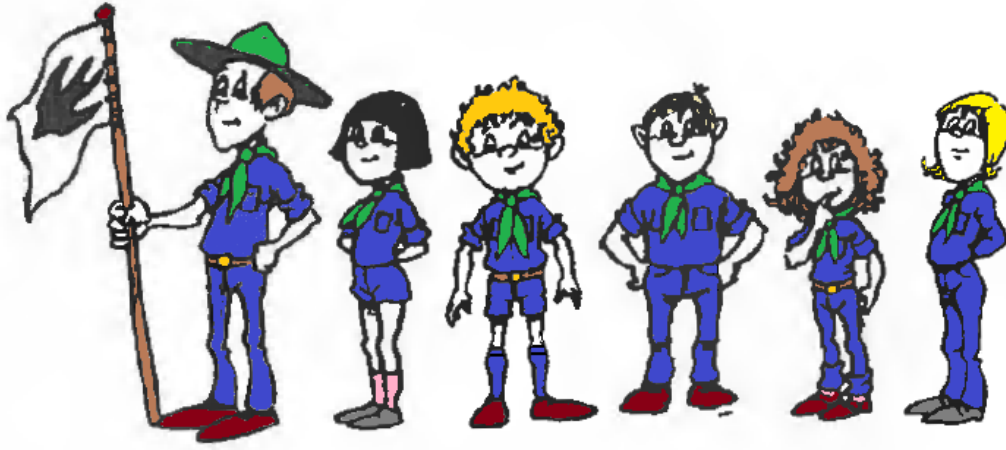


The common thread



Why and how to do scouting?

Edition 2 - 2025

Text is "borrowed" from:

www.metaanalyse-web 30/11-2017

DDS Constitution

One, two, three, ten intelligences; 1st edition 2012; Ib Goldbach

source <https://paatoppen.silkeborg.dk> › Kaersgaard

Pre-packaged courses for minis (DDS website)

<https://dds.dk/artikel/learning-by-playing>

https://dds.dk/sites/default/files/2017-02/AktiviteterTropspejdere_small.pdf

<https://dds.dk/artikel/attraktive-aktiviteter-for-junior-spejderne>

Don Juul Madsen

Foreword:

This handbook is intended for the scout leaders and board of parent and leaders of the scout group. It should be seen as a basis for discussion about the competencies that the group's scouts should have in the various branches.

There are many ways to be a Scout, and this handbook will try to shed light on some of these, so that it is possible for the leaders and board of the group to get the "red thread" into the Scouting work in the group.

Why have a common thread in the group's scouting work? The short answer is that you already have it, you just aren't paying attention to it. The common thread already exists as part of the way the current badge system is structured (The Danish Scout Corps).

For example, the skill mark **Knife** is only found in the Micro branch (6- 8 years), in the mini branch (8-10 years) you can only take the skill mark **Saw** and in the junior branch (10- 12 years) you will only find the skill mark **Axe**.

There is therefore a need for the leaders in the Micro branch to plan so that the scouts can get the knife badge while they are Micro scouts. The mini leaders must ensure that the mini scouts have time to get the saw badge, and the junior leaders must ensure that the junior scouts have time to get the axe badge. There is therefore a need for there to be a common thread between what the leaders do in the different branches, so that the scouts have time to get the "safety badges" (knife, saw, axe and campfire).

Another important reason to have a common thread running through the different branches of the group is that the scouts experience a small jump in the way scouting life is in the different branches. I think most leaders have experienced that a lot of scouts move up to one branch, and then there are 4 meetings and then half of them are gone because the scouts can't "like" the way scouting life is after they move up.

A smoother transition (the common thread) helps to ensure that the different branches do not scare away the scouts.

If you choose to read further, this booklet will try to guide you through the theme of "the common thread".

A handbook was created in September 2025, which contains a tool for getting the "common thread" into your scout group.

The handbook is called "**Tips for keeping junior and troop scouts – The long version –**". You can find it at <https://www.xn--spejdneshndbog-nob.dk/translated-handbooks/>

Contents

Foreword: 2

Why the “common thread”? 5

A scout's life should:..... 6

Type of scout 7

Scout types and professionalism..... 15

 Scout types (Professionalism and readiness)..... 15

 Professionalism and readiness schedule..... 15

 How do you make a scout mentally prepared to receive the necessary scouting expertise?
 17

 Methods used:..... 17

 What if I don't know what type of leader I am?..... 20

 Tools 21

 The four fields in the form..... 22

What should a scout be able to do?..... 25

 Scouting Act..... 25

 The Scout Promise..... 25

 Scout values:..... 25

 Scouting skills divided into the 4 Scouting Values..... 26

The group's choice: 43

Scouting skills 45

 What skills should a scout have?..... 45

 Traditional Scouting Skills:..... 45

 Personal skills: 45

Brands and competencies 46

 Bloom's Taxonomy Model..... 46

Knots: 46

List of badges (DDS)..... 49

Badges in the different branches 49

 Micro Scout 49

 Mini Scout..... 49

 Junior Scout..... 50

 Troop Scout 50

 Clan scout/senior..... 51

What is the connection between the different badges? 51

What competencies do the different certificates of proficiency provide? 52

The patrol and competencies.....	99
What are the most important skills for a scout to achieve high scouting proficiency?.....	99
How should I plan my meetings so that the scouts get the most out of them?.....	102
The 7 Intelligences.....	102
The 7 (8) Intelligences and Learning Styles	102
Interpersonal intelligence, or social intelligence	102
Musical intelligence.....	104
Intrapersonal intelligence or personal intelligence.....	105
Linguistic intelligence	106
Bodily/kinesthetic intelligence	107
Logical-mathematical intelligence.....	108
Visual-spatial intelligence.....	109
The naturalistic intelligence (the 8th intelligence).....	110
Overview of the 8 intelligences	111
Using the 8 intelligences in your scouting work.....	113
A little about social skills:	117
Social skills include the ability to:.....	117
Social skills	117
How do we, as a group, ensure that the scouts gain social competences/skills?	118
Here are a number of pedagogical tips for 6–10-year-olds, taken from the Leader's Book.	119
Junior Scouts	122
The troop scouts:.....	124
Should junior and troop scouts play?.....	127
The Scout Leader	128
Writing down rules that every group should have written down.....	129
What do the scouts need?	130
How do we as leaders get started?.....	131
Attachment:	132
Example of a daily schedule at camps:.....	132
Weekly schedule at camps:.....	133
Patrol equipment what is it.....	134
Own notes:	135

Why the “common thread”?

There is a clear trend in the reports that deal with the attractive work of scouting that it is important (for young people as well as adults) that there is a common thread and progression to scouting (DDS, 2017), (Wilke , 2016), (CEFU, 2010), (Red Associate , 2008) (Copenhagen Economics 1, 2006). The reports indicate that scouts want to learn new things and be challenged. The skills that scouts learn as children should form the basis for the activities that scouts do when they get older, but at the same time continue to challenge and get surprise (CEFU, 2010).

In other words, the activities must challenge the scouts' skills and maturity. To avoid dropouts when moving up, it is important to avoid major changes in terms of, for example, activity types and new leaders (CEFU, 2010). In other words, there is a "common thread" in the scout group. Several of the analyses also point out that one must be able to specialize as a scout, and at the same time it is crucial to avoid monotonous activities and many repetitions (Wilke, 2016), (CEFU, 2010), (Red Associate, 2008).

The study The Girl Scouts Denmark – on the way to new leadership roles, strong networks and major challenges also points out that scouting should be something other than after-school activities, and that the breadth of activities can be a challenge in relation to having a clear activity profile with outdoor life at the center (2010). In relation to creating progression, the Target Group Analysis of Children and Young People 11-22 Years (2016) and The Green Girl Scouts – on the way to new leadership roles, strong networks and major challenges (2008) point out that scout groups should do activities that promote independence and personal development, activities where scouts experience challenging and pushing their own boundaries. There is a sense of pride in succeeding (Wilke, 2016), and it is great to overcome oneself, while the shared experiences create community (Red Associate, 2008).

It is therefore important that there is both a common thread and progression in the activities and the leadership approach throughout a scouting life. Scouts must be continuously challenged, but in a way where activities and skills build on each other.

[source: metaanalysis-web 30/11-2017]

A Scout life should:

- Be challenging and be full of surprises.
- Challenge the skills and maturity of the scouts.
- Stimulate the scouts' curiosity.
- Encourages independence and personal development.
- Pushing the boundaries of scouting.
- Activities and skills build on top of each other.
- Be free from "too many" repetitions.
- Be something other than the after-school program.
- Be able to specialize as a scout.
- Have a clear activity profile with outdoor activities at the center.
- Nature must be a clear part of scouting activities.
- That there is a "common thread" between the different branches in the group.
- Include patrol work and that scouts learn from other scouts.
- Friendships across social barriers.



Type of scout

There are many different ways in which children and young people can be scouts. This section will list some of the different scout archetypes. These types have been heavily caricatured in this section to make them very clear. They are not written in any particular order, other than the order in which I wrote them.

- Adventure Scout
- Traditional Scout
- Coffee/Cake Scout
- Weekend scout
- Center scout
- Weekly meeting Scout
- It's-mom-or-dad-who-wants-me-to-be-a-Scout.
- Badges scout.

Below I have tried to describe the different types.

Adventure scout

Adventure Scouts are a type of Scout who can't get enough of adventure scout races, and it is the opportunity to participate in and win adventure scout races that is crucial to the scouting skills that are trained in at scout meetings. It is adventure scout races that set the agenda at the meetings. It can't get wild enough.

The scout meetings are nothing more than preparation for the next adventure scout race. Only those topics and scouting skills that can give them an advantage on the next adventure scout race are focused on.

Benefits

- Can and will.
- Is largely self-driving.
- Strong patrol unity.
- Very active.
- Very outside.

Disadvantages

- The leader must have a high level of scouting knowledge.
- It can be difficult to get scouts to make things that are not to be used on an adventure scout race.
- Requires an updated calendar.
- Exclusionary, for those scouts who are not "good" enough.

What should I do as a leader?

- Sent them out on as many scout races as possible.
- Give them the knowledge they need to complete the adventure scout races.
- If you send them out on different scout races, they will also have to learn different scouting skills.
- Give them challenges.

Traditional Scout

Traditional scouts use scout meetings to train traditional scouting skills, meetings are used for a variety of small orienteering races, code races, building with rafters, etc. The traditional scout participates in the entire range of scouting races, including those that are just for fun. The traditional scout does not go to scouting, but is a scout.

Scout meetings are a mix of skills training, small scout runs and nature trips. The scouts will work on it all, but be careful not to get bored.

Benefits

- Can and will.
- Is largely self-driving.
- Medium strong patrol unity.
- Including everyone contributing to the patrol.
- Want to go out and see the world.
- Is active and outdoors a lot.

Disadvantages

- The leader must have a medium-high level of scouting knowledge.
- The leader must spend a lot of time planning trips and scouting races.
- Requires challenges at weekly meetings and on the trips, they participate in

What should I do as a leader?

- Sent them out on a trip or scouting trip.
- Give them the knowledge they need to complete their trips
- Give them different challenges, canoe trips, bike rides and as many scout races as there is room for in the calendar.

Remember to get them to meet other scouts so they can create friendships across ages, groups and corps.

Coffee/cake scout

The coffee/cake scout is the scout who would rather sit inside the scout hut and enjoy cake and a cup of hot coffee/tea or cocoa. Sleeping outside, running at night or building in rafters is not really something for this scout. A scout meeting has not been a real scout meeting if there has not been cake and something hot to drink. The coffee/cake scout is social and just wants to be with the other scout friends.

Scout meetings often take place inside a patrol room or outside by the campfire. Scouts are not happy about having too many scouting tasks, such as having to pitch a tent or learn how to tie 20 knots.

Benefits	Disadvantages	What should I do as a leader?
<ul style="list-style-type: none">• Doesn't require anything special (besides coffee and cake).• No "scout knowledge" is necessary for the leaders.	<ul style="list-style-type: none">• Don't really want anything.• Hard to get out for a walk or a run.• Things shouldn't be too complicated or take too long (everything should ideally be done with a cup of cocoa in hand).• Would rather have fun than go running.	<ul style="list-style-type: none">• Keep the scouts busy so it's not always coffee/cake.• Keep scouting tasks short and manageable so there is time for fun.

Weekend scout

For the weekend scout, it's not the weekly meetings or scout races that are the most important thing. It's the weekend trips that it's all about. It doesn't have to be a 50 km hike. It could just as well be a trip out to the nearest campsite. For this scout, it doesn't matter whether you go hiking or a weekend canoe trip. The most important thing is to get out and experience or sleep in nature. It's the scout friendship and nature that binds them together and that's what they enjoy.

The scout meetings are used to talk about the last trip, and plan the next trip. As a scout leader, it is your job to make sure that some scout activities are included in the various weekend trips, such as building their own bivouac (tarpaulin or spruce bivouac).

Benefits	Disadvantages	What should I do as a leader?
<ul style="list-style-type: none">• Easy to get out into nature• Easy to schedule meetings.	<ul style="list-style-type: none">• It's all about the next ride or race.• There is a lot of planning for the leaders (especially in the youngest branches).• Hard to keep them going at the weekly meetings.	<ul style="list-style-type: none">• Try to give them experiences that don't always happen on the weekends.• Do race weekends with scouts from other groups.

Be careful that weekend trips don't get wilder and wilder.

Center scout

Center Scouts are the group of scouts who choose to become Scout center employees when they turn 16. Center Scouts are scouts who choose to have a scouting community together with other scouts, with a Scout center as a gathering point instead of their own group. It is the scouts at the different centers who make it possible for your group to go to a scout center and have a lot of good experiences. Each scout center is different, so there are many ways to be a center scout. If you want to become a center scout, contact your local scout center and find out what opportunities they can offer.

Center Scouts are characterized by the fact that they want a larger Scout community than their own group can offer, and that they would like to do Scouting activities for others.

Benefits

- Find a community outside their normal group.
- The group gets a contact at the local scout center.
- The center scout gains a larger network and broader knowledge that the group can utilize.

Disadvantages

- Center scouts can take time and focus away from their normal group.

What should I do as a Group Leader?

- Give them the opportunity to develop as a Scout.
- Use them actively when the group needs something at the scout center.

Don't be afraid to send your big scouts out to become center scouts, they will expand their network and gain access to new ideas that can be used in the group.

Weekly meeting Scout

The meeting scout is a type of scout who does not set any special requirements for scouting outside of the weekly scout meetings. "They are not scouts, but they go to scouting"

It is the weekly scout meetings that the scout comes for, scout trips and scout runs are not important, but it is the weekly scout meeting where you can meet your friends. The meeting scouts can be difficult to lure out and away from the safe confines of the hut. The meeting scouts have a free space while they are scouting. They experience that there are not the same requirements for them to be perfect/good at being a scout that they might experience when they go to handball, football, gymnastics, music, etc. This means that they can be allowed to play/be themselves. It also means that you as scout leaders must also be careful not to put (too much) pressure on them (so that they get the feeling that they have to be perfect here too).

As a scout leader, you must focus on the fact that it is okay to make mistakes and that you learn the most by not finding the right solution the first time.

Benefits

- Easy to schedule meetings.
- No "scout knowledge" is necessary for the leaders.
- Large attendance at the weekly meetings.

Disadvantages

- It's hard not to make demands.
- "Too much play and too little scouting."
- A lot of noise and "chaos" at the scout meetings.
- You are there because scouting is a free space, and not because you "want to be a scout"

What should I do as a Group Leader?

- Practice giving the scouts space to be themselves (play).
- Give the scouts skills – a little at a time – give them plenty of time.
- Give them the opportunity to fail, and that it is completely okay to fail.

Don't be too ambitious for your scouts' sake, let them take it one step at a time.

It's-mom-or-dad-who-wants-me-to-be-a-Scout.

It's-mom-or-dad-who-wants-me-to-be-a-Scout the Scout exists and is a problematic scout to deal with, as they will often ask questions about the different things that are going to happen at scout meetings. As a scout leader, you will be met with questions such as - Do we need to do this, why should we do this, I don't feel like doing that, I don't want to. It is rare that they will come up with a suggestion for something else that they would like to do instead. They have been sent to scout by their parent, it is not something that they have chosen themselves, and they are therefore not motivated to enter the scout community.

As a scout leader, you must be aware that they will not ruin it for the others (by being negative or "Rasmus the opposite"). Use the scouts' interests to prevent them from causing trouble.

Benefits

- An opportunity to get them interested in scouting life.
- Can make them interested in joining a community.

Disadvantages

- Don't want anything.
- I don't feel like anything.
- Might ruin it for the others.
- A lot of noise and "chaos" at the scout meetings.
- "Rasmus the opposite".

What should I do as a Group Leader?

- Small steps, try to awaken their desire for experiences.
- Find something, they are passionate about and use it to get them interested in Scouting.

The badge scout.

The badge scout has one goal, and that is to get as many badges on the uniform as possible, whether it is the sleeping-out-for-a-year badge, the axe badge or “the roulade badge” it does not matter, as long as it can be on the uniform. The badge scout is happy to walk 5, 10 15, 20 or 50 kilometers, as long as they can get a badge for it. Longer duration badge courses at the meetings are not for them because they could have taken twice as many badges instead, if some badges with a shorter duration were chosen.

Benefits

- Great desire to create something (badge).
- can be self-propelled

Disadvantages

- The desire for something is only there until they have the badge.
- I don't want to learn anything in depth, it doesn't give me a badge.
- Many resources must be used to implement so many brands (money/time).
- The badge is the only goal.

What should I do as a scout leader?

- Ensure that there is a sense of unity in scouting work.
- That they also do things without getting a badge – having fun can also be a “I badge”.
- Give them time and resources to take badges.

Conclusion on the different types of scouts:

Remember that there are many ways in which you want to be a scout, and that there should be room for everyone.

As leaders, you must be aware of the type of scout you have, as different types of scouts "require" different ways of conducting meetings.

Remember that scouts are never a "type" of scout, and that scouts can change types during their scouting life. It is important that the leaders and the group try to move the scouts in the direction that the group has decided. But do it in small steps, or you risk scaring the scouts away.

Scout types and professionalism

What can the different types of scouts do, and what do they want? How should the meetings be planned? What professional skills do they have?

We will take a closer look at this in this section.

Scout types (Professionalism and readiness)

We have previously looked at the different archetypes of scouts, but how ready is the individual scout? What expertise does the scout have, and how ready is the scout to use the expertise that the scout has, including gaining a new expertise.

Below is a chart of professional competence and mental readiness.

The form is divided into 4 fields, and in each field an archetype has been inserted that you may be familiar with.

Description of the words used in the chart

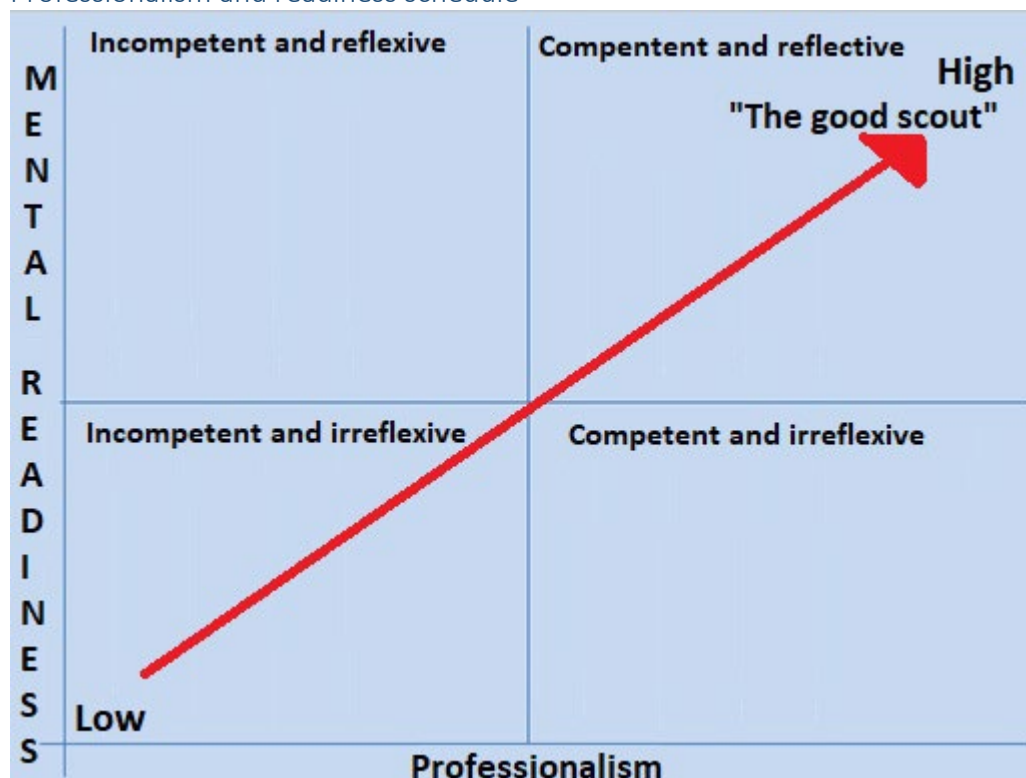
Reflective/ irreflexive – how thoughtful/considerate we are, according to a given phenomenon, situation and/or task.

Competent/incompetent - is how good/bad we are at performing a specific task.

Professionalism - is understood as the degree of fulfillment of the goals of scouting skills, that is, the knowledge, competence and educational goals in the Scout Act and the Scout values.

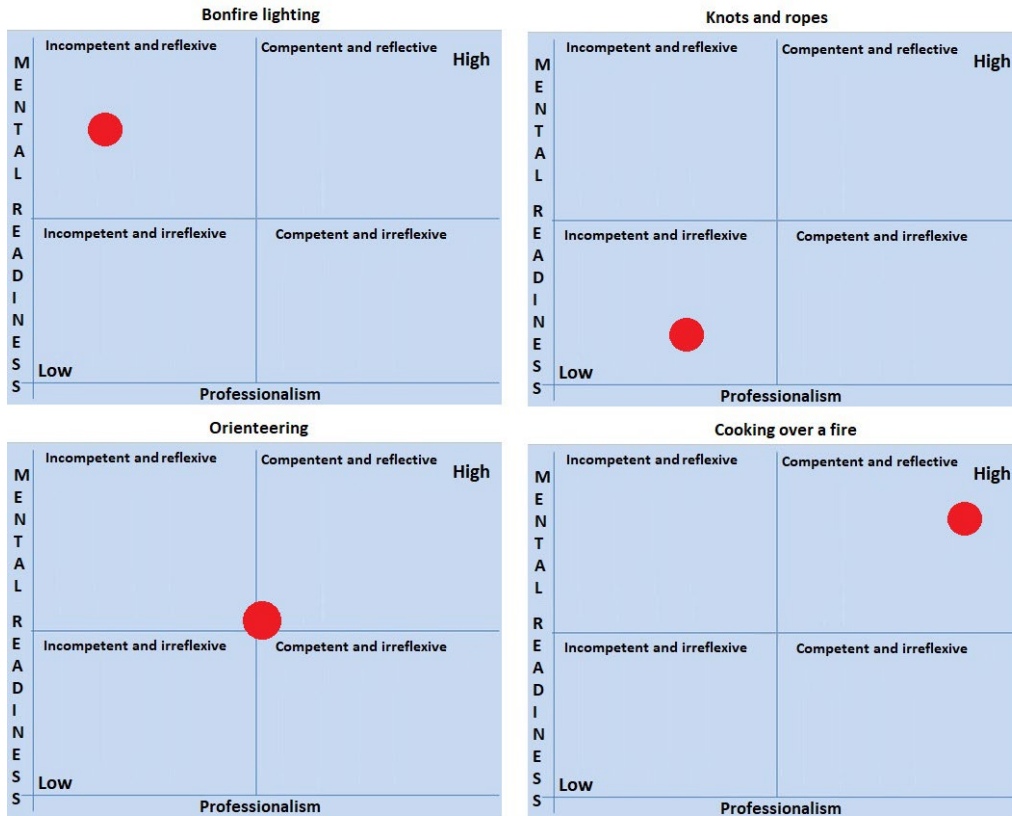
Mental readiness – is about how attentive, focused and ready we are for new phenomena, situations and/or tasks.

Professionalism and readiness schedule



The scouts should "ideally" end up in the quadrant called competent and reflective, with a high level of mental preparedness and great scout professionalism.

It is rare that a scout is always competent, reflective and with a high level of readiness and high professionalism. A scout will have periods where mental readiness is low and areas where there is a gap in scouting professionalism. So, in reality it is not one schedule per scout, but a sea of schedules. Below is an imaginary example of how a scout could be placed in the schedule, based on 4 scouting skills.



This imaginary example is made to illustrate that you can have a scout who is overall in the field with high professionalism and high mental readiness, but who has some areas where the scout either does not have the necessary professionalism or desire (mental readiness).

It is your job as scout leaders to find the areas in the scouts' scouting skills that need a boost. This can only happen when the scouts are mentally prepared for it.

How do you make a scout mentally prepared to receive the necessary scouting expertise?

It's not an easy question to answer, but I'll try.

When is a child mentally ready to go to school? The short answer is when the child is 6 years old. But is the child really? And the answer is probably no, but in preschool you try to get the child ready to go to school. It takes place through games, small exercises and tasks. Not too many so the child gives up, and not too few so the child gets bored. You just have to move the child mentally ready all the time.

The same thing should be done for scouts.

Scouts must become mentally prepared for a scouting life where you are out in nature and where it is necessary to acquire some scouting skills in order to get the most out of your scouting life.

Things that are necessary for scouts to become mentally prepared for a scouting life are that they feel safe, and that the scout meetings are free from noise and chaos. Scout meetings must therefore be a place where there is security, calm, order and predictability.

How do you create mental readiness for a scouting life? If you have tried to teach others, you will know that there are tons of textbooks that describe their method as the only right way to teach young people.

What is important is that you as leaders are comfortable with the method you choose to use in the branch/group.

Methods used:

The established program:

The fixed program method is to build a two or three-year program for each branch, which the leaders then follow until new badges/badge systems are introduced. In the fixed program, all meetings for the next two or three years are already determined, and the program is reused when the two or three years have passed. The method with the fixed program gives the leaders and the scouts a sense of security as the program is fixed and is followed slavishly. A clear and obvious disadvantage is that there is no room for spontaneity or innovation. There is no room for the wishes and ideas of the scouts if you choose this method.

This means that the method is not suitable for the larger branches. The junior branch is probably the oldest scouts where it is possible to use the established program.

Advantages:

- A clear common thread in the two or three years that the scouts are in the branch.
- No uncertainty about what will happen at the scout meeting – everything is set.
- Easy for other leaders to walk in and take a scout meeting, as the meeting is already planned.
- All scout meetings are planned and there are descriptions of what needs to be used at the meeting - easy for leaders to implement.

Disadvantages:

- No room for spontaneous ideas.
- No room to change the content of a meeting to better suit the weather and the like.
- No room for the scouts' ideas and wishes.
- No democracy.

The established program is created once when the scout corps comes up with a new badge system (new way of taking the badges), and is not changed significantly until the corps comes up with new badges (system).

The good example method:

The good example method is based on the leaders and older scouts being role models for the younger scouts. The scout leaders do the same things as the scouts, and show the scouts how things are done by being a good example. At camps, this means that the leaders live under the same conditions as the scouts, so if the scouts have to live in tents, the leaders must also live in tents. So if the scouts have to cook over a fire, the scout leaders must also cook their food over a fire, etc. etc.

You cannot ask the scouts to do something that you, as leaders, are not willing to do yourself.

What do you do if you don't have any scouts in your group who can act as a good example? You find a neighboring group that has scouts who can and want to, and go on a joint trip with them. It is important that you, as leaders, give your scouts room to make mistakes.

Let them see the difference between the way the other scouts solve the tasks, and then the way they solve the tasks. Let them come to you for help in solving the tasks, do not take over the tasks from the scouts. As a leader, you must act as a consultant/advisor. It is the scouts themselves who must realize that they need to do things differently.

Advantages:

- It is the scouts themselves who realize that the task can be solved in a better way.
- Leaders and scouts live under the same conditions when they are at camps (are equal)
- Scouts learn by seeing/experiencing other scouts doing things "the right way".
- You focus on the things that the scouts do right, and not so much on the things that they do wrong.

Disadvantages:

- The leaders must live under the same conditions as the scouts.
- Leaders must "always" be the good example.
- It takes time to give scouts new skills, because the scouts themselves must gain the insight that there is a better way to complete a task.

Learn by failing method:

One way to mentally prepare the scouts is to throw them into deep water. Let them try to build a dining table, and let them fail miserably. You, the scout leader, should show them how to do it. If your scouts are not interested in learning about what you are showing them, then you should just give them a task where they have to use the skill/knowledge that you have tried to show them. Don't say anything, don't do anything until the scouts have "failed miserably". Then have a dialogue with them about what they could have done differently. If

they burn their dinner, make sure there is enough rye bread so that they don't go to bed hungry.

Let them see how it should be done, but give them room to make mistakes themselves (let them learn from their own mistakes).

Advantages:

- When the scouts have to rebuild their dining table for the third time because it has fallen apart, they are more motivated to learn how to do it right.
- The scouts want to get information themselves (they are highly motivated)
- It is the scouts who choose when they need help.

Disadvantages:

- It takes a long time before they realize they need help.
- It costs resources (money) before they realize they need help.
- Destroys established plans.

The democratic method:

Let the scouts decide what they want to happen at the meetings and on the trips. To avoid it all being a hot cocoa and marshmallows affair, the leaders should give the scouts a few different choices that the scouts can then choose from. Typically, the scouts will be given the opportunity to decide which badges (Scouting skills) they will complete during the scouting year, and thus the scouts are allowed to decide what will happen.

Advantages:

- The scouts are (more) motivated, as the scouts themselves have chosen which topics they will review.
- Scouts are allowed to decide for themselves what and when they want to receive new knowledge.

Disadvantage:

- There will be topics that the scouts will choose from and therefore will not be able to gain a scout qualification in.
- It is difficult to plan long-term, including getting a common thread in the group's scouting work, if it is the scouts who decide what will happen at the meetings and on trips.
- Requires management control, otherwise it may end up in nothing.

The "militant" method:

The "militant" method is an extension of the established program method. The "militant" method uses discipline as its main element in teaching.

This means that the scouts are given some very clear rules about what is acceptable behavior and what is not. It is the scout leader who decides what will happen and when it will happen. There is a program, and it must be carried out as planned, regardless of weather, wind and

other events. The meetings are planned well in advance, and a fixed 2-3-year plan is often used, which is repeated after 2 or 3 years have passed.

Advantages:

- There is no unnecessary noise at the scout meetings.
- Scout meetings are very effective because “the scouts do as they are told”.
- There is order and a fixed framework. There is a sense of security, as everyone knows what is going to happen and how it is going to happen.

Disadvantages:

- Old-fashioned and inflexible.
- There is no "space" for those who need free space.
- No democracy or co-determination.

The "militant" method was widely used before the 1980s, and there are some of the "old" leaders who have themselves experienced that their scout meetings were conducted using this method.

The laissez-faire method:

The laissez faire method, along with not having anything planned for the meetings, is probably the worst method that a scout leader can choose!

The laissez faire method stands for a teaching method where the scout leaders do not intervene, guide or correct the scout. In the laissez faire method, it is assumed that the scout himself unconsciously knows what the scout himself needs in his development.

Experiments in various educational environments, workplaces, etc. have shown that the Laissez faire method is not suitable for anything, as it creates conflicts, trouble and insecurity.

Advantages:

- There are no requirements or expectations for the scout.
- The scout leader does not have to “do” anything.

Disadvantages:

- Conflicts between the scouts.
- Insecurity.
- No learning, as the scouts are not guided or corrected.
- Unhappy scouts.

The laissez faire method is the worst of all known teaching/management methods, and is in no way recommended for use in scouting. It is only included here so that you, the reader, know what not to do.

What if I don't know what type of leader I am?

If you don't know what "type" you are as a leader in the group, don't panic. Most scout leaders are a bit of everything, often it is the topic that gives the direction for "which type" the scout leader uses. Just as scout leaders can use different methods at the same time. If you keep a little eye, it is almost always possible to see which method the individual scout leader prefers.

If you are in doubt, look at the materials that the different scout corps have published and choose the methods/materials that you, as leaders, are most comfortable with. Use them in your planning and execution of the scout meetings. (Be yourself when planning the meetings)

Tools

As a leader, you have some tools that you can use, one of which we will take a closer look at, and that is knowledge about the 7 intelligences. Look in the section about the 7 intelligences.

However, we need to take a step back first and take a look at what the four fields in the form mean for planning your scouting work with your scouts.

The four fields in the form

Let's take a look at the four areas of behavior, the function of the scout leader, and how scouting work should be planned.

First, our schedule from before.

M E N T A L	Incompetent and reflexive	Competent and reflective	High
	Incompetent and irreflexive	Competent and irreflexive	
R E A D I N E S S	Low		
	Professionalism		

In the chart below, there will be some text on the behavior of the scouts in the different boxes, what role you as a scout leader have and the way in which you, as a scout leader, should motivate the scouts in the different boxes.

Description of the 4 fields in the form.

The subjective and objective competence of scouts	Characteristics of behavior	Scout leader's functions	Scout leader's style, tasks or roles
the competent reflective scout and good problem solver	can even will myself	maintain and develop the scout's skills	consultant, facilitator, scout activating, patrol work is the primary part of the scout meetings
the competent but unreflective scout, not good at solving tasks, his/her potentials are not utilized	can do well I would like to, a little unsure	demonstrate overlooked or undervalued competencies and demonstrate their relevance to a current task	co-determination, joint decision, dialogue
the incompetent but reflective scout, the conscious incompetence	can do something, maybe want to, maybe dare, uncertain	provide suggestions for learning the missing skills	conviction, guidance, high support, high professional management
the incompetent and unreflective scout, poor problem solver the unconscious incompetence	can't do it, doesn't want to, doesn't dare, doesn't bother	provide insight into the fact that the reason for the task's failure is a lack of competence	instruction, clear requirements, frequent checks, constant professional management. Leader-led activities are the primary part of scout meetings.

Now you're probably thinking about how the different scout types fit into this scheme, and they don't, and then some.

All the different scout archetypes contain scouts who are distributed in these 4 rooms. However, there is one scout archetype that we can unfortunately place in the chart and that is the It-is-mother-or-father-who-wants-me-to-be-a-scout scout. The It-is-mother-or-father-who-wants-me-to-be-a-scout scout does not want to, does not dare, does not bother and therefore has little scouting expertise. If you as a scout leader succeed in creating an interest in scouting life, then the scout will also move away from his position in the chart and will also change scout type.

The other scout types contain scouts from the 4 fields in the chart to a greater or lesser extent. There probably won't be many scouts who 100% belong to the group [the incompetent and unreflective scout, the poor task solver, the unconscious incompetence]. The scouts in the other scout types will have areas or scouting topics that they don't want, don't dare or don't

care about and where they have little scouting expertise. This will require that you as a leader focus on these "blank/problem" areas, so that the scouts can also gain the necessary scouting expertise.

An "easy" way to ensure that all your scouts get a good basic knowledge is to use the scout corps badge system. The proficiency badges are designed so that the scouts get a basic knowledge within the areas that the scout corps considers to be part of the foundation on which the scout corps is built. What is important is that the group looks at whether there are areas where the corps level is not enough, in relation to the common thread that is in the group. The individual branch leaders must look at whether the level in the badge system suits the scouts that are in the branch.

It is important that the scouts experience that something new and exciting is happening, while at the same time that the scouts' competencies/skills are constantly being developed.

Think about what "types" of scouts you, as leaders, have in your branch.

- Adventure Scout
- Traditional Scout
- Coffee/Cake Scout
- Weekend scout
- Center scout
- Meet the Scout
- It's-mom-or-dad-who-wants-me-to-be-a-Scout.
- Badges scout.

Use this knowledge in your planning of the meetings and activities at the meetings so that the scouts get the most out of the work that you and the other leaders do.

What should a scout be able to do?

That's a really good question. It's the question that's the reason this handbook was created in the first place.

- What should a scout be able to do?
- Who decides what is right and wrong in scouting?
- At what level of professionalism should scouts have?
- When will they be able to do what?

Before we try to answer these questions, we need to look at what is written in the DDS Constitution and what values the scouts have.

From the DDS Constitution

The purpose of the corps is stated in the Constitution of the Danish Scout Corps (DDS),

The Danish Scout Corps aims to develop children and young people into alert, independent people who are willing to take on, to the best of their ability, a humane responsibility in Danish society and abroad.

The corps can accept children, young people and adults as members who promise to keep the Scout Law.

Scouting Act

Anyone who is part of the Scout community does their best for

- to find one's own faith and have respect for others'
- to protect nature
- to be a good friend
- to be considerate and help others
- to be trustworthy
- to hear the opinions of others and form one's own
- to take responsibility in family and society

The Scout Promise

I promise to keep the Scout Law.

The corps and the individual departments do not take a position on party political matters. However, adult members of the corps are expected to personally take a position on social, ethical and religious issues.

Scout values:

We Scouts want to do our part to make the world a better place for all of us. And we are convinced that the fastest way to do that is through developing our common future: the children and young people. By setting positive expectations for children and young people and by giving them responsibility, we believe that they can grow more than centimeters and become prepared for life. But Scouting life should first and foremost be fun – and it will be really fun when it consists of:

- **Great experiences**
Scouting is about having experiences that are a little beyond the norm. Because it is when "the safe" is challenged that you really develop.
- **Learning by doing**
We reflect and talk together – but first and foremost we do together. As a scout, there is a short distance from thought to action. We believe that you learn best by getting your hands dirty, planning activities yourself and taking responsibility yourself. And never mind that something doesn't go as planned along the way – it just gives you the opportunity to become even smarter because you learn from your mistakes.
- **Patrol life**
Patrol is the Scouts' word for community. These are small groups where the Scouts work together based on the idea that children and young people are the best role models for other children and young people. Here they challenge each other and learn to be and lead together.
- **Outdoor life**
Scouting equals outdoor life. Outdoor life offers plenty of challenges all year round. And there are no walls to stand in the way when imagination is allowed to run free. In other words, outdoor life is the best setting for children and young people to challenge themselves and each other.

Good, now we have looked at the constitution and the scout values, but what significance do they have for the scouts' skills.

Scouts must have a skill that makes it possible to comply with the Scout Law and Scout values.

It does not require any special scouting skills to comply with the Scout Law, however, the Scout Law does require that scouts have basic knowledge or skills about nature, society and how to get along with each other in a good way. What about the Scouting values, what skills do they require?

Here there is really room to come up with your own wishes for the requirements for the scouts' skills, because what does great experiences, outdoor life and Learning by doing entail?

I can't help here because it is something that your own group decides, including what the group wants for which scouts they want to "produce".

Should it be? **Adventure scout** or **Coffee/cake scout**, or something completely different that the group wants to "produce".

Scouting skills divided into the 4 Scouting Values

Scouting skills are not the same in the different branches. Remember that there are not the same "requirements" for scouting skills for a mini scout as for a clan scout.

Great experiences

Great experiences are the things that are not normally part of everyday life. Great experiences are the experiences that leave a lasting memory. It is not necessarily just huge scout camps abroad, mountain climbing, and kayaking trips in Greenland. It can just as well be the local St. George's race, an overnight trip in a tent in a "snowstorm" in winter. The great experiences are

the things that were something beyond the normal, and which have the potential to give the scouts lasting (good) memories.

Great experiences mini/micro

The Scouts:

Does not require any special scouting skills from the scouts. There are some requirements for human skills such as curiosity and daring to jump into deep water. Must be able to manage a weekend trip without the parents. In order for the leaders to be able to provide good/great experiences, the scouts must be able to:

- Help with cooking, for example preparing food and washing dishes.
- Must be able to swim.
- Must be able to cope without their parents for several days.
- Must be able to keep track of his/her things.
- Must be able to speak up when the leader pushes the scout far beyond his/her limits.

The leaders:

Great experiences require that leaders have the time to plan the great experiences, as well as that they have the necessary skills to be able to offer the experiences, e.g.

- Must be able to play.
- Must be able to order goods and materials for a weekend trip/short week.
- Must be able to create peace and order when necessary (e.g. with cooking)
- Must be able to give the scouts responsibility so that they try to solve the tasks themselves. For example, cooking, washing dishes, setting up a tent, etc.
- Should be able to say never mind – it's fine.

The group:

The group must have the necessary equipment such as:

- Patrol tents.
- Patrol equipment.
- Axes.
- Saw.
- Cutting knives.
- Knotted rope.
- Lashing rope.

Great experiences Junior/troop:

The Scouts:

Requires basic scouting skills from the scouts. There are some requirements for human skills such as curiosity, and daring to jump into deep water. Must be able to handle being out in a dark and spooky forest. So, scouts who are brave and willing. If scouting, including Adventure runs, then it requires that the scouts have a number of basic skills such as:

- Could cook over a fire.

- Light a fire (without matches).
- Could use a map (and compass).
- Could set up a patrol tent without help.
- Send and receive a Morse message.
- Demonstrate basic first aid.
- Must be able to do a 10-minute tower without help.
- Being on a trip without their leaders.
- Must be able to pack their backpack and know what to bring.
- Must be able to plan and complete a hike (an overnight stay) without assistance, including being able to pack a tent and a patrol box.
- Should be able to speak out.

Scouts need to have Scouting skills so that they can get something out of participating in Scouting races and camps. Scouts will not have a good experience if they keep running into a wall because they do not have the necessary Scouting skills.

The leaders:

Great experiences require that leaders have the time to plan the great experiences, as well as that they have the necessary skills to be able to offer the experiences, e.g.

- Canoe safety course.
- Climbing instructor certificate.
- Can tie 30+ knots.
- Can be batik, wool, needle felting and more.
- Can forge.
- Can orienteer.
- Can code.
- Can morse.
- Can...
- ...

The leaders must be able to cover the skills that the scouts need together. It is not a requirement that every leader must know everything. It is ok as a leader to say that you don't know, that you will look into it at the next scout meeting.

The group:

The group must have the necessary equipment such as:

- Canoe.
- Kayaks.
- Life jackets.
- Wetsuits.
- Climbing equipment.
- Patrol tents (kit-kat).
- Cart.
- Soapbox car parts.
- Trangia.
- Patrol boxes/patrol equipment.

Great experiences Troop/clan:

This is when the scouts have the best opportunities to have great experiences. Mountain trips, international scout camps and the wild scout races. In order for the scouts to get the most out of these scouting activities, they must also have a handle on their scouting skills.

- Must be able to cook in snow, rain, in the middle of the night, on a shovel, in a can, etc. also complicated dishes.
- Must be responsible for all registration, planning and implementation of tours, races and smaller hikes.
- Must have "above average" control of scouting skills.
- Should not be "afraid" of dirty things, heights, small places, animals, etc., as "courage" is a typical item/element in the events that troop/clan scouts participate in.
- Must be good with his/her hands.
- Must be able to walk long distances (during the day, but also over a weekend)
- Must be able to pack their backpack and know what is essential and what they don't actually need.
- Should be able to speak out.
- Must be able to demonstrate first aid in all conditions.

The leaders:

Great experiences require that leaders can give the scouts the skills necessary for them to have a good experience.

What skills should leaders have:

- Must be able to handle registration for scouting events and camps (also abroad)
- Must be able to plan and implement trips abroad, summer camps and major events.
- Must be able to provide the knowledge (scouting skills) that the scouts need.

The group:

The group must have the necessary equipment such as:

- Canoe.
- Kayaks.
- Life jackets.
- Wetsuits.
- Mountain tents.
- Climbing equipment.
- Patrol tents (kit-kat).
- Climbing equipment
- Cart.
- Soapbox car parts.
- Trangia.
- Patrol boxes/patrol equipment.

This does not mean that the group needs to buy a lot of equipment, but it does mean that the group must have access to the equipment, for example if the scout division makes sure to buy the larger items, and then gives the different groups access to them.

Learning by doing:

Learning by doing is one of the cornerstones of Scouting and has been since the founding of the Scout Movement. "Learning by doing" is about learning by doing one's own experiences rather than simply being told or having to repeat the knowledge, theories and ideas of others. In this way, "Learning by doing" is a very modern idea, where learning is linked to independence.

Because "Learning by doing" is an important part of the scouting idea, much scouting work emphasizes practical work so that scouts can quickly gain their own experiences.

"Learning by doing" should not be understood as a rejection of traditional teaching, where a leader teaches the scouts how to tie a raw ribbon knot. Instead, "Learning by doing" means that the scouts quickly get the opportunity to test the leader's teaching in practice, or critically process the teaching, so that they ask themselves the questions: Is the Square Knot always easy to loosen up? Doesn't it work with two ropes of different thicknesses? Can I try it myself?

"Learning by doing" can be understood as the principle: "If you can't actually do in reality, you can't do it at all!".

Learning by doing mini/ micro

The Scouts:

Scouting skills

- The scouts must be able to receive a message or do something (e.g. by being shown how to do it)
- The scouts must have enough patience to be able to "play" the tasks.
- Scouts must be able to function in a social context with other scouts.
- Scouts must experience that it is okay to make mistakes and learn from their mistakes.
- Must be able to perform simple tasks with a little help, such as reporting to and from a post (line up, stand still, and report to and from)
- Must, through play and stories, gain new knowledge [by doing], which can form the basis for scouting subject knowledge.
 - How to peel a potato.
 - How to light a fire.
 - How to put out a fire.
 - How do you tie two rafters together so they last?

The leaders:

Learning by doing requires that leaders plan scout meetings so that scouts have the opportunity to learn by doing. It takes longer for scouts to acquire a new scouting skill, as "everything" must be learned by doing. This means that "teaching" must be done through practical tasks, where the scouts themselves must "acquire" the new knowledge by doing.

Leaders' skills

- Patience.
- The desire to learn something new yourself.
- Time.

- The ability to see things from the scouts' point of view (not everything has to be perfect on the first try).
- Planning skills.

The group:

The group must have access to facilities that allow the leaders to show the scouts how to do it and that there is space for the scouts to do it themselves. For example, lighting a fire:

There must be access to

- Wood
- Chopping block
- A campfire site that is large enough for the scouts to be allowed to light a fire independently.

"Blackboard" teaching of the scouts does not take up as much space as when the scouts have to do it themselves, so the group needs to have the equipment and space for each scout to be allowed to have their hands on the material.

Learning by doing junior

The Scouts:

Scouting skills

- The scouts must begin to receive a message or learn new knowledge from the "old" junior scouts. The scouts are given tasks and problems that they themselves (with guidance) must find solutions to.
- Scouts must experience that it is okay to make mistakes and learn from their mistakes.
- Scouts must be able to function in a social context with other scouts.
- The scouts must be able to understand a task, or actively ask questions about things they do not understand, for example when they are being instructed in new scouting knowledge.
- The scouts must have the patience to work with the same task/problem until the scouts solve the task/problem "correctly".
- The scouts must learn that they can get advice and help from the other members of the patrol.
- Must be able to complete tasks, such as building a 10-minute tower, making a campfire, etc. (with some guidance from the leaders)
- Must gain new knowledge through tasks that can form the basis for scouting knowledge.
 - How to build a kitchen table
 - How to light a fire in the rain with just one match.
 - How to leave a campsite
 - How to build with timber without nails or rope.

The leaders:

Learning by doing requires that leaders plan scout meetings based on a process, so that scouts can see that the sub-elements (that they are working on) will form a whole at the end of the

process. Scout meetings must be task-based, and patrol work must be part of the normal weekly meetings.

The leaders must ensure that the scouts are given enough time (and materials) to find out for themselves the answer to the task/problem that the leaders give them.

Leaders must accept that there is more than one solution to a problem, and that the solution that the scouts have come up with may be just as correct as the one "in the scout handbooks."

The scouts must be allowed to make mistakes and realize that they have not yet come up with the "right solution".

Focus on what went well and what the scout can do differently next time

Leaders' skills

- Patience.
- The desire to learn something new yourself.
- Time.
- The ability to see things from the scouts' point of view (not everything has to be perfect on the first try).
- Planning skills.
- Focus on the things that went well.

The group:

The group must have access to facilities that allow the leaders to show the scouts how to do it and that there is space for the scouts to do it themselves. For example, lighting a fire:

There must be access to

- Wood
- Chopping block
- A campfire site that is large enough for the scouts to be allowed to light a fire independently.

Surplus to replace things that break, for example by being used incorrectly or not cleaned properly.

Learning by doing Troop/ clan:

The troop scouts and clan scouts must be "thrown out" in trouble/ challenges that they have to find solutions for themselves. For example, being dropped off in a forest and having 12 hours to find their way home.

So, the scouts are faced with a number of challenges, to which they must find one (or more) solutions themselves.

Scouting skills

- Courage to be thrown into unknown challenges.
- Patience and the willingness to do "the same thing" over and over again until the scout arrives at "the right solution".
- Curiosity.
- A solid base of scouting knowledge and skills that can be built upon.
- Must be able to speak up if they themselves believe they need help/knowledge.

The leaders:

The leaders must be able to create and set up tasks/challenges that are suitable based on the gaps that the individual scouts have in their scouting knowledge and skills.

The leaders must be able to give scouts a clear common thread in connection with the "material" that needs to be learned and the tasks/challenges that the scouts are exposed to.

Leaders must be aware of scouts who have gaps in their scouting knowledge/skills so that they are not lost.

The leaders must focus on ensuring that the theory is followed by periods where the scouts themselves are allowed to try out/test the theory.

Leaders must be aware of what "captures" the scouts, focus on how to make scouting skills fun and exciting.

The group:

The group must have enough facilities and equipment to allow the scouts themselves to work with the theory in practice (for example, the group must have enough orientation map and compasses so that each scout can get a set when the orientation-race theory is to be tested in practice)

"Blackboard" teaching of the scouts does not take up as much space as when the scouts have to do it themselves, so the group needs to have the equipment and space for each scout to be allowed to have their hands on the material.

Patrol life

When the scouts actively participate in the patrol, they gradually develop their sense of responsibility. Scout leaders must therefore see the possibilities of giving the scouts co-determination and responsibility at an appropriate level in the different branches.

The scouts must be able to see a meaning and goal in the task regardless of which branch the scouts belong to. There is a difference between whether the micro scout can see the meaning of everyone collecting branches for the cave, and what the troop scout experiences as being part of a large international community at a world jamboree.

If the scout cannot see the meaning of the activity and can support the goal of the activity, then it is difficult for the scouts to engage and take responsibility. The task of the scout leaders is to help understand why we do the things we do.

Scouts must also have the courage to take responsibility for an activity. It takes courage to try something new, or take leadership/responsibility for an activity. And it takes courage to dare to make mistakes, or ask for help. In a patrol where the scouts are safe with each other, it will often be easier to take courage, as mistakes are simply a way of learning new things through reflection in the patrol. By taking responsibility, having the courage to make mistakes and asking for help, the scouts build self-esteem, which gives them the courage to take more responsibility.

However, courage and purpose are not enough. It is important that there are real opportunities to take responsibility, and this requires that leaders give the scouts the opportunities by partly ensuring that the facilities and framework are present and by handing over responsibility to the scouts. Often, leaders plan activities and courses for the scouts because they believe that the scouts cannot do it themselves. Often, the scouts may lack the purpose, courage or opportunities – but not the skills.

Patrol work in the individual departments

Patrol is the Scouts' word for community. These are small groups where the Scouts work together based on the idea that children and young people are the best role models for other children and young people. Here they challenge each other and learn to be and lead together.

"The Green Girl Scouts should give girls the opportunity to overcome themselves and do things they didn't think they could. We should give girls experiences they can share with others."

[source: Towards new leadership roles, strong networks and big challenges]

Patrol work: MICRO (6-8 years)

In *the micro* - department, the scouts can easily work in patrols if they are assisted by a leader. The patrol creates a safe framework in which the micros can learn to cooperate. They must be challenged through play and experiences, so that their independence and ability to cooperate are developed. The desire to use their imagination and be creative must be encouraged.

A micro patrol:

- Always have an adult with you when working.
- Consists of 5-6 micro scouts
- Is a fixed small group – it provides security
- Is a good framework for learning to collaborate and listen to each other

Patrol work: Minis (8-10 years)

In the mini-department, the mini-scout learns through play to solve manageable tasks. The mini-scout must experience being an important part of the patrol and the department and learn to respect and use the differences of his comrades. They must experience having an influence on what is to happen and feel that they are taken seriously. By solving specific tasks, we can teach the mini-scouts that the best results in the patrol are achieved by taking into account the opinions and differences of others.

The patrol can work on selected tasks, where a leader stays in the background, but is ready to help if needed. The leaders can appoint a patrol leader who is responsible for some fixed tasks - for example, assembling the patrol, passing on simple instructions from the leaders and finding materials.

A mini patrol:

- Consists of 5-6 mini scouts
- Is a fixed small group
- Provides security for the individual
- Has great contact with an adult manager

The Mini and Micro Scouts must be induced to work in smaller groups, but the groups must be more fluid, so that each Scout will work with new Scouts "every" time. The Scouts must try to stand in front of the other Scouts in the other "patrol" and show them the solution to the "task" that they have been given in their "patrol" (group).

Patrol work is not the only way to work. It is also possible to work with the entire department and across patrols.

Scouting skills:

- Unity.
- Cooperation.
- Stand in front of others and talk about...

The leaders:

Leaders must plan the meetings so that the scouts experience the benefits of working in a group, rather than working alone on a task (problem).

The leaders must create an environment that makes it possible for the scouts to stand up in front of the other scouts and talk about how they have solved the task.

Leaders' skills:

- Create a safe environment where everyone dares to say something in a group.
- Create an environment where it is natural to work in a group (and alone).

The group:

The group must have facilities (indoor and outdoor) that make it possible to divide the scouts into groups, and there must be space for them to work in the groups without disturbing each other.

Patrol work: junior scout (10-12 years)

The goal for the junior scouts is to practice accepting each other's differences and using them actively when solving tasks in the patrol. The patrol's and the individual's independence is practiced by gradually increasing involvement in the planning of the department's activities. The junior scouts must practice the democratic decision-making process. It is important to involve the junior scouts in choosing topics for patrol activities and in taking responsibility for carrying out the meetings. In the junior patrol, the scouts can work on tasks themselves and develop a strategy for how they will solve the task. Here, the patrol leader is given more responsibility and leads his patrol when tasks need to be solved. The junior leaders are always present and ready to support the patrols when needed.

A junior patrol:

- Consists of 4-6 junior scouts
- Has a patrol leader and a patrol assistant
- Is a fixed small group
- Solves tasks independently
- Learning to accept and listen to each other
- Giving each other permission to dare

The Junior Scouts must be divided into patrols to which they belong when tasks are to be done that must be solved in the patrol. The Junior Scouts can advantageously report to and from the Scout meeting as a patrol. It should be a natural part of Scout meetings that the Scouts sit in patrols when they are gathered, and that they solve tasks as a patrol.

The Junior Scouts should experience that they have an easier time solving problems/tasks because there are some in the patrol who are "experts" in the Scouting skill that the problem deals with. The Junior Scouts should also experience that they can learn from the other members of the patrol.

Scouting skills:

- Unity.
- Cooperation.
- Desire.
- Courage.
- Stand in front of others and talk about...

The leaders:

Leaders must plan the meetings so that the scouts experience the benefits of working in a group, rather than working alone on a task (problem).

The leaders must create an environment that makes it possible for the scouts to stand up in front of the other scouts and talk about how they have solved the task.

The leaders must allow space for "experts" among the scouts to "teach" the other scouts the things they are good at (even if there are gaps in their knowledge).

Leaders must give scouts the opportunity to have "alone time" in the patrol, which is not planned and where the scouts themselves are allowed to decide what to do.

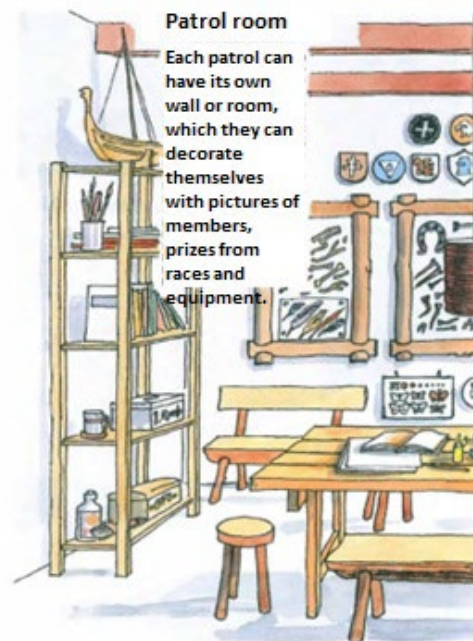
Leaders' skills:

- Create a safe environment where everyone dares to say something in a group.
- Create an environment where it is natural to work in a group (and alone).
- Be able to give responsibility to the scouts (knowledge and alone time).
- Build tasks/problems that are suitable to be solved in the patrol.

The group:

The group must have facilities (indoor and outdoor) that make it possible to divide the scouts into patrols, and there must be space for them to work in the patrols without disturbing each other.

It would be an advantage for the group to have patrol rooms, small rooms where the patrol can put their own distinctive touch on the decoration.



In an ideal world, each patrol has its own patrol room. If you have 2 junior patrols and two troop patrols + a clan patrol, the group will need 5 patrol rooms.

Patrol work: Troop Scouts (12- 16 years)

Only when the scouts join the troop is it possible to use the patrol system fully. In a troop patrol, the patrol plans its own meetings based on the process idea, where they generate ideas, plan, carry out and reflect on their results. The patrol leader and the patrol assistant are responsible for ensuring that the meetings are scheduled, but also for involving their patrol in the planning. A troop patrol can independently go on patrol trips and scout races.

A troop patrol:

- Consists of 5-7 troop scouts
- Plans courses independently according to the course idea
- Continuously trains and improves the patrol's ability to lift together

- Use each other's abilities and differences so that the patrol can overcome greater challenges together.

Patrol work: Clan scouts (16 – 24 years)

In the clan, people have been trained to cooperate so much that it is possible to work in larger units of, for example, 10-15 scouts on larger and wilder projects. The clan works completely independently with a self-elected leader. However, many clans organize themselves in smaller squads (patrols) because it is an easier way to work and allows them to divide themselves according to interests.

In the clan and 3-man team (sjak), it is important that everyone takes responsibility, listens to each other and takes the initiative to start new projects. It is important that it is not the same people who take the lead, but that all functions take turns, so that people take turns to provide and enjoy.

The leaders:

The leaders must give the scouts the opportunity to have their own time together in the patrol, without the time being controlled by the leader. The leaders must give the scouts freedom under responsibility, and also be there if the scouts are unable to plan their time in the patrol (so that the meetings do not just end up in nothing).

The group:

The group must have facilities (indoor and outdoor) that make it possible to divide the scouts into patrols, and there must be space for them to work in the patrols without disturbing each other. Patrol rooms that the different patrols themselves can leave their mark on.

Patrol work summary:

“The patrol system is not a way to do scouting - it's the only way!” - a wise scout once said. The patrol is the basic unit in the corps. Among the youngest scouts it is called often a litter or gang, but the principle is the same: 5-8 members work together in a tight-knit community and do most things themselves - without the leaders' interference. The patrol system gives scouts practice in taking initiative, implementing decisions, and working together to achieve a goal.

The scouts (from junior and up) must be responsible for many of the meetings themselves (such as patrol meetings) where the leaders do not participate, or only submit a task that the scouts must figure out how to solve themselves. Scouts must draw on each other to gain new scouting skills or use the (monthly) meetings with the leaders to build new scouting skills.

Scouting skills:

- Planning.
- Unity.
- Cooperation.
- Persistence
- Desire.
- Courage.
- Be able to teach/show the others in the patrol how things should be done.
- Broad Scouting skills (see section on traditional Scouting skills)

Patrol life must be supported

Well-functioning patrols require support from leaders. One way to support patrols is through patrol leader and patrol assistant work (PL-PA work). The older the scouts are, the more they benefit from discussing with each other the role of PL-PA, and the challenges and successes they have in this role.

For new PL-PAs, it is important to reflect on questions such as: What is a good PL/PA? What are my strengths as a PL/PA, and what do I need help with and from whom? What can I do to get the patrol off to a good start? What does the PL/PA task entail, and what is expected of me? In addition, planning tools and the process concept must be introduced.

One way to strengthen the PL/PAs is through a defined start-up process, where the scouts get to know each other and jointly plan a patrol trip. In this way, the scouts get a good start on patrol work. A patrol trip early in the scout year, where the scouts are shaken up, gives the scouts the desire and motivation to pursue patrol life.

Outdoor life

Scouting equals outdoor life. Outdoor life offers plenty of challenges all year round. And there are no walls to stand in the way when imagination is allowed to run free. In other words, outdoor life is the best setting for children and young people to challenge themselves and each other.

Who says a scout meeting has to take place inside? No one is saying that a scout meeting can't start and end out in the forest, "far" away from the city lights and noise.

Outdoor mini/micro scout

Mini and Micro Scouts must be encouraged to be outside all year round, and they must remember to wear clothing that is appropriate for the weather.

Mini and Micro Scouts need to be induced that it is okay to sit on the ground, and that you don't need a chair and a table to learn something.

Overnight stays and trips must be a regular part of the annual program.

Scouting skills:

- Courage.
- Desire.
- Understanding what constitutes appropriate attire.

The leaders:

The leaders must structure the scout meetings so that the scouts spend as much of the scout meeting as possible outside, and that the scouts "only" come into the hut to pick up things.

Leaders must plan overnight stays and trips spread throughout the year so that the scouts learn the seasons in nature.

Leaders' skills:

- To be able to plan meetings so that they take place outside as much as possible.
- To be able to include local nature in scout meetings.
- To be able to see how outdoor activities can be a regular part of scout meetings.

The group:

The group must have outdoor facilities that enable the leaders to hold "all" Scout meetings outside. The group's outdoor facilities must be of a size that makes it possible to hold meetings outside.

Outdoor life junior scout

Junior Scouts should not be inside all the time. They should have activities that ensure they get out and experience nature's different seasons. For Junior Scouts, hiking and overnight stays in nature are a natural part of being a Scout.

The Junior Scouts must understand that they can easily be out in nature, even if the weather is bad and there is no WIFI out in nature.

Overnight stays and trips must be a regular part of the annual program.

Scouting skills:

- Eager to be out in nature.
- Tent skills.
- Campfire skills.
- Trangia skills.
- Hygiene skills.
- Food preparation skills.
- First aid skills.
- Orientation, map and compass skills.
- Sea and lake skills.
- Endurance.
- Courage.

The leaders:

The leaders must structure the scout meetings so that the scouts spend as much of the scout meeting outside as possible, and that the scouts only use the hut, when necessary, in connection with their own patrol meetings.

Leaders' skills:

- To be able to plan meetings so that they take place outside as much as possible.
- To be able to include local nature in scout meetings.
- To be able to see how outdoor activities can be a regular part of scout meetings.
- Ensure that the scouts have the necessary basic skills that enable the scouts to have a good experience with outdoor activities.

The group:

The group must have the necessary equipment and finances to be able to offer the scouts sufficient access to outdoor activities.

The group must have the support of parents to ensure that trips and camps are a normal part of being a scout in the group.

Outdoor life Troops and clan scouts

Troop and clan scouts should have outdoor life (along with patrol life) as the core from which all scouting work originates. While junior scouts will primarily experience outdoor life in Denmark, troop and clan scouts should experience outdoor life in the surrounding countries (and the rest of the world).

Scouting skills:

- Eager to be out in nature.
- Solid tent skills.
- Solid campfire skills.
- Solid Trangia skills.
- Solid hygiene skills.
- Solid food preparation skills.

- Solid first aid skills.
- Solid orienteering, map and compass skills.
- Solid sea and lake skills.
- Endurance.
- Courage.
- Language skills (especially English)

The leaders:

The leaders must structure the scout meetings so that outdoor activities are a core part of the scouting work, and that the scouts only use indoor facilities when necessary. Both for the weekly meetings and when they are on trips and camps.

Leaders' skills:

- To be able to plan meetings so that they take place outside as much as possible.
- To be able to include local nature in scout meetings.
- To be able to see how outdoor activities can be a regular part of scout meetings.
- Ensure that the scouts have solid scouting skills that enable the scouts to have a good experience with outdoor activities.
- That the scouts can manage on their own in nature (the leaders do not have to be present 100%)

The group:

The group must have the necessary equipment and finances to be able to offer the scouts sufficient access to outdoor activities.

The group must have the support of parents to ensure that trips and camps are a normal part of being a scout in the group.

The group's choice:

What should the group think about before deciding which scouts you want the group to "produce" and which scout skills they should have?

- Which leader resources does the group have?
- What support does the group have from the board and parents?
- What scouting skills do the leaders in the group have?
- What equipment (canoes, tents, Trangia, etc.) does the group have?
- What kind of finances does the group have?
- What is the financial situation of the parents of the scouts in the group?
- What facilities does the group have (land, building, campsites, etc.)?
- Does the group have any "fixed" traditions, for example going to Norway every 5 years to hike?
- Do you collaborate with other scout groups?
- Very active parent or inactive parent?
- How many extracurricular activities do the scouts have in addition to their scouting life?
- What opportunities are there in the local area? (sea, forest, scout center, etc.)

The group has to deal with the resources that the group has available, as well as the resources that the parents of the scouts have. It does not help that the group wants to send the scouts out on runs and hikes every weekend year-round if the scouts do not have time on the weekends because they go to football, handball, swimming, dance, etc.

If the group and the parents' finances are not sufficient to participate in international scout camps and races every month, then this is not the path the group should take.

Our group would like to give our scouts lots of good scouting experiences, but we can't afford it in the group, what should we do?

There are many solutions to this problem, and you, as a group, must choose the one that best suits the resources you have in the group. Some groups have solved this problem by selling Christmas trees, holding a monthly flea market, having food stalls at festivals, etc. If you do not have the necessary parental resources to earn money for the group in this way, then there is also the option of finding a scout center where you can become permanent members. For example, at Gurredam scout center (<https://www.gurredam.dk/>), a number of groups have chosen to become permanent members of the center. This means that they pay a fixed annual camp fee and they therefore have the opportunity to use the center as much as they want (as long as the center is not booked by others). Scout center activities are also "free" for the permanent members to book.

If you are a group without much financial leeway, it is an opportunity to have access to a place where you can send your scouts out, either with their leaders or alone, on all the weekends that you in the group want. You also get access to some activities that you do not normally have access to in the group.

"Well, the scouts don't get tired of coming out to the same place all the time"

Yes... at some point if you don't make sure to change the weekend trips you send them on. That is, give them new experiences.

Suggested weekend trip (where they stay overnight in the same place “every” time)

- Hike to the permanent accommodation.
 - Bike hike
 - Hike.
 - Elevation hike (follows a height curve on a map).
 - River hike (walk along a river).
 - Night hike (walk at night instead of during the day)

As a scout leader for junior, troop and clan scouts, you plan a series of weekends where the scouts will spend a whole day reaching their accommodation. You can choose to have it “just” be a normal hike, where the scouts will keep a hike log along the way, or you can add some tasks that the scouts will have to solve on their way around the hike. Use the buildings and places they pass by for the tasks that they have to solve before they can travel further. For example, find the age of the church, the number of windows at the station, etc.

- Activity weekend
Use the activities that your local scout center can offer or join forces with your neighborhood group and make sure your scout has a weekend with a theme. The theme could be:
 - Forge
 - Knots and knots and great pioneering
 - Gourmet food
 - Batik, wool or felting.

Use the weekend as an opportunity to give your scout an opportunity to get a good handle on a scouting skill by working on the “one” thing for an entire weekend.

- Task race
Let the scouts solve a series of tasks while they walk/cycle towards the accommodation. The task run can also be used to pass the time while they are at the accommodation.
 - It could be code messages, which bring them a little further towards the accommodation.
 - The scouts should also be asked questions about local history, such as how old the local church is.
- Night run
Take advantage of the time to send the scouts on one, or more, night runs while they are at the accommodation. You can do night runs with different themes so that it is not the same every time.

Scouting skills

What competencies/skills should a scout have?

We need to take a closer look at that here.

What skills should a scout have?

Of course, it depends on the age of the scout and what the goal of the scout group is, but below is a list of the typical scouting areas that a scout must have basic skills in.

Traditional Scouting Skills:

- Orientation (map and compass).
- The Scout Movement.
- Culture and society.
- Drama and performance.
- Nature.
- Camp work.
- Tent setup and tear down.
- Personal hygiene and order.
- Pioneering and large tree trunks structures.
- Wood joints without nails or rope.
- Knots and knots.
- Handling of ropes.
- First aid.
- Cooking over a fire and food safety.
- Cooking on Trangia (alcohol stove) and food safety.
- Bonfire building and lighting.
- Communication and signaling
- Codes and secret messages
- Sailing/navigation (sea and water activities).
- Remember a message/ memory game.
- Safe use of a knife
- Safe use of an axe.
- Safe use of a saw.
- Handicraft

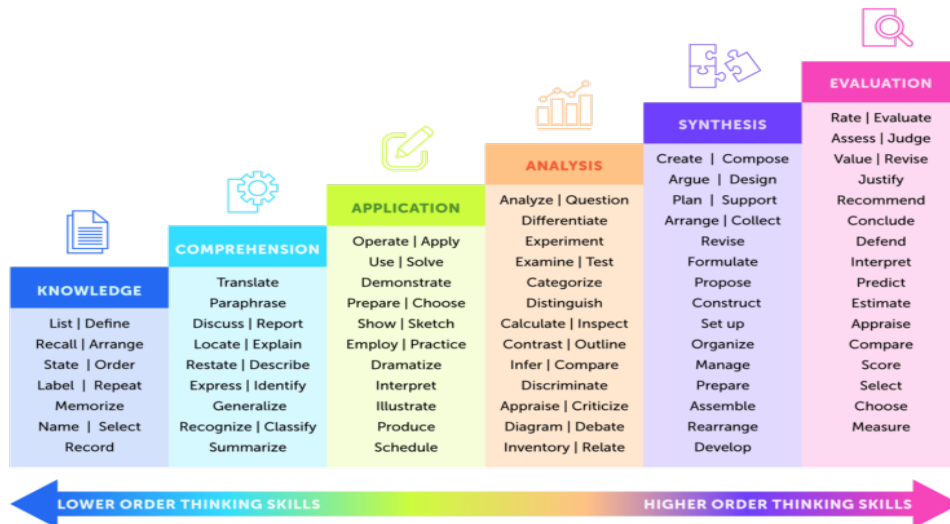
Personal skills:

- Being able to speak up when your boundaries are violated.
- Curiosity.
- Desire.
- Courage.
- Persistence.
- Willingness to cooperate
- Humanity.
- Comradeship.
- Leadership (ability to lead and be led)

Brands and competencies

What do scouts need to be able to do in order to complete and receive a certificate of competence (badge). A certificate of competence is proof that the scout has achieved a competence (skill)

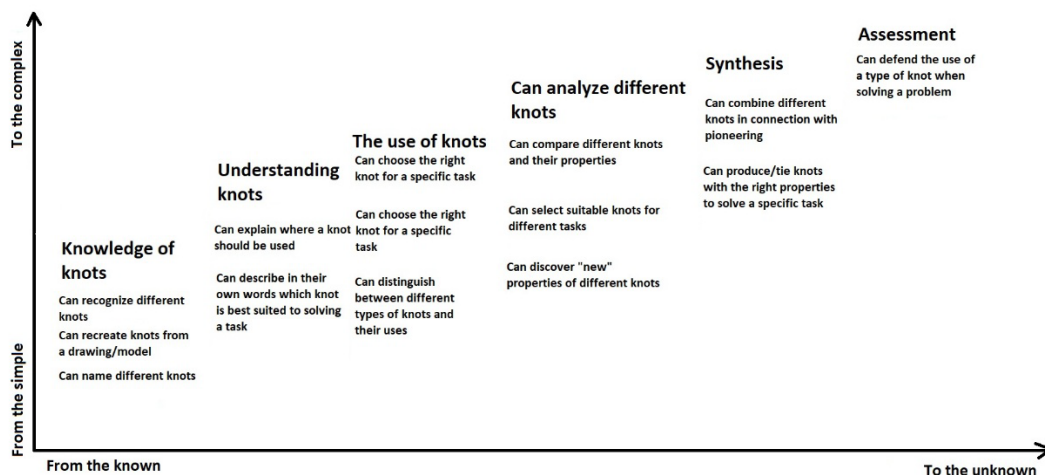
Bloom's Taxonomy Model



Bloom's taxonomy model can be used to determine at what level the scouts in the different branches must achieve a specific skill.

Let's try to work with some examples to show how Bloom's Taxonomy model can be applied.

Knots:



Here is a completed Bloom's Taxonomy model of knots. The question is at what level should the scouts be able to "use" knots. In order to give an answer, we need to divide the scouts into branches.

Family Scout:

- Must be able to help when working with knots.
- Hold the rafters and guide the string around when building with rafters and rope.
- Tying a Square knot (with help)

Micro Scout:

- Must be able to reproduce simple knots (Clove hitch knot, Timber hitch knot and square knot).
- Must be able to recognize different knots and knots, such as Clove hitch knot, Timber hitch knot, square knot, overhand knot, Flag Knot.
- Can tie simple knots without help, such as the square knot and Timber hitch knot

Mini Scout:

- Must be able to explain when a knot should be used.
- Must be able to recognize different knots such as the Clove hitch knot around own part, surgeon's knot, the Figure of Eight knot and the Double Figure of Eight knot.
- Must be able to tie simple knots and knots without assistance, such as the Timber hitch knot, flag knot and square lashing.
- Must (with help) be able to perform simple tasks with timber (spars) and rope (e.g. making an entrance portal)

Junior Scout:

- Must be able to choose the right knot for a specific task.
- Must be able to perform simple tasks with timber (spars) and rope (without help).
- Must (with help) be able to perform complicated tasks with timber (spars) and rope.
- Must be able to tie more complicated knots, and know what they are used for.

Troop Scout:

- Must be able to compare different knots, including the difference in their properties.
- Must be able to select knots based on their different properties.
- Must be able to "discover" the properties of knots by working with them.
- Must be able to (without help) build complicated structures and independently select which knots are suitable for the task.
- Must know the safety rules surrounding structures made of timber (spars) and rope.

Clan Scout:

- Must be able to combine the properties of different knots in connection with the construction of complicated structures.
- Must know the safety rules surrounding constructions made of timber (spars) and rope and know how to protect themselves and others.
- Must be able to find a solution to a problem by building a structure using timber (spars) and rope. That is, find the knots that have the right properties to solve the task.

Leader:

Must have a skill that is one level higher than the branch in which they function as a leader. So, a mini scout leader must at least have the same skill that junior scouts must achieve.

It is up to those who prepare the proficiency mark to determine how far up the Bloom's Taxonomy ladder the scouts must reach before they are eligible to receive a badge.

Generic view

If I were to try to create a generic display of what steps the tags consist of in the different branches, it would look like this:

Family Scout:

- Must experience things (see, feel, listen, taste)
- Recognize things they have experienced before.
- Reproduce things (do) as they have been shown.

Micro Scout:

- Reproduce things (do) as they have been shown.
- They must be able to reproduce more and more difficult things than the family scouts must be able to.

Mini Scout:

- Must be able to explain when and how things should be used
- They must be able to reproduce more and more difficult things than the micro scouts.
- Must be able (without help) to perform/reproduce simple things.
- Must be able to perform/reproduce more complex things (with help).

Junior Scout

- Must be able to choose the right method/tool/solution to complete tasks.
- Must be able to perform/reproduce more complex things without assistance.
- Must be able to distinguish between different possible solutions.
- Must be able to test different options to find the right solution.

Troop Scout

- Must be able to compare different methods and solutions to select the most suitable one to solve the task.
- Must be able to select the right method/solution.
- Must be able to discover new solutions and methods (Learning by doing).

Clan scout.

- Must be able to combine different methods/tools/knowledge into a new solution.

List of badges (DDS)

What competencies do they provide, and in which branch should you take them? First, let's take a look at the badges that DDS uses today, how they are related, and the number of badges in the different branches.

Badges in the different branches

Family Scout:

- Family Scout
- Tadpole
- Farm to table
- Tickle-crawl
- Playmaster
- Forest animals
- Track follower
- Comforter
- Outside
- Scout movement (1000 km + 2000 km)
- Hiking trails (5-100 km)

Micro Scout

- Circus artist
- A good friend
- First aid 1
- Cave builder
- Prepare yourself.
- Knife
- Sensory knowledge
- Treasure hunter
- Eat nature
- Stargazer
- Scout movement (1000 km + 2000 km)
- Hiking trails (5-100 km)

Mini Scout

- Campfire cook
- A good deed
- Filmmaker
- First Aid 2
- Who am I?
- Cultural scout
- Campfire organizer
- Nerd
- On a deserted island
- First trip

- Raft builder
- Saw
- Independent
- Pathfinder
- Tent
- Scout movement (1000 km + 2000 km)
- Hiking trails (5-100 km)

Junior Scout

- Bonfire
- Developer
- Your rights
- A good patrol
- Fjord to table
- First aid 3
- Hiker
- Code header
- Conflict solver
- Cultural agent
- Camp architect
- Inventor
- Orienteering
- On your own
- Performer
- Small boat sailor
- Taste judge
- Survivor
- Swimmer
- Theatre sports
- Trangia champ
- Wild Calm
- Winter bivy
- Axe
- Nautical mile markers
- Scout movement (1000 km + 2000 km)
- Hiking trails (5-100 km)

Troop Scout

- Adventure Scout
- Alone in the Wilderness
- Base camp
- The cold shiver
- First aid 4
- Guest
- Glamping
- Influencers
- Canoe
- Captain
- Masterchef

- Microadventure
- No Cap
- Calm down
- Top trip
- Triple Challenge
- Our rights
- Woof
- Nautical mile markers
- Scout movement (1000 km + 2000 km)
- Hiking trails (5-100 km)

Clan scout/senior

- Jump in
- Entrepreneur
- The collective
- Food in focus
- Offline
- So, the hat fits
- Senior Zen
- Nautical mile markers
- Scout movement (1000 km + 2000 km)
- Hiking trails (5-100 km)

What is the connection between the different badges?

Here, you think about which tags are dependent on tags in a branch below the branch you are in.

Family Scouts has 9 badges courses.

Micro scouts have 10 badges courses.

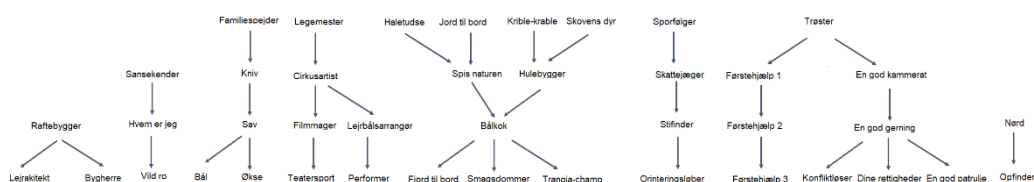
Mini Scouts have 15 badges courses.

Junior Scouts have 25 badges courses.

Troop Scouts have 18 badges courses.


Clan Scout has 7 badges courses.

Here is a correlation between the different certificates of proficiency from Family Scout, Micro Scout, Mini Scout and Junior.




Here it can be seen that there are badges that are dependent on other marks, and that there is a common thread throughout the scouting work. Of course, there are also badges that stand alone, either because they are a safety mark Knife, saw, axe or also because it is a new process that will have a later context.

What competencies do the different certificates of proficiency provide?


Badges name	Competencies
 <p data-bbox="443 555 603 589">Family Scout</p>	<p data-bbox="719 555 1007 589">Safety around a bonfire</p> <p data-bbox="719 593 948 627">Safe use of a knife.</p> <p data-bbox="719 631 1182 696">Get to know the most commonly used knots.</p> <p data-bbox="719 701 1161 734">How to behave near a fire or a knife.</p>

Scouts must gain some basic skills that allow them to be a part of being a scout. In many ways, the skills/competences fit right in with the things that the outside world has of prejudices about scouts, Knife, fire and knots. Without these 3 skills, there is not much scouting/scouting experiences that can be carried out.

Badges name	Competencies
 <p data-bbox="443 1084 544 1117">Tadpole</p>	<p data-bbox="719 1084 1190 1149">Knowledge that some fish and shellfish can be eaten.</p> <p data-bbox="719 1153 1214 1263">Knowledge of the wildlife in lakes, streams and the sea at different times of the year.</p> <p data-bbox="719 1267 1166 1332">Learn to treat animals that live in the water properly.</p>

The scouts must gain knowledge about aquatic life. They must gain knowledge about when and where to find them. The scouts must gain knowledge that part of the food we eat comes from the water (the sea, lakes and streams). The scouts must know that it is important that as a person and a scout, you treat animals properly, even if it is “just” an aquatic animal.


In short, the scouts must gain knowledge of what is found in nature (the sea, lakes and streams).

Badges name	Competencies
 <p data-bbox="443 1686 676 1720">From farm to table</p>	<p data-bbox="719 1686 1190 1720">knowledge of where food comes from.</p> <p data-bbox="719 1724 1166 1792">Knowledge of which plants and fruits can be eaten in nature,</p> <p data-bbox="719 1796 1150 1863">Knowledge of being able to prepare food from nature beyond measure.</p> <p data-bbox="719 1868 1214 1935">Knowledge of being able to pluck, skin, and butcher a bird, fish, or larger animal.</p>

The scouts must gain knowledge about where the food we eat comes from. They must know which fruits, berries and plants you can find in nature and which you can eat. The scouts must


know how to cook food from nature over a fire, and they must have tried to skin or clean a fish, a bird or a larger animal.

In short, the scouts must gain an understanding of where the food comes from and the scouts must know how to prepare and cook the food. In other words, the food is not “just” something that you find in the refrigerator and throw in the microwave.

Badge name	Competencies
 <p data-bbox="440 510 584 539">Tickle-crawl</p>	<p data-bbox="719 510 1171 573">Knowledge of where to find bugs and wildlife.</p> <p data-bbox="719 584 1198 719">Knowledge of how to treat them properly, including that the animals should be returned to where they were caught.</p> <p data-bbox="719 730 1190 819">Knowledge and understanding of what reptiles and wildlife are found on the forest floor, in bogs, old trees, etc.</p>


The scouts must experience that there are creatures and wildlife everywhere, and that all they have to do is turn a stone or lift a piece of bark. The scouts' curiosity must be aroused, and the scout leader must organize the process so that the scouts have the courage to experience more.

In short, the Scouts must experience that insects and crawling things are not dangerous and that they do not need to be afraid of them.

Badge name	Competencies
 <p data-bbox="448 1182 584 1211">Playmaster</p>	<p data-bbox="719 1182 1171 1245">Learn that you can lose, and that you can win.</p> <p data-bbox="719 1256 963 1285">To play with others.</p> <p data-bbox="719 1296 1019 1326">To use your imagination.</p> <p data-bbox="719 1337 1038 1366">Work with your emotions.</p>


The scouts must experience that you are allowed to play, and when you play together you can win, or you can lose some of the games you participate in. The scouts must learn that you must lose and win with the same mind, that is, be able to handle losing or winning a game in a good way. Today it is more important that the scouts can use their imagination to put themselves into different situations (games, scout races, stories, role-playing games, etc.) The scouts must learn to handle their emotions through games, can you get angry because you "lose" in a game? can you mock the others when you "win" in a game?

In short, the scouts learn to play/be with others, and they must know that you are equally good friends whether you lose or win.

Badge name	Competencies
 <p data-bbox="443 293 624 320">Forest animals</p>	<p data-bbox="719 293 1182 353">Know which animals live in the Danish forests.</p> <p data-bbox="719 365 1209 425">Know which animals are in forests based on the tracks the animals leave behind.</p> <p data-bbox="719 436 1121 463">Know what different animals eat.</p>


The scouts must gain knowledge of which animals are found in the Danish forests. The scouts must be able to know, based on the remains, which animals have left remains (tracks, bite marks, droppings, etc.). The scouts must have knowledge of what the different animals live on.

In short, the scouts must have knowledge about the animals of the forest, so that when they go for a walk in the forest, they will be able to recognize the tracks of the different animals and get the experience that the forest is full of life, even if you cannot see the animal itself.

Badge name	Competencies
 <p data-bbox="443 862 619 889">Track follower</p>	<p data-bbox="719 862 1209 889">To gain a basic knowledge of orientation</p> <p data-bbox="719 900 1190 960">To be able to follow a trail, and leave a trail for others.</p> <p data-bbox="719 972 1158 999">To be able to find your way at night.</p> <p data-bbox="719 1010 1158 1070">Being able to find places, things and buildings from a photo.</p>


The scouts must gain knowledge about what orientation is at a very basic level. The scouts must gain knowledge about what types of signals are/were used to lay out a sport for others. The scouts must be able to use these signals to follow a trail and they must be able to figure out everything to make a sport for others. The scouts must know that there is a difference between finding your way during the day and at night. The scouts must have knowledge about finding your way at night so that they feel safe walking through a forest at night. The scouts must have knowledge about how a photo race takes place, and they must have tried different types of photo race so that they would be able to find places, things and buildings from a photo.

In short, the Scouts should gain knowledge about where orienteering is, or can be. They should try different types of runs, including night runs, so they learn that they can find their way at night, and that the night is not dangerous.

Badge name	Competencies
 <p data-bbox="437 293 564 320">Comforter</p>	<p data-bbox="719 293 1171 353">Must be able to provide first aid for a wound.</p> <p data-bbox="719 360 1193 427">Must be able to provide first aid in the event of a burn injury</p> <p data-bbox="719 434 1193 463">must be able to comfort someone else.</p> <p data-bbox="719 470 1177 533">Know that there are poisonous plants (by touch)</p>

The scouts must gain knowledge about first aid in connection with a common wound or burn. The scouts must know that there are poisonous plants that have a sap that can cause blisters or oozing wounds (e.g. hogweed and wild parsnip). The scouts must know what first aid is if you get the sap from poisonous plants on yourself. The scouts must gain basic knowledge in first aid, which ensures that the scouts can provide first aid for minor injuries. The scouts must know how to comfort each other when they are sad, the scouts must know that they can trust each other and that it is ok to be sad. The scouts must learn about emotions and empathy.


Briefly, the scouts must gain basic knowledge /fundamental knowledge about first aid.

Badge name	Competencies
 <p data-bbox="437 1023 528 1050">Outside</p>	<p data-bbox="719 1023 1187 1090">Must be able to sleep outside (not in a building).</p> <p data-bbox="719 1097 1193 1164">Must know about stars and the sounds of the night.</p> <p data-bbox="719 1171 1155 1200">Must try cooking and eating outside</p>

The scouts must gain the experience that it is not dangerous to sleep outside, i.e. in a tent, bivouac, shelter or under the open sky. The scouts must gain knowledge about stars, constellations, and what they sound like at night. The scouts must try to cook and eat outside, so that they learn that not everything has to happen in a kitchen.


The scouts must learn to be safe when they are outside and that it is possible to cook, eat and sleep outside. They must learn that there is nothing to be afraid of when “living” outside.

In short, the scouts must learn that it is not dangerous to sleep outside, and that the night is not dangerous.

Badge name	Competencies
 <p data-bbox="437 293 580 320">Circus artist</p>	<p data-bbox="719 293 1204 356">Must have the courage to stand in front of others and perform.</p> <p data-bbox="719 362 1209 425">Must gain an understanding of the body, facial expressions and feel.</p> <p data-bbox="719 432 1182 533">You have to try different types of artistry and find the one that suits you best.</p> <p data-bbox="719 539 1209 640">Must be able to plan and carry out a circus performance or similar (be part of the team)</p>


The scouts must learn to stand in front of others (an audience) and tell, show or perform. The scouts must gain an understanding of their own and others' bodies, facial expressions and feelings. The scouts must try different types of performance and artistry, and find the one that suits them best.

In short, the scouts must be able to plan and carry out a circus performance or similar performance. Through play, performance and artistry, the scouts must gain the courage to stand in front of people they do not know and carry out a show. The scouts must gain an understanding of their own body, emotions and facial expressions, and how they can use them in connection with a show.

Badges name	Competencies
 <p data-bbox="459 1144 628 1171">A good friend</p>	<p data-bbox="734 1144 1190 1245">Must be able to help create closeness and well-being by participating in activities "in a good way".</p> <p data-bbox="734 1252 1214 1314">By participating in cooperative activities in the patrol.</p> <p data-bbox="734 1321 1190 1453">Must be able to use the experiences from the activities to think about and talk about what it means to be a good friend.</p>


The scouts must gain knowledge about what cooperation is, and how as a patrol you can solve more and more difficult challenges than if you were just yourself. The scouts must gain knowledge about what promotes cooperation and what destroys cooperation.

In short, the Scouts must know that it is important to create a good feeling among the Scouts, and that they must show how they each promote well-being in the branch (by being a good friend).

Badges name	Competencies
 <p data-bbox="456 293 576 320">First aid 1</p>	<p data-bbox="722 293 1190 356">Must be able to help create safety and find the first aid kit.</p> <p data-bbox="722 365 1198 427">Must be able to get help and be able to comfort the injured person.</p> <p data-bbox="722 436 1153 499">Must be able to provide first aid for minor injuries.</p> <p data-bbox="722 508 1174 571">Know that both chemical substances, animals and plants can be poisonous.</p> <p data-bbox="722 580 1198 642">Know the benefits of dressing correctly in relation to wind and weather.</p>


The scouts must have knowledge of how to create safety in the event of accidents. They must know how to get help, provide help with minor injuries and comfort. The scouts must also gain knowledge of which materials, chemicals, animals and plants can be poisonous. The scouts must also gain knowledge of what is good clothing based on the different types of weather and temperature that we have in Denmark.

In short, the scouts will receive an introduction to first aid and how to ensure that they do not become chilled or overheated.

Badges name	Competencies
 <p data-bbox="456 1034 595 1061">den builder</p>	<p data-bbox="722 1034 1216 1137">Must be able to build one or more primitive den/ hut that can last for 3 to 4 encounters.</p> <p data-bbox="722 1146 1216 1249">Must be able to make improvements and personalize the den/ hut (possibly in the patrol)</p> <p data-bbox="722 1258 1169 1361">Must be able to find and recognize habitats for animals and plants in the nature around the den/ hut.</p> <p data-bbox="722 1370 1190 1433">Must be able to help with cooking/eating in/around the den/ hut</p> <p data-bbox="722 1442 1206 1523">Must be able to use their imagination to create activities and play where nature alone provides the playground and tools</p>


The scouts must use their skills and imagination to make different personal den/ hut. The scouts must use these den/ hut as a basis for learning about nature and the animals in nature. The scouts must learn that it is possible to cook and eat outdoors.

In short, the scouts must learn to use their imagination to build a "world" in nature, live in it, and in that way get to know nature.

Badges name		Competencies
	Prepare yourself.	<p>Must help pack their own backpack for an overnight trip and know what they are bringing</p> <p>Be able to tie their own scarf</p> <p>Being able to dress yourself and figure out when it's time for shorts and when you need a warm jacket</p> <p>Be able to tie a flag knot and hoist the flag on a flagpole</p> <p>Know how to behave as a pedestrian in traffic</p>


The scouts must learn to pack their own backpack, they must know what they have with them and what they will need on a trip. They must have knowledge about clothing, so that they know which clothing is right for the weather and wind. The scouts must know how to behave in traffic, as well as know how to tie a flag knot and hoist a flag.

In short, the scouts must have knowledge about what clothes and equipment to pack in order to participate in short trips, they must know how to pack their backpack and know how to get through traffic safely.

Badges name		Competencies
	Knife	<p>The scout must be familiar with the knife.</p> <p>Must know the safety rules and know why they are important.</p> <p>Observe safety rules in practice.</p> <p>Must know when to use the knife and when not to.</p> <p>Demonstrate knowledge of rules by cutting a small object.</p> <p>Know how to maintain, sharpen and care for the knife.</p>


Scouts must learn how to use a knife safely. They must demonstrate in practice that they have understood the safety rules, and know when to use and when not to use a knife. Scouts must have knowledge of how to cut various small things in wood, as well as how to maintain their knife.

In short, scouts must have knowledge of what to do with a knife and what not to do. By using the knife, scouts must show that they have understood these safety rules.

Badges name	Competencies
 <p data-bbox="456 293 694 322">Sensory knowledge</p>	<p data-bbox="722 293 1190 356">The scouts must learn about the seven senses and their interaction.</p> <p data-bbox="722 362 1195 425">The scouts must develop and challenge their senses.</p> <p data-bbox="722 432 1098 495">Scouts must use their senses in interaction with nature.</p> <p data-bbox="722 501 1102 564">Try experiences using all senses individually and in interaction.</p> <p data-bbox="722 571 1187 633">Develop their vocabulary in relation to sensory experiences.</p>


The scouts must learn to know the different senses that we use to experience the world. The scouts must work with their senses. The scouts must taste, feel, listen, see, etc. of nature and the rest of the world. The scouts must learn to know their senses by using only one at a time, but also by using several senses at a time. The scouts must also try to experience “losing” a sense.

In short, scouts must be made aware of their senses and how we experience the world through them.

Badges name	Competencies
 <p data-bbox="456 1113 655 1142">Treasure hunter</p>	<p data-bbox="722 1113 1203 1176">Scouts must learn to work with maps as a picture of reality.</p> <p data-bbox="722 1182 1214 1285">Introduces basic orientation (corners of the world, the earth revolves around the sun, etc.)</p> <p data-bbox="722 1292 1171 1395">The scouts must be able to recognize elements from the map in the terrain and use them to find their way.</p> <p data-bbox="722 1402 1209 1536">Must try to walk in a fixed direction (e.g. by following the sun) until they reach a specific point (e.g. a path, a post, or a leader/person in the fantasy setting)</p> <p data-bbox="722 1543 1150 1606">Work with at least one basic length measurement</p> <p data-bbox="722 1612 1091 1641">Finding a treasure using a map</p>


The scouts must work with basic orientation, namely a map of reality (orientation map, map, special map). The scouts must learn about the corners of the world, that the earth is round and moves around the sun. The scouts must experience that it is difficult to walk in a straight line without having a reference point (a church tower, chimney, treetop) on the horizon. The scouts must know that there are maps in different scales, and they must know how many cm. on the map correspond to meters in reality. The scouts must learn to find a specific point on the map based on the map and information that they are given.

In short, the scouts must learn to use a map to orient themselves in the landscape or forest.

Badges name	Competencies
 <p data-bbox="454 237 582 264">Eat nature</p>	<p data-bbox="719 237 1209 300">Must have found edible plants, or fruits, in nature and prepared food with them</p> <p data-bbox="719 304 1193 367">Must have seen and tasted many fruits and vegetables</p> <p data-bbox="719 371 1182 479">Must have a try at preparing "fun" things like a vegetable train, fruit stick snacks or similar</p> <p data-bbox="719 483 1203 546">Must know that not all plants are edible and that some are poisonous</p>


The scouts should gain knowledge that there are edible plants or fruits in nature. They should know something about which plants and fruits can be found in the different seasons. The scouts should gain knowledge about which plants can be eaten and which are poisonous. The scouts should try to cook with the plants, fruits, mushrooms and nuts that they have found in nature.

In short, the scouts must gain knowledge that it is possible to find food in nature if you just know what to look for.

Badges name	Competencies
 <p data-bbox="454 983 574 1010">Stargazer</p>	<p data-bbox="719 983 1171 1090">Want to experience a trip with an overnight stay – ideally outdoors in a tent, bivouac or shelter.</p> <p data-bbox="719 1095 1129 1158">Must be familiar with headlamps, flashlights, etc.</p> <p data-bbox="719 1162 1209 1270">Must dare to go on a night walk in the dark, where parts of the walk take place with the lights off.</p> <p data-bbox="719 1274 1161 1337">To gain knowledge about nocturnal animals and try to experience some.</p> <p data-bbox="719 1341 1182 1449">To experience the starry sky without artificial light sources from a hilltop or similar (weather permitting).</p>


The scouts should become familiar with sleeping outside, they should not be afraid to go out at night, and they should experience that a headlamp or flashlight is more than enough to find their way at night. The scouts should try to experience a "real" starry sky, which is not disturbed by the city lights. The scouts should gain knowledge about nocturnal animals and perhaps experience them if they are quiet and calm.

In short, the scouts must become familiar with sleeping outside and being out at night.

Badges name	Competencies
 <p data-bbox="453 293 632 322">Campfire cook</p>	<p data-bbox="719 293 1118 356">Try helping to plan food ideas for meetings or a trip.</p> <p data-bbox="719 365 1174 427">Try preparing simple food in different ways, e.g. boiling, frying, baking.</p> <p data-bbox="719 436 1203 533">Try to help light a fire and become familiar with the framework for cooking over a fire.</p>


The scouts should gain some skills in cooking outside. They should try to boil, fry, bake over a campfire or homemade oven. The scouts should have tried cooking planning for a trip (with help), and they should know how to light a campfire, and be familiar with the framework for cooking over a campfire.

In short, the scouts must know how to cook outdoors, using firewood, and what is needed to go on a trip (breakfast, lunch and dinner).

Badges name	Competencies
 <p data-bbox="453 936 608 965">A good deed</p>	<p data-bbox="719 936 1187 999">To have participated in a project in the mini branch where they help others</p> <p data-bbox="719 1008 1114 1070">Experience that they can make a positive difference for others</p> <p data-bbox="719 1079 1147 1142">Experience what it feels like to help others</p> <p data-bbox="719 1151 1142 1214">Gain knowledge about the value of helping others and receiving help</p>


The scouts must experience the difference that exists when you do something good for each other, and when you help each other. The scouts must think about the difference between a world where you help each other and a world where you don't. The scouts must learn that it is also ok to receive help in order to solve a problem. As a scout, you don't have to be good at everything. If you are together as a patrol and help each other, you are stronger than if you are alone.

In short, the scouts must learn that scouts help others and that it is also okay to get help themselves.

Badges name	Competencies
 Filmmaker	<p data-bbox="719 293 1166 356">Try different ways of communicating (words, pictures, gestures).</p> <p data-bbox="719 362 1211 425">Have heard about sender and receiver in communication.</p> <p data-bbox="719 432 1139 459">Have contributed to making a film.</p> <p data-bbox="719 465 1201 568">Have helped organize a "film festival" for, for example, parents and siblings or the school class.</p>


The scouts must have tried to work with different ways of communicating. The scouts must understand that the more senses that are used in communication, the stronger the communication is. The scouts must know a little about the theory of the sender and receiver of a message. The scouts must have helped to make a film and have helped to present their film at a “film festival”.

In short, the scouts must learn about communication, and they must try different ways of communicating.

Badges name	Competencies
 First Aid 2	<p data-bbox="719 976 1214 1079">Be able to assess whether an injured person is unconscious and ensure a clear airway.</p> <p data-bbox="719 1086 1193 1189">Be able to call 1-1-2 in more serious accidents. Know that injuries to the head, neck and back can be dangerous.</p> <p data-bbox="719 1196 1174 1258">Be able to provide correct first aid for injuries to muscles and joints.</p>


Scouts must learn when someone is unconscious and how to ensure a clear airway. Scouts must know how to contact the emergency center (112). Scouts must know that back and neck injuries are/can be dangerous. Scouts must know the RISE method.

In short, the scouts will build on the skills they learned during First Aid 1, with a focus on assessment, alerting, back and neck injuries, and the RISE method.

Badges name	Competencies
 <p data-bbox="459 293 587 320">Who am I?</p>	<p data-bbox="722 293 1166 392">Gain knowledge of who they are and experience that children react differently.</p> <p data-bbox="722 398 1185 497">Have worked on expressing their opinions and respecting their own and others' boundaries.</p> <p data-bbox="722 504 1121 571">Have experienced being part of a children's community.</p> <p data-bbox="722 577 1197 676">Have knowledge about rights and what children's rights mean for the scout's own everyday life.</p>


The scouts must learn about themselves, they must gain knowledge of how they behave in different situations, and that other scouts may react in different ways in the same situation. The scouts must learn to express their opinions, they must learn to respect their own and others' boundaries. The scouts must have knowledge of children's rights and know what this means in their own everyday lives, the scouts must experience being part of a larger community of children.

In short, scouts must know their rights, and they must know how they and others should react in different situations.

Badges name	Competencies
 <p data-bbox="459 1090 627 1117">Cultural scout</p>	<p data-bbox="722 1090 1201 1189">Have gained knowledge of what culture can mean locally, nationally and/or globally</p> <p data-bbox="722 1196 1171 1263">Be able to express one's own cultural identity</p> <p data-bbox="722 1270 1201 1337">Have been given tools to talk about and explore cultural diversity</p> <p data-bbox="722 1344 1190 1402">Be able to plan and carry out a cultural meeting</p>


The scouts must gain knowledge of what culture means. The scouts must be able to describe what the scout's own culture is. The scouts must have tools to be able to investigate and talk about different cultures, what makes cultures different and what it means to have a different culture. The scouts must be able to plan and carry out a cultural meeting.

In short, the scouts must have their own culture and know that there are different cultures, locally, nationally and globally.

Badges name	Competencies
 <p data-bbox="453 293 687 322">Campfire organizer</p>	<p data-bbox="719 293 1145 322">Know a selection of campfire songs</p> <p data-bbox="719 327 1034 356">Have tried to 'set a scene'</p> <p data-bbox="719 360 1193 427">Be aware of incorporating the magic of the evening/night into the event</p> <p data-bbox="719 432 1187 568">Have experienced different forms of campfire entertainment, e.g. shouting, singing, clapping, skits, storytelling, competitions</p> <p data-bbox="719 573 1209 640">Have participated in planning a fantastic campfire</p>


The scouts must know different campfire songs, they must have planned the elements for a campfire. The scouts must know the magic that darkness and night have on a campfire, including how the fire creates community. The scouts must have experienced the different elements that a campfire consists of. The scouts must be involved in the execution of a fantastic campfire.

In short, the Scouts must know the importance of the campfire for the Scout community, and have experienced the magic that a campfire can create, so that they can create magical campfires themselves.

Badges name	Competencies
 <p data-bbox="453 1111 517 1140">Nerd</p>	<p data-bbox="719 1111 1209 1178">Try out different science activities under the guidance of the leader.</p> <p data-bbox="719 1182 1203 1249">Gain a better practical understanding of scientific phenomena and elements.</p> <p data-bbox="719 1254 1171 1321">Get a sense of what science has to do with our daily lives.</p>


The scouts must undertake various scientific activities (under expert guidance). The scouts must gain an understanding of what scientific phenomena and elements can be used for in practice, including when/how we encounter science in our daily lives.

In short, the scouts show that science is a normal part of our daily lives, and that you can have fun with science activities.

Badges name	Competencies
 <p data-bbox="456 237 630 297">On a deserted island</p>	<p data-bbox="722 237 1193 297">Make a camp with protection from the weather and wind.</p> <p data-bbox="722 309 1198 369">Make a fireplace and use it for comfort, food and emergency fires</p> <p data-bbox="722 380 1174 477">Make simple tools – e.g. your own cutlery, coconut scoop, candle, torch, etc.</p> <p data-bbox="722 488 1206 517">Trying to construct aids for primitive life</p> <p data-bbox="722 528 1161 589">Define island rules and laws for their own island</p> <p data-bbox="722 600 1094 629">Become familiar with darkness</p> <p data-bbox="722 640 1150 701">Go hunting for edible plants and/or animals in nature</p> <p data-bbox="722 712 1142 766">Build a bivouac, Make a windbreak (wall)</p>


The scouts must be able to use the materials they “find” in nature to make a camp that protects them from the weather. The scouts must be able to make a fire, and make simple tools and equipment. The scouts must “find” their food in nature. The scouts must make some rules according to which their camp must function. The scouts must be able to build a number of camp elements that will enable them to “manage” on their “deserted island” for a period of time.

In short, the Scouts must be able to establish a campsite from the materials they can find in nature, including parts of their food.

Badges name	Competencies
 <p data-bbox="456 1137 560 1167">First trip</p>	<p data-bbox="722 1137 1201 1234">On a trip to a scenic and relatively primitive campsite that they have never slept at before.</p> <p data-bbox="722 1245 1201 1346">Arrive at the campsite on foot and carry some of their equipment on the way to the campsite.</p> <p data-bbox="722 1357 1198 1491">Responsible for setting up the campsite and building the camp (e.g. remove wood chips and pitching tents) under the guidance of the leader.</p> <p data-bbox="722 1503 1201 1532">Exploring the area around the campsite.</p> <p data-bbox="722 1543 1198 1597">Participate in lighting a campfire and cooking, preferably with gathered food.</p>


The scouts are going on a trip to a primitive campsite. The scouts must reach the campsite on foot, and they must carry the equipment they need for the trip themselves. The scouts must build the camp, e.g. pitch tents and dig a campfire. The scouts must participate in lighting the campfire, cooking and hunting for food (gathering). The scouts use the nature around their campsite to go on an adventure. The scouts must be responsible for ensuring that the area is left in good order.

In short, the scouts will try to spend the night at a primitive campsite and experience the joys of a primitive overnight stay.

Badges name	Competencies
 <p data-bbox="456 237 600 259">Raft builder</p>	<p data-bbox="722 237 1182 300">in patrols and under supervision, have participated in the construction of a simple pioneer project in rafters</p> <p data-bbox="722 342 1193 443">Introduced to proper lifting techniques and other safety when working with basic pioneering</p> <p data-bbox="722 450 1193 512">Help raise flags on a flagpole they have erected themselves</p> <p data-bbox="722 519 1214 582">Help build camps or other major pioneer projects</p> <p data-bbox="722 589 1166 651">Become familiar with different knots and lacing</p>


The scouts must gain knowledge of simple pioneer projects in rafters and string (e.g. kitchen table, dining table, entrance portal). Scouts must learn about safety and lifting techniques in connection with pioneer projects with rafters and string. The scouts must participate in larger pioneer projects (such as building a bridge, a tower, etc.). The scouts must practice different knots and knots, as well as lacing that are part of the various pioneer works. As part of building a camp, the scouts must also help raise a flag, and know how to treat it.

In short, the scouts must gain knowledge of pioneering, knots and lacing, so that they have the skills to "themselves" build a camp (e.g. when at summer camps).

Badges name	Competencies
 <p data-bbox="456 1032 504 1055">Saw</p>	<p data-bbox="722 1032 1174 1095">Must be able to use the saw correctly and safely</p> <p data-bbox="722 1102 1174 1164">Must know the safety rules and know why they are the way they are</p> <p data-bbox="722 1171 1094 1202">Comply with safety regulations</p> <p data-bbox="722 1209 1206 1310">Demonstrate through various sawing activities that the knowledge gained can be applied</p> <p data-bbox="722 1317 1163 1379">If you want to expand the brand, the scouts can work with:</p> <p data-bbox="722 1386 1203 1449">Knowing how to care for and maintain a saw</p> <p data-bbox="722 1456 1107 1487">Knowing different types of saws</p>


The scouts must know the safety rules when using a saw, and be able to show, by using it, that they have understood the safety rules. The scouts must gain knowledge about the safe use of a saw that enables them to use the saw themselves without supervision. The scouts must know how to care for and maintain the saw, and that there are different types of saws that should be used for different materials and tasks.

In short, the scouts must be able to use a saw correctly, they must know which saws to use for different tasks and they must know how to care for the saw.

Badges name	Competencies
 <p data-bbox="453 237 612 264">Independent</p>	<p data-bbox="719 237 1198 371">Must have an understanding of what to pack in your backpack for a day's use, and have tried to pack this yourself and be able to take care of it.</p> <p data-bbox="719 383 1182 439">Must be able to pack a lunch that lasts from breakfast to dinner.</p> <p data-bbox="719 450 1182 551">Know personal hygiene during the day. For example, washing hands before a meal.</p> <p data-bbox="719 562 1206 618">Know how to put a band-aid on a wound and call the alarm center.</p> <p data-bbox="719 629 1190 685">Have knowledge of moving on foot and by bicycle in traffic.</p>


Scouts must have knowledge of how to pack their backpack, as well as what to take with them when they go on a trip. Scouts must be able to pack a packed lunch themselves, which must be able to last from breakfast to dinner. Scouts must know about personal hygiene. Scouts must have knowledge of how to travel safely in traffic, on foot and by bicycle. Scouts must be able to demonstrate that they can provide basic first aid.

In short, the scouts must be able to pack their own backpack and bring food for a short trip, as well as be able to handle personal hygiene and simple first aid.

Badges name	Competencies
 <p data-bbox="453 1070 580 1097">Pathfinder</p>	<p data-bbox="719 1070 1182 1126">Have a go at moving through different types of terrain</p> <p data-bbox="719 1137 1206 1238">Learn about route selection and experience how the shortest route is not always the fastest</p> <p data-bbox="719 1249 1206 1350">Become familiar with a compass and the corners of the world and find north without a compass</p> <p data-bbox="719 1361 1206 1417">Become familiar with estimating distance, for example by counting steps.</p> <p data-bbox="719 1429 1190 1529">Must know that if they get lost, they must stay together in the patrol until they find someone who can help them.</p>


Scouts must be able to move through different types of terrain, scouts must learn that the shortest path is not always the fastest and easiest path. Scouts must gain knowledge of how a compass works and must be able to set it to a specific course. Scouts must gain knowledge of how to find the corners of the world without a compass. Scouts must get a sense of distances by using, for example, step counting. It is important that scouts learn that if they get lost, they must stay together in the patrol until they find someone who can help them.

In short, the scout must gain basic knowledge of the use of a compass and the use of the landscape to find their way.

Badges name	Competencies
 <p data-bbox="453 237 512 264">Tent</p>	<p data-bbox="719 237 1177 300">Must be able to pitch the type of tent that you use in your group.</p> <p data-bbox="719 309 1203 371">Must have spent the night in a tent that he/she helped to set up.</p> <p data-bbox="719 380 1082 407">Have a fun activity in the tent.</p> <p data-bbox="719 416 1193 515">Have heard about rules for pitching a tent regarding safety distances and fire hazards.</p>


The scouts must be able to figure out how to pitch a scout tent. The scouts must have spent the night in the tent that the scouts themselves have pitched. The scouts must help to make the tent cozy, and help to make the tent cozy. The scout must know the safety rules regarding the distance from tents to other things, e.g. a campfire.

In short, the scouts must know where to set up a tent and how to set up a scout tent, and they must try to use it and make it cozy.

Badges name	Competencies
 <p data-bbox="453 853 544 880">Bonfire</p>	<p data-bbox="719 853 1139 916">Prepare a fire and light it with two matches.</p> <p data-bbox="719 925 1198 1023">Get to know different types of fires and experience which ones are suitable for what.</p> <p data-bbox="719 1032 1114 1095">Know which wood is suitable for firewood.</p> <p data-bbox="719 1104 935 1131">Make a campfire.</p> <p data-bbox="719 1140 1182 1238">Know safety around the fire, including basic firefighting and treatment of burns.</p> <p data-bbox="719 1247 1075 1274">Can light a fire in 10 minutes.</p> <p data-bbox="719 1283 1158 1346">Can light a fire in difficult conditions such as rainy or windy weather.</p> <p data-bbox="719 1355 1150 1417">Can make fire in at least 3 different ways.</p>


Scouts must know about different types of fires, scouts must know how to prepare a fire to be lit and they must be able to figure out how to light a fire with only two matches. Scouts must know that there is a difference in wood and which wood is suitable for use for the different types of fires. Scouts must be able to build a campfire and know about safety around the fire.

In short, scouts must know how to light a fire, know the safety rules around a fire, and know what type of wood is suitable for their fire.

Badges name	Competencies
 <p data-bbox="454 237 582 264">Developer</p>	<p data-bbox="719 237 1214 405">Have spent the night at a campsite they themselves have helped design, build and come up with ideas for. The wilder the better, feel free to submit your ideas to Storm P.</p> <p data-bbox="719 416 1161 517">Have built a simple thing in pin assemblies (assemble wood without screws or ropes)</p> <p data-bbox="719 528 1198 629">Introduces proper lifting technique and other safety when working with knots and pioneering</p> <p data-bbox="719 640 1166 696">Become familiar with different lacing and pioneer disciplines</p> <p data-bbox="719 707 1129 763">Set up rafters in a hole (Flagpole), possibly with wedges, etc.</p>


The scouts must have built a campsite based on their own ideas, and have spent the night at the campsite that they have helped to build. The scouts must have tried to build simple things in pin assemblies. The scouts must gain knowledge of safety around camp work, including lifting techniques. The scouts must know different knots and lacing and the knowledge they need to use in connection with camp construction.

In short, the scouts must be able to build a camp in a safe and secure manner.

Badges name	Competencies
 <p data-bbox="454 1220 582 1247">Your rights</p>	<p data-bbox="719 1220 1198 1321">Through games and activities, gain knowledge that a children's convention exists and what it entails.</p> <p data-bbox="719 1332 1198 1433">Reflect on which rights are important to you, and gain insight into which rights are important to others.</p> <p data-bbox="719 1444 1198 1601">Gain knowledge of how children's rights are protected in Denmark, as well as gain insight into what options children have in relation to violations of children's rights.</p>


Scouts must have knowledge of the Convention on the Rights of the Child and know what it means for them. Scouts must think about rights that are important to themselves and gain insight into which rights are important to others. Scouts must gain knowledge of how children's rights are protected in Denmark and how they should act when their rights are violated.

In short, scouts must know their rights, and know what to do if someone does not respect their rights.

Badges name	Competencies
 <p data-bbox="453 237 619 264">A good patrol</p>	<p data-bbox="719 237 1182 300">Have shared experiences that bind the patrol together</p> <p data-bbox="719 309 1161 371">Get to know sides of each other that they didn't know before</p> <p data-bbox="719 380 1174 407">Try different forms of communication</p> <p data-bbox="719 416 1126 479">Participate in activities that train collaboration and communication</p> <p data-bbox="719 488 1182 586">Reflect on how to create a good community and what challenges there are for a good community</p>


The scouts must have shared experiences in the patrol. The scouts must experience that they are stronger as a patrol than they are individually, the scouts must get to know each other, both their strengths and their weaknesses. The scouts must think about how to create a good community, and what obstacles there are to a good community. The scouts must think about how they communicate in the patrol.

In short, the scouts must experience that they can accomplish a lot if they just work together as a patrol, and that it is important to have good fellowship in the patrol.

Badges name	Competencies
 <p data-bbox="453 1019 619 1046">Fjord to table</p>	<p data-bbox="719 1019 1198 1120">Have explored different types of nature around the sea in Denmark (sandy beach, mudflat, marsh, fjord).</p> <p data-bbox="719 1128 1134 1227">Have tried to recognize, catch, kill, clean, butcher, prepare and taste animals from the sea.</p> <p data-bbox="719 1236 1198 1361">Have become acquainted with different plants in and by the sea and have tried to recognize, harvest, prepare and taste them.</p> <p data-bbox="719 1370 1161 1469">Be aware of risk factors such as toxic algae, oysters out of season, and the like.</p> <p data-bbox="719 1478 1166 1576">Participate in planning, preparing, serving and eating a larger meal with ingredients from the sea.</p>


The scouts must gain an understanding of where the food (from the sea) comes from. The scouts must learn about nature, and they must have tried to cook with plants and animals that live in or by the sea. The scouts must know about toxic algae, the danger of oysters out of season, and the like.

In short, the scouts will experience nature in and by the sea and try to cook food from what they can find.

Badges name	Competencies
 <p data-bbox="453 237 571 264">First aid 3</p>	<p data-bbox="719 237 1212 300">Know and be able to apply the four main points of first aid.</p> <p data-bbox="719 309 1166 371">Be able to perform first aid in case of heavy bleeding.</p> <p data-bbox="719 380 1070 443">Able to handle minor injuries independently.</p>


Scouts must be able to use four main points. Scouts must be able to perform first aid in case of heavy bleeding and be able to handle minor injuries independently. As well as expand their knowledge of first aid described in first aid 1 and 2.

In short, the scouts must be able to expand their knowledge of first aid, so that the only thing they lack is the use of defibrillators.

Badges name	Competencies
 <p data-bbox="453 831 520 857">Hiker</p>	<p data-bbox="719 831 1198 896">Participate in a hike with at least 2 days of hiking (e.g. at least 12 km).</p> <p data-bbox="719 904 1158 969">Have at least 1 night spent outdoors (e.g. in a tent, bivouac or shelter).</p> <p data-bbox="719 978 1177 1075">Pack and carry all personal belongings (sleeping bag, sleeping mat, clothes, etc.)</p> <p data-bbox="719 1084 1174 1111">Have been involved in route planning.</p> <p data-bbox="719 1120 1187 1182">Include a cultural or nature experience along the way.</p>


The scouts must participate in a hike, which must consist of two hiking days, and at least 12 km. The scouts must spend the night outside in a tent, bivouac or shelter. The scouts must pack their own bag and they must walk with their own personal luggage. The scouts must help plan the trip, including what they will experience along the way.

In short, the scouts will go on a two-day hike where they will walk both days, the hike must be at least 12 km long and the scouts must pack and walk with their own equipment.

Badges name	Competencies
 <p data-bbox="453 293 584 320">Code head</p>	<p data-bbox="719 293 1166 353">Know and have tried different coding concepts.</p> <p data-bbox="719 365 1190 425">Have used codes in connection with an activity.</p> <p data-bbox="719 436 1166 497">Have experimented with producing a code message yourself.</p>


The scouts must have knowledge of how the different types of codes are structured. The scouts must have worked with the different types of codes, so that the scouts have the opportunity to recognize the system on which the code is structured. The scouts must have made codes for other scouts (another patrol), so that the scouts are allowed to make different codes themselves.

In short, the Scouts must gain knowledge of how cords are structured so that they can recognize the system when they encounter them on scout runs.

Badges name	Competencies
 <p data-bbox="453 949 628 976">Conflict solver</p>	<p data-bbox="719 949 1206 1122">Have worked on what it means to be a Scout, including the Scout Act, and what this means for the individual's behavior. Gain understanding of your own and others' reactions.</p> <p data-bbox="719 1133 1190 1234">Have gained insight into what it means to meet others positively and appreciatively.</p> <p data-bbox="719 1245 1182 1305">Gain an understanding of conflicts and conflict management.</p> <p data-bbox="719 1317 1166 1377">Have practiced conflict management tools</p>


Scouts must have an understanding of what it means to be a Scout (and not just go to Scouting). Scouts must know the Scout Law, and what the Scout Law means for themselves and the other Scouts. Scouts must have an understanding of how they themselves and others react when they are put in different situations. Scouts must learn to meet others in a positive and appreciative way. They must have knowledge about conflicts and conflict management, as well as tools to be able to resolve them.

In short, scouts must know the Scout Law and know how to treat others, as well as how to resolve conflicts.

Badges name	Competencies
 <p data-bbox="453 232 627 262">Cultural agent</p>	<p data-bbox="719 232 1203 297">Discovering that we are more alike than different</p> <p data-bbox="719 304 1171 369">Realize that we are stronger together than when we stand alone.</p> <p data-bbox="719 376 1118 405">Realize that we are all “different”</p> <p data-bbox="719 412 1198 510">Discover that “culture” is something we all have, not just something you do abroad</p> <p data-bbox="719 517 1102 582">Learn to break the invisible wall between “them” and “us”</p> <p data-bbox="719 629 1177 728">The course and the label are based on the model that both WOSM and WAGGGS recommend:</p> <p data-bbox="719 775 815 804">Explore</p> <p data-bbox="719 810 927 840">Learn and decide</p> <p data-bbox="719 846 799 875">Action</p> <p data-bbox="719 882 767 911">Tell</p>


The scouts must learn that we as people are the same and yet we are all different, and that we are stronger when we are together instead of being apart. The scouts must know about Danish culture, and know that culture is something everyone has.

In short, the scouts must learn that there is no “them” and “us.” We are all scouts (people).

Badges name	Competencies
 <p data-bbox="453 1234 639 1263">Camp architect</p>	<p data-bbox="719 1234 1082 1299">Be able to pack the patrol box independently</p> <p data-bbox="719 1305 1209 1404">Be familiar with the group's tents and be able to select a relevant tent for a given purpose</p> <p data-bbox="719 1411 1209 1550">Be able to independently create a chopping board and washing-up area, as well as build a table for eating and cooking</p> <p data-bbox="719 1556 1166 1621">Be able to make a campfire and cook according to your own meal plan</p>


The scouts must be able to pack the patrol box, including knowing what equipment is necessary for a summer camp. The scouts must know the group's tents and must be able to select tents based on where the scouts are going on a trip (summer camp, hiking trip, mountain trip, canoe trip). The scouts must be able to build a campsite, and must be able to cook their own meal plan.

In short, the scouts must be able to pack for a summer camp, build a campsite, and cook food throughout the summer camp.

Badges name	Competencies
 <p data-bbox="453 237 560 264">Inventor</p>	<p data-bbox="719 237 1203 338">Experience how the wind, which always blows anyway, can be used to power a dynamo or machine.</p> <p data-bbox="719 344 1203 445">Experience how the sun's rays can heat water, and get an idea of how they can be used to create electricity.</p> <p data-bbox="719 452 1203 589">Experience how water can be used to power machines, and get an idea of how hydroelectric power can be used to generate electricity.</p>


The scouts will experience that the forces of nature (sun, wind, water) can be used to power a dynamo or a machine. The scouts will experience that the sun's rays can heat water and be used to create electricity.

In short, the scouts must gain an understanding that nature can give us energy without us having to burn things. (CO2 free energy)

Badges name	Competencies
 <p data-bbox="453 1039 608 1066">Orienteering</p>	<p data-bbox="719 1039 1203 1176">Know maps as a reduced image of reality and learn the most important map signatures, as well as know about altitude courses</p> <p data-bbox="719 1182 1203 1283">Learn to use the compass and be able to set and follow a course with the help of the compass.</p> <p data-bbox="719 1290 1203 1357">Find your way around in practice using different types of maps.</p> <p data-bbox="719 1364 1018 1391">Try an orienteering race.</p> <p data-bbox="719 1397 1203 1464">Aim through 100 meters of dense forest and hit a specific point</p>


The scouts must learn about maps and compasses. The scouts must know about contour lines and the most common map symbols. The scouts must be able to use a compass and follow a compass course. The scouts must be able to find their way from different types of maps. The scouts must have tried different types of orienteering.

In short, the scouts must know and be able to use the most important elements of an orienteering race, and must be able to find their way around an orienteering race (participate in a race without getting lost).

Badges name	Competencies
 <p data-bbox="453 235 612 264">On your own</p>	<p data-bbox="719 235 1203 331">Plan and carry out a one-day tour in the patrol, where they travel by both public transport (bus or train) and bicycle</p> <p data-bbox="719 338 1187 405">Find map material of the area they will be in themselves</p> <p data-bbox="719 412 1209 479">Be able to make a simple travel plan and follow it</p> <p data-bbox="719 486 1114 515">Buy tickets for their trip yourself</p> <p data-bbox="719 521 1139 589">Have tried to help repair their own bicycle</p> <p data-bbox="719 595 1174 730">The juniors themselves plan and pack for a one-night trip (with a leader visit/overnight stay at the sleeping accommodation).</p>


The scouts must plan and carry out a one-day trip in their patrols, using public transport. The scouts must make their own itinerary and find the necessary maps that they need to complete the trip. The scouts must buy their own tickets and must have tried to patch their bicycle. The scouts must plan and pack for a one-night trip themselves

In short, the scouts should be able to figure out how to go on a short trip themselves. They should be able to plan and carry out the trip themselves.

Badges name	Competencies
 <p data-bbox="453 1124 580 1153">Performer</p>	<p data-bbox="719 1124 1203 1294">Have communicated to different target groups (e.g. scout friends (possibly larger and smaller), parents, people on the street, schoolmates, cabin owner, supermarket clerk...).</p> <p data-bbox="719 1301 1059 1368">Have participated in various communication exercises.</p> <p data-bbox="719 1375 1171 1442">Have heard about basic principles for good communication.</p> <p data-bbox="719 1449 1206 1583">Have planned a junior trip and participated in communicating goals, content, activities and experiences in an inspiring way.</p>


The scouts must know about different ways of communicating, and that it is the target group that determines the way in which communication should be made. The scouts must have participated in different communication exercises. And know about the principles of good communication. The scouts must have helped to plan a junior trip and communicate what will happen on the trip.

In short, the scouts must know how to convey a message and have tried to communicate to different target groups.

Badges name	Competencies
 <p data-bbox="453 293 655 320">Small boat sailor</p>	<p data-bbox="719 293 1209 353">Have knowledge of the basic traffic rules at sea.</p> <p data-bbox="719 360 1150 427">Have knowledge of maritime safety regulations.</p> <p data-bbox="719 434 1190 501">Know how to rig and unrig a one-man dinghy.</p> <p data-bbox="719 508 1066 535">Could sail a one-man dinghy.</p> <p data-bbox="719 542 1161 568">Be able to handle a dinghy capsizing.</p> <p data-bbox="719 575 1193 642">Know and have tested how a life jacket works.</p>


Scouts must have knowledge of the traffic rules that exist at sea. Scouts must show that they have understood sea safety rules, scouts must know and be able to prepare a boat for use, pack it down, know how to sail it, and be able to handle the boat capsizing, scouts must be able to use a life jacket.

In short, the scouts must know the rules at sea, know how to sail a boat in a safe and responsible manner.

Badges name	Competencies
 <p data-bbox="453 1037 596 1064">Taste judge</p>	<p data-bbox="719 1037 1198 1137">Know which ingredients are in season and why it is healthy and sustainable to eat according to the seasons.</p> <p data-bbox="719 1144 1182 1211">Knows the five basic tastes and knows where they are found.</p> <p data-bbox="719 1218 1187 1285">Know how to season a dish so it tastes heavenly!</p> <p data-bbox="719 1292 1007 1319">Can cook from a recipe.</p> <p data-bbox="719 1326 1206 1393">Have an understanding of how to prepare raw materials in different ways.</p>


The scouts must know which ingredients are in season and why it is healthy and sustainable to eat according to the seasons. The scouts must be able to taste a dish by knowing the five basic flavors and where they are found. The scouts must be able to cook food from a recipe. The scouts must be able to prepare ingredients in different ways.

In short, the scouts must be able to cook their own food and taste it.

Badges name	Competencies
 <p data-bbox="453 237 555 264">Survivor</p>	<p data-bbox="719 237 1171 264">Try techniques for survival in the wild</p> <p data-bbox="719 271 1118 338">Building a primitive bivouac from natural materials</p> <p data-bbox="719 344 1155 371">Experimenting with collecting water</p> <p data-bbox="719 378 1155 445">Try to find/catch food in nature and cook or preserve it</p> <p data-bbox="719 452 1187 479">Make a simple burner (e.g. can burner)</p> <p data-bbox="719 486 1179 553">Make a survival kit for personal use or for the patrol</p> <p data-bbox="719 560 963 586">Make a sweat lodge</p> <p data-bbox="719 593 1166 660">Make your own fishing rod and catch fish</p> <p data-bbox="719 667 1190 734">Learn how to maintain good hygiene in nature (e.g. make natural soap)</p>


The scouts must know methods for surviving in nature, the scouts must have tried to build a primitive bivouac and a sweat lodge from materials from nature. The scouts must have found/caught food in nature and prepared or preserved it, the scouts must have collected water. The scouts must have made for personal use or for the patrol, for example, a fishing rod. The scouts must know about hygiene in nature.

In short, the scouts need to be given some tools to be able to get out into nature with things from nature.

Badges name	Competencies
 <p data-bbox="453 237 571 264">Swimmer</p>	<p data-bbox="719 237 1204 338">The scout must be familiar with general bathing advice and the Danish Scout Corps' safety rules for bathing.</p> <p data-bbox="719 344 1204 445">The scout must be able to swim 200 meters without stopping in less than 20 minutes.</p> <p data-bbox="719 452 1204 553">The scout has tried wearing a life jacket and can swim at least 200 meters wearing it.</p> <p data-bbox="719 560 1204 629">The test must take place in lake, river or sea water.</p> <p data-bbox="719 636 1204 705">That the scout has swum a distance of at least 100 meters in open water</p> <p data-bbox="719 712 1204 869">That the scout has tried to swim at least 50m with clothes on. This test can take place in the swimming pool (if permission is given by the lifeguard) or preferably in open water.</p>


The scouts must know the Danish swimming advice and DDS safety rules for swimming. The scouts must be able to swim 200 meters in less than 20 minutes without a break. The scouts must have put on a life jacket and tried to swim 200 meters. The scouts must have tried to swim 100 meters in open water. The scouts must have tried to swim 50 meters with clothes on (not uniform).

In short, the scouts must be able to swim with and without a life jacket, just as they must know that it will be more difficult to swim with clothes on. The scouts must know the safety rules when swimming.

Badges name	Competencies
 <p data-bbox="453 1305 635 1332">Theatre sports</p>	<p data-bbox="719 1305 1204 1375">Know and experiment with expressions of many different moods and emotions</p> <p data-bbox="719 1382 1204 1451">Experiment with your own bodily expression</p> <p data-bbox="719 1458 1204 1527">Engage in various forms of dialogue, improvisation and role-playing</p> <p data-bbox="719 1534 1204 1603">Have participated in a theatre sports 'competition'</p>


The scouts must gain knowledge of expressing different moods and emotions. The scouts must have worked with bodily expressions, and have participated in different types of dialogues, improvisation and role-playing. Must have participated in a theatre sports 'competition'.

In short. The scouts must have worked with bodily expressions and used them in connection with a performance.

Badges name	Competencies
 <p data-bbox="453 232 635 264">Trangia champ</p>	<p data-bbox="719 232 1177 300">Have knowledge of safety when using Storm Kitchen. (alcohol stove)</p> <p data-bbox="719 304 1190 371">Be able to independently use a Trangia (alcohol stove) to prepare a meal.</p> <p data-bbox="719 376 1161 443">Have tried frying, boiling, baking and steaming food on a Trangia.</p>


The scouts must be able to use a storm kitchen, they must know how to assemble, disassemble and clean a Trangia. The scouts must have tried to fry, boil, bake and steam food on a Trangia. The scouts must know the safety rules in connection with the use of Trangia gas/alcohol.

In short, the scouts should be able to use a storm kitchen so that they could use it on a hike and cook all their meals there.

Badges name	Competencies
 <p data-bbox="453 855 579 887">Wild Calm</p>	<p data-bbox="719 855 1150 922">Create community in your group by being both wild and calm.</p> <p data-bbox="719 927 1166 994">Do activities in nature that make you happy</p> <p data-bbox="719 999 1185 1066">Talk about and play with what you can do together.</p> <p data-bbox="719 1070 1187 1173">Work on how you think it makes sense to be physically active and calm together.</p>


The scouts should try to be calm and wild in their patrols. They should try to do activities in nature that make them happy. The scouts should play and or talk about what they can do as a patrol. The scouts should get an understanding of what is ok to be physically active (wild) and calm together (e.g. is it ok to be wild around a campfire?)

In short, the scouts need to learn when it is okay to be wild and when it is okay/necessary to be calm.

Badges name	Competencies
 <p data-bbox="453 235 596 264">Winter bivy</p>	<p data-bbox="719 235 1150 300">Have at least one night in a bivouac during the winter months (Dec.-Feb.)</p> <p data-bbox="719 304 1209 407">Have been involved in planning the trip – including choosing a campsite, bivouac type and food on the trip.</p> <p data-bbox="719 412 1209 515">Be responsible for erecting bivouacs and other camp construction under the guidance of the leader.</p> <p data-bbox="719 519 1187 551">Engage in winter accommodation skills</p> <p data-bbox="719 555 1209 689">Carry out an evening or night activity – it could be a short night run, stargazing, evening safari or a walk with headlamps turned off.</p>


The scouts must have tried to spend the night outside (in a bivouac) during the winter months. The scouts must help plan the trip, including purchasing food for the trip. The scouts must build their own camps and carry out an evening/night activity.

In short, the scouts are going on a winter trip, where they are mostly responsible for themselves. They are going out and sleeping in a bivouac.

Badges name	Competencies
 <p data-bbox="453 994 501 1023">Axe</p>	<p data-bbox="719 994 1070 1025">Be able to use the axe safely.</p> <p data-bbox="719 1030 1209 1061">Could set up a chopping block at a camp.</p> <p data-bbox="719 1066 1145 1097">Be able to check an axe before use.</p> <p data-bbox="719 1102 1187 1167">Know the safety rules and know where they are, as they are.</p> <p data-bbox="719 1171 1038 1202">Know how to store an axe.</p> <p data-bbox="719 1247 1174 1279">Knowledge of how to maintain an axe</p> <p data-bbox="719 1283 1209 1348">Knowledge of the names of the different parts of the axe.</p>


Scouts must be able to use an axe correctly and safely. Scouts must know the safety rules when using an axe, scouts must be able to maintain and check whether an axe is safe to use, and they must know how to store an axe.

In short, the scouts must be able to use an axe safely and correctly on a cutting site that they have made themselves, they must know what you can and can't do with an axe.

Badges name	Competencies
 <p data-bbox="453 232 659 259">Adventure Scout</p>	<p data-bbox="719 232 1203 367">Participate in a larger scouting event (e.g. from the Adventure Scout League). Afterwards, evaluate and reflect on their efforts.</p> <p data-bbox="719 376 1155 441">Use the elements of the ' Adventure Scout Model ' to train their skills.</p> <p data-bbox="719 450 1203 548">Later, participate in the same scout race again (or a similar race) where the new skills are put to use.</p>


The scouts must have participated in one or more major scout races and thought about how their patrol, chess, team fared in the race. The scouts must practice the skills in which they performed the worst, and then they must participate in a new scout race to show that they have learned the new skills.

In short, the scouts need to train their skills and participate in some scout races so they can have some great experiences.

Badges name	Competencies
 <p data-bbox="453 918 603 983">Alone in the Wilderness</p>	<p data-bbox="719 918 1203 1128">Independently plan an overnight stay in nature, where the patrol is only allowed to bring 10 items in total (in addition to clothing, backpack, food, first aid kit and personal equipment such as medicine, etc.)</p> <p data-bbox="719 1137 1123 1202">Build a bivouac using only natural materials and sleep in it.</p> <p data-bbox="719 1211 1193 1276">Find edible plants in nature and make a meal that includes them.</p> <p data-bbox="719 1285 1129 1350">Make your own water purification systems</p> <p data-bbox="719 1359 847 1386">Try fishing</p> <p data-bbox="719 1395 1193 1460">Bring an animal that you can prepare and eat – and eat meat, cook soup, etc.</p> <p data-bbox="719 1469 1155 1565">Expand with challenging terrain or a hiking/canoeing trip towards an overnight stay.</p> <p data-bbox="719 1574 951 1601">No electronic aids?</p>


The scouts must plan an overnight stay, where the patrol is only allowed to bring 10 items (in addition to personal equipment). The scouts must Build a bivouac using only natural materials and sleep in it. Find edible plants in nature and make a meal using them. Make your own water purification systems (not for drinking water). Try to catch fish. Bring a whole animal that you can cook and eat – and eat meat, cook soup, etc.

In short, the scouts must try to see how few things are necessary to be able to "survive" in nature, and they must try to make do with what they can "find" in nature.

Badges name	Competencies
 <p data-bbox="453 232 584 259">Base camp</p>	<p data-bbox="719 232 1203 405">Try out different disciplines that adventure scouting is built on Create a course where you use at least 3 'posters' from adventure scouting Invent your own adventure scout post</p>


The scouts must test and complete the typical disciplines that adventure scouting is built on, and create a course that includes at least 3 items from adventure scouting. The scouts must invent their own adventure scout item.

In short, the scouts must experience what adventure scouting is like, and have tried some of the typical items on an adventure scouting run.

Badges name	Competencies
 <p data-bbox="453 766 639 792">The cold shiver</p>	<p data-bbox="719 766 1203 1084">Try swimming in the sea both in regular clothes and in a swimsuit. Try bathing/swimming in seawater during the winter months. Know first aid in the water, rescue, artificial respiration and have knowledge about hypothermia. Have planned and carried out an activity involving cold and cold water</p>


The scouts must have swum in the sea in swimwear and in regular clothes. The scouts must have bathed in the sea during the winter months. The scouts must know the first aid related to drowning accidents and hypothermia. The scouts must plan and participate in an activity that involves cold and cold water.

In short, the scouts must have bathed in the winter and know the safety rules and first aid in connection with activities involving cold and cold water.

Badges name	Competencies
 <p data-bbox="453 232 572 259">First aid 4</p>	<p data-bbox="719 232 1209 331">Select 2 - 3 topics from previous branches that you would like to work on in more depth.</p> <p data-bbox="719 338 1209 472">Know how to perform life-saving first aid with cardiopulmonary resuscitation (heart massage), and use of a defibrillator.</p> <p data-bbox="719 479 1209 510">Know first aid for heat and cold effects.</p> <p data-bbox="719 517 1209 616">Know what to pay special attention to in the event of accidents involving carbon monoxide poisoning.</p>


The scouts must work with the first aid topics as in First Aid 1 -3. The scouts must know how to perform life-saving first aid with cardiopulmonary resuscitation (heart massage), and the use of a defibrillator. The scouts must know first aid for heat and cold exposure. The scouts must know what to pay special attention to in accidents with carbon monoxide poisoning.

In short, the Scouts must be able to perform first aid with CPR according to Danish First Aid Council guidelines.

Badges name	Competencies
 <p data-bbox="453 1043 528 1070">Guest</p>	<p data-bbox="719 1043 1166 1142">Sailing alone in an optimist dinghy within a restricted sailing area during the day at less than 7 m/s</p> <p data-bbox="719 1149 1150 1247">Sailing a sailing dinghy with another guest within a defined sailing area during the day at less than 7 m/s</p> <p data-bbox="719 1254 1198 1388">Be the only crew member of a vessel master during coastal sailing to a fixed defined port during the day at less than 7 m/s</p>


The scouts must be able to sail in an optimist dinghy, sailing dinghy and be the only crew member with a vessel captain when sailing in the coast.

In short, the scouts must be able to independently sail an optimist dinghy and sailing dinghy and be able to function as a crew member.

Badges name	Competencies
 <p data-bbox="453 293 571 322">Glamping</p>	<p data-bbox="719 293 1171 356">Preparing and conducting an outdoor trip in extreme luxury</p> <p data-bbox="719 362 1107 463">The trip must be prepared with materials and plans down to the smallest detail.</p> <p data-bbox="719 470 1102 533">A campsite must be set up for a minimum of 24 hours.</p> <p data-bbox="719 539 1177 602">Must be enjoyed for a minimum of 24 hours</p>


The scouts must plan and complete a trip in extreme luxury (in nature). The trip must last a minimum of 24 hours.

In short, the scouts must plan, build and participate in an extreme luxury trip. (anti-scouting trip)

Badges name	Competencies
 <p data-bbox="453 1061 592 1090">Influencers</p>	<p data-bbox="719 1061 1214 1124">Create an advertisement to be a scout in your group</p> <p data-bbox="719 1131 1142 1193">Involve at least two digital media/platforms in the advertising</p> <p data-bbox="719 1200 1214 1337">Decide on the advertising's target group, message and use of media, as well as what it means that the scout group is the sender.</p> <p data-bbox="719 1344 1198 1480">Have a chat about what you are personally okay with participating in when the advertisement is going out to a larger audience</p>


The scouts must create an advertisement for their own group. The advertisement must appear on at least two different digital media/platforms. The scouts must learn about target groups, digital media/platforms and senders. The scouts must talk about where their personal boundaries are in relation to participation in advertisements.

In short, the scouts must learn something about communication, what tools are used and personal boundaries.

Badges name	Competencies
 <p data-bbox="459 293 534 320">Canoe</p>	<p data-bbox="722 293 1206 394">Be familiar with the Danish Scout Corps' safety guidelines for canoeing and kayaking .</p> <p data-bbox="722 400 1153 501">Be able to put a canoe in the water, board and disembark in a safe and secure manner.</p> <p data-bbox="722 508 1214 645">Know basic paddling techniques, including the most common paddle strokes for propulsion, maneuvering and braking.</p> <p data-bbox="722 651 1193 752">Have completed a maneuvering course with a focus on technique and safe steering.</p> <p data-bbox="722 759 1193 824">Be able to perform a buddy rescue of a capsized canoe.</p> <p data-bbox="722 831 1206 896">Have knowledge of sensible clothing for canoeing.</p> <p data-bbox="722 902 1211 1003">Be able to basic navigation on the water and be able to sail according to compass course.</p> <p data-bbox="722 1010 1206 1111">Know the importance of wind, weather, current conditions and water temperature for safe canoeing.</p> <p data-bbox="722 1117 1198 1182">Have completed a canoe trip of at least two days duration.</p> <p data-bbox="722 1225 1206 1326">Be familiar with general bathing advice and the Danish Scout Corps' safety rules for bathing .</p> <p data-bbox="722 1332 1126 1397">Able to swim 200 meters without stopping in under 20 minutes.</p> <p data-bbox="722 1404 1198 1505">Have tried to put on a life jacket and be able to swim at least 200 meters wearing it.</p> <p data-bbox="722 1512 1166 1576">Have tried swimming in lake, river or ocean water.</p>


The scouts must be able to use a canoe safely and responsibly. The scouts must know the general bathing advice and the Danish Scout Corps' safety rules for bathing . The scouts must know how to rescue themselves and their comrades from the water. The scouts must have completed a canoe trip of at least two days' duration.

In short, the scouts must know how to participate in a canoe trip in a safe and responsible manner.


Badges name	Competencies
 <p data-bbox="459 293 550 322">Captain</p>	<p data-bbox="722 293 1214 394">Be able to explain and demonstrate how to launch and sail the boat into port in all wind directions</p> <p data-bbox="722 400 1177 465">Set, trim and haul spinnaker and have knowledge of spinnaker sailing</p> <p data-bbox="722 472 1193 537">Anchoring and explaining the theory of choosing a safe anchorage</p> <p data-bbox="722 544 1114 609">Explain and demonstrate how to determine the boat's speed</p> <p data-bbox="722 616 1114 647">Have participated in night sailing</p> <p data-bbox="722 654 1166 719">Perform a successful man-overboard maneuver 3 out of 5 times</p> <p data-bbox="722 725 1114 790">Explain and demonstrate how to maneuver using only sails</p> <p data-bbox="722 797 1171 862">Explain and demonstrate how to free the boat from grounding</p> <p data-bbox="722 869 1129 934">Know the possibilities of making a needful</p> <p data-bbox="722 940 1177 1041">Explain the theory behind the group's safety and emergency equipment and know how and when to use it</p> <p data-bbox="722 1077 1134 1108">Have participated in a VHF course.</p> <p data-bbox="722 1151 1198 1216">Have knowledge of how to sail safely in a group.</p> <p data-bbox="722 1258 1171 1323">Know all the names of the Svendborg dinghy</p> <p data-bbox="722 1330 1161 1395">Be able to recognize and read all fire signs</p> <p data-bbox="722 1402 1171 1503">Know all navigation marks, their appearance (including reflective tape and beacon character) and meaning</p> <p data-bbox="722 1509 1166 1574">Be able to read charts, know and use their designations</p> <p data-bbox="722 1581 1190 1682">Be able to use a compass: set a course, steer along a course and determine location using bearing.</p> <p data-bbox="722 1688 1145 1720">Have knowledge of lantern lighting</p> <p data-bbox="722 1727 1114 1789">Know and use the group's safety regulations</p>

The scouts must be able to meet the listed requirements (corresponding to the Danish Maritime Authority's certificate of sailing for a motorboat).

In short, the scouts must have a good knowledge of the rules that exist at sea, and must have a good knowledge of sailing (seamanship).


Badges name	Competencies
 <p data-bbox="453 232 596 259">Masterchef</p>	<p data-bbox="719 232 1206 331">Learn different methods and techniques that can be used when cooking outdoors.</p> <p data-bbox="719 338 1158 436">Train skills around different outdoor cooking methods: campfire, grill, Trangia, earth oven.</p> <p data-bbox="719 443 1161 510">Put together a dish yourself/invent a recipe and prepare the dish.</p> <p data-bbox="719 517 1153 584">Discuss together what are good raw materials.</p> <p data-bbox="719 591 1203 689">Cook food that contains ingredients you have collected/obtained from nature yourself</p>

The scouts must know different methods and techniques for cooking outdoors (primarily over a campfire or in a homemade oven, etc.). The scouts must have tried different ways of cooking on a campfire, Trangia, earth oven, homemade oven. The scouts must be able to put together a dish/invent a recipe and cook the dish themselves. The scouts must know what are good raw materials, and be able to cook food from things found in nature.

Badges name	Competencies
 <p data-bbox="453 1028 651 1055">Microadventure</p>	<p data-bbox="719 1028 1211 1200">Complete three tours of an 'alternative' nature. At least two of the tours must be of the types described in this label. The third tour can be a tour concept that you develop yourself.</p>


The scouts must participate in and complete 3 trips of an 'alternative' nature. At least two of the trips must be by those described in the label. The third trip can be a trip concept that the scouts themselves develop.

In short, the scouts are going out and experiencing some trips that are not "normal", that is, going out and getting a taste of the action.

Badges name	Competencies
 <p data-bbox="453 232 544 262">No Cap</p>	<p data-bbox="719 232 1193 331">Together clarify your own attitudes towards smoking, alcohol and personal boundaries</p> <p data-bbox="719 338 1198 405">Work on what you can specifically do in difficult situations</p> <p data-bbox="719 412 1209 546">Do activities around the campfire that make you aware of the consequences of smoking, alcohol, and exceeding each other's boundaries.</p> <p data-bbox="719 553 1070 582">Cozy up around the campfire</p>

The scouts will talk about their attitudes on various topics, including their personal boundaries. The scouts will think about what they can do if they encounter a difficult situation that goes beyond their boundaries. The scouts will do activities that make them aware of the consequences of smoking, alcohol and exceeding each other's boundaries.

In short, scouts must know their personal boundaries, and know what to do if someone crosses their boundaries. (what is ok and what is not ok)

Badges name	Competencies
 <p data-bbox="453 978 592 1008">Calm down</p>	<p data-bbox="719 978 1209 1046">Know about activities that create energy and interaction in your group.</p> <p data-bbox="719 1052 1198 1120">Test the effect that nature and outdoor activities can have on health.</p> <p data-bbox="719 1126 1209 1193">Find out what makes yourself and others happy.</p> <p data-bbox="719 1200 1177 1290">Try to work with your boundaries. For example, by choosing activities to include and exclude.</p>

The scouts must carry out activities that create energy and interaction in your patrol. The scouts must experience the effect that nature and outdoor life can have on health. The scouts must find out by trying things out what makes them happy and what makes others happy.


Scouts must work with their personal boundaries (e.g. heights, darkness, silence, etc.)

In short, scouts should work with what makes them, and others, happy. Scouts should “learn” to use nature and they should try to push their limits.

Badges name	Competencies
<div data-bbox="204 293 427 510" data-label="Image"> </div> <p data-bbox="459 293 555 322">Top trip</p>	<p data-bbox="724 293 1203 389">Participate in a hike with at least 4 days of continuous hiking – i.e. hiking from camp area to camp area.</p> <p data-bbox="724 398 1203 465">Walk at least 50 km in total in deserted or mountainous terrain.</p> <p data-bbox="724 474 1203 607">Carry all your own gear – both personal and shared equipment. Leaders are also welcome to help carry the shared equipment.</p> <p data-bbox="724 616 1203 891">Take at least one summit hike along the way – i.e. attempt to climb a smaller mountain peak or a similar significant place in the area. If it is a longer summit hike (minimum half a day duration), it can be counted as part of the 4-day hike, and you can therefore sleep in the same camp as the previous night.</p> <p data-bbox="724 900 1203 967">Have taken an active part in route planning prior to the trip.</p> <p data-bbox="724 976 1203 1072">Have knowledge about safe travel in the mountains/wilderness, for example based on the nine mountain rules.</p> <p data-bbox="724 1081 1203 1149">Be responsible for orientation and route finding along the way.</p> <p data-bbox="724 1158 1203 1225">Responsible for setting up camp and cooking.</p> <p data-bbox="724 1234 1203 1301">Adhere to the principles of trackless traffic.</p>


The scouts must complete a hike that complies with the requirements described in the label, the scouts must acquire knowledge for safe travel in the mountains/wilderness, for example based on the nine mountain rules. The scouts must know and show in practice that they can comply with the principles of trackless travel.

In short, the scouts are going on a longer hike. They must actively participate in the route planning prior to the trip, and they must carry their own equipment.

Badges name	Competencies
 <p data-bbox="456 293 655 322">Triple Challenge</p>	<p data-bbox="722 293 1219 427">Carry out a challenging activity in the air; this could be, for example, rappelling / climbing on a climbing wall or rock / tree climbing / zip line / high rope course.</p> <p data-bbox="722 434 1219 607">Carry out a challenging activity on land; this could be, for example, mountain biking / obstacle course / forest parkour / O-race / adventure scouting / longer bike ride / soapbox car.</p> <p data-bbox="722 613 1219 748">Carry out a challenging activity on the water; this could be, for example, canoeing / kayaking / spruce boat / rafting / SUP / fjord swimming.</p> <p data-bbox="722 754 1219 853">Participate in the selection and development of the content for the individual activities.</p> <p data-bbox="722 860 1219 927">For each activity, address safety and safe execution</p>


The Scouts must complete a challenging activity in the air, on land and at sea. The Scouts must participate in the selection and development of the content for the individual activities. The Scouts must be aware of the safety of the selected activities and know how to complete them in a safe and responsible manner.

In short, the scouts need to have someone on their radar, in the really cool way.

Badges name	Competencies
 <p data-bbox="453 293 576 322">Our rights</p>	<p data-bbox="719 293 1203 389">Learn about the Convention on the Rights of the Child and its importance at home and abroad.</p> <p data-bbox="719 398 1134 465">Discover what it means to have an identity and the right to it</p> <p data-bbox="719 474 1177 533">Work on expressing your opinion on a current issue</p> <p data-bbox="719 542 1177 609">Try to ensure the rights of others (e.g. patrol companions)</p> <p data-bbox="719 618 1203 714">Incorporate a global perspective into reflections on the articles (points) of the Convention on the Rights of the Child</p>


The Scouts must learn about the Convention on the Rights of the Child and its importance in Denmark and abroad. The Scouts must know about identity and the right to have an identity. The Scouts must think about their own identity. The Scouts must work with their opinion on a current issue. The Scouts must try to include a global perspective in the reflections on the articles (points) of the Convention on the Rights of the Child.

In short, the scouts must know about the Convention on the Rights of the Child, their own rights and identity.

Badges name	Competencies
 <p data-bbox="459 293 528 320">Woop</p>	<p data-bbox="724 293 1214 356">Have researched, prepared, planned and set up at least one Woop hunt.</p> <p data-bbox="724 362 1214 568">The Woop hunt must be about a topic and be communicated in such a way that people who are not scouts would also be able to fully benefit from attempting the hunt in their own free time.</p> <p data-bbox="724 575 1214 678">Have participated in at least one Woop hunt that they did not help plan themselves.</p> <p data-bbox="724 719 1214 822">If there is a lot of information, it can possibly be distributed over several different hunts.</p> <p data-bbox="724 828 1214 1034">Take advantage of the fact that people are still on the move to take them to the places they need to know more about and, in that way, draw them through so that they themselves are part of the story.</p> <p data-bbox="724 1041 1214 1144">If necessary, contact local cultural institutions such as museums or archives and collaborate with them.</p> <p data-bbox="724 1151 1214 1285">Contact local elementary schools and see if they are interested in having hunts created that they can send their students on or perhaps want to test.</p>


Scouts must have prepared, planned and set up at least one Woop hunt. Scouts must be able to incorporate a topic into the Woop hunt in a way that a non-Scout would not be able to fully benefit from the hunt. Scouts must have participated in a Woop hunt that they did not plan themselves.

In short, the scouts must gain experience in using Woop in their scouting work.

Badges name	Competencies
 <p data-bbox="451 230 550 264">Jump in</p>	<p data-bbox="719 230 1201 477">Bathe in at least 5 different 'types' of water over a period of 8 months. For each meeting, develop an activity specifically designed for the location/'type' of water you are visiting. Create a product or activity from the process that you share with others.</p>


The scouts must have experienced swimming in different types of water (sea, river, lake, swimming pool) within a period of 8 months. The scouts must have developed an activity themselves that suits the place where they will be swimming. Create a product or activity from the course that the scouts share with others

In short, the scouts should try swimming in different types of “water” at different times of the year. The scouts should be able to do activities that are appropriate for where they will be swimming.

Badges name	Competencies
 <p data-bbox="451 960 619 994">Entrepreneur</p>	<p data-bbox="719 960 1201 1211">Use simple project tools for idea development, planning, implementation and evaluation of a self-selected project. Implement a (small) project based on a project plan. Relate to the usefulness/benefit of using project tools.</p>


The scouts must gain knowledge of simple tools that can be used to develop and implement projects. The scouts must experience that using project tools makes it easier to implement a project. The scouts must have participated in the implementation of a project.

In short, the scouts must gain knowledge of the most commonly used project tools, they must know how to use them when they have to do projects themselves.

Badges name	Competencies
 <p data-bbox="453 293 624 322">The collective</p>	<p data-bbox="719 293 1158 394">Stay together in the cabin for 7 days without 'adult' involvement (leader/parents).</p> <p data-bbox="719 398 1114 427">Make dinner 5 out of the 7 days.</p> <p data-bbox="719 432 1187 533">Make a detailed plan for the week so you know who is expected to be in the cabin when.</p> <p data-bbox="719 537 1187 607">Spend one of the days of the weekend on scout activities.</p> <p data-bbox="719 611 1187 712">Help each other with transportation, if necessary, so that parental help is not necessary.</p>


The scouts will gain experience in living together for a “longer” period. The scouts will make a plan for the week so that everyone knows when they are expected to be in the cabin. The scouts will be responsible for transportation and help each other so that they learn to stand on their own two feet.

In short, scouts must learn to live together, without help from adults, where they are responsible for everything themselves.

Badges name	Competencies
 <p data-bbox="453 1111 619 1140">Food in focus</p>	<p data-bbox="719 1111 1203 1211">Choose a food theme for each of 3-6 events. You must be able to justify your choice.</p> <p data-bbox="719 1216 1203 1317">Plan and implement at least one meal plan over 48 hours with 2x breakfast, 2x lunch and 2x dinner</p> <p data-bbox="719 1321 1203 1422">Individually, you must plan and carry out at least one meal with 'guests' based on a food theme.</p>


Scouts must plan and carry out a food course that lasts at least 48 hours, with a minimum of 2x breakfast, 2x lunch and 2x dinner. Scouts must each plan and carry out at least one meal based on a food theme. Scouts must choose a food theme for 3 to 6 events. Scouts must be able to justify why they have chosen the food theme for the particular event.

In short, the scouts must learn to plan and carry out cooking over a longer period of time, with different food themes.

Badges name	Competencies
 <p data-bbox="453 235 539 264">Offline</p>	<p data-bbox="719 235 1182 338">Go on a weekend trip where no digital media of any kind is allowed along the way.</p> <p data-bbox="719 342 1198 479">Challenge yourself along the way with activities that you would normally solve using a smartphone, but for which you now have to find other solutions.</p> <p data-bbox="719 483 1190 586">Consider what a media-free trip means in terms of planning and opportunities along the way.</p> <p data-bbox="719 591 1182 728">Discuss both before and after how not spending time on your smartphone during the trip affects you and the interaction between you.</p> <p data-bbox="719 772 1193 976">Completely refrain from using digital media and aids throughout the entire process – i.e. also for planning. This is a significantly more difficult challenge, and therefore not necessary to get the mark.</p>


The scouts are to go on a weekend trip without bringing digital media. The scouts are to participate in activities that would normally be easily solved using a smartphone, but where the scouts are now forced to find other ways to solve the task. The scouts are to discuss what a media-free trip means in terms of planning and possibilities along the way. Before and after the trip, the scouts are to discuss what it has meant that they were not allowed to use, for example, smartphones on the trip.

In short, the scouts should experience that it is okay to go on a trip without your smartphone etc.

Badges name	Competencies
 <p data-bbox="453 293 632 322">So, the hat fits</p>	<p data-bbox="719 293 1166 356">Build a story/brand around the 'new' person you are dressed as.</p> <p data-bbox="719 362 1182 465">Act out at least three situations where the 'new' people meet and relate to their behavior in the given situation.</p> <p data-bbox="719 472 1214 575">Participate in an event (e.g. in the group, division or at the town square) in the new outfit and try to maintain the 'role'.</p> <p data-bbox="719 582 1158 685">Relate to how you are perceived by strangers when you suddenly have a completely different expression.</p>

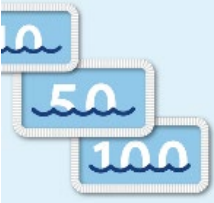
The scouts must build a 'new' person based on the outfit they have chosen, the scouts must complete three situations where the 'new' people meet and relate to their behavior in the given situation. The scouts must participate in an event (e.g. in the group, division or on the town square) in the new outfit and try to maintain the 'role'. Relate to how you are perceived by strangers when you suddenly have a completely different expression. The scouts must have a talk about which "role" they themselves "play" when they are at school, with their friends, to scouts at home.

In short, the scouts need to think about whether it is the "clothes" that make the scout, or whether it is the person and not the clothes/role that is important.

Badges name	Competencies
 <p data-bbox="453 1184 584 1214">Senior Zen</p>	<p data-bbox="719 1184 1182 1288">Plan and carry out activities for others that focus on creating profit and well-being for you and them.</p> <p data-bbox="719 1294 1206 1464">Work on how you talk to each other and how recognition can contribute to higher self-esteem and stronger community between you because you get to know each other better.</p> <p data-bbox="719 1471 1214 1574">Use nature and outdoor activities to give you energy, a smile on your face and less stress in everyday life.</p> <p data-bbox="719 1581 1174 1644">De-stress and get to know each other better, including through a trip.</p> <p data-bbox="719 1650 1158 1713">Know the three tips for good mental health.</p>


The scouts must work on how you as a patrol talk to each other, and what you can do to contribute to higher self-esteem and stronger community among you. The scouts must use activities in nature and outdoor life, which can give them energy, a smile on their faces and less stress in everyday life. The scouts must know methods for achieving good mental health.

In short, the scouts must plan and carry out activities for others that focus on creating energy and well-being. They must get to know themselves and the other members of the patrol and know what gives them "stress" and what reduces "stress".


Badges name		Competencies
	Nautical mile markers	<p>Have covered the distance in the set time (sailed distance – not geographical distance)</p> <p>Prepare for sailing and adhere to the Sea Scouts' 10 Commandments</p> <p>Relate to how you are together and how you can help each other along the way</p>

The scouts must have completed the distance within the set time, they must have set goals for the trip and prepared for the trip, the scouts must have thought about the Sea Scouts' 10 Commandments and first aid, as well as how they can help each other throughout the trip.

In short, the Scouts must prepare and complete a sailing trip, where they help each other through at the agreed time.

Badges name		Competencies
	Scout movement (1000 km + 2000 km)	<p>Self-transport/move the specified distance (1000 km or 2000 km) within one year – in scout contexts</p> <p>Keep a scout transport log, stating the date, transport from and to (event), number of kilometres and total (accumulated) number of kilometres.</p>

The scouts must walk the agreed distance within one year, the scouts must keep a logbook of the distance they have walked.

Badges name	Competencies
 Hiking trails (5-100 km)	Having covered the distance in the set time Set goals for the trip (beyond the length) Prepare (depending on the length, duration and goal of the trip) Relate to how you are together and how you can help each other along the way Be aware of safety and first aid in relation to the nature of the trip

The scouts must have completed the distance within the set time, they must have set goals for the trip and prepared for the trip, the scouts must have thought about safety and first aid, and how they can help each other throughout the trip.

In short, the Scouts must prepare and carry out a hike, where they help each other through at the agreed time.

The patrol and competencies.

It is virtually impossible for a scout to become an expert in everything, and not everything is something a scout is interested in learning about, which is why the scouts use the patrol system.

Scouts, like everyone else, have some personal interests and abilities (see the 7 intelligences) that make them interested in gaining some scouting skills over other scouting skills. In an ideal world, the patrol should be composed according to the scouting skills that the different scouts have, so that all scouting skills will be covered in the patrol.

In the real world, patrols are composed according to the number of boys/girls, who can get along with each other, and how there will be the least unrest in the patrols.

How do I know as a leader what scouting skills the different scouts have? The easy answer is that you observe the scouts when they solve different tasks, maps, compasses, collaborate, cook, etc., etc. and that you as a leader talk to the leaders who have had the scouts in the branch under you. Does this mean that you as a scout leader should do a "personnel case" on all the scouts?

Yes, in the ideal world, a "personnel file" for each scout would be a good tool to be able to plan the scouting work accordingly. In the real world, it is a huge task, which can be solved more easily by the leaders occasionally sitting down and talking about how the different scouts are doing and about which interests (scouting skills) they have and which they lack, as well as what best motivates the different scouts. It would be a good idea in connection with the preparation of the program for the next period (what adjustments are necessary for the program to work better).

What are the most important skills for a scout to achieve high scouting proficiency?

Scouts must have 3 competencies if they are to achieve high scouting proficiency.

The 3 competencies are:

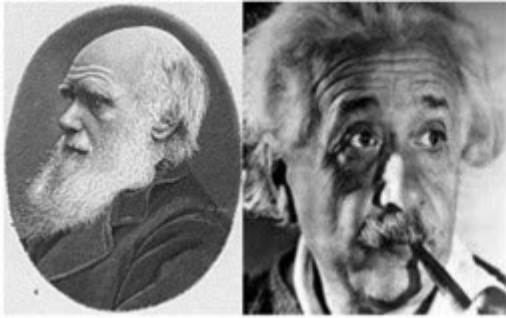
1. Attention.
2. Curiosity.
3. Persistence.

Professor Mogens Hansen, who is among Denmark's most well-known intelligence researchers, points out that the development of intellectual competencies is a result of positive interaction between child and adult during childhood and that broad competencies such as

- attention
- curiosity and
- persistence

are important for developing the child's potential!

This means that we as scouts should ensure that our young scouts gain the 3 competencies, and that we, as scout leaders, create scout meetings and scout activities that support the 3 competencies.



It was said that Charles Darwin was not particularly gifted as a child. He himself says that he compensated by being persistent and diligent.

Albert Einstein said about himself: "I have no special ability, but I am passionately curious."

Now, not every scout needs to become a Charles Darwin or an Albert Einstein, but the fact that we, through the things we do as scouts, can push the scouts in the right direction and prepare them to gain new knowledge and experiences should be the primary driving force in our scouting work.

What should a scout be able to do?

Here you have to divide it into the different branches for it to make sense.

Family Scout:

Family Scouts must experience the world, and must learn to face the world while having to hide behind their parents. Family Scouts must experience nature and gain an insight into the "world" that exists out in nature. A family scout must have courage and curiosity, and the desire to experience the world.

Micro Scout:

A micro scout must be introduced to scouting skills through play and experiences. The micro scout must experience nature in groups (patrols) without their parents. A micro scout must have courage and curiosity, and the desire to experience the world in groups without their parents.

Mini Scout:

A mini scout must gain scouting skills through play, experiences and tasks. The mini scout must experience that there are scouting skills that give access to new and more exciting scouting experiences. The mini scouts must be introduced to Turn Out, and must know how to behave towards other scouts as a scout. A mini scout must be able to stand on his own two feet, and must be able to participate in trips and scout races without his parents.

Junior Scout:

A junior scout must travel around Denmark with the branch and experience the country's nature and meet other scouts (also from other corps). Junior scouts must gain new experiences, knowledge and skills, as well as new scout friends, through planning courses, summer camps and scout runs. A junior scout must understand that Turn Out is an important part of being a scout and that as a scout you are responsible for your patrol. A junior scout must be introduced to the fact that the patrol is only as strong as the weakest scout in the patrol and that you help each other as scouts. A junior scout must learn that scouting knowledge and scouting skills are important in order to be able to participate in the scout runs and events, and to be able to get something out of them. The junior scout must realize that

they need to build on the knowledge they have already gained and that they need to maintain that knowledge so that it is not lost.

Troop Scout:

A troop scout must travel to other countries with the branch and experience what scouting traditions are like in the different countries. A troop scout must experience that the scouting knowledge and the scouting skills that they have built up since they were family scouts can help them complete trips and scout races. Troop scouts must experience that they are part of a global scouting network. Troop scouts must experience that they know something and that they can do something and that the knowledge they have can be used to help them become a scout. A troop scout must participate in corps courses and education.

Clan Scout:

A clan scout must travel the world on their own and experience other ways of being a scout, learn from scouts from all over the world and take new knowledge home to their own groups and to the other scouts in Denmark. A clan scout must use their scouting knowledge to carry out scouting races in Denmark and abroad. A clan scout must use summer camps, trips, scouting races to meet other scouts and build a scouting network. A clan scout must go from receiving new knowledge to starting to train the new generations of scouts, as a leader, assistant or center employee.

How should I plan my meetings so that the scouts get the most out of them?

There are many ways to organize meetings. What is important is to know a little about the scouts in your branch/department. We have previously discussed the archetypes (scout types).

- Adventure Scout
- Traditional Scout
- Coffee/Cake Scout
- Weekend scout
- Center scout
- Meet the Scout
- It's-mom-or-dad-who-wants-me-to-be-a-Scout.
- Mark the scout.

Now we are going to take a look at what we are like as “persons”, what type of intelligences we are made up of and what type of teaching environment suits the different types.

The 7 Intelligences

Howard Gardner is the founder of the theory of the 7 intelligences.

Gardner's starting point was that there is not just one intelligence, but several types of intelligence. Gardner studied the training of brain-damaged traffic victims, where he observed that people became better or worse at, for example, language, music, mathematics, etc. It was his work with adult brain-damaged people that gave him the idea that there must be several and different intelligences.

Gardner concluded that there must be seven different intelligences:

1. a linguistic-verbal intelligence
2. a musical intelligence
3. a spatial-visual intelligence
4. a bodily-kinesthetic intelligence
5. a mathematical-logical intelligence
6. a personal intelligence
7. a social intelligence

The 7 (8) Intelligences and Learning Styles

Interpersonal intelligence, or social intelligence

Scouts who have interpersonal intelligence as one of their prominent strengths are good at socializing, work well with others, and have empathy. These scouts can greatly benefit from exchanging their ideas and thoughts with other scouts in a group.

The scouts learn through joint discussion and reflection on the content of the various scouting skills.

The scout leader can advantageously support the way in which scouting skills are conveyed through different ways of organizing the development of a skill, or the investigation of a skill.

For example, it might be an idea to address a theme, topic or theoretical knowledge that has been presented jointly to all the scouts by asking the scouts to turn to each other in pairs and tell each other about it and ask each other questions (peer → peer).

By choosing different conversation partners, the scout will be able to develop his interpersonal skills.

The traditional way of doing patrol work can also be improved by composing the patrol so that it represents many intelligences.

If the scouts are aware of their own strengths, such a group can work very dynamically by utilizing each other's intelligences.

For example, a linguistically intelligent scout can contribute by formulating patrol material, but also benefit from hearing and seeing the visually-spatially intelligent comrade's perception and contribution to the group.

Interpersonal intelligence, social intelligence

- Has many friends
- Are in groups
- Talks to people a lot,
- Gets along well with others

Is good for

- Understanding people
- To communicate
- Leading others
- To organize
- To negotiate
- To mediate

Learning style

- Teaching others
- Share with others
- Interview
- Conversation
- Compare

Characteristics: The social

Musical intelligence

Scouts who have musical intelligence as one of their prominent strengths are good at remembering melodies, rhythms, timing, drumming, and clapping with their hands and feet.

Musical intelligence is often expressed in the use of musical instruments to illustrate a point, or in the use of musical elements to gain understanding of an area.

The importance of using musical elements in scouting cannot be overestimated. If the purpose is to learn a given subject, music, rhyme and rhythm can be a good aid to later recall the material.

In this way, many rules and connections can be learned in a fun and personal way. As with the other intelligences, it is also true for musical intelligence that a scout leader who is not particularly musically intelligent himself may have difficulty using musical elements in his scouting work.

For example, you can use CD-recorded music in your scouting work, or you can use other people's prefabricated materials to work musically in your scouting work.

Another example could be listening to the structure of a piece of music, and then transferring the structure to another area, for example, codes.

The scout leader can greatly benefit from knowing his own strengths within the intelligences. If you are aware of your own intelligence profile, you can also better compensate for your own weaker intelligences, i.e. get help and inspiration from other leaders in the group.

Musical intelligence

- Sings
- Humming melodies
- Listening to music
- Playing an instrument
- Being influenced by the emotional power of music

Is good for

1. to pick up tones
2. remember melodies
3. to notice rhythms
4. to keep pace

Learning style

- Solving music problems
- To 'rapping' the theory
- To concentrate and relax with music

Characteristics: the music lover

Intrapersonal intelligence or personal intelligence

Scouts who have intrapersonal intelligence as one of their prominent strengths are good at understanding themselves and others, have a frequent need to be themselves, are self-motivated, persistent, and need time alone and space for self-study and reflection.

This means that being around scouting with many other comrades in a large group or branch can be difficult to endure for long periods.

Scouts need a kind of breathing space and breaks from the others, so that they can relate to things personally and reflect on and digest information.

For the scout who is enriched with a lot of intrapersonal intelligence, the content of Scouting will be largely held up against personal feelings and experiences.

The scout leader can choose to include the Scout's personal associations in a material, so that the scout is encouraged to think about personal experiences in connection with a theme.

It is also important to give a lot of responsibility to the interpersonally intelligent scout, so that he/she can choose his/her own method for attacking a project.

The scout leader can present the scout's options, so that the scout can choose from a manageable number, or the scout can be given complete freedom to choose the presentation forms for a project himself. The important thing is that the scout experiences the personal freedom to choose.

Personal intelligence intrapersonal intelligence

- Pursues own interests
- Working alone
- Motivates himself/herself
- Proven about own feelings
- Able to reach your inner self

Is good at

1. understand oneself
2. to concentrate
3. to follow one's intuition
4. to be original

Learning style

- Discuss how it feels
- Asking questions
- Working alone
- Works at own pace
- Has its own room

Characteristics: The Individualist

Linguistic intelligence

Scouts who have linguistic intelligence as one of their strengths are good at expressing themselves both orally and in writing. This may be in a context where one has to convince others with arguments, or perhaps for informational purposes.

The linguistically strong scouts think a lot in words, thrive well in learning situations characterized by storytelling, writing and reading.

If you as a scout leader want to support the learning of these scouts, activities with elements of debate, storytelling, summarization, rhymes and strips and the like can be used.

It is always best to combine the different intelligences in interaction with each other in the learning situation. The best way is to bring the individual scout's weaker intelligence areas into play together with their strong intelligence, so that the strong intelligence is used as a kind of lever.

Linguistic intelligence

- Reader
- Writer
- Telling stories
- Arguing

Is good for

- to remember
 - a. names
 - b. places
 - c. times
 - d. everyday things

Learning style

- Say, See and Hear Words
- Produce
- Edit
- Debate
- Interview

Characteristics: The word artist

Bodily/kinesthetic intelligence

Scouts who have bodily/kinesthetic intelligence as one of their strengths are highly skilled at using their bodies for sports, drama and theatre and their hands for manual challenges. They prefer to physically carry out exercises, construct objects or touch things that are part of Scouting.

A scout leader can support this by including creative and concrete aids in their performance of scouting work, but it is also important to link concepts to the physical constructions.

When a scout leader wants to begin an introduction to a new area of knowledge, it will support the body-kinesthetically intelligent scouts if the scout leader can find space to represent the concepts physically.

Overall, it will be a benefit to include many different physical activities and bodily expressions in scouting work. Various warm-up exercises and subsequent drama exercises can help to illustrate a problem.

Bodily/kinesthetic intelligence

- Moving
- Uses body language
- Good body control
- In physical contact
- Likes to shop
- Gets restless with too few breaks

Is good for

- physical activities
- sport
- dance
- theater
- craft
- technical things

Learning style

- Touch
- Move
- Moving in space
- Dramatize what you learn
- Experience with the whole body

Characteristics: The physically active

Logical-mathematical intelligence

Scouts who have logical-mathematical intelligence as one of their strengths are good at seeing logical connections and reasoning, they think in systems and numbers, experiment and ask questions.

Logical problem solving is an important part of scouting. It naturally belongs to solving codes, but is also part of working with rafters and ropes.

The scout leader can use a logical rational division of a given subject, so that information is structured clearly for the scout.

Logical-mathematical intelligence

- Doing experiments
- Thinking up different things
- Likes to work with numbers
- Asking questions
- Investigating things

Is good for

- mathematics
- to think logically
- problem solving
- to think abstractly

Learning style:

- Categorize
- Classify
- Trying to predict
- Putting things in order

Characteristics: The curious one

Visual-spatial intelligence

Scouts who have visual-spatial intelligence as their strengths think in pictures and imaginations and are good at imagining how things will look. They navigate and have a sense of direction.

It is a good idea to develop your methods for using drawings and symbols in teaching, and the scout leader should support the scouts in using drawings and graphic representations of their own understanding of the contexts.

Scouts who are particularly visually-spatially intelligent are more receptive to pictorial representations of themes and ideas, and the scout leader can use metaphors and inner images in his scouting work.

For example, a link between an idea and an image will help the scout to better recreate an idea and formulate his own understanding of it.

Using the scouts' own images, symbols and sketches to illustrate an understanding of a context will very often support a later deeper understanding of larger contexts.

Visual-spatial intelligence

- Draws
- Builder
- Creator
- Daydreaming
- Looking at pictures
- Watching movies

Is good for

1. to imagine
2. to sense changes
3. labyrinths
4. puzzles
5. read map
6. read tables and charts

Learning style:

- Visualize
- Dream
- Forming inner images
- Working with colors
- Working with images

Characteristics: The visual

The naturalistic intelligence (the 8th intelligence)

Scouts who have naturalistic intelligence as their strength are good at ordering and classifying the world around them, finding patterns and connections, and identifying and organizing.

Naturalistic intelligence is the last intelligence to emerge (the 8th intelligence). It does not fully meet the eight criteria, for example, there is no center in the brain for it. The scout leader can include elements in his scouting work, where the purpose is to discover similarities and see connections and patterns in the surroundings. It is recommended to include nature visits in his scouting work to stimulate contact with animals and plants, excursions to mountains, forests, beaches and waterholes and experimental activities. Nature hikes and short trips into nature can be used consciously to support the naturalistic intelligence of the scouts. Nature visits, experiments and investigations of categories and connections involving specialist literature and various media can stimulate the naturally intelligent scouts. As with the other intelligences, this intelligence and the above strategies will also stimulate the scouts who are intelligent in other areas.

It is important that the scout leader is aware of the many intelligences and organizes a scouting activity with many facets in addition to the traditional linguistic one.

The naturalistic intelligence:

- Responsive to nature
- Creates coherence
- Taking responsibility for plants and animals
- Putting the world in order

Is good at:

1. identify and organize
2. to discover unexpected similarities
3. to predict
4. to 'read' the game, e.g. in football
5. to see connections and patterns in life

Learning style:

- Studying nature
- Doing experiments
- Ask to find connections
- Arrange and systematize
- Creating order in chaos
- See similarities and kinship

Characteristics: the systematize

The section on the 7 (8) intelligences is "borrowed" from Ib Goldbach's teaching material One, two, three, ten intelligences; 1st edition 2012.

Overview of the 8 intelligences

Type of intelligence	What does the scout do?	Is good for:	Learning style:
The social/ Interpersonal intelligence, social intelligence	Has many friends Are in groups Talks to people a lot, Gets along well with others	Understanding people To communicate Leading others To organize To negotiate To mediate	Teaching others Share with others Interview Conversation Compare
The music lover/ Musical intelligence	Sings Humming melodies Listening to music Playing an instrument Being influenced by the emotional power of music	Capturing tones Remembering melodies Noticing rhythms To keep pace	Solving music problems To 'rapping' the theory To concentrate and relax with music
The Individualist/ Personal intelligence intrapersonal intelligence	Pursues own interests Working alone Motivates himself/herself Proven about own feelings Able to reach your inner self	To understand oneself To concentrate Following your intuition To be original	Discuss how it feels Asking questions Working alone Works at own pace Has its own room
The Word Artist/ Linguistic intelligence	Reader Writer Telling stories Arguing	Remembering names Remembering places Remembering times Remembering everyday things	Say, See and Hear Words Produce Edit Debate Interview
The physically active/ Bodily/kinesthetic intelligence	Moving Uses body language Good body control In physical contact Likes to shop	Physical activities Sport Dance Theater Crafts Technical stuff	Touch Move Moving in space Dramatize what you learn Experience with the whole body

	Becomes restless with too few breaks		
The Curious / Logical-Mathematical Intelligence	Doing experiments Thinking up different things Likes working with numbers Asking questions Investigating things	Mathematics To think logically Problem solving To think abstractly	Categorize Classify Trying to predict Putting things in order
The visual / Visual-spatial intelligence	Draws Builder Creator Daydreaming Looking at pictures Watching movies	to imagine to sense changes labyrinths puzzles read map read tables and charts	Visualize Dream Forming inner images Working with colors Working with images
The Systematical / The naturalistic intelligence	Responsive to nature Creates coherence Taking responsibility for plants and animals Putting the world in order	identify and organize to discover unexpected similarities to predict to 'read' the game, e.g. in football to see connections and patterns in life	Studying nature Doing experiments Ask to find connections Arrange and systematize Creating order in chaos See similarities and kinship

Using the 8 intelligences in your scouting work

Now you're probably thinking: ***Oh my god. Now I also have to be a psychologist to be able to function as a scout leader, and have a Ph.D. in pedagogy to be able to plan a scout meeting.***

Don't worry, the corps has actually done a lot of the work.

The Corps (DDS) has created a series of courses where a plan has been made for the scout meeting.

Try looking here: Nature in focus for 10- to 12-year-old scouts

Course: nature in focus			
Module 1			
Time	Activity	Materials	Responsible
10 min	Starting ceremony		
15 min	Play, beaver by the river	Bouillon cube	
20 min	The flies have dirty feet	house blas jam jar, fly	
35 min	Optional 1-2-3	Large soda bottle, sand, gravel, small and large stones leaves, branches, gauze, elastic cup, compass paper plates , glue	
10 min.	Closing ceremony	Songbooks	

Play:

The meeting starts with a movement game (beavers by the river), which is just right for the physically active (bodily/kinesthetic intelligence) and the social. It also has the advantage that all the scouts get to burn off some energy and, in that way, become a little calmer.

The first scout activity (flies have dirty feet) is an activity that is equally suitable for scouts who are Systematic (Naturalistic Intelligence) and Curious (Logical-Mathematical Intelligence) as the tasks involve studying nature and predicting what will happen.

The flies have dirty feet, the activity is about hygiene and bacterial growth.

The flies have dirty feet

The purpose is to make the scouts aware of hygienic conditions also in scout life at the campsite. There are flies everywhere around the camp site, and it is important to keep the food away from them. Dissolve a bouillon cube in boiling water. Dissolve the starch sheets, and mix it into the bouillon. Pour a thin layer of the mixture into a cleaned lid for a jam jar, and let it solidify with the jam jar screwed on over it. In the meantime, the scouts catch a fly. When the mixture has solidified, the fly is let into the jar. Observe how it walks around the mixture and eats. Let the fly out, and screw the jar back on the lid. Wait a few days, observe what happens to the mixture where the fly has walked around. The fly has deposited bacteria that are now living



When the activity is finished (when the fly has moved around in the broth) it is time to start the next scout activity. Here, the corps has chosen to give the scout leader 3 choices for activities. The scout leader can choose that the scouts can only have one of the 3 activity options or that the scouts themselves choose which of the 3 activities they want to work on.

The second scout activity:

Option No. 1:

The scouts will build a mini-refinery to treat dirty water.

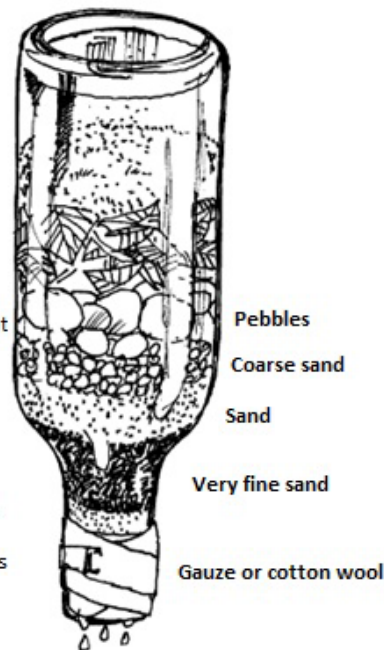
Optional 1: Mini purification plant

Pour dirty water through the bottle and see how clean it is when it comes out. Pour it through several times to get it completely clean. When we use water on a daily basis, it is led from the drain through the sewer to a purification plant. Here, various processes clean the water so much that it can be discharged into nature

Mechanical purification: Residues remove larger things from the water, and when the water is still, fatty substances float on top so that they can be scraped off.

Biological purification: In a sludge plant, bacteria eat away at all the substances that the wastewater contains.

Chemical purification: Chemical purification: chemicals combine with substances in the wastewater so that they sink to the bottom as sediment. The sediment and sludge from the water purification are dried and burned at a power plant, while the purified water is discharged to lakes and streams or into the sea. From here, some evaporates into the air and some seeps into the ground and becomes groundwater



The activity is suitable for both **the systematist** and **the curious**, as tasks involve studying nature, conducting experiments, and predicting what will happen.

Option No. 2:

The scouts need to make a whistle so they can attract deer.



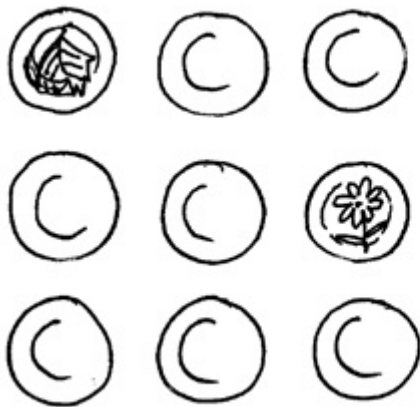
Optional 2: Poacher's Whistle

The whistle was used in the old days to attract deer. Split a branch in half. Cut a small indentation in each half of the branch, leaving a hole in the middle. Take a blade of grass and split it in half. Use the part without the middle rib. Place the blade of grass lengthwise on the stick and tie the two halves of the branch back together.

The activity is just right for **the Music Lover** and **the Individualist**, as the task involves making "music" and it is a task that can be "best" done alone in peace and quiet.

Option No. 3:

The scouts must make a memory game with things from nature.



Optional 3: Nature Memory

The scouts find flowers, leaves and the like in pairs and glue them onto paper plate cores - one on each. The plates are placed on the ground with the back side up, and memory is played

This activity is suitable for **the systematical** and **the Social**, as the task is to predict where the different things are, and it is a game that requires you to be together (social)

Closing ceremony:

The scout meeting ends with a song (which is something for the music lover and the social one).

Overview of the activities at the meeting and which intelligences are suitable for the activities.

Activity	Something for:
Play	The physically active and the social
The first scout activity	The Systematical and the Curious
The second scout activity	The systematical and the Curious
Option No. 1:	
The second scout activity	The music lover and the individualist
Option No. 2:	
The second scout activity	The systematical and the Social
Option No. 3	
The ending	The music lover and the social

For this example, I have chosen a random meeting in the focus booklet for 10- to 12-year-old scouts, and the meeting program has succeeded in having something for all 8 intelligences.

So, if you use the various materials that the scout corps has prepared, you don't have to worry about whether you now have something for all your scouts (the 8 intelligences).

So, you, as a leader, don't need to have a Ph. D. in pedagogy to be able to plan a scout meeting.

A little about social skills:

Social competence is developed in communities and through relationships with other people in friendships, groups and cultures. The interaction between relationships and social competence includes the important elements of empathy, the ability to relate and social skills.

Social competence is the key to the community, where children have the opportunity to develop themselves – in play, in collaboration with others to solve tasks and realize dreams.

All Scouts should have the opportunity to be included and feel part of a community with other Scouts, where they feel recognized and respected and they learn that diversity is a strength. Therefore, Scouts should be supported in forming friendships and learning how to join and be part of a group. It is as co-creators of the history of the community that Scouts become socially competent.

Personal and social skills are seen as an important basis for Scouts' learning, and a foundation for them to develop as active, creative, happy and democratic individuals. Social skills are developed in a safe and trusting environment, in interaction with caring and present Scout leaders and in patrols, where you reflect on each other, learn from each other and learn to understand the context you are a part of.

[source <https://paatoppen.silkeborg.dk> › Kaersgaard]

Social skills include the ability to:

- be curious.
- express feelings.
- see and understand the needs of others.
- know how to act in different situations.
- form friendships and relationships with other scouts.

Social skills

- **Learning active listening.**

The scout cannot speak while the other scout is saying something.

The Scout must respect when it is their turn to speak. The best way to teach them this is to lead by example. For example, if we don't interrupt them, they will learn not to interrupt us either.

- **Scouts must learn to show gratitude, to know when and how to apologize , and to say “please.”**

Teach them, either implicitly or explicitly, the difference between a request and a demand.

- **Good social language also includes different “wisdom”.**

Knowing how to say “thank you” and being tolerant is positive reinforcement. It's also about knowing how to share and acknowledge when others do something good and when we ourselves make mistakes.

How do we, as a group, ensure that the scouts gain social competences/skills?

As with so much else, social competences and skills are something that scouts should have learned in kindergarten and school. Just as it is something that there should be a great focus on in family scouts, micro scouts and mini scouts.

Good advice for increasing/maintaining scouts' social competences and skills

- Let the scouts play with other scouts.
- Train the scouts to listen, retell and answer questions
- Teach the scout to be considerate and give space to others
- Teach the scouts to listen to others without interrupting
- Teach the scout to keep agreements

Here are a number of pedagogical tips for 6–10-year-olds, taken from the Leader's Book.

[<https://dds.dk/sites/default/files/2017-03/Vinterterm%C3%B8der%20for%20minispejdere.pdf>]

Micro/Mini Scouts have special needs, abilities and limitations, which are good to take as a starting point when you as a leader have to arrange activities, experiences, trips, camps, etc. The better you are at balancing the planning of scout meetings in relation to the micro/Mini Scout's development, the better scouting work you will do!

The Micro/Mini Scouts: Needs, Abilities and Limitations

Physical:

Good gross motor skills

- Need to challenge yourself physically
- A lot of restlessness in the body
- Learns through movement and senses

Emotionally:

- Need for attention
- Need for security
- Doesn't hide emotions
- Difficulty losing weight

Spiritual:

- Reflection with large adult size
- Must train attention
- Focus on themselves

Social:

- Very egocentric
- Playing with boys and girls
- Few people at a time
- Can take others into account in play

Intellectually:

- Short messages
- Becomes easily distracted
- Limited vocabulary
- Responsibility with help from an adult

Creative:

- Imaginative and frames
- Thinking concretely
- Can't think abstractly

Trains senses through play

The Micro/Mini Scout:

- They are developing a lot, both physically and mentally. During this period of a child's life, they are very perceptive - they are easily distracted and have difficulty concentrating.
- It can be difficult for children in this age group to understand a common verbal message.
- Gross motor skills are developed when children crawl, walk, run, jump, etc. They are becoming established by six-year-olds. A six-year-old can crawl, crawl and jump, but still needs to strengthen their gross motor skills. So let the children climb trees, jump around with their legs together, etc.
- The activities should be varied with lots of games and other physical activities – also because children under eight years of age have difficulty concentrating for long periods of time.
- Children can train their senses through games. Kimsleige (memory/observer game) is especially good.
- When children are eight years old, they can start to carry their weekend gear themselves. Many six-year-olds have just learned to dress themselves and may still need help with the most difficult tasks.
- When children are six years old, they are good at playing, and it doesn't take much to create an imaginative game. Use this by putting imaginative frameworks over the content of the meeting, so that both scouts and leaders have an imaginative role.
- The youngest children, aged six to ten, play with their own sex as well as the opposite sex. As they get older, they usually play more with their own sex.
- Children aged six to ten are best at managing small groups, so create patrols or teams of five to six children.
- At six years old, children can be considerate of each other in play, but their focus is largely on themselves.
- Children aged six to ten can easily be given responsibility

13 tips for attractive activities for micro/mini scouts:

- Physical activities and movement (running, climbing, jumping, skipping, etc.)
- Sensory activities such as germ play (seeing, hearing, feeling and tasting)
- Activities with rules
- Short periods of activity (max 10-15 minutes at a time)
- Fantasy and fantasy frameworks
- Concrete tasks (fixed and tangible)
- Simple reflection with lots of adult support
- Simple concentration and attention games
- Competitions with room for both winning and losing
- Responsibility for simple concrete tasks
- Few people at a time
- Play about consideration and camaraderie
- Safety and adult contact

Keep an eye on the goal. All the activities we do as scouts have learning for the scouts as a purpose, and we are constantly developing the skills the scouts have acquired through activities. Therefore, new skills also create a need for more challenging activities.

Micro/Mini Scouts must:

- Could collaborate.
- could make choices
- reflect
- experience co-determination in connection with the execution of activities
- practice acceptance of each other, even if they are very focused on themselves
- be able to listen to each other
- be outside in all kinds of weather
- expand their vocabulary and put words to the work of scouting
- be brave
- experience the value of being a community in the patrol
- experience interaction with adults who listen, support and engage
- be attentive and listen to others
- be able to take responsibility for small tasks
- play for learning
- Learning to be on tour
- use your body as much as possible
- develop their senses

“One of the most important roles for a scout leader is to be a guide who helps the scout by showing a clear path,”

Junior Scouts

The junior scout still needs a fixed and recognizable framework for the meetings. This creates security and space for development. It is more important to have enough time to work on involving the junior scout as much as possible in both the planning and implementation of the activity than to achieve all the activities that have been planned at the meeting. A fixed start and end mean that the scouts know that the meeting has now started and ended, and are therefore ready to join in.

Junior Scouts want everything, but the skills don't always match the ideas. As a leader, it's important that you create the right balance between skills and challenges. It's a difficult balance to make room for both success and ambition.

The Junior Scouts learn through being on an adventure, an adventure in which they themselves determine the action. It must not become too childish and not too adult. It is important that you as the leader at the meeting help with the development of their self-understanding and self-esteem by giving them challenges that develop their understanding of themselves, the patrol and the rest of the world.

Fantasy frameworks and games are out if it becomes too childish, and the adventure is not about dressing up and role-playing, but rather challenges that make demands spiritually, intellectually, physically, socially, creatively and emotionally.

It is a good idea to have the meetings consist of intervals of 15-30 minutes of activity with breaks in between where the scouts can take care of themselves and reflect.

As a junior leader, you may experience many emotions among your junior scouts:

- infatuation.
- Hate.
- Shyness.
- Self-esteem problems.
- excessive self-confidence.
- and many other things related to the puberty that the junior scouts are in the middle of.

They are so thoughtful that you think "wow, where did that come from", so childish that you think "is that a bunch of micro scouts?" and so emotional that you think "tell me, weren't they best friends last week?", but that's all what makes the junior branch so special.

13 tips for attractive activities:

- Activities that help to understand themselves.
- Activities that help develop self-esteem and self-confidence.
- Focus on patrol life – working with the patrol and patrol leadership.
- Planning of activities and experiences with adult support by the patrol leader.
- Appreciative reflection from peers and leaders.
- Focus on guidance from the leader.
- Activities about the outside world.
- Activities that challenge attitudes.
- Activities that make a difference to society.

- Activities that are linked to a good cause.
- Games with a purpose (muscle games, cooperative games, etc.).
- Talking and socializing Activities that challenge.

As a rule, the junior scout's distance themselves from anything that can be perceived as childish, they speak the language of youth and try to be perceived as something other than children. But deep down they still love fantasy frameworks and imaginative play, and this creates a good coherence in the processes and helps creativity when planning activities.

The junior scouts must:

- learn to accept and use each other's differences.
- have responsibility gradually incorporated.
- experience co-determination, own choices and actions.
- experience that the patrol leader works with the patrol community.
- practice the democratic decision-making process.
- choose topics for activities and courses.
- experience star time, where tasks and responsibilities are delegated before the meeting.
- grow with tasks.
- be outside in all kinds of weather.
- reflect and evaluate activities and efforts.
- know the patrol leader's tasks.
- accept each other's differences.
- experience interaction with adults who listen, support and engage.
- plan and carry out trips.
- cooperate with, listen to and accept each other.
- work with responsibility for themselves and others.

The troop scouts:

Scouts in a troop want everything and can gradually acquire the skills to keep up with the ideas. As a leader, it is important that you create a fertile ground for the patrol to find the right balance between their different abilities and the challenges they can successfully handle. As a leader, you must stand in the background and have confidence that the patrol can take responsibility and carry out the courses they have chosen. It is precisely with scouts in a troop that the idea of young people leading young people takes hold. Using the course idea, you help the scouts create success stories and thus develop their scout identity.

As a troop leader, you may experience many emotions among your troop scouts:

- Shyness.
- Falling in love.
- Hate.
- Self-esteem problems.
- excessive self-confidence.
- and many other things related to the puberty that the scouts are in the middle of.

At the same time, the development of the patrol spans a very wide range, and the differences emotionally and in their abilities are very large due to puberty. It is therefore important to create a culture of appreciation in the troop and the patrol. There is room for humor, and they now know how to laugh with each other and not at each other. It is a good idea to let the meetings consist of intervals of 15-30 minutes of activity with breaks in between, where the scouts can take care of themselves and reflect. The meetings should also be used to create unity and form a framework for idea generation. Ideally, the patrol is given the opportunity to develop, achieve and indulge.

The troop scouts learn through going on adventures and being given challenges in which they decide the action themselves – it can be realistic. It is important that you as the leader at the meeting help develop their self-understanding and self-esteem by giving them challenges that develop their understanding of themselves, the patrol and the rest of the world. The troop scouts in turn dare to play, especially with the younger scouts. Through this, they also develop their leadership skills.

13 tips for attractive activities:

- Activities and challenges that help with self-esteem and independence.
- Activities that have been created based on your own idea generation.
- Planning your own courses (course idea) and translating your own ideas into action.
- Working with young people, leading young people and patrol leadership
- Activities that help you learn to accept failure.
- Activities with room for ambition.
- Use cool seniors to challenge, and let the troop scouts challenge the juniors.
- Teamwork and collaboration.
- A process that questions one's own existence.
- Activities where scouts can influence the development of society.
- Experiences in other countries and working with global responsibility.
- Help to find the right path in scouting – e.g. adventure scout, political activist, leader.
- Meet other troop scouts through activities and experiences.

The troop scouts must:

- experience working with collaboration, togetherness and relationships inside and outside the patrol.
- experience both the wild and the educational outdoor life, and experience nature as a breathing hole and oneself as a part of nature.
- develop projects around protecting nature and making a difference in the local community.
- experience that there is time for reflection, presence and discovering one's own reason for existence.
- lead other young scouts and peers in the community.
- work with self-esteem and self-confidence, which gives you the courage to put yourself at the center.
- break boundaries and create aha-experiences through adventure scouting and demanding weekend trips.
- Work on being able to accommodate all the patrol's differences and exploit their potential.
- discuss and create dialogue about attitudes, democracy, society and rights.
- unleash their imagination and creativity through buildings, events and plays.
- explore the whole world as adventurers, work with Thinking Day and Scouting Help and have international meetings with scouts in other countries.
- experience influence and co-determination and have the opportunity to influence and develop independence.
- expand their understanding of socially relevant topics such as climate, environment, children's rights and human rights.
- experience that they make a difference in the group, so that their sense of belonging develops.
- get to know their physical abilities and challenge them so that they become more resilient.
- get to know their own values and set personal goals for their development.

- experience that there is room for spontaneity.
- be trained in management tools such as conflict management, guidance, recognition, etc.
- still play and compete, creating a sense of community.
- experience that they are part of something bigger, for example by working with the international scout movement, making friends across the country by going to P Lan, center summer camp, Jamboree and patrol courses.

Should junior and troop scouts play?

Yes, of course they should.

Today, there is a tendency for the transition to happen earlier. Children are being overwhelmed with more and more questions they need to deal with and answer.

Among other things, the advent of social media and the entry of mobile phones into children's world has possibly helped to push the boundaries of when you are a child and when you are together instead of playing.

"In pedagogy, the word mastery competence is used. It refers to the ability to master things in life, and it can be developed by the scout slowly being challenged on the basis of the established security with his leader. The bombardment of opportunities and impressions gives the scouts little opportunity to develop mastery competences at the right pace. Therefore, one of the best things a scout leader can do is to deprive them of some choices. For example, instead of asking broadly what to have for dinner, one could ask: Would you rather have pasta or chicken?"

Learning by doing must be done in small doses. It requires that one can be reflective about the consequences or meanings along the way, because learning requires that one can see and understand the meanings of what one does. The complexity of society (and thus also in childhood) has increased, so children and young people are increasingly left to answer the many everyday questions themselves, a la 'what would you like for dinner?' This is not always healthy. Children and (especially) teenagers, in relation to their development, have difficulty in understanding all the consequences and meanings of what they do, and therefore a positive desire to make them independent can often turn into a negative thing, because it confuses more than it helps."

The many questions and opportunities that scouts are confronted with today can seem stressful. Therefore, it is important to deprive the scouts of some choices in order to make life more manageable. It is therefore also important to ensure that the scouts can have a space free from social media. The scout leader and the scout group therefore have a responsibility to ensure that the scouts do not bring phones and computers, etc. to scout meetings, scout races and scout camps.

<https://dds.dk/artikel/learning-by-playing>

The Scout Leader

I have been a scout since 1988, and have experienced different ways in which a group has been run. I have experienced being a scout in two groups, in two different scout corps and being a scout at a center. I have twice experienced that collaboration between the leaders and the board has resulted in one or more leaders leaving, or being left. There is nothing more destructive to a group than when the leaders cannot cooperate, and when small things are allowed to develop. It is therefore important that the group has a common thread in its scouting work and has a clear leadership hierarchy, both on a daily basis, but especially when the group is on tour.

It is important that you as a scout leader know your strengths and weaknesses, and that you dare to talk openly about each other so that small problems are not allowed to develop.

Types of scout leaders:

- Parent as the leader.
- Laissez faire leader.
- The scout who has become a leader.
- The militant leader.
- The Democratic leader.
- The burnt-out leader.
- The new leader who wants to change everything.

It is said that equal children play best, and that opposites meet, so it is important for the scouting work in the group that the leaders know what type of scout leader they themselves and the others are. It is important to strengthen the strong sides and reduce the weak sides where all the leaders.

Writing down rules that every group should have written down.

- clear leadership hierarchy at all times, so that the group leader has the final say, and that everyone respects the decision that the group leader has made. If the group leader is unable to participate in a trip or camp, a “group leader” is appointed who has the final say if topics, ideas or problems arise while the trip or camp is in progress.
- The branch manager has the final say within their branch, and decisions, problems, ideas, and more must go through them.
- ...[discuss in the group what rules are necessary]

On a trip/summer camp

- If the group leader is unable to participate in a trip or camp, a "group leader" is appointed who has the final say if topics, ideas or problems arise while the trip or camp is in progress.
- Daily and weekly programs must be planned, and there must be agreement among the leaders that the plan that has been set will be adhered to.
- Things like when the scouts should get up, go to bed and what they should have for breakfast should be decided in advance. If any changes to the plan are desired, these should be discussed with the responsible branch leader(s) and the group leader.
- Be aware of "camping scumbags". It is hard as a leader to be on a trip/camping, and most people need a break, so, if possible, the leaders should have a day off in turns, about halfway through the camp. The day off should be spent away from the group, and preferably not have anything to do with scouting (go to a cafe, take a walk to the beach, take a nap in the forest, whatever, just don't be with your group).
- ... [talk together in the group about which rules are necessary]

Having these strict rules may sound like a very rigid and strict way to be a scout, but they can provide peace of mind, both for the leaders and for the scouts, because there are fixed frameworks and everyone knows what they have to deal with.

Again. The rules are not set in stone, it requires, for example, that the scouts' bedtime be changed one night so that they can participate and have a great scouting experience, then exceptions can be made to the rules (it just doesn't have to be every night).

What do the scouts need?

- The Scouts need a leader at the helm.
- Opportunity to overcome themselves and do things they didn't think they could.
- That they can relax and be themselves when they are scouting.
- Knowledge that they can use in practice.
- A common thread throughout their scouting lives.
- Community and friendship, across social scales, religion, gender and age.
- Know that they are part of a worldwide community, and that those who are scouts always have friends who can help them no matter where they are in the world.
- Experiences that they can't get anywhere else.
- The feeling that they are worth something and that everyone is equally important (in the patrol).



How do we as leaders get started?

1. Sit down in the group and decide what type of scout the group wants to “produce”.
Think about:
 - a. Which Scout values are important to the group.
 - b. What kind of finances does the group have?
 - c. What is the financial situation of the parents?
 - d. What equipment does the group have?
 - e. What traditions does the group have?
 - f. What should the “completed” scout be able to do and what should the scout have experienced?
 - g. What skills do leaders have?

2. Set goals for the different branches.
Think about:
 - a. What skills (marks) must be completed in the different branches.
 - b. What experiences should the scouts have had in the different branches?
 - c. What social and personal skills must the scouts achieve in the different branches?
 - d. What skills should leaders have?

3. Make a plan and stick to it. It is important to avoid the group zigzagging all the time, for example decide that the plan should be updated once a year and not otherwise. Remember, however, that the plan for the content of scout meetings should be able to be changed if a golden opportunity arises to do something else.
 - a. Make an annual plan/year wheel with the important dates, group council meetings, scout races, holidays, weekend trips, etc.
 - b. Make a 4-to-5-year plan so that larger scout camps, trips abroad, etc. are planned well in advance so that the finances of the group and the energy of the leaders do not run out.
 - c. Is there a need to purchase equipment (canoes, campfire hut, tents, etc.) in order to implement the plan (should funds be sought from foundations or is it something that the scouts themselves have to earn?).

4. Change one thing at a time, things take time to implement. It is important that everyone feels they can follow along, and that they understand that they have something to say.

5. Use equal parts tradition and innovation (but take one step at a time).

6. The scout leaders in a group are like a patrol, they function best if everyone knows each other and everyone knows each other's strengths and weaknesses.

Attachment:

Example of a daily schedule at camps:

06:30 - Wake up scout.

06:45 – lighting the fire + boiling porridge.

07:00 – breakfast.

07:30 – washing dishes.

08:00 - flag hoisting.

08:30 – morning activities.

11:45 –preparation for lunch. Fire is lit and dishwashing water is poured over.

12:00 - lunch.

12:30- washing up after lunch.

1:00 PM –afternoon activity.

5:00 PM – dinner preparation.

6:00 PM – dinner.

6:30 PM - washing dishes after dinner.

8:00 PM – take down the flag and campfire.

9:00 PM – brush teeth and get ready for bed.

9:30 PM – quiet in the camp.

Weekly schedule at camps:

- Day 1: Setting up camp - pitching tents, digging a fire pit, digging a sewage hole
- Day 2: Setting up camp – Making dining tables, fencing the campsite, fence the chopping area, make a backpack rack, make a kitchen table.
- Day 3: Activity day – build a suspension bridge, go hiking, take up o-races, see local attractions.
- Day 4: Hike – the hike begins right after the flag raising.
- Day 5: Hike – Scout returns to camp after lunch.
- Day 6: Break down camp.
- Day 7: Dismantling of tents and cleaning up the site

Patrol equipment what is it

- Tent (kitkat)
- PATROL BOX
 - Herb knives
 - Bread knife
 - Paring knife
 - Chef's knife
 - Grater
 - Filleting knife
 - Kitchen scissors
 - Cheese slicer
 - Can opener
 - Grindstone
 - Cutting board (meat and vegetables)
 - Brown soap
 - Dishwashing tubs, 2 pcs.
 - Dishwashing brushes
 - Dishwashing liquid
 - Steel dishwashing sponges
 - Pot set, large/medium/small and lid
 - Fire iron to place the pots on.
 - Forehead
 - Palette knife, wood/steel/plastic
 - Pot lifts
 - Pot spoons, long, plastic/wooden
 - Spices
 - Sugar
 - Salt and pepper
 - Measuring cups
 - Colander
 - Scoop
 - Mixing bowls, plastic
 - Whisk
 - Aim
 - Household movies
 - Aluminum foil
 - Folding water bottle
 - Hacksaw
 - Work gloves
 - 1 bottle of kerosene/lamp oil
 - More matchboxes
 - Hand axes
 - Folding shovel
 - Hammer
 - Muck
 - Peg hammer
 - Kerosene lamps
 - 1 roll of small plastic bags
 - 1 roll of black garbage bags
 - 1 complete First Aid Kit
 - Tea towels

The Scout Promise

I promise to keep the Scout Law.

Scouting Act

Anyone who is part of the Scout community does their best to:

- to find one's own faith and have respect for others'
 - to protect nature
 - to be a good friend
- to be considerate and help others
 - to be trustworthy
- to hear the opinions of others and form one's own
- to take responsibility for family and society

Motto

Be prepared