Practice all 7 of the Leave No Trace principles and document how you apply them on the hike. 4. Share your experience with the rest of your company. <p><i>Note: Ensure your safety at all time</i></p>



Badges	Description
<p data-bbox="188 237 411 264">Homemaker [P45]</p> 	<ol style="list-style-type: none"> 1. Bring a statement signed by her parent/guardian showing that she has been thorough and helpful at home and you have carried out the following household chores for 7 consecutive days or 4 consecutive weekends. Examples of household chores include: <ol style="list-style-type: none"> 1.1. tidy and make bed satisfactorily, 1.2. carry out weekly cleaning and sweeping/vacuuming and mopping of a room as well as to know how to empty dusts from the vacuum cleaner 1.3. clean a cooker (gas or electric), microwave oven, stand fan or fridge 1.4. know how to use and clean a dustbin 1.5. know how to dispose kitchen waste 2. Be able to explain or demonstrate how to: <ol style="list-style-type: none"> 2.1. do household shopping, choose fresh food and how to store it at home; 2.2. prepare a balanced meal for the family; and 2.3. lay a table for a meal for a family, clear away and wash up afterwards. 3. Know the precautions to take to prevent accidents in the home 4. Demonstrate at least one method of simple repair eg. fixing the button/the hook of the skirt, shortening the skirt, etc 5. Know how to do at least 3 of the following: <ol style="list-style-type: none"> 5.1. Replace an electric bulb 5.2. Sharpen a knife 5.3. Unblock a sink waste pipe 5.4. Clean a cooker, oven, stand fan or fridge 5.5. Use a vacuum cleaner (including the disposal of the collected rubbish) 5.6. Clean the toilet
<p data-bbox="188 1167 411 1193">Horsewoman [P46]</p> 	<ol style="list-style-type: none"> 1. Riding <ol style="list-style-type: none"> 1.1. Have a seat independent of the reins and maintain the correct seat and position of the hands. 1.2. Be able to control her mount and use the correct aids in elementary movements, i.e. turning, circling, increasing and decreasing speed. 1.3. Jump low fences in good style. 2. Stable Management <ol style="list-style-type: none"> 2.1. Identify the essential items of the grooming kit and know their uses; 2.2. Have an elementary understanding of the care and cleaning of saddlery; 2.3. Have an elementary knowledge of feeding and watering, and understanding the importance of cleanliness in the stables; 2.4. Demonstrate saddling, bridling and rugging-up. <p data-bbox="480 1630 1385 1657"><i>Note: A holder of the 'C' Certificate of the Pony Club qualifies for this badge.</i></p>




Badges	Description
<p data-bbox="217 237 384 266">Hostess [P47]</p> 	<p data-bbox="480 237 1150 266">During the 2 hrs to 3 hrs test the Guide must be able to:</p> <ol data-bbox="480 271 1433 730" style="list-style-type: none"> 1. serve appropriate dishes at the meal. 2. lay a table and wash up completely after the meal. The table OR the tray-laying must follow set rules. 3. entertain the tester and another guest to demonstrate the important things to remember when entertaining. The needs of the guest must be attended to, and she must be engaged in conversation. The candidate must be able to answer questions posed by the guest with regards to everything that has been prepared. 4. answer questions on what to do to host the guests coming for the meal and overnight stay 5. write an invite to invite guests to a party or to invite a friend to stay. 6. write a thank you letter to thank a person after a visit. 7. demonstrate the etiquette of being a gracious host
<p data-bbox="201 770 400 799">Interpreter [P48]</p> 	<ol data-bbox="480 770 1433 1234" style="list-style-type: none"> 1. In any two languages of choice, <ol data-bbox="528 808 1433 1088" style="list-style-type: none"> 1.1 carry on a simple conversation on a topic of your choice for at least 10 minutes. 1.2 write a letter of about 200 words on a topic chosen by the examiner 1.3 Read, write and converse in two languages and use a phrase book intelligently. 1.4 after a few minutes of study, give a translation of a given passage 1.5 be able to read an article from a newspaper and make a summary of it. 2. Know in which country/countries the language of her choice is the native tongue, and whether it is/they are member/members of the World Association; know the uniform(s), badges of the Guide Association(s) of the country/countries and the National Flag(s).
<p data-bbox="161 1270 440 1368">Jacob Ballas Children's Garden Green Ambassador [I6]</p> 	<p data-bbox="480 1270 1433 1335">This is a collaboration between Girl Guides Singapore and Jacob Ballas Children's Garden.</p> <p data-bbox="480 1379 1433 1480">A Guide is expected to attend the required number of sessions coordinated by JBCG to attain this badge. The sessions end off with the Girl Guide ambassador conducting a public tours in JBCG.</p> <p data-bbox="480 1525 1046 1554">During the sessions, the Guide will learn about:</p> <ul data-bbox="528 1559 1310 1626" style="list-style-type: none"> • Plants, flowers, vegetables in JBCG or • The basics of hands-on planting, composting and nature play.


Badges	Description
<p data-bbox="220 237 379 264">Knitter [P49]</p> 	<ol style="list-style-type: none"> 1. Knit one of the following: <ol style="list-style-type: none"> 1.1 a pair of socks or stockings with heel; 1.2 a pair of gloves with fingers; 1.3 a jersey or cardigan. 2. Knit or crochet one other garment, e.g. Cap, hood, pair of mittens with thumbs, bedroom slippers etc. 3. Follow printed knitting directions. 4. <ol style="list-style-type: none"> 4.1 Turn a heel; 4.2 Finish foot of sock from where decreasing begins; 4.3 Divide stitches and knit one finger of glove; 4.4 Follow written instructions for decreasing a shaped cap. <p><i>Note: The article in clause 1 may be knitted on a machine. Printed knitting instructions may be used.</i></p>
<p data-bbox="220 736 379 763">Knotter [P50]</p> 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 1.1 Tie each of the following knots neatly and correctly: bowline, clove-hitch, donkey hitch, double overhand, fisherman's, man harness, packer's reef, round turn and two half hitches, sheet-bend, timber hitch. 1.2 Demonstrate the use of any three of the above knots chosen by the tester. 2. <ol style="list-style-type: none"> 2.1 Construct a tripod. 2.2 Demonstrate square, diagonal and snake lashing; make a gadget using at least two of these. 3. <ol style="list-style-type: none"> 3.1 Re-lay the ends of a rope. 3.2 Demonstrate three of the following: sail-maker's whipping, west-country whipping, simple whipping, back splice, eye splice.
<p data-bbox="185 1200 416 1263">Language (For The Deaf) [P51]</p> 	<ol style="list-style-type: none"> 1. Sign and tell the names of the following: <ol style="list-style-type: none"> 1.1 10 things used in the house; 1.2 10 things used in school or at work; 1.3 6 things used for sewing; 1.4 10 things to be seen out-of-doors in a town; 1.5 10 things to be seen out-of-country; 1.6 10 Guide words, e.g. Camp, hike, patrol etc; 1.7 6 ways of cooking; 1.8 6 colours 2. Act with her Patrol a story to show that she understands each of the Guide Laws
<p data-bbox="201 1632 395 1659">Laundress [P52]</p> 	<ol style="list-style-type: none"> 1. Hand wash and finish at least three of the following: <ol style="list-style-type: none"> 1.1 a white cotton articles, such as a towel; 1.2 a coloured cotton garment; 1.3 a garment made from rayon or another synthetic fibre; 1.4 a woollen garment; 1.5 a silk garment; 1.6 a pair of socks or stockings or a jersey fabric <p>One garment in 1.1, 1.2 or 1.3 must have inset sleeves.</p> 2. Demonstrate how to remove stains from the garment.




Badges	Description
<p data-bbox="196 237 403 264">Leadership [P53]</p> 	<p data-bbox="480 237 954 264">Know the following styles of Leadership</p> <ul style="list-style-type: none"> <li data-bbox="480 271 735 297">Autocratic leadership <li data-bbox="480 304 767 331">Bureaucratic leadership <li data-bbox="480 338 772 365">Collaborative leadership <li data-bbox="480 371 751 398">Democratic leadership <li data-bbox="480 405 767 432">Laissez-Faire leadership <p data-bbox="480 450 1209 477">Understand at least 2 of the following leadership approaches</p> <ul style="list-style-type: none"> <li data-bbox="480 483 799 510">Action-Centred Leadership <li data-bbox="480 517 767 544">Appreciative Leadership <li data-bbox="480 551 740 577">Situational leadership <li data-bbox="480 584 820 611">Transformational leadership <p data-bbox="480 618 1353 645">Able to list at least 10 leadership traits/skills of a leader/role model (p10)</p> <p data-bbox="480 651 1299 678">Know the essential behaviour needed to be an effective leader (p13)</p> <p data-bbox="480 685 858 712">Know how to set 'SMART' goals</p> <p data-bbox="480 719 1310 745">Be able to demonstrate at least two of the following leadership skills:</p> <ul style="list-style-type: none"> <li data-bbox="480 752 587 779">Motivate <li data-bbox="480 786 587 813">Delegate <li data-bbox="480 819 635 846">Lead Change <p data-bbox="480 853 1054 880">Held a leadership position for at least 6 months.</p> <p data-bbox="480 943 1209 969"><i>Clauses 1 to 6 is covered in GGS Patrol Leader Training Camp.</i></p> <p data-bbox="480 976 1082 1003">Guiders can refer to this link for further reference:</p> <p data-bbox="480 1010 1422 1081">https://www.waggs.org/documents/1036/Resources_understanding_leadership_FINAL.pdf</p>
<p data-bbox="204 1128 395 1155">Lifesaver [P54]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 1128 1433 1200">1. Have knowledge of basic water safety, water dangers and water rescue in a swimming pool. <li data-bbox="480 1207 1257 1234">2. Identify the actions of a non-swimmer and a weak swimmer. <li data-bbox="480 1240 1433 1335">3. Conduct basic Land-based rescue skill such as Reaching Rescue, Throwing of Buoyant Aid Rescue , Wading Rescue (with buoyant or rigid aid) and Accompanied Rescue <li data-bbox="480 1341 1050 1368">4. Swim 100 metres in any recognised strokes <p data-bbox="480 1413 1305 1440"><i>A Guide can achieve this by completing the Lifesaving Level 1 course.</i></p>
<p data-bbox="180 1487 419 1514">Local History [P55]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 1487 1401 1514">1. Visit a building or area of interest and give an account of her discoveries. <li data-bbox="480 1520 1433 1592">2. Know a story of the vicinity in the past, or describe the area at one period in the past. <li data-bbox="480 1599 1433 1671">3. Choose one of the following and discover something about it; a local legend, custom or craft; or discover the origin of six local place names. <li data-bbox="480 1677 1433 1749">4. Know something of the lives of three women who have played an interesting role in the history of Singapore.



Badges	Description
<p data-bbox="188 235 411 264">Map Reader [P56]</p> 	<ol style="list-style-type: none"> 1. Know and understand the meaning of: <ol style="list-style-type: none"> 1.1 conventional mapping signs; 1.2 scale; 1.3 coordinates 1.4 the different types of maps (street map, topography map, national grid etc.) and share your knowledge with your peers. 2. Show how to use a compass (8 points) 3. Be able to find the way from one point to another using <ol style="list-style-type: none"> 3.1 street map (<i>not auto navigation</i>), and 3.2 Global Positioning System (GPS) 4. <ol style="list-style-type: none"> 4.1 Set a map; 4.2 Make a sketch map using scale from a description given by the tester; 4.3 Record a description from a map of a 5km to 8km walk, chosen by the tester
<p data-bbox="212 806 387 835">Minstrel [P57]</p> 	<ol style="list-style-type: none"> 1. Play: <ol style="list-style-type: none"> 1.1 The National Anthem from memory; 1.2 A march or folk dance. 2. <i>Piano</i>: Play scales and common chord arpeggios in major and relative minor keys up to four sharps and four flats. <i>Recorder</i>: Play scales in major and relative minor keys up to two sharps and two flats and one octave of the open chromatic scale. <i>Note: This clause must be adapted for string players but should not exceed in difficulty Grade 4 of the Associated Board examinations. The objective is accuracy rather than speed.</i> 3. Play two contrasted pieces, one by a classical composer and one by a modern composer. 4. Read simple music at sight. <i>Note:</i> <ol style="list-style-type: none"> (i) <i>This test may include any instrument and is intended to meet the needs of candidates of widely differing opportunities. The pieces chosen must be properly played though there is no exact standard of efficiency; the test to be suited to the candidate's age.</i> (ii) <i>The tester may award the badge to a candidate who has passed a recognized musical examination at Grade 4 level or higher provided she possess clause (1.1) and (1.2).</i>



Badges	Description
<p data-bbox="169 237 432 264">National Heritage [I7]</p> 	<p data-bbox="480 237 1362 264">The implementation of the Badge is to follow that of a three-part series –</p> <ol data-bbox="480 271 1289 371" style="list-style-type: none"> 1. Part 1: Introduction to Heritage and National Heritage Badge, 2. Part 2: Execution of Project and 3. Part 3: Post-Project Sharing Session and Reflection. <p data-bbox="480 383 1441 483">A Guide will choose from a list of six projects to embark on. They may choose to embark on either individual, pair-work, group or level-wide project as listed on the National Heritage booklet.</p> <p data-bbox="480 495 1206 521">The project must be completed within six months, or earlier.</p> <p data-bbox="480 528 1441 589">UGs are strongly encouraged to organise a mini exhibition/sharing session afterwards to showcase students' work.</p> <p data-bbox="480 595 1441 656">Each Guide must complete the Reflection Form and submit it at the end of her project.</p> <p data-bbox="480 663 1441 763">For more information, please refer to this link: https://www.nhb.gov.sg/what-we-do/our-work/community-engagement/education/resources/resources-for-schools-and-students/secondary-and-tertiary</p>
<p data-bbox="204 808 397 835">Naturalist [P58]</p> 	<ol data-bbox="480 808 1441 1227" style="list-style-type: none"> 1. Make a survey of a particular area and identify its flora and fauna; make notes of their distribution and inter-relationship and do her best to preserve the environment. 2. Referring to the area under investigation, complete any of the following clauses: <ol data-bbox="533 987 1441 1227" style="list-style-type: none"> 2.1 Make a detailed study of 2 different animals with regards to their adaptation to their mode of life; 2.2 Study 2 plants, which may include trees, grasses and wild flowers; describe their leaves, flowers and fruits. Know how the flowers are pollinated and how the seeds are dispersed; 2.3 Identify 2 birds by their appearance, flight, call or song. Make a detailed study of them as regards to adaptation to their mode of life. <p data-bbox="480 1238 1441 1299"><i>Note: For clauses 1 and 3, take photographs (where possible) and make drawings to illustrate the flora and fauna under study.</i></p> <ol data-bbox="480 1310 1441 1406" style="list-style-type: none"> 3. Do a write-up of at least 500 words on the importance of conservation. Speak to at least 10 other persons on how they can contribute to the preservation of the natural environment.



Badges	Description
<p data-bbox="177 237 424 264">Needlewoman [P59]</p> 	<ol style="list-style-type: none"> 1. Have a working knowledge of at least three of the following: <ol style="list-style-type: none"> 1.1 the correct use of a commercial paper-pattern, including laying out on material before cutting out; 1.2 the use of an electrical sewing machine The Guide must be able to work a sewing machine and be able to clean, oil, replace a broken needle and wind an empty bobbin and replace it into the bobbin case, where necessary; 1.3 At least two methods of making seams; 1.4 One or two methods of disposing of fullness; 1.5 Neatening a raw edge; 1.6 Setting in a sleeve; 1.7 Making a button-hole. 1.8 Sewing in of at least 2 types of zipper. 2. Submit two garments, a dress, top and a pair of pants or a skirt, which must include some hand sewing. The garments must have evidence showing the correct use of the processes stipulated above. 3. Be prepared to demonstrate at least one of the processes used in the garments and answer questions concerning day-to-day care and repair of garments.
<p data-bbox="161 949 443 976">Online Influencer [P60]</p> 	<ol style="list-style-type: none"> 1. Select a cause which you are passionate about as an individual or patrol. 2. Create a social media account (e.g. YouTube, Instagram) to share information about and advocate for the cause that you have selected. Manage your account with at least weekly updates, for a minimum of three months. The Guide should seek clearance from their Guider and school principal on the setting up of the account before the Guide commences. 3. Describe to your tester, with relevant screenshots, the information that you have shared and how it has impacted the online community (your followers). All posts should comply with PDPA as well as portray positive online etiquette.
<p data-bbox="201 1346 395 1373">Pathfinder [P61]</p> 	<ol style="list-style-type: none"> 1. Know her neighbourhood thoroughly, so that she can direct a stranger within a radius 2km of her home or Guide HQ to the nearest facilities (such as clinics, place of worships, MRT station, supermarket); give approximate time needed to reach each place. At the test draw a rough sketch map showing the way and the distance from one given point to another. Know to what places main roads lead to. 2. Guide must provide clear directions using public transport (within 8km of the Guide's school) to enable the tester to find her way to a place chosen by the tester 3. Know the opening hours of the local shops, petrol stations, post office and library. 4. Use a compass to find 8 points. Find the cardinal points using the stars and the sun. Find the way from one given place to another by the use of a compass and by means of GPS or street map. Point out on the map the route taken.


Badges	Description
<p data-bbox="172 241 427 271">Peer Facilitator [P62]</p> 	<ol style="list-style-type: none"> 1. Know the difference between Teaching and Facilitating. 2. Understand the Facilitation Approaches. 3. Understand the Role of a Facilitator. 4. Demonstrate the skills of effective questioning. These should include at least 4 of the following: <ol style="list-style-type: none"> 4.1 Open-ended questions 4.2 Probing questions 4.3 Clarifications 4.4 Redirections 4.5 Challenging questions 5. Know and understand at least 4 different facilitation techniques/skills. <ol style="list-style-type: none"> 5.1 Energizers 5.2 Debriefing 5.3 Active Listening 5.4 Framing Questions to lead individuals to finding solutions 5.5 Communicate praise or positive statement of the behaviour/action being sought 5.6 Provide positive affirmation and do it in a sincere, genuine way 6. Plan and facilitate a learning process with a group of at least 6 persons for 60 mins on any chosen theme/topic. Demonstrate facilitation skills and techniques that includes the following: <ol style="list-style-type: none"> 6.1 Active listening 6.2 Effective questioning 6.3 Debriefing <p data-bbox="480 1128 1422 1158"><i>A Guide who attends GGS Patrol Leader Training Camp can achieve this badge.</i></p> <p data-bbox="480 1200 1417 1301">Guiders can refer to the WAGGGS Facilitation Guide found here: https://www.waggs.org/en/resources/leadership-development-programme-modules/</p>

Badges	Description
<p>Photographer [P63]</p> 	<ol style="list-style-type: none"> 1. Know the functions of the different parts of the digital SLR camera, i.e. lens, shutter, aperture and f-stops, image sensor. 2. Know some basic digital photo editing skills e.g. red-eye removal. 3. Bring to the test ten photographs which she has taken, edited (or touch-up) and printed during the previous nine months; The subjects are to include at least four of the following: <ol style="list-style-type: none"> a. interior; b. portrait; c. landscape; d. architecture; e. action; f. flowers; g. birds, animals, insects; h. night photography. 4. Describe the conditions in which the photographs in clause 4 were taken; how the digital prints were photo-edited and why. (Pictures before photo-edition and after-photo edition must be brought to the test so that comparison can be made). <p>For clauses (3) and (4), Guides can do a PowerPoint presentation instead of printing the pictures. This will help to cut down on the usage of papers.</p>
<p>Pioneer [P64]</p> 	<ol style="list-style-type: none"> 1. Show that she can use an axe safely; know how to look after them. 2. Be prepared to make and use 2 of the following: <ol style="list-style-type: none"> 2.1 Emergency Shelter; 2.2 A ladder; 2.3 A means of crossing a stream. 3. Follow a map (map can be non-topo in nature) through an area unknown to her and make three discoveries to be indicated by the tester. 4. Light a fire out-of-doors and boil 250ml of water in twenty minutes. <p><i>Note: The tester must be a qualified person nominated by GGS HQ.</i></p>
<p>PUB Water Challenge [I8]</p>  <p>Level 1 (Blue border): Complete Section A and B)</p> <p>Level 2 (Purple Border): Complete Section A, B and C</p>	<p><u>Section A</u></p> <ol style="list-style-type: none"> 1. A Guide is to attend the PUB's Water Ambassador Programme. 2. A Guide is to attend the Guided tour of the Sustainable Singapore Gallery at the Marina Barrage and submit the booklet from the visit. <p><u>Section B</u></p> <ol style="list-style-type: none"> 3. A Guide is to choose one of the following: <ol style="list-style-type: none"> 3.1. Be a water saver 3.2. Be a water educator 3.3. Be a Water economist <p><u>Section C</u></p> <ol style="list-style-type: none"> 4. A Guide is to complete a values and service learning for community outreach. <p>For further details, please refer to this link: http://girlguides.org.sg/wp-content/uploads/2017/01/GGS-PUB-Interest-Badge-Overview.pdf</p>





Badges	Description
<p data-bbox="220 237 379 264">Reader [P65]</p> 	<ol style="list-style-type: none"> 1. Read one of the following books and do a book review (of about 80 words): <ol style="list-style-type: none"> 1.1 The Wolf that Never Sleeps; 1.2 Window to my Heart; or 1.3 Scouting for Boys. 2. Do the following: <ol style="list-style-type: none"> 2.1 Read a book in any language, written by one of an Asian author; and 2.2 Read a storybook written by an American or European author. 3. Choose and read a book appropriate to 3 of the following headings: <ol style="list-style-type: none"> 3.1 Science or nature; 3.2 Travel or exploration; 3.3 A foreign country; 3.4 History; 3.5 Biography; 3.6 A book of poems. <p>Write a short review (of about 30 words) for each of the books that you have read.</p> 4. Show how to use a book of reference and the index of a book. 5. Show the tester how to reference a fiction and non-fiction book in a bibliography (you may use the books you have read when writing the bibliographic entry)
<p data-bbox="172 987 427 1048">Reading Ambassador [I9]</p> 	<ol style="list-style-type: none"> 1. Attended 6 book club sessions (4 hours in total) 2. Learned to be a facilitator and presenter 3. Led in a group discussion as facilitator and represented the group as a presenter 4. Worked on a group project (maximum 4 persons) and presented the materials to the unit/school. Presentation can be in journal or video.




Badges	Description
<p data-bbox="209 237 389 266">Reporter [P66]</p> 	<ol data-bbox="485 237 1434 409" style="list-style-type: none"> 1. Submit an interesting and informative report featuring a Guiding activity/event conducted at school/Division/HQ level. 2. Submit an interesting and informative report featuring someone who is involved in and passionate about Guiding. This may be a Brownie, Guide, Guider, Young Adult, Trefoil Guild member, GGS volunteer or staff. <p data-bbox="533 416 767 445">The reports should:</p> <ul data-bbox="533 452 1434 904" style="list-style-type: none"> • be type-written, error-free and new-worthy; • be 250 words to 300 words in length • include at least 1 quote (feedback) from participants involved in the activity/event (Article #1); a comprehensive Q&A about the featured interviewee's Guiding experience (Article #2), eg. What made her join Guiding, what she loves about Guiding, skills she has acquired or hopes to acquire, how she wants to help other girls on the Guiding journey etc. • include 2 to 3 digital photographs (high resolution) depicting highlights of the activity/event or the interviewee involved in Guiding activities; • be submitted together via soft copy to HQ within one week of the event in article 1. • include name of Guide, Guide's rank, name of school and name of Guider and contact details <p data-bbox="478 911 1434 1048">GGS reserves all copyright to the article and is allowed to edit accordingly. These articles and photos may be posted onto GGS website/social media platform. Guider should write to Guide Branch Commissioner for email to submit report to.</p>
<p data-bbox="213 1093 384 1122">Rescuer [P67]</p> 	<ol data-bbox="478 1093 1434 1408" style="list-style-type: none"> 1. Have working knowledge of water safety, survival in water, rescue principles and emergency aftercare. 2. Perform land-based rescue, water-based rescue. 3. Demonstrate rescue fitness within a period of 3 minutes 15 seconds 4. Perform contact tow rescue of an uncooperative casualty and provide aftercare. 5. Rescue of a submerged casualty within 1 minute 15 seconds and perform CPR 6. Swim 400m continuously in at latest three recognised strokes. <p data-bbox="478 1451 1385 1480"><i>A Guide can achieve this by completing the Bronze Medallion Award course.</i></p>



Badges	Description
<p data-bbox="177 237 424 266">Rockclimbing [P68]</p> 	<ol style="list-style-type: none"> 1. Introduction to the Sport of Climbing <ol style="list-style-type: none"> 1.1. Development of climbing in Singapore 1.2. Concept of climbing: Sport climbing /Traditional climbing, Lead / Top-rope, Bouldering 2. Introduction of Climbing Equipment (usage, care, limitation) These equipment include ropes (dynamic & static), harness, karabiner, friction devices – (Fig.8 and Tubular), climbing shoes, helmet, chalk (drying agent), others such as quickdraws (runners) and sling/tape 3. Tie-in Knot (usage, limitation, dressing) with Figure of Eight thread-through 4. Belaying Technique (5 steps belay) using friction devices. These techniques include belaying a climber, lowering a climber, belaying stance, arresting a climber’s fall, rope handling & management. 5. Basic Climbing Technique <ol style="list-style-type: none"> 5.1. Use of handholds – pinch, grip, underhand, side pull, sloper, pocket 5.2. Use of footholds – edging, smearing 5.3. Basic wall configuration – corners, overhangs, slabs, roof 6. Top-rope Climbing <ol style="list-style-type: none"> 6.1. Pre-climb checks 6.2. Climbing commands 6.3. Spotting 6.4. Safety considerations – pendulums, falling on other people, rope placement, buddy check <p data-bbox="480 1055 1433 1122"><i>The guide is expected to complete 1-day or (2 x ½ day) SNCS Level 1 course to achieve this badge.</i></p>
<p data-bbox="225 1167 376 1196">Scribe [P69]</p> 	<ol style="list-style-type: none"> 1. Keep a Patrol log or a minute book for two consecutive months. 2. Hand prints the Guide Law. 3. Create a poem/haiku about her patrol 4. At the test, be prepared to write any of the following: <ol style="list-style-type: none"> 4.1 A letter inviting neighbouring Guides to spend an afternoon with her Company; 4.2 A letter accepting such an invitation; 4.3 A letter explaining her absence from the weekly Guide meeting; 4.4 An application for an internship / part time work position. 4.5 An application essay to an international camp 4.6 A letter inviting a professional/teacher to conduct a sharing at a Guides meeting 2. Summarise a newspaper article using not more than one-third of the words use in the original.



Badges	Description
<p data-bbox="201 237 400 264">She Solves [I10]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 237 1417 264">1. A Guide is to complete 5 activities on the different aspects of engineering. <li data-bbox="480 271 1437 405">2. A Guide is to pick the activity that she has enjoyed the most and produce a poster explaining what this type of engineering is all about. Show the poster to an adult leader or young leader and describe what it means. She could include: <ul style="list-style-type: none"> <li data-bbox="528 416 836 443">• an overall description <li data-bbox="528 454 1007 481">• how this affects your day-to-day life <li data-bbox="528 492 1018 519">• famous female engineers in this area <li data-bbox="528 530 1318 557">• greatest achievements/challenges for this type of engineering <li data-bbox="528 568 1437 629">• is such type of engineering project present in Singapore? If so, state how this engineering type has benefitted Singapore.



Badges	Description
<p data-bbox="197 237 403 264">Sick Nurse [P70]</p> 	<ol style="list-style-type: none"> <li data-bbox="496 237 1406 338">1. <i>The Nurse</i> Know the qualities needed in a sick nurse, and able to illustrate these by giving examples. <li data-bbox="496 344 1406 479">2. <i>The Room</i> Know the good points to look for when choosing a sick room, and how to make the best use of the ventilation and lighting available. Know how to clean and tidy a room without raising the dust. <li data-bbox="496 486 1406 620">3. <i>Infection</i> Know how infection is spread and the simple precautions to be taken when nursing an infectious patient at home. Know how to disinfect crockery and linen. <li data-bbox="496 627 1406 907">4. <i>Bedside Nursing</i> Show how to make a bed with the patient in it, including the changing of sheets and arranging the pillows comfortably. Know what is needed for the morning and evening toilet, how to help a patient to wash in bed, give a mouth wash and brush hair gently. Know which areas of a patient's body are subject to pressure in bed and how soreness of these areas can be prevented. Show how to help a patient to get up and sit in a chair. Take and record the temperature, pulse and respiration rate. <li data-bbox="496 913 1406 1126">5. <i>Diet</i> Know the constituents of a well-balanced diet and why this is necessary for recovery. Prepare and serve one of the following: egg, oatmeal, plain porridge, fresh fruit drink or flavoured milk drink. Set an invalid's tray and show how to feed and give a drink to a patient who needs help. <li data-bbox="496 1133 1406 1234">6. <i>Medicines</i> Show how to give medicines by mouth. Know how to store medicines and pills so that they can be of no danger to small children. <li data-bbox="496 1240 1406 1341">7. <i>Dressing and Bandaging</i> Show how to apply a cold compress, a hot compress and a clean dry dressing to any part of the arm or leg, securing it with a roller bandage. <li data-bbox="496 1348 1406 1404">8. <i>Observation</i> Know what to include in a report for a doctor. <p data-bbox="496 1451 1406 1518"><i>Note: The tester must be a State Registered Nurse, or an instructor in home nursing. The holder of one of the following qualifies for the badge:</i></p> <ul style="list-style-type: none"> <li data-bbox="496 1525 1406 1626">• <i>St. John Ambulance Brigade</i> <ul style="list-style-type: none"> <li data-bbox="560 1559 1406 1592">- <i>Basic Home Nursing Certificate;</i> <li data-bbox="560 1599 1406 1632">- <i>Adult Home Nursing Certificate.</i> <p data-bbox="496 1666 1406 1733"><i>Note: Examinations and instruction must be conducted in accordance with the rules of the body concerned.</i></p>



Badges	Description
<p data-bbox="209 237 392 271">Signaller [P71]</p> 	<p data-bbox="480 237 1426 271">The test may be taken in morse (flags, buzzer, tapper, lamp etc) or semaphore.</p> <ol data-bbox="480 277 1426 376" style="list-style-type: none"> <li data-bbox="480 277 1426 338">1. Know the alphabet: read five blocks of five blocks of give letters each with no mistakes. <li data-bbox="480 344 1426 376">2. Signal and receive short messages out of talking range. <p data-bbox="480 383 1426 450"><i>Note: Style, rhythm, accuracy and the ability to get a message through should be aimed at rather than speed. An approximate 90% of accuracy is desired.</i></p>
<p data-bbox="180 584 421 645">Singapore Kindness (Bronze) [I11]</p> 	<p data-bbox="480 584 1426 683">A Guide is to attend 'The Good Vibes Workshop' and participate in a 2-hour interactive discussion to learn about current affairs related to kindness in the community.</p>
<p data-bbox="180 954 421 1014">Singapore Kindness (Silver) [I12]</p> 	<p data-bbox="480 954 1426 1052">A Guide is to initiate a kindness campaign within their school as an individual or in a group and submit a short project report and reflection to their teachers upon completion.</p>
<p data-bbox="180 1290 421 1350">Singapore Kindness (Gold) [I13]</p> 	<ol data-bbox="480 1290 1426 1496" style="list-style-type: none"> <li data-bbox="480 1290 1426 1429">3. A Guide is to extend the reach of a kindness campaign to the community to promote graciousness within their communities. She is required to first submit a proposal to the Singapore Kindness Movement for approval before executing their projects. <li data-bbox="480 1435 1426 1496">4. After project execution, the Guide would be required to submit a final report and their reflections. <p data-bbox="480 1541 1426 1675">For the crossover, students can come together to form a team with a minimum of 3 representatives from the different Uniformed Groups up to a maximum of 12 participants. (e.g. 3 members from Scouts and 3 from Girl Guides, up to a maximum of 12 participants)</p> <p data-bbox="480 1720 1426 1787"><i>Participating Uniformed Groups for the Gold Badge will be invited to the Kindness Awards Ceremony in November to receive their badges.</i></p>



Badges	Description
<p>Singer [P72]</p> 	<ol style="list-style-type: none"> 1. Sustain an alto part or descant while the tester or someone else sings the other part, 2. Sing from memory, with or without accompaniment, two songs in contrasting styles and mood, from the following language medium: Malay, Chinese, Indian, English. 3. Sing one song of own choice. 4. Sing at first sight, with or without words, to a simple stepwise tune. (Staff or Solfa notation may be chosen). <p><i>Note: The following are to be taken into account by the tester: quality of tone; clarity of words; style in delivery; vitality and swing in the rhythm; selection of song.</i></p>
<p>Smoke-Free Ambassadors [I14]</p> 	<ol style="list-style-type: none"> 1. A Guide is to come up with creative ideas for the campaign and how the campaign can encourage their fellow peers to quit smoking and/or not to pick up smoking at all. 2. A Guide is to complete project within 6 months of the training and seed money will be given for each project.
<p>Social Action [P73]</p> 	<ol style="list-style-type: none"> 1. Know the WAGGGS definition of advocacy. What is advocacy? 2. Learn how to make an 'elevator speech'. Demonstrate the ability to tell someone about what you are passionate about in 30 secs. 3. Demonstrate the skills of an effective presentation. These should include the following: <ol style="list-style-type: none"> 3.1 Ability to speak slowly and clearly taking into consideration the tonality and volume of the voice 3.2 Make eye contact 3.3 Use the 'stand strong' poses to help make you feel more confident 3.4 Keep to the key points you want to make 3.5 Share the personal experience of the subject of presentation 4. Learn how to plan an Action Project through the following steps: <ol style="list-style-type: none"> 4.1 Brainstorm and Identify an important issue to advocate 4.2 Select your target audience of not less than 8 persons 4.3 Know how to set a 'SMART' goal for the action project. 4.4 Able to identify who are the Decision makers and Influencers of the project 4.5 Create clear and realistic action plan for the cause/project stating the objectives, the timeline, the monitoring procedure 5. The action project should be completed in 12 months. An evaluation should be done with the participants. 6. Present/Report on the completed project to Guider. This can be done in any format. The report should include the following: <ol style="list-style-type: none"> 3.1 What was done well? 3.2 What are the areas of improvement? 3.3 What were the learning outcomes? 3.4 Artefacts of the completed project. <p><i>Guider can refer to this link: https://www.waggs.org/en/what-we-do/speak-out/advocacy-toolkit/</i></p>

Badges	Description
<p data-bbox="217 237 384 264">Speaker [P74]</p> 	<ol style="list-style-type: none"> 1. Recite from memory a short poem or passage of verse of her choice, lasting not less than one minute and not more than two minutes. 2. After a short time for preparation, read aloud a passage provided by the tester. 3. Do the following: <ol style="list-style-type: none"> 3.1 Introduce and thank a visitor at a meeting; 3.2 Prepare and take Guide prayers or speak confidently and effectively to an audience for not less than three minutes on a subject given to her five minutes beforehand. 4. Talk with the tester about a current affair / issue of her choice.
<p data-bbox="209 629 392 656">Stargazer [P75]</p> 	<ol style="list-style-type: none"> 1. Keep a log or notebook giving observations of stars, moon and planets (if any), visible from a window, garden, street, in or near her own home. (6 hours over three months) with description. 2. A photo of a celestial object through the telescope and describe the telescope specs and the camera used. 3. Find out: <ol style="list-style-type: none"> 3.1. at least four constellations visible in Singapore; 3.2. name one deep sky object that is visible in Singapore from 3.1. 3.3. at least four first magnitude stars visible in Singapore <p>Observations timeframe is spread out to 6 months so that the Guide can make meaningful observations over a longer period of time. Each observation can be just 15 minutes.</p>




Badges	Description
<p data-bbox="209 237 392 266">Stitchery [P76]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 237 1434 510">1. Make a tray cloth, dressing-table cover or equivalent, in material of suitable weave, embroidered with any of the following counted thread stitches: <ol style="list-style-type: none"> <li data-bbox="523 309 724 338">1.1 Cross stitch; <li data-bbox="523 344 716 374">1.2 Back stitch; <li data-bbox="523 380 962 409">1.3 Double running (Holbein) stitch; <li data-bbox="523 416 834 445">1.4 Pulled fabric stitches; <li data-bbox="523 452 778 481">1.5 Needle weaving; <li data-bbox="523 488 767 517">1.6 Canvas stitches. <p data-bbox="523 524 1434 589">Note: The article must be finished with mitred corners and hemstitched border. Bought hemstitching is not permissible.</p> <li data-bbox="480 595 1434 875">2. Make an apron, child's garment, article of underwear, piece of table linen, or equivalent, showing on a piece of cloth or otherwise, that she is capable of one or more of the following stitches: <ol style="list-style-type: none"> <li data-bbox="523 703 740 732">2.1 Faggot stitch; <li data-bbox="523 739 727 768">2.2 Chain stitch; <li data-bbox="523 775 922 804">2.3 Buttonhole or blanket stitch; <li data-bbox="523 810 724 840">2.4 Stern stitch; <li data-bbox="523 846 807 875">2.5 Application of lace. <p data-bbox="523 882 1374 911">Note: Transfers, if used, are to be chosen and ironed on by the worker.</p> <li data-bbox="480 918 1434 1122">3. Make an article showing one of the following: <ol style="list-style-type: none"> <li data-bbox="523 954 699 983">3.1 Smocking; <li data-bbox="523 990 715 1019">3.2 Patchwork; <li data-bbox="523 1025 683 1055">3.3 Quilting; <li data-bbox="523 1061 762 1090">3.4 Appliqué work; <li data-bbox="523 1097 1050 1126">3.5 Cutwork (Broderie, Anglaise or Richelieu) <p data-bbox="480 1133 1434 1265">Note: The candidate should show by her choice of material that she appreciated the traditional characteristics of the type of work chosen. Smocking should be worked either on a plain material such as gingham; quilting on linen, pure silk with a dull finish or cotton poplin.</p>
<p data-bbox="201 1308 400 1337">Surf Smart [W6]</p> 	<p data-bbox="480 1308 1434 1373">The Surf Smart Badge is earned by completing 2 activities from each of the area – Connect, Protect and Respect.</p> <p data-bbox="480 1417 1249 1482">See website for details: <a data-bbox="480 1451 1249 1482" href="https://www.waggs.org/en/resources/surf-smart-programme/">https://www.waggs.org/en/resources/surf-smart-programme/</p>

Badges	Description
<p data-bbox="204 235 395 264">Swimmer [P77]</p> 	<ol style="list-style-type: none"> 1. Swim 50m by crawl in 1.5 min. 2. Swim 50m breast stroke. 3. Swim 50m by life-saving backstroke. 4. Swim 15 m butterfly 5. Perform a headfirst surface dive to a depth of at least 1.8 m. 6. Scull, float or tread for whilst making a self-made float within 5 minutes. <p data-bbox="480 488 1430 517"><i>A Guide attaining a Swim Safer Level 6 (Gold Award) can achieve this badge too.</i></p> <p data-bbox="480 562 692 591"><u>Extension Section</u></p> <ol style="list-style-type: none"> 1. Get into the water with a frock or overall on and swim in it. Note: A belt may be worn and the frock tucked in after entry into the water. 2. Swim 25m with ease, using any modified stroke in prone. Note: If swimming in prone is impossible, a modified back stroke may be used. 3. Swim 25m with ease, using any modified back stroke. Note: If swimming back is impossible, a modified stroke in prone may be used. 4. 4.1 Pick up an object from a depth of not less than 1.75m and convey it by any means a distance of not less than 10m; OR 4.2 For a candidate without use of legs or having one limb missing: Pick up an object from a depth of not less than 1.5m. Note: Any light weighted object may be used to which a handle made of cord or cork may be attached. 5. Make a head-first entry into the water from a height of not less than 1m. Note: <ol style="list-style-type: none"> (i) Enter head-first, rolling from the side of the pool is permitted. (ii) If this is impossible, the following may be substituted: Perform a somersault in the water. 6. Float motionless for 20 seconds or tread water for 20 seconds. 7. Put on a lifebuoy or inflated tube in the water. <p data-bbox="480 1384 1430 1442">4. Note: Neither speed in swimming nor style is to be taken into account. To avoid overtiring the candidate, the whole test need not be taken in one day.</p>
<p data-bbox="229 1485 373 1514">Thrift [P78]</p> 	<ol style="list-style-type: none"> 1. Have a savings account of at least 3 months" standing and show that she has added to it regularly from her savings or pocket money. 2. Bring a certificate from her parents stating that she is not wasteful in the home and is keeping her belongings in good condition. 3. Bring to the test an article that proves that she is thrifty. Eg. a mended blouse or a repaired personal possession or toy. 4. Plan and show how she has spent her pocket money for 1 week. 5. Present to tester about how she is able to put thrift into practice within her Guide unit.

Badges	Description
<p data-bbox="161 237 440 297">Total Defence (Bronze) [I15]</p> 	<ol data-bbox="488 237 1433 551" style="list-style-type: none"> 1. To have a basic level of understanding of Total Defence and its relevance in today's context to better appreciate the Guardians of the City game. 2. To gain a deeper understanding of Total Defence and its relevance based on the threat of terrorism. 3. To recognise simple yet concrete Total Defence actions that can help their family and friends be more prepared for crises. 4. To reflect on how they or the community can put Total Defence into action 5. To demonstrate their understanding of how the individual/community can put Total Defence into action. <p data-bbox="480 595 1425 622">A Guide is to play the 'Guardians of the City' Total Defence strategy card game.</p> <p data-bbox="480 667 1425 728">A Guide is to design, present to peers and submit a new 'Action' card for the 'Guardians of the City' card game.</p> <p data-bbox="480 772 1425 873">A Guide is to refer to the National Curriculum for Total Defence (https://www.mindef.gov.sg/oms/imindef/mindef_websites/topics/totaldefence/resources-total-defence-programme-for-UGs.html)</p>
<p data-bbox="169 913 432 974">Total Defence (Silver) [I16]</p> 	<ol data-bbox="480 913 1433 1267" style="list-style-type: none"> 1. To strengthen the her belief in Total Defence's relevance, especially in today's context. 2. To deepen the understanding of everyone's role in Total Defence (individual, community and business and government) using relatable examples and case studies 3. To deepen the understanding of how Total Defence can be put into action 4. Through instruction, internalise learning points from the 'Guardian of the City' game, so that the Guide can better appreciate the complexity of threats that Singapore faces, the need for trade-offs and the impact of everyday decisions on the fight against terrorism. <p data-bbox="480 1312 1425 1413">A Guide is to teach at least a pair of classmates how to play the 'Guardian of the City' card game (or equivalent) or to assist in the facilitation of gameplay of at least a pair of classmates at a 'Guardian of the City' gameplay session.</p> <p data-bbox="480 1458 1425 1585">A Guide is to complete a Total Defence Quiz. A Guide is to refer to the National Curriculum for Total Defence (https://www.mindef.gov.sg/oms/imindef/mindef_websites/topics/totaldefence/resources-total-defence-programme-for-UGs.html)</p>

Badges	Description
<p data-bbox="172 237 427 297">Total Defence (Gold) [I17]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 237 1433 297">1. To internalise the Total Defence narratives and complexity of one of the threats/challenges that Singapore faces by planning a Total Defence lesson. <li data-bbox="480 309 1433 369">2. To demonstrate an appreciation of Total Defence by conducting a Total Defence lesson <li data-bbox="480 380 1433 479">3. To demonstrate an appreciation of Total Defence by initiating, planning and executing a meaningful project that either puts Total Defence into action or provides a platform for others to put Total Defence into action. <p data-bbox="480 521 1433 582">A Guide is to design and conduct a 30-minute long Total Defence lesson on 1 of the provided topics for their juniors.</p> <p data-bbox="480 629 1433 689">A Guide is to initiate, plan and execute a Total Defence-related VIA project that benefits the community at large (individually or in groups).</p> <p data-bbox="480 736 1433 835">A Guide is to refer to the National Curriculum for Total Defence (https://www.mindef.gov.sg/oms/imindef/mindef_websites/topics/totaldefence/resources-total-defence-programme-for-UGs.html)</p>
<p data-bbox="204 880 400 909">Toymaker [P79]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 880 852 909">1. Make a toy of your choice. <li data-bbox="480 913 1433 1373">2. Complete two of the following: <ol style="list-style-type: none"> <li data-bbox="533 949 1433 1048">2.1 Make two different animals of some soft material or one animal-shaped and one rag doll. The use of fabric paints or embroidery for the face is acceptable. Cut-out patterns may be used. <li data-bbox="533 1059 1433 1120">2.2 Make two different vehicles with movable wheels from wood, cork or other material. <li data-bbox="533 1131 1270 1160">2.3 Make a musical chime for a child using recycle materials. <li data-bbox="533 1171 1433 1232">2.4 Dress a doll, the clothes to be removable and similar to those of a baby or toddler. The doll may be the rag doll made for the test. <li data-bbox="533 1243 1433 1303">2.5 Make a scrapbook to include one page of original illustrations or an original story, eg a fairy story, nature story, heroic story, etc; <li data-bbox="533 1314 1433 1373">2.6 Make a model farmyard or doll's house, using a combination of cardboard, soft board, plywood and other hobby craft materials. <p data-bbox="480 1417 692 1447"><u>Extension Section</u></p> <ol style="list-style-type: none"> <li data-bbox="480 1451 1382 1480">1. Make 1 animal-shaped soft toy using socks and/or other soft materials. <li data-bbox="480 1485 1158 1514">2. Make a musical instrument using recycled materials.

Badges	Description
<p data-bbox="172 241 432 304">Traditions of Guiding [P80]</p> 	<ol style="list-style-type: none"> <li data-bbox="480 241 1433 443">1. Be able to do the following: <ol style="list-style-type: none"> <li data-bbox="536 275 1433 338">1.1. Know how to fold the World Flag and hoist the colours. Demonstrate this skill to your patrol members. <li data-bbox="536 344 1182 376">1.2. Know how to sing both verses of the World Song. <li data-bbox="536 383 1145 414">1.3. Use and explain four whistle and hand signals. <li data-bbox="536 421 979 452">1.4. Able to sing Day and Night Taps. <li data-bbox="480 459 1433 981">2. Complete at least six of the following: <ol style="list-style-type: none"> <li data-bbox="536 492 1129 524">2.1. Practiced the Guide Law at the Unit meeting. <li data-bbox="536 530 1433 593">2.2. Make a patrol identity and know all the various patrol emblems (either flower or bird series) <li data-bbox="536 600 1433 663">2.3. Know ten significant facts about the history of Guiding. Share this information with your patrol in the form of a quiz, game or poster. <li data-bbox="536 669 1414 701">2.4. Attended a Patrol Corner at least once a month in the last 3 months. <li data-bbox="536 707 1433 770">2.5. Attended a Court-of-Honour at least once a month in the last 3 months. <li data-bbox="536 777 1171 808">2.6. Organised a Kim's game for your patrol member <li data-bbox="536 815 1433 878">2.7. Lay a table for a three-course meal. Fold the napkin in an interesting way. <li data-bbox="536 884 1433 947">2.8. Be able to sing and teach at least 5 traditional Campfire songs (found in Guiding Strains Song Book). <li data-bbox="536 954 1171 985">2.9. Learn two graces and teach them to your Patrol. <li data-bbox="480 992 1433 1193">3. Complete at least 3 of the following: <ol style="list-style-type: none"> <li data-bbox="536 1025 1246 1057">3.1. Lead at least 3 patrols to form a horseshoe formation. <li data-bbox="536 1064 1302 1095">3.2. Know what makes up the World Flag and draw it correctly. <li data-bbox="536 1102 1433 1164">3.3. Demonstrate the international symbol of recognition when meeting another Guide. <li data-bbox="536 1171 1409 1202">3.4. Collected at least 5 patches and exchanged one patch with a friend. <li data-bbox="480 1200 1433 1585">4. Complete at least 4 of the following: <ol style="list-style-type: none"> <li data-bbox="536 1234 1145 1265">4.1. Tie a reef knot, square lash and diagonal lash. <li data-bbox="536 1272 1433 1335">4.2. Do an activity that shows a camping skill: e.g. pitch and strike a tent, make a gadget, light a fire. <li data-bbox="536 1341 1002 1373">4.3. Brought a meal bag to an activity. <li data-bbox="536 1379 1433 1442">4.4. Use Scout's pace to cover 1.6 km and make use of tracking signs through her journey. <li data-bbox="536 1449 1187 1480">4.5. Set a map with a compass and walk on a bearing. <li data-bbox="536 1487 1086 1518">4.6. Whip the end of a rope to stop it fraying. <li data-bbox="536 1525 1433 1588">4.7. Demonstrate turfing of the ground and cook a balanced meal using the backwoodsman cooking style

Badges	Description
<p data-bbox="209 237 392 266">Traveller [P81]</p> 	<ol style="list-style-type: none"> 1. Make the following preparations for a visit you are intending to make to a foreign country: <ol style="list-style-type: none"> 1.1 Through books, personal contacts, internet research etc. make yourself acquainted with the country, including its monetary system, food, rates of exchange, vaccination regulations, rules of the road, National Anthem, flag, and the type of clothes suitable to be worn. 1.2 Know how to obtain a passport and visa; and 1.3 Know where to obtain help abroad should an emergency occur. 2. Know the customs and regulations of the country you are visiting. 3. Be able to speak on an interesting topic about the uniqueness of your country to an audience. 4. Wear the Guide uniform correctly and know the rules concerning the wearing of uniform when travelling abroad. 5. Research on and network with the Guide organisation in the country you are visiting and make a comparison of their Guide uniform with yours. 6. Bring back at least one 'cultural' item from the country and be able to share with your unit what you find interesting about it.
<p data-bbox="197 916 403 945">Woodsman [P82]</p> 	<ol style="list-style-type: none"> 1. Study 5 different species of trees. Identify their twigs, flowers, fruit, leaves and bark. Make leaf prints or back rubbings of three of them. 2. <ol style="list-style-type: none"> 2.1 Sharpen a sheath knife or jack knife. 2.2 Make an article from natural wood, e.g. whistle, walking stick, spoon, or egg cup. 2.3 Show that she can use an axe or saw, know how to look after it. 2.4 Identify 6 different woods and give their uses.
<p data-bbox="225 1256 376 1285">Writer [P83]</p> 	<ol style="list-style-type: none"> 1. Write an original story between one thousand to one thousand five hundred words. 2. Write one of the following: <ol style="list-style-type: none"> 2.1 A skit that can be performed for a school event, lasting about 10 minutes; 2.2 A short poem in recognised verse form; 2.3 An article or campfire yarn of about 250 words; or 2.4 An essay on your favourite Guide person. This person need not be famous but may be someone presently in your Guiding life whom you admire. Your essay should be between 250 – 350 words. <p data-bbox="528 1615 1433 1682">Note: The work submitted under clause 1 and 2 is to be sent to the tester beforehand; it should be neatly written or typed.</p> 3. At the test, <ol style="list-style-type: none"> 3.1 Write a letter to your Division/ Guide Branch/ Chief Commissioner (comprising at least two hundred words) describing a recent Guiding activity that you have enjoyed; and 3.2 Complete an editing exercise in grammar given by the tester.

~~ END OF BADGES ~~